

THE TRAINING NEEDS FOR ENGLISH LANGUAGE TEACHERS RELATED TO STUDENTS WITH DISABILITIES

AS NECESSIDADES DE FORMAÇÃO PARA PROFESSORES DE INGLÊS RELACIONADAS A ESTUDANTES COM DEFICIÊNCIA

LAS NECESIDADES DE FORMACIÓN DE PROFESORES DE LENGUA INGLÉS RELACIONADAS CON ESTUDIANTES CON DISCAPACIDAD

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Abstract

Education is a right for everyone despite the circumstances and constrains the stand as barriers between individuals and their education. People with disabilities are one of those individuals, so they must learn to acquire the basic academic skills in addition to acquiring personal efficiency that helps them rely on themselves and be self-dependent as much as possible which makes them able to practice simple jobs and crafts that eliminate their feeling of frustration and inferiority and provide them with a decent life Teaching those who have disabilities different skills that help them interact positively with their surroundings and environment is one of the most exhausting things that many teachers face. This is due to the fact that teachers are unable to use the appropriate methods and ways in teaching the curricula and the required materials for this group of people in a way that is suitable for them.

Keywords: training needs; English language; students with disabilities.

Resumo

A educação é um direito de todos apesar das circunstâncias e limita a posição como barreiras entre os indivíduos e sua educação. As pessoas com deficiência estão entre esses indivíduos, por isso devem aprender a adquirir as habilidades acadêmicas básicas, além de adquirir eficiência pessoal que as ajude a confiar em si mesmas e a ser independentes, o que as torna capazes de praticar trabalhos e ofícios simples que eliminem o sentimento de frustração e inferioridade e lhes proporcionem uma vida digna. Ensinar aos deficientes diferentes habilidades que os ajudem a interagir positivamente com o ambiente é uma tarefa desgastante para muitos professores. Isso se deve ao fato de os professores não conseguirem usar os métodos e formas adequadas para ensinar os currículos e os materiais necessários para esse grupo de pessoas de maneira adequada a eles.

Palavras-chave: necessidades de formação; língua inglesa; alunos com deficiência.

Resumen

La educación es un derecho de todos sin importar las circunstancias y limita la posición como barreras entre los individuos y su educación. Entre estos individuos se encuentran las personas con discapacidad, por lo que deben aprender a adquirir habilidades académicas básicas, además de adquirir una eficiencia personal que les ayude a confiar en sí mismos y a ser independientes, que les permita ejercer trabajos sencillos y manualidades que eliminen el sentimiento de frustración. e inferioridad y proporcionarles una vida digna.

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Enseñar a las personas con discapacidad diferentes habilidades que les ayuden a interactuar positivamente con el entorno es una tarea agotadora para muchos docentes. Esto se debe al hecho de que los docentes no pueden utilizar los métodos y formas apropiados para enseñar los planes de estudio y los materiales que necesita este grupo de personas de una manera que sea adecuada para ellos.

Palabras clave: necesidades formativas, lengua inglesa, estudiantes con discapacidad.

Introduction

That is why training is considered an important factor for career growth for teachers. Training is defined as the set of programs and activities that teachers receive during their actual service to provide them with the modern trends, information and skills that help them perform their job efficiently (Al-mattery, 2009). The training needs should be identified before the training starts, because it helps achieve the desired aims from this training process by a planned activity based on a practical and a scientific study to identify the training needs which are classified into: individual needs that aim at meeting the need of an individual or a group of individuals who lack the knowledge and the skills related to work. On the other hand, collective needs are related to a big group of individuals who need knowledge and skills (Larid, 2021).

Modern trends in teacher training assert the importance of identifying the needs of the target group of teachers, as the success of training is measured by how training needs are identified, collected and determined. Any training program that is not based on scientific basis will not have validity and will not work. There are three entry points in identifying the training needs of teachers, and those are: 1- organization analysis entry point which focuses on future training events, 2- process analysis entry point which focuses on identifying the most important skills, abilities, characteristics, efficiencies and pieces of knowledge and 3- individual determination entry point which focuses on the measurement of the individual's performance in their skills and on identifying the knowledge, skills and trends necessary for their development. (Younes, 2021)

The professional training and qualification of teachers is an issue that concerns educationalists in different countries around the world, as it has an effective role in developing the performance of the teacher and the student and in developing the educational process. Despite the significant role of preparing books, curricula and educational programs, they may not achieve their aims if the teacher was not

appropriately trained to deal with them well. Consequently, the teacher training process should be based on the actual training needs, so continuous and positive changes in their performance, expertise and trends can happen (Ta'ani, 2009). Svatopluk (2010) indicated that training is one of the core components for lifelong education, so new responsibilities were given to teachers, not in their major but rather in their ability to understand, grow their awareness and comprehend the students' different qualities.

From here comes the significance of training English teachers in the light of their training needs. Training is a major continuous administrative job that is considered one of the educational administration assignments. Development happens continuously, and it is of great importance to be kept abreast of. Training courses aim at knowing the modern strategies, methods and technologies which evolve with time. They, also, aim at training teachers to adapt with these changes and develop them professionally in all fields (Belta, 2015).

Cudjoe and Sarfo (2016) have asserted that training is a necessary condition for the success of the educational process. At the same time, teacher training contributes to the development of educational performance. he, also, asserted that the inadequacy in the educational competencies is a major reason in declining level of education.

Lee et al (2014)'study aimed at determining the training needs for special education teachers in Hong Kong. The study concluded that teachers' opinions about the presented programs should be taken. Furthermore, good teachers should be prepared during their service by providing them with more references and giving them the government support that has a big impact on building the proficiency of teachers in their places of work.

Lempero et al (2011) carried out a study that undertook determining the training needs for English as a foreign language teacher in teaching students with dyslexia in a classroom in the primary level in northern Greece. The study sample consisted of (94) English teachers. A questionnaire was designed based on the previous literature and studies related to the study. The researcher used the applied method. One of the most significant results is that teachers have limited awareness when it comes to dealing with students who struggle from dyslexia. Nevertheless, they expressed their interest in the

training courses to acquire more knowledge and skills. The study indicated that English teachers as a foreign language need training.

Grosser et al (2005)'s study aimed at determining the needs necessary for workers who provide services for children with disabilities who suffer from developmental disorders from their birth until they become three years old in New York state. The study concluded that the workers have knowledge-based needs like the need to know the health procedures necessary for every child and the methods of interference and the needs to training programs in evaluating the developmental problems for children under three.

Research methodology

This section provides information on the methodology of the present study, which includes population and sample, research instrument, and validity and reliability of the instrument.

Population and Sample

The study sample consisted of male and female English teachers in the integrated schools of the public sector which follow the ministry of education in Irbid province. They were (264), and the following table illustrates their demographic variables which include gender and experience years:

Table 1. Demographic variables

gender		
male	146	55.3
female	44.7	118
Years of experience		
Less than 5 years	36.8	97
5-10 year	46.9	124

More than 10 years	16.3	43
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Source: Search data.

Table (1) illustrates that the majority of the study sample consisted of males, as they were 146, while females were 118. On the other hand, the majority of the study sample had (5-10) years of experience, as they were 124. 97 of them had less than 5 years of experience compared to 43 teachers having more than 10 years.

Research Instrument

The questionnaire designed by Arif (2021) was used to collect the data of the current study. It consisted of (1-18) clauses distributed into two parts: the first part asks about the knowledge of the English teachers in dealing with people with disability. Clauses (1-9) include the second section that asks about behavior modification and time management for English teachers in dealing with people with disabilities and they include the clauses (10-18). The participants answered them according to “Liker” measurement that consists of 5 degrees starting with 1 (very weak) to 5 (very strong).

Given the current circumstances, the questionnaire was given to teachers online. To analyses the data and extract the results, the researcher used the statistical package program for social sciences (Spss) (Alesdar 26). A set of statistical tests that include means, deviations, percentages, the (T-test) and the analysis of variance test (Anova).

Findings and discussion

The current study aims at knowing the training needs of English teachers with students with disabilities. In this part, we present the results of the current study. The results will be shown later according to the study questions and the training needs of English teachers in dealing with students with disabilities.

First question: the knowledge-based training needs of English teachers in dealing with students with disabilities?

Table 2. The averages and the deviations of the training knowledge needs of English teachers.

	N	Mean	Std. Deviation
Caring about knowing the behavioral characteristics of students with disabilities	264	4.40	.686
Classifying disabilities and knowing them	264	4.37	.697
Knowing the edited contents of the single program in English	264	4.32	.713
Determining the knowledge characteristics for students with disabilities	264	4.30	.675
Identifying the needs of the students with disabilities	264	4.29	.781
Knowing the educational programs for students with disabilities	264	4.24	.801
Carrying out the integration program with students with disabilities by classes	264	4.20	.887
Being updated about the theories and information related to students with disabilities	264	4.16	.854
Being able to perform therapeutic and occupational interferences with students with disabilities	264	4.13	.872
Valid N (listwise)	264		

Source: Search data.

Table (2) illustrates that the study sample cares about knowing the behavioral characteristics for students with disabilities, as it has the highest mean (4.40). After the, came “the teachers classifying the disabilities and knowing them” with a mean of (4.37). It also showed that the majority of the study sample determines knowledge characteristics for students with disabilities with a mean of (4.30) followed by determining the needs of students with disabilities at (4.29). Then, came knowing the educational programs for students with disabilities with mean of (4.24). Some revealed that they care about doing integration programs with students with disabilities in classes (4.20). “Caring about being informed about theories and knowledge related with people with disabilities” had a mean of (4.16). The lowest mean (4.13) was for the statement “doing therapeutic and occupational interferences with students with disabilities.

Question 2: the training needs of English teachers for behavior modification and time management to deal with students with disabilities?

Table 3: The averages and deviations for the training needs of English for behavior modification and time management.

	N	Mean	Std. deviation
Encouraging students with disabilities to build the self-concept	264	4.37	.714
Encouraging students with disabilities to achieve and increase their motivation	264	4.27	.810
Using multiple methods to limit their distraction in class	264	4.24	.820
Using the mechanism of reward and punishment to modify their behaviour	264	3.73	1.074
Help them solve problems	264	3.73	1.082

Using different motivation strategies	264	3.68	1.162
Using multiple methods to eliminate undesired behaviour with students with disability	264	3.62	1.122
Carrying out behaviour modification plans using multiple methods	264	3.51	1.263
Being able to deal with the psychological state of the students who have disabilities	264	3.46	1.266
Valid N (listwise)	264		

Source: Search data.

Table 3 illustrates that English teachers encourage students with disabilities to build a self-concept with a mean of (4.37). After this came encouraging them to achieve and increase their motivation with a mean of (4.27). One skill that teachers have is using multiple methods to limit the distraction of the students who have disabilities during class with a mean of (4.24). Some teachers use the mechanism of reward and punishment that suit students with disabilities to modify their behaviour and help them solve problems with a mean of (3.73). Then came using motivation strategies with a mean of (3.68). After this, using multiple methods to eliminate undesired behaviour came with a mean of (3.62). Some teachers answered that they carry out behaviour modification plans using multiple methods with a mean of (3.46).

Question 3: Are there differences with statistical significance related to the variable of gender for the knowledge-based training needs and the training needs of behaviour modification and time management?

Table 4. Illustrates the (T-test) to find the differences between the answers of the study sample resulting from the variant of gender.

	gender	n	mean	adv	T value	sig
knowledge	male	146	4.29	.576	.787	.432
	female	118	4.24	.500		
Behavior modification and time management	male	146	3.96	.775	2.521	.012
	female	118	3.71	.817		

Source: Search data.

Table 4 illustrates that there are no differences with statistical significance at significance level ($\alpha \leq 0.05$) between the answers of the study sample about training needs in knowledge, as the value of (T) = .787 which is low. Also, there are differences with statistical significance at the significance level ($\alpha \leq 0.05$) between the answers of the study samples regarding the training needs in behaviour modification and time management resulting from the variable of gender. The value of $t = 2.521$ which is high.

Question 4: are there differences with statistical significance attributable to the variant of experience years for the knowledge training needs and the training needs for behaviour modification and time management?

Table 5 illustrates the results of the (Anova) test to find the differences between the answers of the study sample resulting from the variable of experience years.

		Sum of squares	df	Variable	mean	Adviation	F	sig
knowledge	Between groups	1.002	2	Less than 5 years	4.2211	.58146	1.706	.184
	Within groups	76.646	261	5-10 years	4.3378	.52831		
	total	77.648	263	More than 10 years	4.2016	.48448		
Behavior	Between	9.853	2	Less than	3.8477	.78556	8.056	.000

modification and time, management	groups			5 years				
	Within groups	159.612	261	5-10 years	3.9973	.77803		
	total	169.564	263	More than 10 years	3.4419	.78548		

Source: Search data.

Table 5 illustrates that there are no differences with statistical significance at the level ($\alpha \leq 0.05$) between the answers of the study sample regarding the training needs in the aspect of knowledge attributable to the variant of experience year, with the significance of $(F) = 1.706$ and that there are differences with statistical significance at the level ($\alpha \leq 0.05$) between the answers of the study sample regarding the training needs in the aspect of behaviour correction and time management resulting variable the variant of experience years with the significance of $(f) = 8.056$.

Discussion

The results of the study showed that English teachers in public integrated schools have the knowledge and the skills to deal with the students with different disabilities. And this is clear from the high means in the aspect of knowledge. This goes along with (Grosser et al, 2005) and (Lempero et al, 2011)'s study, and this asserts that all teachers with different should have the sufficient knowledge in dealing with students with disability, because those who have disabilities are like other students; they need care, attention and teaching by teachers, but teachers should have extra trainings to deal with students who have different disabilities.

The teachers' task towards students with disabilities is not only directed towards teaching and knowing the mental, psychological and physical characteristics. It rather exceeded that, as they should treat students with disabilities like healthy students, so teachers should undertake multiple methods to correct the behaviour of the disabled students. This can be done through multiple methods, the most prominent ones of them

are: the mechanism of reward and punishment, but they should be suitable the disabled student's mental, psychological and physical abilities, encouraging disabled students to build their different identities that go along their abilities without forcing them to do things they do not want or cannot do.

Conclusion

The purpose of the current study is to know the training needs of English language teachers with people with disabilities, and the results of the study showed that teachers have knowledge-based needs through which they can deal with people with disabilities during class lessons. However, teachers must be subjected to more knowledge-based needs to ensure that people with disabilities receive appropriate care and attention in a scientific and applicable method. Where teachers must remain informed of everything new regarding people with disabilities to use appropriate and effective therapeutic interventions. In the field of behavior modification and time management, it appears that teachers have a less degree in the knowledge-based aspect, and this is from the means that were less than knowledge-based needs in average which indicates that teachers need skill to modify behaviours and manage time with those who have disabilities.

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