

Teaching English to Students With Special Needs: A Case Study in Jordan

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Abstract—Students with special needs usually encounter difficulties in learning English because of their physical, health, or psychosocial challenges. English Teachers' attitudes to the students' special needs play a significant role in facilitating the students' learning process or hindering their learning of English. When a teacher has a negative attitude to the special needs students, this may lead to the teacher not fully covering the planned English syllabus, thus impeding the educational development process of all students. However, an English teacher's positive attitudes to their profession can certainly influence their students' attitudes and desire for learning. This study investigates the attitudes of English teachers of special needs students to their profession in schools in Jordan. A quantitative research method was used to collect data from a randomly chosen sample of 155 English teachers. The results of the study revealed that English teachers' attitudes to their profession were positive and above average, and there was a difference in their attitudes to their profession in general according to the "experience" variable. However, there were no differences in the teachers' attitudes to their profession according to the "academic qualification." The findings can contribute to identifying the most important factors that influence the decision-making of newly appointed teachers whether to enter the profession of teaching English to students with special needs.

Index Terms—language learning, language teaching, students with special needs, teachers' attitudes

I. INTRODUCTION

Students with special needs usually encounter learning difficulties because of their physical or sensory special needs, illnesses, or psychosocial problems. Besides, there are some other important individual educational differences between disabled students. Students with special needs require different methods of education corresponding to their needs and abilities. Moreover, to succeed in training and educating students with special needs, there must be special educational programs and special equipment. Furthermore, students need to learn how to use different educational means that can unleash their talents and abilities and develop their creativity. Education aims to help students with special needs take care of themselves, succeed in their educational path, and engage in all of the activities in the community (Reyes & Meneses, 2022). The process of educating students with special needs is a difficult and complex process since it requires the teacher to choose the appropriate methods of teaching their students according to the following variables: the degree of disability, the severity of the disability, and the mental age of the child. Teaching methods in special education vary depending on the diagnosis of the child's condition and the treatment plan. It includes several domains, including students' evaluations and teaching effectiveness (Mapou, 2022).

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Teachers of English to students with special needs face a number of obstacles and difficulties, such as the lack of adequate infrastructure to support this type of education, the weak ability of a number of teachers to use modern technological means, and the familiarity of both the student and the teacher with traditional means of education. The significant development that has occurred in public life has led to modern societies placing increasing importance on English as an effective means to prepare individuals to face the requirements and challenges of the present era. Teaching is a professional duty that the teacher commits to through planning, implementation, and evaluation to assist learners in achieving teaching and learning outcomes (Salah, 2021; Wright et al., 2020). Teaching is a human process that seeks to achieve the pre-planned goals as it plays an active role in the formation of the learner's balanced personality in varied aspects, whether physically, psychologically, mentally, or socially (Mufron et al., 2021). It is also an organized scientific effort based on a partnership between the teacher and the learner in acquiring meaningful and diverse educational experiences through active interaction with the surrounding environment and its problems (Wright et al., 2020). Obviously, teaching is not only linked to achieving educational goals; it should also ensure happiness and enjoyment of the lessons and achieve practical results (Rababah et al., 2019). As such, English teachers and their attitude towards their profession play an important role in developing and improving students' educational skills.

Attitudes are one of the most important factors that contribute significantly to an individual's success in their quest to reach their various goals. Examining attitudes is an important means to educate teachers and identify their tendencies, as this can contribute to attracting teachers to enter the field of teaching (Karacabey et al., 2019). One of the main factors in effective teaching is the presence of a successful teacher who has a positive attitude towards their profession and their students and is warm, passionate, and enthusiastic about the teaching profession. This leads them to deepen their professional skills and develop themselves, as well as promote their profession by highlighting its role within the school, society, and country.

Teachers' attitudes toward their profession are related to their academic preparation in teachers' colleges, which provides them with the necessary theoretical and practical experiences to practice the profession after graduation (Al-Zoubi, 2010; Karacabey et al., 2019). Therefore, it is necessary to emphasize raising the level of preparation of teachers in schools. This will not only help them to form positive educational attitudes towards the teaching profession but also equip them to bear the pressures of the role, which may negatively affect their physical, psychological health and professional performance. Evidently, this calls for the study of the attitudes of people working in the educational field, especially English teachers, because of their influential role.

Although attitudes are characterized by relative stability, an individual's opinions on topics and issues related to their interests are not fixed. Therefore, attitudes can be studied and used in predicting behavior, which helps to change the various programs and develop them to attain the desired attitudes (Koç, 2013). Modern educational attitudes emerging in teachers' rehabilitation focus on the characteristics of a good teacher represented in the teaching behavior, the verbal and nonverbal interaction between the teacher and the students, and the organization of the educational process (Rababah et al., 2019). English is a manifestation and component of modern education. It is an applied field that aims to foster individuals' well-rounded development through the practice of a variety of activities chosen based on researched scientific foundations. Consequently, it is necessary for teachers to keep pace with successive developments to continually progress their skills using modern teaching methods (Rababah et al., 2021).

People always strive to advance their energies and potentials to achieve development (Nagovitsyn, 2018). Investment in the English language is one of the most important resources in a society in which the capabilities and mental energies of its members are invested to achieve the greatest return on comprehensive development in all fields (Alazzam et al., 2021). Therefore, it is necessary to pay attention to preparing English teachers to contribute to upgrading their abilities due to the influential role they play in preparing students for school and community life. Jenkins (2004) stated that English teachers' preparation programs must provide integrated curricula to teach future teachers to teach different models of curricula related to English. Rorimpandey and Midun (2021) stated that English teachers in schools tend to be very close to students as they are able to employ the latter's tendency to move towards satisfaction and enhance their social needs through English lessons. In addition, the teachers' role in developing students' different skills and abilities in reading, speaking, and writing is notably important.

The development that has occurred in the teaching profession in Jordan and the various challenges this sector has faced have affected, to some extent, teachers' satisfaction in general and the English teachers' satisfaction in particular with their profession and their sense of its value. However, teachers reflected positively on their role in achieving a balanced development of the students' knowledge and feeling of self-confidence when interacting with tourists and foreigners. It is natural for English teachers to face some professional problems that negatively affect the degree of their effectiveness, performance, and satisfaction with their profession.

A. The Problem of the Study

Attitudes are one of the main components of the teachers' personality, as they constitute a realistic component that directs and activates the teachers' behavior in educational situations that require them to respond with acceptance or rejection (Karacabey et al., 2019). When teachers meet their students, they bring a broad background of tendencies and attitudes that affect their role. Undoubtedly, the teacher's lack of satisfaction with what they do, and their negative attitudes towards their profession would make the teaching profession a means of earning a living rather than developing individuals and preparing the future generation. The feelings and visions that English teachers have towards

their profession and their attitudes are represented in their actions and practices of the profession and the extent to which they adhere to them. Also, insight into English teachers' attitudes towards their profession explains the nature of the current situation experienced by the profession of English language teaching (Kirk, 2019).

An English teacher's positive attitude towards the profession plays an important role in its advancement, as it represents the forces that motivate the teacher to perform and practice his profession with enthusiasm. Negative attitudes of the teacher toward the profession, on the other hand, may become discouraging forces for his activity and enthusiasm (Karacabey et al., 2019). These roles include developing the required attitudes of teachers towards their activities, improving their skills and their daily programs, and contributing to spreading awareness of the importance of the English language in the era of globalization. Therefore, in order to achieve the goals of English sought by the Jordanian Ministry of Education in all educational stages and implement the curricula successfully, it is necessary to have successful English teachers who are positively oriented towards their profession, believe in it, and possess sufficient qualification and training. The current study aims to investigate English teachers' attitudes toward their profession in special needs schools, as well as to identify the relationship between these attitudes and the following variables: academic qualification and experience. This domain has been rarely studied in the Arab world, and particularly in Jordan. The study attempted to answer the following question:

1. What are the attitudes of English teachers toward their profession?
2. How different are the attitudes of English teachers towards the profession according to their academic qualifications and experiences?

B. Significance of the Study

An English teacher's belief in the importance of their profession and their satisfaction and positive attitudes towards it can positively influence their students' attitudes and motivate them to engage with the activities. These are the fruits of a teacher's positive attitude towards their profession. Teacher's negative attitudes are the main problems that impede the implementation of the curriculum and the development of the educational and teaching processes. The current study is significant as it may benefit officials and decision-makers in the Ministry of Education by presenting a clear picture of the nature of the English profession in schools for students with special needs. The findings can contribute to the development of appropriate solutions and recommendations for good practice.

II. LITERATURE REVIEW

Likewise, Li et al. (2014) studied the attitudes of female university students towards teaching English to students with special needs. The findings revealed a link between high self-confidence and more positive attitudes toward teaching English. According to the aforementioned literature, Jordanian English teachers' perspectives on teaching English to students with special needs have not been thoroughly examined in order to understand their perspectives and thus meet the students' needs and requirements for learning English. This calls for more studies to deal with this issue for the benefit of both parties—the teacher and the students with special needs.

Similarly, Bajis (2021) aimed to measure teachers' attitudes toward teaching students with special needs in Yemen. The study sample included 162 students chosen purposefully from four classrooms. The results of the study showed that there were statistically significant differences between the items and the total sum of the domains, as well as statistically significant differences in the teachers' attitudes toward teaching the basic stage in favor of the sixth grade.

Likewise, Yassin et al. (2022) investigated the attitudes of teachers of English in Egypt towards teaching students with special needs according to the following variables: study level, specialization, practice, and level of academic achievement. The study's sample size was 345 students (100 in the first year, 120 in the second year, 50 in the third year, and 55 in the fourth year). A questionnaire was used to collect data from a randomly chosen sample. A questionnaire was used to collect the data. It consisted of 39 items distributed over four domains: the student's view towards the profession of teaching English, the Egyptian society's view towards the profession of teaching English, the trade-off between the profession of teaching English and other fields of work, and factors affecting the choice of the profession of teaching English. The findings revealed that the majority of people have positive attitudes toward the profession of teaching English. It also showed that there were differences according to the study level, specialization in secondary school, practice, and academic achievement.

Kamal (2022) studied the attitudes of English teachers in Korea towards English levels in public schools according to the following variables: study level and gender. The sample of the study consisted of 1,293 teachers. The researcher used a questionnaire to obtain the participants' attitudes towards the English language. The results showed that there were positive attitudes among teachers towards teaching English. In the same vein, Al-Deek (2022) studied the attitudes of outstanding and other students in English in the Jordanian universities towards the teaching profession. The sample of the study consisted of 486 male and female students. The results showed that outstanding students in the English language had higher attitudes than the normal ones and showed no statistically significant differences due to the change in gender.

III. METHODS

The study population

The study population included 155 English teachers of students with special needs in Amman schools. The study sample was chosen randomly from Amman schools for students with special needs in the academic year 2021–2022. The study sample was divided into three groups according to qualification, namely, bachelor degree, higher diploma, and master's degree, as shown in Table 1.

TABLE 1
SAMPLE MEMBERS/ACADEMIC QUALIFICATION

Qualification	Number	Percentage
Bachelor's Degree	115	74.1%
Higher Diploma	15	9.8%
Masters' Degree	25	16.1%
Total	155	100%

Also, the study sample was divided according to the length of teaching experience: 5 years and less, 8 years, 9-13 years, 14 years and over as illustrated in Table 2.

TABLE 2
SAMPLE'S EXPERIENCE

Years of Experience	Number	Percentage
4 years and less	13	8.3%
4-8 years	65	41.9%
9-13 years	40	25.8%
14 years and over	35	22.6%
Total	155	100%

IV. RESULTS AND DISCUSSION

The results of the study are presented below in relation to the two research questions.

A. English Teachers' Attitudes Towards Teaching Students With Special Needs

The means and standard deviations of their attitudes towards their profession were calculated as illustrated in Table 3.

TABLE 3
ENGLISH TEACHERS' RATINGS ON EACH DOMAIN OF THE ATTITUDE SCALE TOWARD THEIR PROFESSION

No.	Domain	Rank	Mean	SD
2	Specialization	1	3.82	0.72
3	Social and Psychological	2	3.72	0.69
4	Applied	3	3.72	0.70
1	Profession	4	3.60	0.78
	All Items		3.71	0.63

Table 3 shows that the attitudes of English teachers towards their profession as a whole were positive, with a mean of (3.71) and a standard deviation of (0.63), where the specialization domain is ranked the highest with a mean of (3.82) in a positive direction, followed by the "social and psychological domain" and the "applied domain" with a mean of (3.72) in a positive direction, while the "profession domain" was ranked the lowest with a mean of (3.60) in a neutral direction.

B. Teachers' Attitudes Towards Teaching Students With Special Needs According to "Qualification, Experience" Variables

The means and standard deviations of their attitudes towards their profession were calculated according to the variables qualification and experience as shown in Table 4 below.

TABLE 4
TEACHERS' ATTITUDES TOWARDS THEIR PROFESSION ACCORDING TO QUALIFICATION, EXPERIENCE VARIABLES

Experience	Qualification	Mean	SD	N
Less than 8 years	Bachelor	3.72	0.61	55
	Higher diploma	3.51	0.59	37
	Total	3.65	0.61	92
8 years and more	Bachelor	4.03	0.63	32
	Higher diploma	3.57	0.65	29
	Total	3.82	0.67	61
Total	Bachelor	3.83	0.63	87
	Higher diploma	3.54	0.61	66
	Total	3.71	0.63	155

Table 4 shows an apparent discrepancy in the means of English teachers' attitudes towards their profession due to the different items of qualification and experience variables. To indicate the significance of the statistical differences between the means, the Two Way ANOVA was used, and the results of which are shown in Table 4.

TABLE 5
QUALIFICATION AND EXPERIENCE EFFECT ON TEACHERS' ATTITUDES TOWARDS THEIR PROFESSION

Source	Sum of Squares	DF	Mean Square	F	Sig.
Qualification	1.194	1	1.195	3.154	0.079
Experience	3.885	1	3.885	10.245*	0.002
Qualification*Experience	0.637	1	0.637	1.685	0.196
Error	56.495	149	0.378		
Corrected Total	61.691	152			

Table 5 shows that the statistical significance value of the qualification variable amounted to (0.079), which was greater than ($\alpha=0.05$). This showed that there was no statistically significant difference at ($\alpha=0.05$) for the qualification variable whereas the value of the statistical significance of the variable experience amounted to (0.002), which was less than ($\alpha=0.05$). This indicated that there was a statistically significant difference at ($\alpha=0.05$) for the variable experience in favor of teachers who have experience of "8 years and more." Also, the table showed that the statistical significance value of the interaction between "qualification" and "experience" was (0.196), which was greater than ($\alpha=0.05$). This showed that there were no statistically significant differences at ($\alpha=0.05$) due to the interaction between "qualification" and "experience." The means and standard deviations of English teachers' ratings on each domain of the English teachers' attitude scale towards their profession were also calculated according to the variables "qualification" and "experience" as shown in Table 6 below.

TABLE 6
TEACHERS' RATINGS TOWARDS TEACHING STUDENTS WITH SPECIAL NEEDS ACCORDING TO QUALIFICATION AND EXPERIENCE

Experience	Qualification	Professional		Scientific		Social and Psychological		Applied	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Less than 8 years	Bachelor	3.65	0.74	3.79	0.71	3.72	0.67	3.75	0.59
	Higher diploma	3.36	0.78	3.62	0.77	3.55	0.67	3.60	0.61
	Total	3.53	0.77	3.72	0.73	3.65	0.67	3.71	0.61
8 years and more	Bachelor	3.98	0.71	4.08	0.71	4.03	0.67	4.03	0.76
	Higher diploma	3.45	0.81	3.75	0.63	3.63	0.67	3.48	0.85
	Total	3.72	0.80	3.93	0.69	3.85	0.70	3.77	0.84
Total	Bachelor	3.78	0.75	3.88	0.72	3.84	0.69	3.86	0.67
	Higher diploma	3.39	0.78	3.68	0.71	3.58	0.67	3.56	0.72
	Total	3.60	0.78	3.82	0.72	3.72	0.69	3.72	0.70

Table 6 shows that there were apparent differences between the means of the estimates of English teachers on each domain of the scale of English teachers' attitudes towards their profession according to the variables "qualification" and "experience." To determine the statistical significance of these apparent differences, the two-way analysis of variance with multiple explanations (MANOVA) was used, as shown in Table 7.

TABLE 7
TEACHERS' RATINGS TOWARDS THEIR PROFESSION ACCORDING TO QUALIFICATION AND EXPERIENCE

Source		Sum of Squares	DF	Mean Square	F	Sig.
Qualification Hotelling's Trace=0.046	Professional	1.648	1	1.648	2.842	0.094
	Scientific	1.701	1	1.701	3.359	0.069
	Social and psychological	1.476	1	1.476	3.250	0.073
	Applied	0.187	1	0.187	0.399	0.529
Experience Hotelling's Trace=0.081*	Professional	6.198	1	6.198	10.677*	0.001
	Scientific	2.087	1	2.087	4.121*	0.044
	Social and psychological	3.102	1	3.102	6.831*	0.010
	Applied	4.308	1	4.308	9.170*	0.003
Qualification * Experience Wilks' Lambda=0.977	Professional	0.660	1	0.660	1.140	0.288
	Scientific	0.194	1	0.194	0.383	0.537
	Social and psychological	0.537	1	0.537	1.182	0.279
	Applied	1.483	1	1.483	3.157	0.079
Error	Professional	86.408	149	0.580		
	Scientific	75.446	149	0.506		
	Social and psychological	67.662	149	0.454		
	Applied	70.009	149	0.470		
Corrected Total	Professional	94.202	152			
	Scientific	79.159	152			
	Social and psychological	72.341	152			
	Applied	75.225	152			

*Statistically significant at ($\alpha=0.05$)

It is noted from Table 7 that the value of Hotelling's trace according to the qualification variable reached (0.046), which is not statistically significant at ($\alpha=0.05$). This indicated that there was no statistically significant difference at ($\alpha=0.05$) between the two means of the English teachers' estimates on the domains of the English teachers' attitudes scale towards their profession due to the qualification variable. And, according to the variable experience level, the value of Hotelling's trace test was (0.081), which is statistically significant at ($\alpha=0.05$). Because of the variable experience, there was a statistically significant difference at ($\alpha=0.05$). According to the means, it is clear that the difference was statistically significant in favor of teachers who have "8 years and more." It also appears from the table that the value of Wilks' Lambda test for the interaction between qualification and experience was (0.977), which was not statistically significant at ($\alpha=0.05$). This meant that the interaction between qualification and experience had no statistically significant differences at ($\alpha=0.05$).

The frequencies and percentages were determined according to the gradation of the answers between absolute disagreement and complete agreement for each of the scale items, and the weight of the items through the average score, as shown in Table 8.

TABLE 8
TEACHERS' ATTITUDES TOWARD THEIR PROFESSION

no.	Item	Domain	Mean	SD
1	Teaching English to students with special needs is a science in itself.	2	4.43	0.76
2	The teaching profession is very popular with me.	3	4.17	0.88
3	The pros of teaching students with special needs outweigh its cons.	1	3.86	1.02
4	Teaching students with special needs is based on scientific principles.	2	3.78	1.07
5	I do not think I will continue in the profession of teaching students with special needs for long.	3	2.98	1.35
6	The facilities available in schools, such as tools and devices, enable the teacher to apply the curriculum well.	4	4.32	0.97
7	The environment of teaching students with special needs affects the teacher's profession.	1	4.05	1.27
8	I avoid attending scientific seminars in the field of teaching students with special needs.	2	3.90	1.000
9	Teaching students with special needs is very interesting.	3	4.08	0.96
10	The time allotted for the English class is not enough for the teacher to present his educational skills and creativity.	4	3.55	1.27
11	I love listening to specialists in the field of English through the media.	2	4.23	0.84
12	Satisfying the students' desire in the skills they choose makes me likeable to	4	1.85	.095

	them.			
13	The English teacher makes a great effort during the lesson	1	4.32	0.74
14	English is a basic educational subject.	2	0.80	0.47
15	Teaching English to students with special needs makes me respected and appreciated by all students.	3	4.03	1.01
16	The number of English classes per week is enough to achieve the desired goals.	4	3.30	1.40
17	The English teacher relies on his efforts to develop the subject.	1	3.95	0.98
18	The English class means that students only practice learning.	2	3.84	1.19
19	I feel proud when I am asked about my specialty.	3	3.85	1.36
20	The teacher's lack of participation in setting the units of the English curriculum makes me feel frustrated and neglected.	4	3.51	1.17
21	The English major occupies a good place among other disciplines within the school.	1	3.31	1.22
22	English teachers are culturally and scientifically different from the teachers of other disciplines.	2	4.21	0.89
23	I gain positive attitudes from members of the community when they learn that I am an English teacher for students with special needs.	.	.	.
24	Neglecting learning English contributes to reducing the importance of the subject for students in general.	4	3.49	1.20
25	The specialization of teaching English to students with special needs occupies a prominent position and draws interest from officials in the education sector.	1	3.03	1.30
26	There are many books and scientific references that an English specialist needs when teaching students with special needs.	2	3.56	1.12
27	My schoolmates always compliment my presence.	3	3.38	1.16
28	Indoor and outdoor activities provide opportunities to highlight the role and capabilities of the English teacher.	4	4.28	0.82
29	A non-specialist cannot teach English to students with special needs.	1	4.23	1.05
30	I feel proud when I hear of scientific success in the field of English.	2	4.46	0.77
31	The profession of teaching English to students with special needs provides opportunities to establish distinguished social relations with members of the population.	3	3.88	1.12
32	Teaching English to students with special needs is a profession respected by society.	3	3.51	1.13
33	The lack of educational clarification means English lessons increase the teacher's effort when delivering information to the student.	4	4.07	0.99
34	I feel that the profession of teaching English to students with special needs is suitable for my abilities and potential.		4.11	0.98
35	Some English teachers work in the field of teaching at private institutions to boost their social status.	3	2.19	1.17
36	In addition to education, I prefer working in other professions within the field of English.	1	3.88	1.07
37	I wish I had chosen a profession other than teaching students with special needs.	1	3.51	1.34
38	English occupies an advanced rank among other disciplines within society.	3	0.91	..
39	Teaching students with special needs is very useful and appropriate for the community.	3	4.03	0.86
40	I turned to the teaching profession for students with special needs because its system is suitable for me, especially in regards to the time limits for daily work, vacation, and promotions.	1	3.51	1.25
41	I feel completely ignored by the students' parents.	3	.	.
42	The future of the English teacher who teaches students with special needs is less important than the future of any other profession.	1	3.60	1.17
43	My colleagues appreciate me when they know that my major is English and I teach students with special needs .	3	3.44	1.08
44	Assigning English to a non-specialized teacher has contributed to underestimating the specialization and not paying attention to it.	1	4.31	0.89
45	Seeing me interact with foreign people makes me happy.	3	2.70	1.37
46	The lack of clear coordination between the English supervision units and English teachers in the special education schools and departments to cooperate in discovering and caring for talented students underestimates English specialists and their role.	1	4.20	0.91
47	Being an English teacher of students with special needs gives me confidence.	3	3.74	1.24
48	Some teachers stay away from participating in English events because of their poor level, and it is one of the teacher's difficulties during education.	1	4.00	1.10

The results showed that item 30 (which states, "I feel proud when I hear of achieving scientific success in the field of teaching students with special needs") has achieved the highest mean score, which is 4.46. This indicated a high positive tendency for teachers to express their interest in what contributes to the progress and development of the English language. Thus, this in turn contributes to the development and advancement of the profession of teaching the English language. This shows that its role is becoming more prominent within society. Then it was followed by item (1), which states that "teaching students with special needs English is a science in itself," with a mean of (4.43). This indicated the positive attitude of teachers towards the specialization of English as a science in itself, and that it is not less important than other disciplines or sciences. This may be due to teachers' feeling of the enormity of their

preparation program, the importance of English in colleges or institutes, and the fact that it comprises many specialized and common sciences and knowledge.

Item 6, which states, "The facilities available in schools, such as tools and devices, enable the teacher to apply the curriculum well," came in third with an average of 4.32. This indicated that teachers have a sense of the importance of schools' capabilities in helping them apply the curriculum well and that the lack of these capabilities appears to be a problem for a large number of them. On the other hand, the lowest degree of English teachers' attitudes went for item (12), which states that satisfying the students' desire for the skills they choose makes me likeable to them, with an average of 85. This indicated a conviction among a large number of teachers that the entire curriculum can be applied in other ways to win the love of students. While item 35, which states that "some English teachers work in the field of teaching at private institutions to boost their social status," came in second with an average of (19). This indicated that many English teachers do not agree that working in the field of training is motivated by the desire to increase social status, but they may have other goals. Teachers might want to prove that their social status is not low and try to raise it through their work in training. Item (41)—which states, "I feel completely ignored by the students' parents"—came in third with an average of (30). This indicated that there is an agreement among a large number of English teachers that parents should not ignore them. To determine the attitudes of English teachers towards the profession, it is necessary for the researchers to recognize their attitudes according to the four main domains by calculating the mean and the standard deviation of their attitudes towards each domain separately as well as on the scale as a whole, as illustrated in Table 8.

V. CONCLUSION AND RECOMMENDATIONS

Teachers play a vital role in raising a healthy society and competent individuals. To be successful in the teaching profession, teachers need to love their profession and perform it eagerly. The present study found that the majority of English teachers with an average degree have adopted a positive attitude towards their profession of teaching students with special needs. The most important domain in teachers' positive attitudes towards the profession was the scientific aspect, followed by the professional aspect, the applied aspect, and at last the social and psychological aspect. This indicated that there was a discrepancy in the average of teachers' attitudes towards the four domains.

In light of the results, the study recommends enhancing the positive attitudes of English teachers towards the profession to become more positive and improving negative attitudes through using appropriate means and mechanisms, dealing with school teachers equally, This requires the Ministry of Education to set standardized tests and measures to ascertain the attitudes of those wishing to join the teaching profession in general and those wishing to teach students with special needs in particular. These tests can focus on English at the secondary school stage and its role in the lives and personalities of students through the media and paying attention to school courses and competitions.

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