

Challenges Faced by the Special Educators to Teaching Language in a Diverse Classroom

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ABSTRACT

Purpose: The special and mainstream schools are considered as the key agencies for imparting education to them. Language is central to the whole curriculum process. Language teachers introduce and teach the skills, reinforcing them from time to time in language lesson. This study was undertaken to assess the challenges faced by the special educators to teaching language in diverse classroom. **Method:** The survey method was followed. The rating scale is developed for special educators to rate their challenges of the planning, presentation, assessment and reporting in language teaching. Samples of 30 special educators were selected. **Result:** The major finding indicates that experienced special educators were face the mild challenges and educators who having less experience were faced severe challenges to teaching language. **Conclusion:** The study highlighted the challenges faced by the special educators to teaching language in diverse classroom. There is a need for creating awareness and updating the knowledge to enable them in well planning, presentation with proper method and techniques, assessment with adopted assessment techniques and reporting the performance of each and every diverse learner i.e. hearing impairment.

KEYWORDS: Language Teaching, Special Educators, Diverse classroom.

INTRODUCTION:

Language education is not confined to the language classroom. A science, social science or mathematics class is ipso facto a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically (Areekkuzhiyil, 2016). The true language cannot be taught by rote. It cannot be acquired by definition and mechanical drill. It cannot be divested of its social significance nor removed from its social setting. To be real, language must be fraught with meaning. There must be reason for using it and these reasons must spring from the individual's deep need for making known his thoughts, ideas, needs, desires, hopes, imaginations, joys and perplexities (Mildred, 1977; Huddar, 2016).

Language is crucial in the acquisition of knowledge and in the development of concept. Although language, and language teaching is considered a way for empower to children with hearing impairment. Education is the fundamental right of each child irrespective of his/ her diversity i.e. caste, religion, minorities, children with special needs etc (T Sarao., 2016). The curricular and co curricular activities undertaken in schools are aimed at achieving the various goals of education. Language is central to the whole curriculum process. Every language has only 25% of words, sentences and remaining 75% of the language is expressed through gestures and facial expressions. Languages skills like listening, speaking, reading, writing, using vocabulary and grammar are acquired in everyday life; Language plays a very vital role in overall development (Harmer et al, 2007). According to Latha (2013), good educators play a pivotal role in teaching language and have to manage the teaching learning process. Those educators who use the natural approach are fully aware of the difficulties the children with hearing impairment have in the mastering language, but they believe that the way to make it possible for the child to this mastery is not by altering the language itself but by making it alive and desirable for him and by seeing that it meets his needs. If the educators have good training and make a sensitized to teaching learning process of teaching language than they will meet and involve the interaction between teaching method and techniques because mainstream classroom has the multicultural classroom. The MHRD (2017) stated that, In terms of resource person 35 states and UTs have appointed 18848 resource persons to strengthen the capacities of resource persons they are exposed to other disabilities through cross disability training. The States are also doing specific training of general teachers on Braille, Signing, Intellectual Impairments, Cognitive Impairments and Developmental Disabilities since 2013-14. Till 31st March, 2017, 2,24,961 teachers have been trained on low vision, 1,21,372 teachers have been oriented to the needs of children with blindness, 2,06,084 teachers have been oriented to Signing, 2,42,727 teachers have been sensitized to the needs of children with mental retardation, 1,66,073 teachers have been given training on Cerebral Palsy, 2,11,739 teachers have been trained on Learning Disabilities, 1,93,071 teachers have been trained on multiple disabilities.

NEED AND RATIONALE OF THE STUDY

Language teaching is the prime concern of all the teachers of the children with hearing impairment (Gathoo, 2016). According to Schmitt (1966) as given in Paul and Quigley (1984) has listed a number of principles for teaching language i.e., (i) use of multi sensory channel, (ii) useful language should be taught to the children, (iii) meaningful situation and context should be used, (iv) language should be considered as a means to an end rather than an end in itself, (v) language learning must begin very early, (vi) language acquisition is a continuous process and not simply a product of the classroom, (vii) child's needs and interest should be kept in mind, (viii) the goal of language programme should be automatics development, (ix) language is considered truly acquired when the child uses it spontaneously. Paul and Quigley (1994) suggests several methods of teaching language i.e. (i) structural method included with Fitzgerald Key and Apple tree, (ii) natural methods, (iii) combined methods included with maternal reflective method. Today, the child centered curriculum followed is spiral and concentric in nature in mainstream school which is ultimately goals of language teaching. The mainstream school refers to a multifaceted process that targets both the right to take full part in school life and the right to achieve the greatest educational progress (Farrell, 2004). Hence the current study was conceptualized. The purpose was to identify the challenges faced by the special educators to teaching language in diverse classroom.

OBJECTIVE:

To study the challenges faced by the special educators to teaching language in a diverse classroom

RESEARCH QUESTION

What are the challenges faced by the special educators to teaching language in a diverse classroom?

METHOD

Survey method was adopted

PARTICIPANTS:

30 special educators were selected as the subjects of the study.

SAMPLING TECHNIQUE

Purposive sampling

TOOL: A researcher - made rating scale validated by an expert group of 5 special educators was used

TABLE1: SAMPLE ITEMS OF THE RATING SCALE

Sub - Area	Possible Challenges	Students with diverse learner (Hearing Impairment)				
		Always	Most of the time	Some time	Rarely	Never
Planning	identifying the level of students					
	To adaptation the language point related to the subject matter					
	In choosing the appropriate teaching methodology and teaching techniques					
Presentation	Assess the previous knowledge					
	In keeping mind the heterogeneous learning level while doing the presentation					
	to strengthen the language grammatical					
Assessment	Asking questions according to the level of learner					
	Asking different types of question i.e. MCQ, fill in the blank true false etc.					
	Asking question based on the recall, understanding and application					
Reporting/Feedback	Mentioned the students' language achievement in diary					
	indicating suggestions for improving student's current language achievement					

DATA COLLECTION

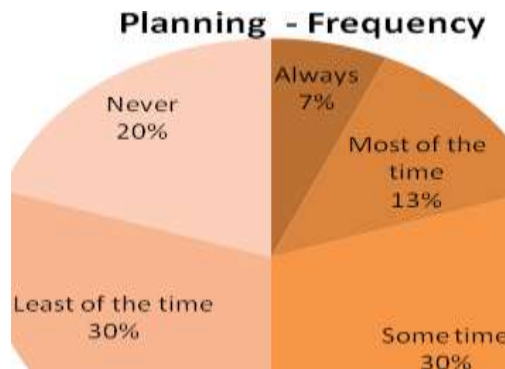
As a part of data collection procedure, the first step carried out by the researcher was to contact the special educators. Based on the schedule developed, the rating scale was given to 30 special educators personally. The educators were requested to follow the instructions given by the researcher and answered on the most appropriate. All the duly filled rating scale of special educators was collected. The qualitative data converted into quantitative data for convenience of data analysis.

TECHNIQUES OF ANALYSIS

This study is regulated for finding of rating scale out always, most of the time, some time, least of the time, never on the percentage basis.

RESULT AND DISCUSSION

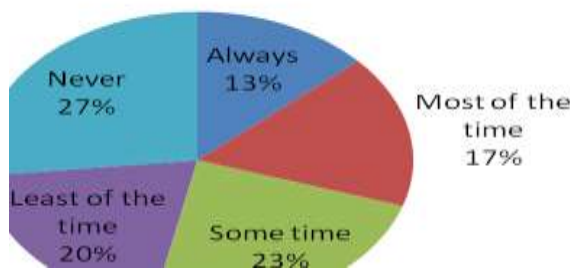
(a) Challenges faced in the planning



Pie chart (a) shows the challenges faced by the 30 special educators in planning on the basis of rating scale were always 7%, most of time 13%, sometime 30%, least of the time 30% and never 20%. Most of the educators were faced challenges in the choosing the appropriate teaching methodology and teaching techniques while planning.

(b) Challenges faced in the presentation:

Presentation - Frequency



Pie chart (b) shows the challenges in presentation on the basis of rating scale were always 13%, most of time 17%, sometime 23%, least of the time 20% and never 27%.

(c) Challenges face i0.n the Evaluation

Evaluation Frequency



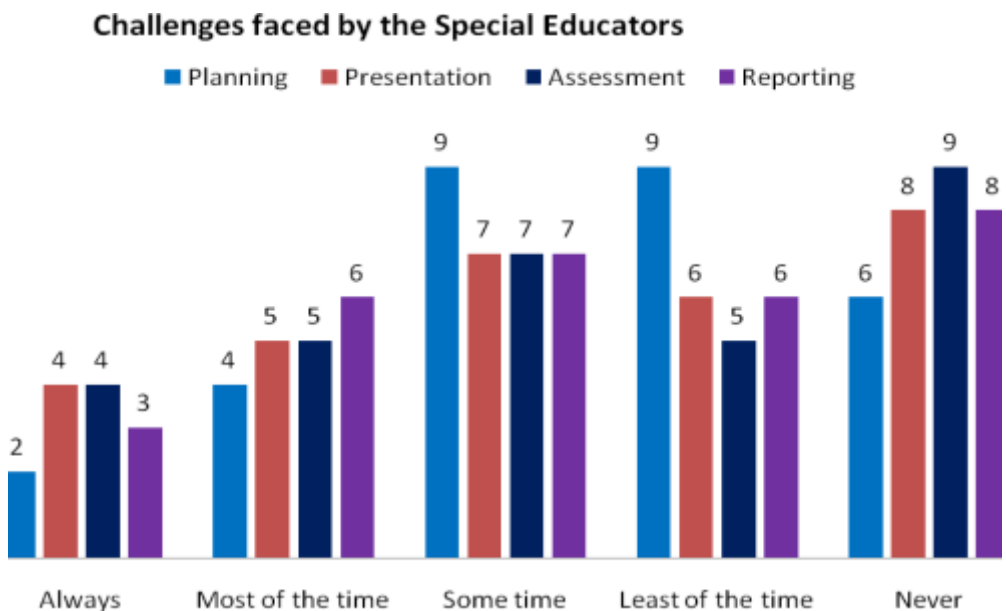
Pie chart (c) shows the challenges in evaluation on the basis of rating scale were always 13%, most of time 17%, sometime 23%, least of the time 17% and never 30%. Some special educators having less teaching experience were facing the challenges in asking question based on the recall, understanding and application for the diverse learner.

(d) Challenges face in the reporting



Pie chart (d) shows the challenges in reporting/feedback on the basis of rating scale were always 10%, most of time 20%, sometime 23%, least of the time 20% and never 27%. Having less teaching experienced special educators were facing the challenges in indicating suggestions for improving student's current language achievement on the report card.

(e) Overall chart of the challenges face by the special educators in teaching language



The overall chart demonstrated that special educators in the diverse classroom faced the challenges in special material, using of aids, teaching approaches, skills, evaluations, etc. Also they were faced challenges as classroom acoustics, lighting, language deficiencies, lip reading, inadequate knowledge, academic gap of CWHI, lack of resources, etc. So, special educators, encountered many challenges. Children with hearing impairment cause more disabilities than the visual impairment. Due to hearing impairment one cannot learn language in natural setting. Lack of training and knowledge about method and techniques of teaching language were also encounter as challenges. Therefore, it may be inferred that special educators of children with hearing impairment keep informed and strengthen about the teaching language.

CONCLUSION

The finding of study suggests that the experienced special educators were well known and conscious about the planning, presentation, evaluation and reporting of language lessons. The beginner special educators were faced some academic challenges to teaching language in diverse classrooms. There is a need for creating awareness and updating the knowledge to enable them to teaching language to children with hearing impairment.

LIMITATIONS

The participants in this study were selected only from the special schools in Bhavnagar, Gujarat that were used the state board of Gujarat and offer the primary and upper primary education for children with hearing impairment.

EDUCATIONAL IMPLICATIONS:

The special educators of children with hearing impairment could be uplift and keep informed with carefully planning, instruction and knowledge of language development principles, methods and techniques of teaching language. They could be teaching language lesson with well planning. They could also plan and implement the all activity according to their diverse class level.

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