

Developing Strategies to Achieve the Full Realisation of Inclusive Education to Teach Second Language in Schools

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(Bio-note of Research scholar: Sushma. V, currently working for Prudence International School Tumkur, Karnataka, India, as the Vice-Principal. With these introductory lines, I would like to lap up my bio note. I am inclined towards creative writing as I wish to carve my niche in the publishing arena. This particular interest gripped my conventional wisdom when I started my career option as teaching. I feel proud to share that I have been serving for 16 years. My predominant quest lies in teaching English, being ELT as my core archives of research, thereby imparting skills to children in the new vistas of education.)

(Bio-note of the guide: Dr. Charles Godwin K has specialised in English Language Teaching with a blend of hybridity in teaching for almost a decade. He has a passion for teaching and zeal to achieve effectiveness. He has penned books, poems, articles in journals and magazines. He has worked in reputed universities and been a member of the editorial board for a couple of journals. He has also presented papers in several National and International Conferences and published papers in Scopus, UGC Care listed journals and peer-reviewed journals)

Abstract: Special education defines the need which caters to the holistic development of children who are in dire need of attention, equality, and care. Since ages students with SEN are alienated and discriminated as, the deformity in them has created a diverse opinion that they are disabled and are not on par with other learners, so people have fallen victims to biased opinions. As a result, schools and colleges across the nation have curtailed the space for children with SEN. Equal participation and inclusion are the need of the hour. As International Human Rights Law states: equality is found upon two complementary principles: non-discrimination and reasonable differentiation is of particular importance to persons with disabilities, some of whom may require specialised services or support to be placed on a basis of equality with others. On a brief note, the education of persons with disabilities in India has been recognised as an integral part of the educational system; hence the policies and programs adopted in recent years have been by following under this belief. The National Curriculum Framework for School Education (NCFSE 2002), brought out by the NCERT recommended inclusive schools for all without reference to pupils with SEN as a way of providing quality education to all learners according to NCFSE. Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. The Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost-effective and have sound pedagogical practices (NCFSE 2002). Following the focused policy, the draft scheme on inclusive education prepared by the MHRD (2003) asserts the feasibility of inclusion of such children in school. The research paper titled 'Developing strategies to achieve the full realization of inclusive education to teach the second language in schools. The exploration is on optimum utilization of resources, robust internal checks, and balance mechanisms for ensuring quality and the need. An inclusion curriculum means one curriculum for all students rather than a separate curriculum for students without SEN and another for students with SEN. Its recognition where the principle of social justice, participation in education should not involve discrimination based on gender, ethnicity, indigent, group, socio-economic status, and ability or disability. An

inclusive curriculum recognises the need that schools to be organised with the individual differences of students in mind to allow for scope and flexibility to enable all students to achieve their goals. Remedial programs in language, focusing on ELT, the use of computer-based remedial strategies can yield better improvement in children with specific learning disabilities. Switching to collaborative assessment would help to cater to their needs.

Keywords: *ICT skills, Collaborative assessment pattern, and ELT.*

I. INTRODUCTION

Learners face challenges to pick up language skills due to some impairment either by internal or external factors. The internal factors need to be addressed by medical intervention whereas the external factors need to be dealt with carefully to cater to the needs of young learners. Most of the problems have gone unaddressed leading to learning issues. The learners face difficulty in the acquisition of (L2) due to multiple reasons. The conservative methods are not conducive to impart (L2) so the pedagogy has to go for a sea change to witness a dramatic change and development in the arena. The research promotes novel ways to gain insight into issues about teaching and learning in a specially designed classroom setting. Eventually, the study enables trainers to hone skills to equip for teaching typically developing students in the classroom. The findings set a learning ambiance for all sorts of learners, provided with equal attention and care irrespective of their learning differences. Wherein every individual possesses a similar instinct of getting distracted, experiencing fatigue, lack of interest, along the way where learners could be treated well to carve their niche which in turn puts an end to the traditional methods of creating and focusing only on labeled and biased teaching.

It is quintessential to accommodate all types of learners to carefully understand and evaluate a student's complete language and life experience when one is struggling with learning English. It is certain that in a classroom situation a teacher has to manoeuvre a bunch of learners with specific learning differences (Sp/ Ds) especially in imparting skills in the English

language. It's a usual sight that learners would be of developmental disorders specifically which has got a significant impact on learning if the problem goes unaddressed in the learning process; the language learning may be affected which would eventually result in unsuccessful learning.

It is appalling to see the plight of students with special educational needs, who are often identified and goaded in the teaching-learning process. It has been a predicament and a saga of educators, facilitators, policymakers, advisors, psychologists, and research scholars to root out the learning difficulties of these typically emerging young learners.

In this light, there are scores of findings that defend the cause for inclusive education to equalise the policies of education. The quintessential factor which has been found is discrimination meted out by children with disabilities as they are not treated on par with nondisabled students. The discrimination has been tossed up right from their classroom environment where they begin their schooling. The learning ambiance is not conducive for them to thrive. Apart from this discrimination, various factors are responsible for learning disabilities amongst these specially-abled children.

Alienation- The term throws light on the plight of specially-abled children who are isolated and deprived of normal schooling where they receive the same sort of education. This has created a huge learning gap wherein they are treated indifferently instead if they are allowed to study the same learning environment their approach to society and their social living will be the same if not their space is staggered they may have to suffer to adapt themselves to the system around.

Imposition of recommended policies – many policies support the cause, but it seems the manifestations are still on paper where the regulatory bodies have to crawl up to reach the semblance of inclusive education. Unless there is strong support from the governance there won't be any change seen around. The educationists, research scholars, and philosophers have to wage wars relentlessly to succeed.

Acceptance- Acceptance is the need of the hour where specially-abled children are given space at every school irrespective of their standard set. The schools' administration should wake up for the dire need to provide them equal opportunities to study with normal non-disabled children. Acceptance is the mantra to be chanted not only by school authorities but also by parent and teacher fraternity to treat children without discrimination. Perhaps the resource to aid and assist this learning group is insufficient to meet the demands of specially-abled children, particularly for inclusive education. The infrastructure facilities, learning materials, faculty to teach, as they have to shell out more money on these referred areas. Due to this inhibition, the schools may not cope up with inclusive education.

Influence of result orientation- Many schools have fallen prey to the culture of high scores where they long to boast their schools' results as specially-abled children can't pace with the curriculum set for non-disabled children. Though there is a curriculum set for SEN many schools think of the risk factors involved in managing with specially disabled children as they have to be dealt with care and concern.

Lack of proper knowledge about differentiating signs of disabilities amongst learners –Facilitators in the classroom situation may fail to differentiate between the actual learning disabilities and abilities of specially-abled children. For instance, it is hard to distinguish between speech and language delay in young children. According to the National Institute on

Deafness and other Communication Disorders, the most active time for learning speech and language is the first three years of life as the brain develops and matures.

A language delay occurs when children have difficulty understanding what other people say or cannot express their thoughts. As language includes speaking, gesturing signing, and writing.

Absence of effective curriculum framework - A pragmatic thought of training teachers with a special curriculum inclusive of, the practical curriculum has been widely accepted and has been curated very well to cater to the needs of specially-abled children. It is an after sought course which serves the purpose. There is a strong recommendation of courses preferred even at the early stages of graduation and senior secondary level to resolve the issues about curriculum, where a teacher- trainer needs to study only during their training period, instead of an elaborated course is designed and structured at the early phase itself thereby giving importance to all the areas of disability studies it would be of a profound help.

The various disorders that are usually found at this learning group have been tapped upon to drive out a learning platform free from biased notions.

The neurodevelopmental diseases-The course should be made mandatory to all subject teachers where they would be instilled through intellectual disability and an autism spectrum disorder. Hence the course would help students with Neuro-Developmental Disabilities in inclusive and specialised settings. After completing the course the students would be able to know the tools, areas of assessment, to apply intervention strategies, instructional approaches, teaching methods, vocational training, and career opportunities.

Locomotor and Multiple Disabilities-The objectives of the course should be made familiar to teachers while identifying a student with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Muscular dystrophies, Neural and spinal defects, and multiple disabilities. To foster the needs of these children the school should create a prosthetic environment by facilitating teaching-learning by assistive technology. Suggestive fieldwork should be taken by a facilitator to identify and assess the child's difficulties in attending their schools.

Specific Learning Disabilities-SLD is a disorder is a neurodevelopmental disorder that begins during school-age although that may not be recognised during adulthood. The problems are referred to ongoing observations in one of the areas of reading, writing, and Math which are one's ability to learn. According to The Indian Journal of Paediatrics 87,91-92, an estimated 5 to 15 percent of school-age children struggle with a learning disability. An estimated 80% of those with learning disorders have reading disorders in particular (commonly referred to as dyslexia). One-third of people with learning disabilities are estimated to also have attention deficit hyperactivity disorder (ADHD).

Other specific skills which would hamper the growth of learners include the ability to put thoughts into written words, spelling, reading comprehension, math calculation, and math problem-solving difficulties with these skills may cause problems in learning subjects such as history, math, science, and social studies and may impact everyday activities.

Learning disorders if not recognised and managed can cause problems throughout a person's life beyond having lower academic achievement. These problems include increased risk of greater psychological distress, poorer overall mental health,

unemployment/ underemployment, and dropping out of school. The types of learning disorders are; Dyslexia and Dysgraphia. Dyslexia is a term that refers to difficulty with reading. Children with Dyslexia have difficulty connecting letters they see on a page with the sounds they make as a result reading becomes slow, effortful, and not a fluent process for learners.

Dysgraphia is a term used to describe difficulties with putting one's thoughts on a paper; problems with writing can include difficulties with spelling, grammar, and handwriting.

The aforesaid problems need to be addressed by an effective curriculum framework discussed and referred by structured pedagogical approach as Helen Keller has rightly said "Have you ever been at sea in a dense fog, when it seemed as if tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet, and sounding—line and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without a compass or sounding line, and had no way of knowing who near the harbour was. "Light! give me light!" was the wordless cry of my soul and the light of love shone on me in that very hour." Hence a strong foundation should be laid to ease out the difficulties of this specially abled group.

Principles for curriculum Development

Goal-oriented- The curriculum which is set for a particular subject should be content and activity-oriented. For instance, the curriculum set for learning disabilities should be structured on nature, needs, and intervention. The goal should be set for adaptations, individualised education plan, child-centered plan, life skills, and strategies for reading.

Age-appropriate- The curriculum set for particular age should be appropriate and ideal for teaching that specific group, for example, the curriculum set for secondary school would be difficult for middle schoolers to cope up as a result they may tend to lose interest. So according to Piagetian the framework of the curriculum should be based on ability, age, and interest.

Need based-Needs are indeed different for every individual, a student with a specific learning disorder also has emotional or behavioral challenges in these cases behavior therapy can help well rather than only with a learning plan. Through inclusive education plans, even mentally retarded children can be immensely benefitted by having engaged in a common goal-oriented class teaching, for example; teaching music, yoga, and some other vocational courses.

Up –to-date- The curriculum should be revised and revamped to promote the needs and interest of pupils, as they have to adapt themselves to the changing world around. The curriculum should be revised to meet the demands of the ever-changing world. For instance; the onset of a pandemic where the curriculum has to bridge the gap of learners by creating curiosity and child-centered learning platforms. So that it promotes fruitful learning.

The Creative-The curriculum should be creative and stimulating so that learners get attracted towards the teaching-learning process. For instance, the curriculum should be innovative with creative flare where children with SEN can easily get adapted to the classroom setting.

Integrated and comprehensive- The curriculum should be carefully planned to accommodate all types of learners. It should be integrated with a compressive approach to curricular and co-curricular activities. Learners should be exposed to social, emotional, physical, and intellectual growth. The comprehensive framework of art, music, yoga, meditation,

sports, and vocational subjects should be taught in the same classrooms where disabled children study with non-disabled pupils.

The Proposed curriculum for inclusive education

The Simplified curriculum-Simplified curriculum includes scope for minimum concept teaching rather than the whole syllabus allocated for study. Prioritizing the areas that manifest functional aspects.

For example; Teaching only functional grammar by not merely teaching grammar rules and giving exposure to error spotting techniques where learners are introduced to find errors and get enriched with appropriate structure.

Supplementary curriculum-The recommended curriculum enhances learnability by honing essential skills such as reading, writing, speaking, note-taking, social skills, life skills, etc; rather than regular classroom teaching. This strategy helps children with disabilities though they attend school but fail to score expected marks in tests and examinations.

For instance; a simple test can be administered to test the reading and speaking skills of a child so that children feel confident to learn skills that are helpful in their social life.

Alternative curriculum: An alternative curriculum can be a community reinforced or functional-based curriculum determined by assessing the student by his environment. Functional academics forms a part of the community-reinforced curriculum depending on the severity level of disability. The emphasis can be on social, personal, or communicational skills. Opportunity for partial participation in school activities is recommended for every disabled child.

Multilevel and Activity-based learning-As students should be given space to learn in the classroom situation, having provided different levels of learning.

For instance; If students are allowed to develop a paragraph in their creative writing class, children who need special attention can be guided to frame sentences based on the context so that they learn to join sentences using linkers once they gain confidence in developing their ideas.

Similarly, activity-based learning helps them to involve themselves in functional aspects of learning. For example; while imparting speaking skills, an activity of focusing speaking skills on recipes (cook without fire) where children describe how to prepare a particular food and speak to peers. From this activity, they understand how to weave sentences and get exposure to practical modes of learning.

In Inclusive set up-Innovative teaching strategies

Peer – learning

Activities and technology-oriented modules

Extension for completion of work

Reduction of subjects and flexibility in writing the examination

Pedagogy of Teaching English

Objectives:

The course asserts various techniques to evaluate the achievement of the learner in English, which is set on an instructional plan, approaches to teach English.

Instrumental plans:

The set plan focuses on adapting units and lessons for children with disabilities.

Approaches and methods of teaching English:

The approach focuses on task-based approach, cooperative learning, communicative language teaching, language across the curriculum, bilingual, eclectic, and constructive approach.

Method of teaching prose, poetry, drama, grammar, and vocabulary- (i) translational method (ii) structural- situational method (iii) direct method

Development of four basic skills: Listening, speaking, reading, and writing.

Challenges and implications for inclusion

Initially, educational services for SEN were provided in a segregated setting. With the advent of research and newer ways, the fair idea of imparting skills in the normal environment has become a trend to inclusion. When developing such a program, the varied needs of children with mental retardation with various cultural practices should be taken into consideration. This makes it difficult to develop an ideal curriculum and plans a program uniformly. This is one of the reasons for not having a curriculum for all individuals with intellectual disabilities. As suggested by Lieberman (1992) the curriculum for children with mental retardation should therefore focus on :

1. The need of the students.
2. The probability that the intervention requires a set of arrangements that are generally not available in regular classroom settings.

The shift of emphasis must be made in curriculum priority from academics in regular classrooms to student-based needs.

When curriculum has to focus on all-around development as mentioned earlier, it should be need-based. It has to take into account the functions to be performed by the individual in his environment and the required competencies for it. Baine (1991) recommends an ecology-based curriculum where the task involves assessment of not only the person with intellectual disability but also the functions he has to perform along with non-disabled persons in a given environment. This allows for a discrepancy analysis, leading to a specific focus on the strength of the individual with intellectual disability and selection of appropriate tasks and activities to be taught as suited to his environment. Co-curriculum activities, recreational and leisure activities should not be ignored and should be included as in the regular school curriculum. Inclusion, inclusion will be more meaningful in the schools when recreational and leisure activities are planned for children with mental retardation along with those for non-disabled school children.

The cultural trend towards inclusive education poses yet another challenge, that educators will have to face. The concept of inclusion demands that all children should be part of the educational and community mainstream. The Person with disability act of India (1995) also highlights equal opportunities for all support of inclusive education and special education and the new role to which they have to adapt themselves. The peer group adjustment, the resource requirement, and administrative decisions are other components of this concept. In India, inclusive education is its infancy demanding tremendous efforts by all concerned to study its efficacy.

CONCLUSION

It is indeed a pitiable plight that students with learning disabilities are goaded and are stigmatised. The mere separation and demotivation shown by reputed and sophisticated schools have seriously impacted these young learners where they entail their school's success to high achievers who are always found in the creamy layers of the academic standards. On the other hand, the poor learners are not given any importance as the school heads seem result-oriented wherein they can boast of outstanding results. It is been a major upheaval, where a majority of the schools refuse to initiate measures to devise strategies to revise curriculum in favor of these young sufferers. Even teachers have developed the same mindset of imparting skills to students who always emerge victorious, especially to those students who do exceedingly well.

As a result, students who are in dire need of attention and care have been the victims of false educational frameworks. The timely intervention and guided approach can only conquer the tough challenges.

According to National Curriculum Framework for school education (NCFSE 2002) has got sound pedagogical practices following the focused policy the draft scheme on inclusive education prepared by MHRD (2003) asserts the feasibility of inclusive education. These references would lay a firm platform for inclusive education thereby following the collaborative remedial language program and evaluation would help educators to fulfill the needs of specially-abled children.

The finding is worth the time as students with learning differences are biased and are not given adequate importance. The problem should be resolved. Helping them during the school-age years is crucial.

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