# Inclusion of Children with Disabilities in Public Schools in Egypt: An Appraisal Theory Based Analysis of Teachers' Attitudes

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**Abstract**

*This study proposes an analysis of the appraisal resources in teachers' interviews about the inclusion of children with disabilities (CWDs) in public schools in Egypt. The purpose of the study is to explore attitudes towards the Ministry of Education's (MoE) inclusion policy and the approach applied in schools with the aim to provide a deeper understanding of school realities and the reasons for these attitudes. This study adopts Halliday and Matthiessen's (1999) approach to understanding language not only as a reflection of reality, but rather a creator of it. Changing the behavior towards CWDs requires changing attitudes since behavior is influenced by attitudes, subjective norms and other factors of social environment (Ajken, 1991). Through analyzing teachers' attitudes in the context of schools, insights into teachers' behaviors towards creating inclusive classrooms can be obtained. This study, thus, uses Martin and White's (2005) attitude domain, namely affect, judgment, and appreciation to analyze teachers' interviews about CWD's inclusion in public schools. The findings of this study show that some teachers have negative attitudes towards inclusion evident in their linguistic choices while others see it as a positive step; however, they all agree that improvements should be made to make it more effective.*

**Keywords**: *Appraisal Theory, inclusion, disability, teachers' attitudes, public schools*

## 1. Introduction

The current research aims at exposing teachers' attitudes towards Children with Disabilities (CWD) s' inclusion in public schools by exploring their verbal behaviors in talking about inclusion and analyzing them using the Appraisal Theory (Martin & White, 2005). In educational settings, and in this article, inclusive attitudes are defined as positive attitudes towards people with differences or Children with Disabilities (CWDs) inside the classroom. Banks and Polack (2014) point out that educating CWDs in general classrooms can be the best option for the children with many types of disabilities, and is often the most economical option for a country. While research has shown that the most effective method of teaching children with disabilities is to include them in general education classrooms, rather than to segregate them in different schools (Aguilar & Carrillo, 2022; Jaleta & Girma, 2024; Katanani et al., 2023; UNICEF, 2020), CWDs are still disadvantaged when it comes to educational outcomes.

Challenges facing disabled children are exacerbated by the prevailing misconceptions and negative attitudes especially in middle and low-income contexts (Loeb & Eide, 2022; Trani et.al.,

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2020). Stigma and discrimination perpetuate segregation and lack of accommodation offered to CWDs results in confining their learning within limited resources accompanied with low expectations and lack of adaptations (Handicap International, 2022). Therefore, the challenge facing the implementation of inclusive education policies can be attributed to the attitudinal barriers towards CWDs. Tarraf, Ali and Baraka (2018) state that "for inclusive education to succeed, it is critical that teachers, principals, students, and other stakeholders maintain positive attitudes/perceptions and accurate knowledge regarding the inclusion of children with disabilities and its benefits" (p.7).

The appraisal analysis (Martin & White, 2005) in this article, thus, may uncover not only teachers' attitudes but also the reasons for such attitudes through exploring how teachers express their views about inclusion using the attitudinal resources of affect, judgment and appreciation.

## 2. Literature Review

Empirical studies that examined attitudes towards inclusion in Egyptian schools relied on qualitative data that did not take into account the linguistic features of the discourse used by teachers in mainstream education. As Wilson and Scior (2014) state it, "further research is needed into implicit attitudes held towards individuals with disabilities among the general public and children" (p.319).

Hassanein et al. (2021) examined the contextual barriers to inclusion in Egyptian schools and concluded that among other factors, teachers' lack of understanding of the ideology of differences that results in positioning some students as normal while placing others in the margins is one of the barriers to the successful implementation of inclusion. The same attempt at understanding challenges to inclusion was examined in Elhadi's (2021) mixed-method study and was concluded by recommendations to change systems and attitudes towards inclusion and improve the situation for persons with disabilities.

Radadiya et al. (2024) point out that the attitudes in education can be defined as a tendency towards a certain "class" or a particular phenomenon, in the case of inclusive education. Attitudes may consist of beliefs about teaching students with disability in inclusive settings (i.e., the cognitive component of attitudes), feelings associated with the teaching to these students (i.e., the affective component), and/or actions encouraging their inclusion (i.e., the behavioral component). It is important to study such constructs, since they could predict teachers' and students' involvement in inclusive practices.

A number of studies in Egypt have attempted to document the challenges that hinder the inclusion of people with disabilities in education (Elshabrawi Hassanein & Adawi, 2021; Elhadi, 2021; Elwakil, 2024; Elzalabany, 2024). There is no sufficient nor accurate available data on the disability rate among students in Egypt and this is due to some social and cultural factors including families hiding their disabled child and schools inability to diagnosis them (UNICEF Egypt, 2014; UNICEF International Children's Emergency Fund, 2022). Research is also needed

in the Egyptian context to explore barriers to full school participation of the disabled children (Elzalabany, 2024). Thus, the goal of this current study is to draw the attitudes of the teachers from the linguistic choices and appraisal resources used to describe and deal with CWDs in real school contexts.

## 2.1. Attitude

*Attitude* is defined to be "a psychological tendency to view a particular object or behavior with a degree of favor or disfavor" (Albarracín et al., 2005, p.4). When someone takes a certain action or behavior, it means their attitude is positive towards that issue. Albarracín et al., (2019) define attitude as ideas or evaluations of objects and people that can guide behavior and decision-making. In contemporary psychology, one's attitude towards a behavior is still generally defined as the degree to which one has a positive versus a negative evaluation of performing the behavior (Ajzen & Fishbein,1980; Eagly & Chaiken, 2005).

### 2.2.1. Attitude and Behavior

Throughout the 20th century, psychologists debated the relationship between attitudes and behaviors. Advances in psychology have led to the belief that attitudes towards a behavior can predict a behavior which is called "behavioral intention". Ajzen's Theory of Planned Behavior (TPB) (1991) posits that there is a correlation between attitude and behavioral intentions (See Figure. 1). Attitude, thus, is the construct that is used to predict the probability of a certain behavior and the amount of effort one is likely to exert (Albarracin et al., 2001; Fishbein & Ajzen, 2011).
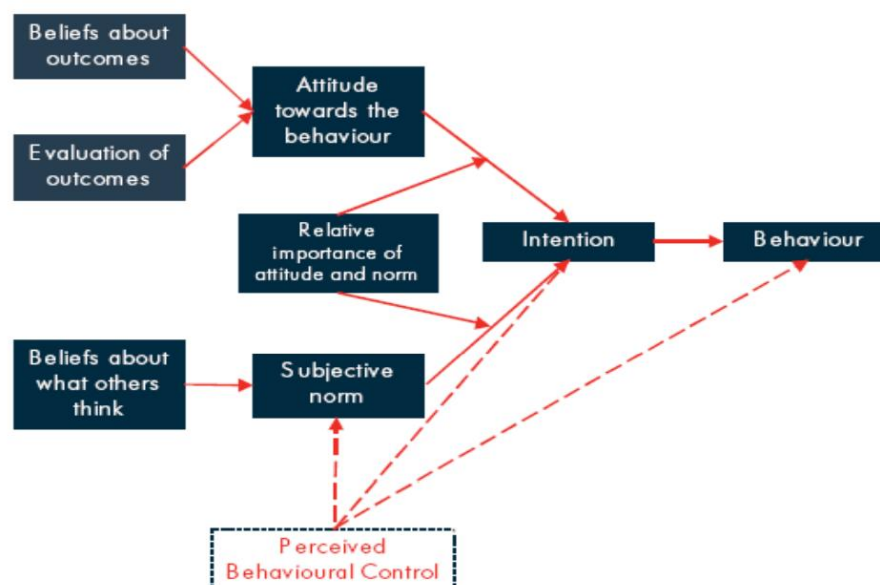


**Figure. 1.** Ajzen's Theory of Planned Behavior (1991, p.182)

When the goal is to predict a behavior, it is important to study attitudes towards the specific behavior of interest, which may have a decisive influence on one's strength of intention to perform that behavior and, in turn, one's actual performance of that behavior (Fishbein & Ajzen, 2011; Presseau et.al, 2019). This is, thus, the focus of the current study; that is to predict positive behavior or actual steps towards inclusion of CWDs in the classroom by examining the attitudes of teachers towards adopting this behavior.
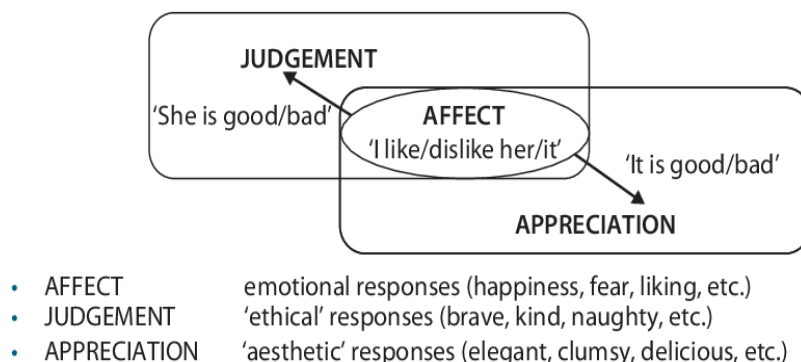
## 3. Theoretical Framework

This study aims to explore primary school teachers' attitudes towards inclusion of CWDs in public schools. To show how attitudes are evident through language, the Appraisal Theory (Martin & White, 2005) is used to analyze teachers' linguistic choices expressing their views about the inclusion of CWDs. This takes place by: 1) identifying the linguistic expressions used to express attitudes, 2) classifying these linguistic expressions according to the attitude domains of the Appraisal Theory (affect, judgment and appreciation), and 3) identifying the target of appraisal to show the reason for negative or positive attitudes to provide a thorough understanding of teachers' attitudes in the current study.

### 3.1. Appraisal Theory

Appraisal theory was developed from Systemic Functional Linguistics (SFL) originated by Michael Halliday (Halliday, 1994; Halliday & Matthiessen, 2013; Thompson, 2014). It focuses on how language conveys positive or negative assessments, and how attitude and emotion categorize its proposals and propositions interpersonally. It proposes a framework for meaning analysis through three dimensions: Attitude can be positive or negative, and is defined in terms of affect, judgment and appreciation, whereby speakers associate emotional responses with objects and other people, Graduation by which speakers raise or lower the interpersonal impact, intensity or volume of the evaluation, and Engagement which defines propositions and proposals conveyed by language.

*Attitude* is related to feelings of thoughts and emotional responses, judgment of people's characters and evaluation of products or processes. Attitudinal meaning can be either positive or negative feelings of the speaker/ writer or the feelings attributed to another. Furthermore, it can be expressed implicitly or explicitly. Implicit or invoked attitudes are realized through the choice of ideational meanings, lexical metaphors, and non-core vocabulary items (Martin & White, 2005, pp. 64-65). On the other hand, explicit or inscribed attitudes are directly shown by using words that name specific emotion (Martin & Rose, 2007, p. 30). Attitude domain is divided into three regions of feeling, '***affect***' (people's feelings), '***judgment***' (people's character) and '***appreciation***' (the value of things).

## ATTITUDE



- AFFECT          emotional responses (happiness, fear, liking, etc.)
- JUDGEMENT       'ethical' responses (brave, kind, naughty, etc.)
- APPRECIATION    'aesthetic' responses (elegant, clumsy, delicious, etc.)
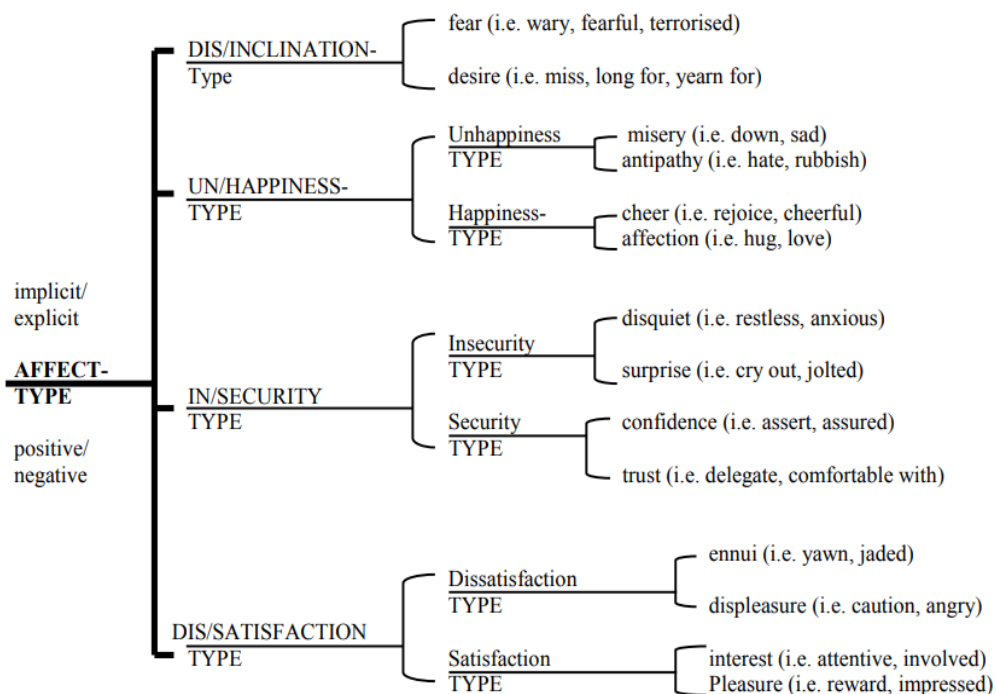
**Figure 2.**
Thompson's (2015a) illustration of the attitude subsystem in Appraisal Theory (Slide 59)

*Affect* is the first sub-domain of attitude. It refers to expressing emotions and feelings. It can be classified into four categories: dis/inclination, un/happiness, in/security and dis/satisfaction. The dis/inclination explains how the speaker is inclined or disinclined towards something. The un/happiness is concerned with the feeling of happiness or sadness. The in/security is related to the feeling of peace and anxiety while dis/satisfaction refers to the feeling of dissatisfaction or satisfaction towards people's actions or behaviors.



**Figure 3.** The categories of Affect with lexical instantiations (Martin & White, 2005, p. 51)

The second sub-system of attitude is called ***Judgment*** which is concerned with evaluation of people's behaviors and characters.  Social esteem has to be made following 'Normality' (how special someone is?), 'Capacity' (how capable they are?) and 'Tenacity' (how dependable they are?). Social sanction has to be made according to 'Veracity' (how honest they are?) and 'Propriety' (how ethical they are?) (Martin & White, 2005, pp. 52-53). This judgment of people's behavior, character, capabilities and normalcy is usually associated with people's culture.

| SOCIAL ESTEEM | Positive (admire) | Negative (criticize) |
|---|---|---|
| Normality (how special?) | lucky, natural, fashionable… | unlucky, odd, eccentric… |
| Capacity (how capable?) | robust, mature, clever, successful… | weak, childish, slow, unsuccessful… |
| Tenacity (how dependable?) | resolute, brave, dependable… | cowardly, despondent, undependable… |
| SOCIAL SANCTION | Positive (praise) | Negative (condemn) |
| Veracity (how honest?) | truthful, honest, credible… | dishonest, lying, deceitful … |
| Propriety (how far beyond reproach?) | good, moral, respectful, ethical… | bad, immoral, unfair, selfish… |

**Table 1.** The categories of Judgement with the lexical instantiations (Martin & White, 2005, p. 53).

The final sub-system of Attitude is '***Appreciation***'. It refers to the interpersonal resources for expressing positive and negative evaluation of things, texts, natural phenomena and processes (Martin & White, 2005, p. 56). It can be classified into three categories which are Reaction, Composition and Valuation. "Within three categories, subcategories are provided. Reaction deals with the evaluation of people's impact about something and its quality. Composition is related to the assessment of the balance and complexity of something, and Valuation refers to the value of something" (Badklang & Srinon, 2018).

Studies on the spoken text have rarely been investigated. Hence, the present study fulfills this research gap by evaluating teachers' semi-structured interviews through the attitude component of the appraisal framework to uncover their understanding and attitudes towards disability inclusion.

## 4. Methodology

This section presents the research question, procedures for data collection and analysis.

### 4.1 Research Question

Using the attitude system of the Appraisal Theory (Martine & white, 2005), this is an exploratory mixed-methods study using semi-structured interviews to explore teachers' attitudes towards inclusion in two selected public schools (cases) in Cairo. So, the research question is: "What are the attitudes towards disability inclusion in public schools in Egypt?"

### 4.2 Research Participants, School Selection, and Data Collection

The two *schools* included in the current study are: one school being the star school for inclusive practices according to the Ministerial Decree No. 252  (2017) and the UN Disability Inclusion Strategy- Article 24; a school that has an in-school special education consultant, a schedule of special classes for CWDs, resources room, and teacher training on inclusion, and the other school is a normal school with no evident inclusive practices. After initial consultations with the MoE's consultant, both schools were further identified based on these criteria: 1) They both have CWDs attending classes, based on field visits by the researcher, some other schools were found to have CWDs enrolled but students never attended school so their teachers would not have an experience with CWDs to talk about in the interviews. 2) Schools are within the same geographical proximity in Heliopolis and 3) they are both integrated public schools.

The number of *participants* in this study are ten teachers (N=10, eight females and 2 males). They are all primary school teachers with more than 20 years of teaching experience. They were voluntarily selected as a convenience sample since having access to those teachers was criteria for including them as Creswell and Poth (2016) pointed out that purposeful sampling can be based on the accessibility of the cases. It was a purposeful sample in the sense that all teachers in this study were primary school teachers who were teaching grades 3-6 (the target group in the current study since CWDs in these two schools attended these grades).

*Semi-structured interviews* were used as the data collection tool and teachers were asked about: 1) their opinion about inclusion in public schools 2) what makes inclusion successful or unsuccessful and 3) their recommendations to make it effective. Semi-structured interviews were used to allow participants to express themselves freely while keeping the focus of the interview (Silverman, 2016). It also allowed for asking follow-up questions to seek a deeper understanding when necessary.

### 4.3 Research Procedures

After obtaining data about inclusive schools from the Ministry of Education (MoE)'s consultant for inclusion, the researcher visited the selected schools to make sure they met the criteria for selection described above. Approvals to visit the schools were obtained from the MoE and CAPMAS (The Central Agency for Public Mobilization and Statistics). School visits were scheduled in February 2024 to collect data from teachers. Teachers who were selected to be subjects are teachers of grades 3 to 6 as CWDs in the school were enrolled in these grades. The

interviews were conducted according to the following protocol: the researcher met with the teacher, introduced the research aim and explained the interview would not take more than 15 minutes. After teachers' consent, interviews were all conducted by the researcher at school during breaks between classes. All interviews were transcribed before analysis and were double-checked for accuracy based on the recording. A smart audio recorder was used to ensure the quality of the recording. Some interviews were not recorded because teachers mentioned they would not feel comfortable being recorded so the researcher asked for taking notes instead. Following the Clean Verbatim Transcription method, interviews were transcribed right after each interview to avoid missing any information. Participants in this situation were then asked in the same session to check notes to approve them for capturing what they wanted to say by reading and approving them. For confidentiality purposes, interviews were kept anonymous and teachers were assigned pseudonyms to protect their privacy.

## 4.4 Procedures of Analysis

After transcribing all interviews, the research read through all the interviews to gain an understanding of the general trends of attitudes expressed by teachers. Then, key responses that highlighted certain attitudes were highlighted and translated from Arabic into English. Using the Appraisal Theory, certain expressions that denoted emotions "**affect**", moral or social evaluation of actions "**judgment**" and system evaluation "**appreciation**" were coded. They were then classified as "positive" or "negative" and analyzed to identify the target of appraisal, the reason for positive or negative attitude towards inclusion. Both qualitative and quantitative methods were used to analyze and present the data.

## 5. Results and Discussion

This section presents the data analysis results and discussion of key findings following the Appraisal Theory (Martine & White, 2005).

### 5.1 The Overall Attitudes

According to the Appraisal Theory (Martin & White, 2005), the attitudinal resources that are most used in teachers' interviews are *judgment* and *appreciation* while *affect* was less used by teachers, which shows more evaluative and moralistic views of inclusion rather than emotional views. The ratios of the three sub-systems are shown in the Table 2 below.

| Attitude Sub-systems | Positive | Negative | Number (Percentage) |
|---|---|---|---|
| Affect | 1 | 6 | 7 (8.2%) |
| Judgment | 7 | 20 | 27 |

| | | | |
|---|---|---|---|
| | | | (31.7%) |
| Appreciation | 6 | 45 | 51 (60%) |
| Total (Percentage) | 14 (16.47%) | 71 (83.53%) | 85 (100%) |

**Table 2.** The total of the three sub-systems of attitude in the data

In the teachers' semi-structured interviews, few teachers showed positive attitude towards CWDs' abilities and skills and teacher's encouragement in class. Also, parents' role in supporting their CWD was praised by teachers as important. These positive attitudes were expressed mainly by teachers in School 1 using the appraisal resources of affect, judgment and appreciation to describe their perspectives, as shown in the table below.

| Appraisal Realization in text | Type | Appraised | Description |
|---|---|---|---|
| ولما بتجاوب بخلي الفصل كله يصقفلها. <br> When she responds in class, I ask all students to clap for her. | Judgment-Propriety | Performance of the CWD | Using clapping as a way to encourage the CWD in class shows the teacher's positive moral reinforcement of the CWD as an acknowledgment of the student's achievement. |
| مافي بتحب تيجي <br> Mavy likes to come to school. | Affect-Inclination | CWDs' feelings towards school | Using the verb "likes" to describe how the CWD feels about school shows a positive attitude**.** |
| ومريم تعتبر ممتازة. <br> and Mariam is excellent. | Judgment-Capacity | CWDs' abilities | Using the adjective "excellent" to describe the skills of CWD shows the teacher's positive attitude towards her. |
| بس هي بتفهم. <br> But she can understand. | Judgment-Capacity | CWDs' cognitive abilities | Using the verb phrase "she can understand" to describe the ability of the CWD shows the teacher's positive attitude towards her. |
| وأولياء الأمور بيختاروا ناس أحيانا يبقوا shadow teachers يبقى معاهم في الفصل ممكن يساعد <br> Parents choose the shadow teacher to stay | Judgment-Propriety | The role of parents in supporting their child in school | This describes the role of parents in selecting someone to help their child in school as a shadow and shows a positive attitude towards inclusion wen supported by parents. It also shows agency |

| with their child in class and can help them. | | | from the parents to have a role in their child's education. |
|---|---|---|---|

**Table 3.** Positive attitudes of teachers in School 1

**Negative attitudes**

Despite some positive evaluations evident in the interview data in school 1, interviews also showed teachers' negative attitudes through the use of the attitudinal resources of affect, judgment and appreciation to evaluate the inclusive system within their schools. In presenting this data, the reasons for having negative attitudes are described through identifying the target of appraisal or "the appraised" in each appraisal utterance. Figure 1 below shows reasons for negative attitudes listed in order according to their frequency in the data.
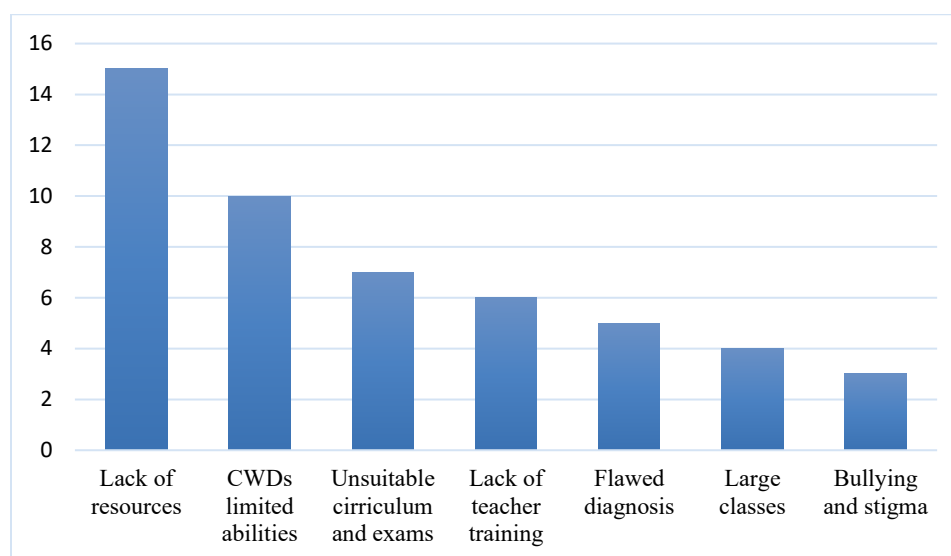


**Figure 4.** The frequency of negative attitude reasons in teachers' interviews

Teachers talked about the **reasons** for having negative attitudes towards inclusion by evaluating different practices within the school and the wider system negatively using affect, judgment and appreciation. The table below shows some examples from the data.

| Appraisal Realization in text | Type | Appraised | Positive or Negative | Description |
|---|---|---|---|---|
| | | | | |

| | | | | |
|---|---|---|---|---|
| في مدارس الدمج، بيضربوا شهادات عشان يدخلوا ولادهم دمج.<br><br>In inclusive schools, they fake certificates to enable them to enroll their children as CWDs. | Judgment-Propriety | Corrupt actions in the diagnosis of disability | - | or (بيضربوا شهادات) Using the verb (they fake certificates) shows the negative evaluation of the moral and unethical actions taken by some parents to enroll their children in the system. |
| ولكن الحقيقة إنهم مش بيتعلموا حاجة.<br><br>But in fact, they do not learn anything. | Appreciation-Valuation | Ineffectiveness of the system | - | Using negation to show that CWDs who are enrolled in this system do not learn (anything) shows a negative evaluation of the effectiveness of this education system for those children. |
| هنا عندك 60 و 70 طالب في الفصل ومعظم طلبة الدمج بيغيبوا.<br><br>You have here 60 or 70 students in class and most of CWDs do not attend. | Appreciation-Valuation | Large classes that hinder learning | - | Describing the situation in large classes that have 60 or 70 students and the lack of attendance of CWDs shows a negative evaluation of the situation that is detrimental to learning. |
| وبيشتغلوا مع shadow teacher هو اللي بيعملهم كل حاجة ومش بيستفيدوا.<br><br>They work with the shadow teacher who does everything for them and they do not learn. | Judgment-Capacity | Ineffectiveness of the shadow teacher's role | - | Using the verb phrase (هو اللي بيعملهم كل حاجة) or (does everything for them) describes the ineffective behavior and role of the shadow teacher who does not help them learn and does everything for them instead, hindering their ability to develop skills. |
| أنا مش بعرف مستواهم غير لما يوصولوا سنة رابعة.<br><br>Because of the new assessment system, I am not able to know their level until they reach grade 4. | Appreciation-Valuation | Ineffectiveness of the new assessment system | - | Using negation to describe the teacher's inability to know her students' level until they reach grade 4 shows her negative evaluation of the system. |

| | | | | |
|---|---|---|---|---|
| البنت كانت حرفيا نايمة على الديسك والمرافق قاعد جنبهابقوله ماتحل قاللي أنا مستني الإجابات تتبعتلي.<br><br>The girl was literally sleeping during exam and the person accompanying her was sitting next to her waiting for answers to cheat answers from someone else. | Appreciation-Valuation | Ineffectiveness of the assessment system for CWDs | - | Using the verbal phrase (she was literally sleeping) shows a negative evaluation of the situation where the CWD is sleeping in exam and someone else who was supposed to help her is cheating the answers. |
| النظام لا يكتشف ملكاتهم الفكرية.<br><br>This system does not discover their intellectual talents. | Appreciation-Valuation | Ineffectiveness of the education system for all | - | Using negation to describe the ineffectiveness of the system that does not help discover their talents shows a negative evaluation of the value of that system. |
| .. إذا كان النظام ده صعب على الطالب العادي، هندخل فيه كمان الدمج؟<br><br>This system is difficult for the normal child. How come I enroll CWDs in it? | Appreciation-Valuation | Difficulty of the new system | - | Using a question format to question the effectiveness of the new education system shows a negative evaluation of the system. |
| هما ميقدروش يبقوا زي الطلبة العاديين.<br><br>They cannot be similar to normal children. | Judgment-Capacity | CWDs' limited abilities | - | Judgment is expressed through the comparison here showing the teacher's attitude towards CWDs as less capable than their peers. |
| بس احنا عندنا عجز في المدرسين.<br><br>But we have shortage of teachers. | Appreciation-Valuation | Shortage of teachers | - | Describing the shortage of teachers to show the reason for having a negative attitude towards the situation as having CWDs in school requires having more teachers to support them. |

| | | | | |
|---|---|---|---|---|
| مفيش تعامل خالص.<br><br>There is not interaction at all. | Judgment-Propriety | Lack of interaction with CWDs | - | It also shows an implicit negative evaluation of how the system is not helping other students to interact with CWDs using the intensifier "at all" to describe the lack of interaction as none. |
| | Judgment-Capacity | Social skills of CWDs | - | It shows that CWDs cannot interact with other students. |
| وأنا غير مؤهلة وغير مدربة عشان أتعامل معاه.<br><br>I am not qualified nor trained to deal with him. | Judgment-Propriety | Lack of training | - | It is implicit propriety Judgment as the teacher is saying she is not qualified to deal with them. Yet, she is asked to teach CWDs, which is an inappropriate moral situation that does injustice to the students and the teacher. |
| | Judgment-Capacity | | - | It is an explicit capacity Judgment as the teacher says she "not qualified nor trained" to deal with CWDs in her class. |
| بصي بيبقى فيه سخرية عليهم، العيال اللي بيبقى عندهم إعاقة ذهنية بيبقى صعب عليهم.<br><br>There is bullying on them. Those who have intellectual disability find it difficult. | Judgment-Propriety | Bullying on CWDs | - | The teacher describes there is bullying on CWDs and they find it difficult to deal with it, showing the bad impact of including CWDs in public schools where they are subject to bullying. |
| وبقترح يروحوا مدرسة دمج لوحدهم لأن إحنا هنا مش مدربين ومفيش غرفة مصادر.<br><br>I suggest they attend special schools for them because we are not qualified nor trained here and there is no resources room for them. | Appreciation-Valuation | Lack of resources | - | The teacher is describing the lack of resources in the school as a reason to justify her negative attitude towards inclusion, suggesting that resources are important to be there and their absence is a problem. |

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**Table 4.** Reasons for negative attitudes of teachers

**Differences in school environment**

A significant finding in this data points out that negative attitudes towards inclusion in School 2 show a relationship between those attitudes and **school environment** (teachers' understanding of CWD' needs, evaluation of their skills, lack of attendance and other students' practices). Examples of bullying, teachers' reluctance to accommodate CWDs and lack of school support in providing a shadow teacher are shown in teachers' responses in School 2 as highlighted in the examples below which were not found in School 1.

| Appraisal Realization in text | Type | Appraised | Positive or Negative | Description |
|---|---|---|---|---|
| ولكن سرعة قدرات التلاميذ دول محدودة.<br>But the abilities of CWDs are limited. | Judgment-Capacity | Abilities of CWDs | - | Using the adjective "limited" to describe the abilities of CWDs shows a negative attitude towards what they can do in this system. |
| قدراته العقلية قليلة وبيبقي قاعد في الفصل مش مركز.<br>His mental abilities are limited and he lacks focus in class. | Judgment - Capacity | Abilities of CWDs | - | Describing how the CWD sits in class unfocused shows a negative attitude towards his ability to focus in class. |
| وحتى الطلبة بيغيبوا مش بييجوا المُدرسة.<br>Students are even absent and do not come to school. | Judgment - Propriety | Lack of students' attendance | - | Students not attending school shows lack of the propriety expected in school, impacting their learning and efforts to achieve inclusion as planned. |
| لما بيحضر بيبقى قاعد في الفصل عنده ملل وتايه.<br>When he attends, he feels bored and lost in class. | Judgment - Capacity | Ability of CWD to focus in class | - | Describing the status of the CWD as "bored and lost" shows the teacher's evaluation of their abilities, blaming students for lack of engagement. |
| بيخليني مضطرة طول الوقت أعيد الكلام ليهم.<br> | Affect-Dissatisfaction | Accommodating CWDs in class | | Using the adjective (forced) shows how the teacher feels |

| | | | | |
|---|---|---|---|---|
| He makes me forced to repeat myself all the time. | | | | about trying to accommodate a CWD in her class. It also shows an evoked (implicit) negative Appreciation about the behavior being imposed on her. |
| بصي بيبقى فيه سخرية عليهم، العيال اللي بيبقى عندهم إعاقة ذهنية بيبقى صعب عليهم.<br><br>There is bullying on them. Those who have intellectual disability find it difficult. | Judgment - Propriety | Bullying on CWDs | - | The teacher describes there is bullying on CWDs and they find it difficult to deal with it, showing the bad impact of including CWDs in public schools where they are subject to bullying. |

**Table 5.** Negative attitudes in School 2

## 6. Conclusion

This study has explored the attitudes of primary school teachers in two public schools in Egypt towards inclusion of CWDs. Through analyzing teachers' linguistic choices to express their opinions, the study revealed their mostly negative attitudes towards the inclusion implementation and system in public schools due to context-bound challenges such as large classes, lack of professional support and heavy curriculum among other reasons. The study also extended the appraisal theory to Arabic and applied Martin and White's (2005) framework of attitude to analyzing teachers' linguistic choices using the sub-systems of attitude: **judgment, affect** and **appreciation**, to explain reasons for negative attitudes.

However, this study has some limitations as the sample size of the data is limited and can have an impact on the conclusions of the study. Future research can explore teachers' attitudes in more schools with a larger sample size. Due to the small sample size, the variables in this study, such as teacher's gender, years of experience and training, were shown to be insignificant. Therefore, a study with a larger sample size and more diverse group of teachers may explore the relationship between these variables and teachers' attitudes. Additionally, more participants can be included in the future to explore the overall school community's attitude such as that of parents, children and school principals.

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