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METHODS AND APPROACHES OF INCLUSIVE ENGLISH TEACHING

Abstract. This article explores the situation of inclusive education in Kazakhstan, with a particular focus on the English language teaching of students with special educational needs (SEN). Kazakhstan's educational system is committed to inclusiveness, and the legislation establishes the principle of equal right to education for all children. The purpose of this exploratory article is to shed light on the methods and approaches in an inclusive teaching context, and to present several difficulties in implementing them. The article is based on theories and various studies. Consequently, it analyzes various teaching practices in the world of education, especially in terms of teaching students with special needs. Inclusive education is gaining more recognition, support and interest in the worldwide education system. Especially, the language learning process for students with SEN differs from other regular students. They need a special approach in the learning process. The results of the inclusive education experience have shown that an interactive teaching method can be beneficial for students with SEN. The suggestions for teaching inclusive classrooms were also presented.

Keywords: inclusive education; methods and approaches of teaching; students with special educational needs, English language.

Introduction. Almost all educational systems in developed countries are committed to inclusiveness, which means that all educational institutions and schools are expected to meet the needs of students with a wide range of abilities. The legislation of Kazakhstan in compliance with the fundamental international human rights documents, establishes the principle of equal right to education for all children in the country.

The situation of children with special educational needs (SEN) in Kazakhstan has changed in recent years. According to the data provided by Shayakhmetova [1], approximately there are more than 150 000 children with SEN. Moreover, in a recent report from the Ministry of Education and Science [1] stated that “more than half of the schools of the country created special conditions for children with disabilities”.

According to the Law of the Republic of Kazakhstan "On Education", children with SEN are those who experience constant difficulties in obtaining education due to health problems, who need special training programs [2]. Another definition given by Lefranco to special needs is as follows “This is a term used to refer to persons whose social, physical or emotional characteristics require special attention and services” [2]. The category of children with SEN includes children with disabilities, gifted children, children of migrants, as well as children who have difficulties with social adaptation. However, when it comes to the Kazakhstani

context, the inclusive education category mainly concerns children with psycho-physical disabilities.

Moreover, according to the Law of the Republic of Kazakhstan "On Education", among the general tasks of the education system, the task of creating special conditions for the education of disabled people is indicated. These conditions include a special training program that takes into account the psychological, medical and educational characteristics of students.

English is being taught as a foreign language in Kazakhstan, and almost all schools teach this language. As Padurean [4] argues, English teachers mostly face difficulties in speech impairments, reading and writing difficulties. Teaching these children is different and complex compared to teaching other students. As mentioned earlier, various approaches, methods of teaching and strategies must be applied during the educational process according to the condition of the student. And for this purpose, this paper attempts to analyze different sources about inclusive education and language teaching, specifically English language teaching in order to discover the best teaching methods and approaches that teachers apply in teaching English. Therefore, the following research questions will guide the investigation of the study:

1. What kind of methods do teachers use to teach inclusive classes?
2. What are the approaches for teaching inclusive classes?

This article will discuss several keywords such as inclusive education, methods and approaches of teaching to review previously done research studies. It should be noted that a lot of knowledge has been created and investigated in the field, such as specific definitions from various perspectives, the level of acknowledgement of teachers with inclusive education, most suitable inclusive teaching methods and approaches.

Inclusive education and inclusive classroom. Inclusive education and inclusive classrooms have been a topic of discussion in the education system for decades. Inclusive education refers to the practice of educating all students, including those with disabilities, in the same classroom with appropriate support and accommodations. The inclusive classroom is an environment where diverse learners are valued, supported, and challenged to reach their full potential.

The origin of inclusive teaching rooted from Vygotsky's ideas about the connection between social activity, social environment and individual human development, which formed the methodological basis for the socio-educational integration of children with special needs [4]. According to Nabiullina [4], inclusive education "comprises humane conceptual ideas". Not only students with special needs adapt to the people around them, but as well as the surroundings of such individuals adapt to them. Inclusive education is not just about students with disabilities adapting to the classroom environment, but also about the classroom environment adapting to the needs of all students, including those with disabilities. This means creating a flexible and supportive environment that can accommodate the diverse learning needs of all students, regardless of their background or ability. By adapting the classroom environment to the needs of all learners, inclusive education can promote a sense of belonging and create a positive learning experience for everyone.

Another definition was given by Movkebayeva & Iskakova [2] and this term is defined as "the learning process of children with special educational needs in comprehensive educational institutions". The researches done in this field with regard to English language teaching found out that the teachers are quite familiar with the term "inclusive education", however they cannot teach inclusive classes

due to the lack of experience or enough knowledge [5; 6]. The findings of the qualitative study conducted by Makoelle [5], found that there were some improvements towards inclusive education, most of the stakeholders were aware of the term “inclusive education”; however, they were not aware of the usage due to the lack of appropriate practice and they think that inclusive education concerns only schools with special needs. Moreover, the overall attitude of teachers and parents towards children with SEN was quite negative in the study conducted by Padurean [3].

Methods and approaches in inclusive education. Teaching English as a second or foreign language has become a crucial skill in today's globalized world. The ability to communicate effectively in English is essential in various fields, from business to academia to travel. As such, there are many methods and approaches to teaching English, each with its unique strengths and weaknesses.

According to Richards and Rogers [7], method and approach are two main concepts in language teaching. Anthony (1963) defined method as “an overall plan for the presentation of language and which is based on the selected approach”, whereas approach can be defined as “approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching” [7]. The following are the examples of methods and approaches: student-centered approaches which includes “inquiry-based learning, game-based learning methods”; teacher-centered approach comprises methods such as “direct instruction, flipped classrooms”; interactive learning, lecture methods and so on [8].

The large scale study conducted in the field of inclusiveness and language teaching methods and approaches focused on several aims, but the main of them was to determine whether certain teaching approaches are more or less appropriate for students with certain disabilities. This study suggested comparing three approaches: behavioural, social constructivist and ecosystemic, which were revealed by revising resources conducted in the field of inclusive education and teaching. The conclusion that was made in the study was to integrate three of them in teaching by making judgements. In other words, according to the settings of the teacher, these approaches can be experimented and applied in order to produce positive outcomes [9]. The application of social constructivist approach accommodates the needs and abilities of students with special educational needs. The main principle of this approach is that “knowledge is socially and culturally mediated” [10]. Learners play an active role in constructing their own knowledge and meaning from their experience both individually and socially. The philosophy of this method correlates with inclusive education whose core idea was to give an equal right to participate in classes with peers. Cooperative learning, problem-solving activities and similar inquiry-based learning activities are the best for students with SEN according to this approach [10; 11].

Moreover, Kaplan and Lewis [12]) stated several challenges in their book which are concerned with methods and teaching. They stated that methods should be learner-centered rather than teacher-centered. The reason for this is that it cannot be adapted to the diverse needs of different students and not very suitable for developing students’ “individual talents, backgrounds, and experiences”. Regular lecturing methods of the teacher tend to not work within inclusive classes, since it works against inclusive teaching principles. There should be a balance between a student's individual working time and group work.

In accordance with aforementioned statements about inclusive teaching methods, Freeman et al. [13] conducted another major meta-analysis of numerous

studies. The results found that methods which encourage active and cooperative learning enhance student engagement; it is the best way for reducing the achievement gap between students and improving learning for all students. Additionally to the findings of previous study, the research conducted by Pushpa et al. [14] revealed that small groups' exercises and peer tutoring methods seem to be effective for teaching inclusive classes. These methods also support collaborative learning as the previous one. One of the important characteristics of inclusive education is the opportunity to have diverse learning interactions between various learners. Inclusive classes could be useful for learners with SEN, as well as regular students who study with them in mainstream schools. This finding was revealed by Molina et al. [15] in their recent studies on investigation of benefits of inclusive interactive learning environments. Accordingly, interactive activities with peers with SEN helped them: a) to tolerate diverse students and respect them; b) to gain an opportunity for new friendships; c) to help others participate in lessons and to be patient; d) to develop their cognitive abilities. This study corresponds to the study conducted by Tafa and Manolitsis [16], which found out positive attitudes of regular students toward their peers with SEN, acceptance of diversity.

One of the effective approaches to inclusive teaching is Universal Design for Learning (UDL). An approach provides multiple means of representation, expression, and engagement to accommodate different learning styles and abilities [19]. UDL helps English teachers to design and deliver instruction that is accessible, flexible, and relevant to all students. For example, a study by Novak and Rodriguez [20] found that using UDL principles in teaching English to students with learning disabilities improved their reading comprehension, writing skills, and overall academic performance. Similarly, a study by Smith and Johnson [21] found that using UDL principles in teaching English to English language learners improved their language proficiency, cultural awareness, and social integration.

Best practices and success stories in inclusive English teaching. In this part of the article, some best practices and success stories in inclusive English teaching will be discussed. As it was mentioned earlier, inclusive English teaching practices help students from different backgrounds to learn English language skills and connect with others, regardless of their race, ethnicity, gender, religion, or socioeconomic status.

One of the most efficient strategies for inclusive English teaching is to culturally responsive teaching techniques. The curriculum is designed to integrate the cultural backgrounds of students, which results in higher levels of engagement and interest in the content. Teachers can utilize various strategies, such as introducing literature authored by individuals from diverse cultures, exploring distinct communication styles, or including real-life scenarios that are pertinent to diversity and inclusivity. Another best practice in inclusive English teaching is to use differentiated instruction. This approach recognizes that students have different learning styles and abilities and adapts teaching methods to meet their individual needs. For example, teachers can use visual aids, graphic organizers, or hands-on activities to help students who have difficulty with reading or writing [17].

Several success stories demonstrate the effectiveness of inclusive English teaching practices. For example, in a study of an inclusive English language classroom in the United States, researchers found that the use of culturally responsive teaching methods led to increased student engagement, motivation, and language proficiency [18]. In another study, researchers examined the effectiveness of differentiated instruction in an inclusive English classroom in Canada. They

found that the use of differentiated instruction led to significant improvements in reading comprehension and writing skills for students with learning disabilities [17].

Difficulties of English teaching methods and approaches in inclusive education. English teaching methods and approaches in inclusive education can pose significant difficulties for both teachers and students. The traditional English teaching methods and approaches may not be suitable for all students in an inclusive classroom, and this can lead to challenges in teaching and learning.

One of the primary difficulties of English teaching methods and approaches in inclusive education is that they often rely on the assumption that all students have the same level of proficiency in English. This assumption is problematic because it fails to acknowledge that students with disabilities or those who are non-native speakers of English may require additional support and accommodations to understand and use the language effectively [22]. Therefore, teachers need to adopt flexible teaching methods and approaches that can accommodate the diverse learning needs of all students.

Another difficulty of English teaching methods and approaches in inclusive education is that they may not be able to address the different learning styles and preferences of students. Inclusive education recognizes that students have different learning styles and preferences, such as visual, auditory, and kinesthetic learning. However, the traditional English teaching methods and approaches, such as lectures, reading texts, and grammar drills, may not cater to the individual learning styles and preferences of all students. Therefore, teachers need to adopt teaching methods and approaches that can accommodate the different learning styles and preferences of all students.

To overcome these difficulties, teachers can adopt several strategies to make their English teaching methods and approaches more inclusive. First, they can use technology to provide students with different modalities of learning, such as videos, podcasts, and interactive multimedia. This can help cater to the different learning styles and preferences of all students. Second, they can provide students with ample opportunities to practice and apply their language skills in authentic contexts, such as through project-based learning or real-life simulations. This can help students develop their language skills in meaningful and relevant contexts. Finally, they can collaborate with other professionals, such as speech therapists or special education teachers, to provide additional support and accommodations for students with disabilities [23].

Conclusion. The analysis of the previous studies in the field of inclusive education and teaching methods and approaches showed various results which are utmost helpful for stakeholders and teachers in the education system. The effectiveness and usefulness of several teaching methods such as collaborative learning, problem-based learning, and overall student-centered learning methods were widely known in teaching and learning; however, their benefits in inclusive classroom setting were supported with evidence from various studies, which were conducted by scholars interested in inclusive education practices. Usage of interactive methods and engaging activities helps learners with SEN open their minds, reduce the isolation from others, encourage social interaction and support. The analysis of studies mostly concerned inclusive education for all students, rather than specific students with disabilities. Moreover, several best practices and success stories were presented. Using culturally responsive teaching techniques and differentiated instruction can increase student engagement and motivation and improve language proficiency and other essential skills. The success stories

mentioned above demonstrate the effectiveness of inclusive English teaching practices in improving academic outcomes for students from different backgrounds.

The analysis of the field of inclusive education and teaching methods suggests, first, train instructors who are equipped with necessary teaching knowledge and skills required for teaching students with SEN; the next is the usage of student-centered teaching methods that is interactive and active in its nature; and surely creating positive and encouraging environment.

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АҒЫЛШЫН ТІЛІН ИНКЛЮЗИВТІ ОҚЫТУДЫҢ ӘДІСТЕРІ МЕН ТӘСІЛДЕРІ

Аңдатпа. Бұл мақалада ерекше білім алу қажеттіліктері бар оқушыларға ағылшын тілін оқытуға ерекше назар аудара отырып, Қазақстандағы инклюзивті білім беру жағдайы зерттеледі. Қазақстандық білім беру жүйесі инклюзивтілікке ұмтылады және заңнама барлық балалар үшін білім алуға тең құқық қағидатын белгілейді. Бұл зерттеу мақаласының мақсаты - инклюзивті оқыту контекстіндегі әдістер мен тәсілдерді таныстыру және оларды жүзеге асырудағы кейбір қиындықтарды талқылау. Мақала теориялар мен әртүрлі зерттеулерге негізделген. Демек, ол білім беру кезінде оқытудың әртүрлі әдістерін, әсіресе ерекше қажеттіліктері бар студенттерді оқыту тұрғысынан талдайды. Инклюзивті білім беру әлемдік білім беру жүйесінде ерекше қолдау мен қызығушылыққа ие болуда. Атап айтқанда, ерекше білім алу қажеттіліктері бар студенттерге тілді үйрену процесі басқа қарапайым оқушылардан ерекшеленеді. Олар оқу процесінде ерекше көзқарасты қажет етеді. Инклюзивті білім беру тәжірибесінің нәтижелері интерактивті оқыту әдісі бар студенттер үшін пайдалы болуы мүмкін екенін көрсетті. Инклюзивті сыныптарда оқыту бойынша ұсыныстар да көрсетілді.

Тірек сөздер: инклюзивті білім беру, оқыту әдістері мен тәсілдері, ерекше білім алу қажеттіліктері бар студенттер, ағылшын тілі.

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МЕТОДЫ И ПОДХОДЫ ИНКЛЮЗИВНОГО ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В этой статье исследуется ситуация с инклюзивным образованием в Казахстане, с особым акцентом на преподавании английского языка учащимся с особыми образовательными потребностями. Казахстанская система образования стремится к инклюзивности, и законодательство устанавливает принцип равного права на образование для всех детей. Цель этой исследовательской статьи - пролить свет на методы и подходы в контексте инклюзивного обучения и представить некоторые трудности при их внедрении. Статья основана на теориях и различных исследованиях. Следовательно, в нем анализируются различные методы преподавания в мире образования, особенно с точки зрения обучения студентов с особыми потребностями. Инклюзивное образование получает все большее признание, поддержку и интерес в мировой системе образования. В частности, процесс изучения языка для студентов с особыми образовательными потребностями отличается от других обычных студентов. Они нуждаются в особом подходе в процессе обучения. Результаты опыта инклюзивного образования показали, что интерактивный метод обучения может быть полезен для учащихся с особыми потребностями. Также были представлены предложения по обучению в инклюзивных классах.

Ключевые слова: инклюзивное образование, методы и подходы к обучению, учащиеся с особыми образовательными потребностями, английский язык.