

IMPORTANCE OF TESL TRAINED SPECIAL EDUCATION TEACHERS AS A SUPPORT
SYSTEM FOR INCLUSIVE CLASSROOM: A CASE STUDY

SEETHALETCHUMI A/P S.A. CHELLIAH

FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR

2019

IMPORTANCE OF TESL TRAINED SPECIAL EDUCATION TEACHERS AS A SUPPORT
SYSTEM FOR INCLUSIVE CLASSROOM: A CASE STUDY

SEETHALETCHUMI A/P S.A. CHELLIAH

DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
(ENGLISH LANGUAGE EDUCATION)

FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR

2019

UNIVERSITY OF MALAYA
Original Literary Work Declaration

Name of Candidate: **Seethalecthumi a/p S.A. Chelliah**

Matric No: **PGP130015**

Name of Degree: **Master of Education (English Language Education)**

Title of thesis ("this work"): **Importance of TESL Trained Special Education Teachers as a Support System for Inclusive Classroom: A Case Study**

Field of Study: **English Language Education**

I do solemnly and sincerely declare that:

- (1) I am the sole author/writer of this Work;
- (2) This Work is original;
- (3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;
- (4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work;
- (5) I hereby assign all and every rights in the copyright to this Work to the University of Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;
- (6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally or otherwise, I may be subject to legal action or any other action as may be determined by UM.

Candidate's Signature

Date:

Subscribed and solemnly declared before,

Witness's Signature

Date:

Name:

Designation:

IMPORTANCE OF TESL TRAINED SPECIAL EDUCATION TEACHERS AS A SUPPORT SYSTEM FOR INCLUSIVE CLASSROOM

ABSTRACT

Persons with disabilities have the right to undiscriminatory education and equal opportunity to inclusive education at every level of learning and lifelong learning. Inclusive education in Malaysia emphasises education for all children regardless of any differences or difficulties that may arise. This qualitative descriptive case study research focuses on the importance of TESL trained special education teachers as a support system for the inclusive classroom. In general, the literature indicates inclusion is problematic for inclusive students without sufficient guidance from the mainstream teachers. The Malaysian government is placing much emphasis on the acquisition of English language to achieve the goal of a developed nation in the era of globalisation. Since, there is much emphasis on the importance of English, this intrinsic case study relates to the importance of TESL trained special education teachers as a support system for the inclusive classroom. This single case study is a purposeful sampling representing embedded units explores the challenges that the inclusive students face when learning English with the mainstream teachers during the English lessons in the inclusive classroom. Some of the challenges are like the attitude of the mainstream teachers due to lack of knowledge, the lack of support system to teach English and the implementation of new education policies in 2016. The inclusive students are weak in English due to the interference of L1, insufficient practise, multiple medical condition, and low self-esteem. This study limits itself to the use of observations, semi structured interviews with the mainstream teacher, the inclusive teacher and the parent of the selected candidate. Data was collected from observations as field notes, semi-structured interviews, the English subject teacher's record book, test papers, workbooks, written exercises and the Individual Assessment Progress Report. The analysis of school based assessment scores indicate the level of competency and the need to improve on writing skills. Learning writing is a daunting task due to insufficient practise and training which is a critical skill to master. Special needs students who achieved 60% passes at the entrance examination into the inclusive programme, after 3 years of inclusive education managed to score

12% only in the recent examination. The aim of the inclusive education is to encourage special needs students to study and improve their education levels but surprisingly the weaker ones are pulled out of the programme because of failures. The theoretical framework consists of the four concepts of inclusion that is human development, social development, transformation of thinking and teacher proficiencies were a failure. According to Vygotsky (1978), students study with the help of a teacher was almost nil. The findings also state that the inclusive students need the support system not only to improve their proficiency of English Language but also as a moral support to motivate and enhance education in their future. The findings would serve as a guide to reveal insights pertaining to teacher training in TESL with special education in local universities and teacher training colleges according to specification and identify areas of study which need further investigation on the importance of the support system needed by the inclusive students.

KEPENTINGAN GURU BAHASA INGGERIS BERTAULIAH DENGAN PENDIDIKAN KHAS SEBAGAI SISTEM SOKONGAN DI KELAS INKLUSIF

ABSTRAK

Program pendidikan inklusif menjadi matlamat usaha murni mewajibkan peluang pendidikan yang sama untuk semua murid tanpa mengira ketidakupayaan atau kecacatan dan sebarang kemuskilan yang menimbul. Kajian kes kualitatif ini menitik berat kepentingan guru bertauliah Bahasa Inggeris Pendidikan Khas sebagai system sokongan dalam kelas inklusif. Latar belakang kajian kualitatif berbentuk penerangan menunjukkan perlaksanaan program inklusif yang merumitkan proses pengajaran dan pembelajaran Bahasa Inggeris demi mencapai hasrat kearah era globalisasi. Seorang pelajar inklusif yang mempunyai potensi dipilih sebagai calon kajian yang mewakili 10 orang pelajar inklusif untuk membantu menjayakan kajian mengenai cabaran yang dihadapi ketika belajar Bahasa Inggeris dikelas inklusif. Antaranya, cabaran yang dihadapi ialah sikap guru arus perdana, kekurangan bantuan daripada guru inklusif dan pelaksanaan polisi baru dalam kurikulum persekolahan tahun 2016. Kajian ini menghadkan kaedah pemerhatian dan wawancara dengan guru arus perdana, guru inklusif dan ibu kepada pelajar terpilih untuk kajian kes ini. Penguasaan Bahasa Inggeris lemah dikalangan pelajar inklusif kerana pengaruh bahasa ibunda, kekurangan latihan, pelbagai masalah kesihatan dan kurang keyakinan pada diri sendiri. Pemerhatian, nota kajian dan temuramah dengan guru Bahasa Inggeris, guru inklusif dan ibu pelajar dijalankan untuk memperolehi maklumat lanjut. Pengumpulan data melalui pemerhatian, nota kajian, temuramah, buku rekod pengajaran guru, kertas ujian, buku latihan dan rancangan pendidikan individu dikumpul sebagai maklumat penting untuk kajian kes ini. Rancangan Pengajaran Individu mencatat kelemahan pelajar menguasai penulisan dalam Bahasa Inggeris di kalangan pelajar inklusif. Pelajar inklusif menghadapi masalah menguasai kemahiran menulis dalam Bahasa Inggeris kerana kekurangan didikan dan latihan. Pelajar inklusif berjaya memperolehi markah minima sebanyak 60% untuk kemasukkan program inklusif tetapi selepas belajar selama 3 tahun di kelas inklusi, pelajar memperoleh hanya 12% markah dalam peperiksaan terkini. Mengikut dasar polisi program inklusif, pelajar digalakkan belajar untuk mencapai kemajuan dalam

pelajaran akan tetapi pelajar yang lemah ditarik balik ke kelas pendidikan khas kerana gagal dalam peperiksaan. Analisis kertas peperiksaan menjadi pengukur yang menunjukkan prestasi peperiksaan dalam Bahasa Inggeris di sekolah. Menurut Vygotsky 1976, murid murid berpeluang belajar dengan kepimpinan guru kurang berkesan. Tambahan pula kaedah Watkins 2000, perkembangan sosial, perkembangan kemanusiaan, perubahan pemikiran dan kepakaran perguruan kurang meyakinkan. Murid-murid inklusif memerlukan sokongan perkhidmatan guru inklusif yang bertauniah bukan sahaja untuk memberi motivasi malahan pula menggalakkan pembelajaran. Hasil kajian kes akan menjadi garis panduan untuk membuka minda terhadap kepentingan latihan perguruan mengikut spesifikasi matapelajaran Bahasa Inggeris dengan pendidikan khas di universiti tempatan dan maktab perguruan. Tambahan pula penyelidikan lanjut mengenai system sokongan iaitu perkhidmatan guru inklusif perlu demi kebaikan pelajar istimewa di program inklusif.

ACKNOWLEDGEMENTS

First and foremost, I thank Almighty God for sustaining the enthusiasm with which I plunged into this endeavor.

After an intensive period of ten months, today is the day, I am writing this note of thanks as the finishing touch to my thesis. It has been a period of intense learning for me, not only in the scientific arena, but also on a personal level. Writing this thesis has had a big impact on me. I am the oldest student in the class. I underwent some challenges trying to complete the thesis. I would like to reflect on the people who have supported and helped me so much throughout this period.

I take this opportunity to express my profound sense of sincere and deep gratitude to Professor Adelina binti Asmawi, my research supervisor for her professional guidance, patient guidance, enthusiastic encouragement and constructive recommendations of this research work.

My special thanks to the headmaster of the school for his kind assistance. Special thanks to the inclusive teacher, mainstream teachers and special education supervisor for her assistance with the collection of data during this research. I have been in this school for the past 27 years and will be retiring soon in ten months. I served as a mainstream teacher for ten years and as a special education teacher for seventeen years, out of which ten years was for inclusive education. The aim of writing this thesis is to bring this study to the attention of the Ministry of Education, the special education unit in the department of education, headmasters and teachers to the challenges faced by the inclusive students especially when learning English during the English lessons in the classrooms.

The inclusive students are special needs students who are born with multiple medical conditions. They are striving to learn to make a better future for themselves. These students need the support system to help them to learn English Language. They need the personal attention and motivation to learn English so that they can further their education at tertiary level. The inclusive students who are born with handicaps are definitely not going to speak out their problems and the challenges which they face in their daily lives in school. This is my ambition i.e. to voice out their grievances on their behalf to help them to learn to fish for life before I retire from the government service.

I would like to thank my eldest son Dr. Kirupananthan, my daughter Dr. Shivaami and my youngest son Nyanasuriya a petroleum geo-scientist for their encouragement, valuable support and understanding throughout my study.

Last but not least, I wish to thank my classmate Jeeva (Masters in Education U.M), who has been a great help and like a multi vitamin booster to overcome difficulties which I encountered in the process of completing this thesis.

Thank you very much everyone.

Seethaetchumi a/p. S.A.Chelliah

15 July 2019

Universiti Malaysia

TABLE OF CONTENT

Original Literary Work Declaration.....	i
Abstract	ii
Abstrak	iv
Acknowledgements	vi
Table of Content	viii
List of Tables	xiii
List of Figures	xiii
List of Appendices	xiv

CHAPTER 1:INTRODUCTION

Background of the Study	3
Background of Inclusive Education in the School	6
What is the support system about and how is the support system developed?	9
Statement of Problem	11
Objectives of the Study	17
Research Questions	17
Limitations of the Study	18
Significance of the Study	19
School administrator.....	21
Parents of inclusive students with special education needs.....	21
Special Education Department / Ministry of Education.	22
Other forms of support.....	22
Definition of the Terms	22
Summary	24

CHAPTER 2: LITERATURE REVIEW

Introduction	25
Implementation of Inclusive Education in Malaysia.....	26
Policies of inclusive education in Malaysia.....	27
Concept of Inclusion by the Ministry of Education	27
Concept of Inclusion by UNESCO.	28
Policies of inclusion by the United Nations	28
Similarities in policies and concepts of inclusion in Malaysia and UNESCO ...	29

Benefits of Inclusive Education.....	29
Criteria for Selecting Students into Inclusive Education Programme Based On Conceptual Framework	30
Explanation on Conceptual Framework	33
The role of the support system or the inclusive teacher in the inclusive classroom	34
English Language Teaching (ELT) in Primary Schools	40
Status and relevance of English Language in Malaysia.	41
Writing skills.	42
Grammar.	44
Implementation of Dual Language Programme (DLP).....	44
Assessment under the Dual Language Programme.	45
Relevance of inclusion in Dual Language Programme (DLP)	45
Inclusive Education and Teaching of English Language	47
English Language Papers: Paper 1 (013) Time: 1 hour 15 minutes	49
English Language Paper 2	50
Challenges Faced by Inclusive Students When Learning English under the Mainstream Teacher.	51
Some common writing errors made by inclusive students.	52
The Shortage of Professionally Trained Teachers in the School/Inadequate Support System	55
Theories -Social Interaction.	63
Constructivism.....	65
Theoretical Framework – The Four Concepts of Inclusion	65
Concept 1: Human Development.....	67
Concept 2: Social Development and Social Learning	69
Concept 3: Transformation in Thinking	70
Concept 4: Teacher Proficiency.....	72
The English subject teachers’ Attitude Towards Inclusive Students in Malaysia	73
Why Inclusive Students Find it Difficult to Learn English Language	78
Brunei.	80
Ireland.....	81
Summary	83

CHAPTER 3: METHODOLOGY

Introduction	84
The Research Design.....	86
Population.....	87
Location of Study	88
Sample and Sampling Methods.....	88
The Research Participants - The Researcher	89
The Selected Candidate for the Research – Fahmi (Pseudonym).....	89
The English Subject Teacher / The mainstream teacher	91
The inclusive teacher	91
Fahmi’s mother.....	92
Research Methods.	93
The Research Instruments.....	93
Data collection method.....	95
Areas of Research Emphasizing on Writing Skills	96
Analysis of documents.....	97
Observations	98
Field Notes.....	102
The subject teacher’s record book.	104
The student’s workbooks.....	105
The English Language Test Papers.....	107
Semi-Structured Interviews.	108
Interview with the English Subject Teacher.....	109
Interview with the Inclusive Teacher	110
Interview with Fahmi’s mother	112
Individual Assessment Progress Report (RPI).	113
Triangulation	115
Subjectivity and Reflexivity.	117
Trustworthiness.....	118
Biasness.	120
Other forms of Support.....	120
Time Frame of the Study.....	121
Summary	121

CHAPTER 4 : FINDINGS

Introduction	122
Research Question 1	123
The First Challenge: Negative Attitude of English subject teachers due to lack of knowledge	126
The Second Challenge - Lack of Support System.....	138
The Third Challenge – Implementation of New Policies by the Ministry of Education.....	146
The Fourth Challenge - Inclusive Students are weak in English	151
The Fifth Challenge – Secondary School Education.....	156
Research Question 2.....	161
Research Sample: Fahmi	161
Writing Skills and Examination Scores in English Language Paper 2	162
PKSR 1 and 2 Year 2016 – English Language Score for the Inclusive Students in the Lower Primary School.....	164
Punctuation.....	165
Orthography	171
Spelling.....	172
Grammar.....	173
Reading.....	176
Research Question 3.....	180
Target of achieving 30% - 75% increase in the integration of special needs students.....	181
Insufficient Time Allocation	182
English Subject Teachers’ Attitude.....	183
The Importance of the Support System.....	184
Summary	191

CHAPTER 5:DISCUSSIONS AND IMPLICATIONS OF STUDIES

Introduction	193
Summary of Findings	193
Research Question 1	193
First Challenge - Attitude of the English.....	194
Second Challenge – Lack of an effective Support System.....	201
Third challenge – New Education Policies.....	204

Fourth challenge – Inclusive Students are Weak in English.	209
Fifth challenge - Decision Making: The Next Step into Secondary School.....	211
Research Question No. 2	213
Third Research Question - Why is it important for the inclusive students to have TESL trained special education teachers as a support system for inclusive classroom.	220
Summary of Studies - Referring to the 4 concepts of inclusion.	222
Teachers’ Training and Professional Development	224
Implications of Study	226
Limitations	227
Difficulties Encountered	228
Future Research.....	229
Recommendations	230
Conclusion.....	231
References.....	233
Appendices.....	245

LIST OF TABLES

Table 4.1 PKSR 1 Year 2016 Lower Primary School Scores for English Language	164
Table 4.2 PKSR 2 Year 2016 Upper Primary School Scores for English Language.....	164
Table 5.1 PKSR 1 Year 2016 Lower Primary Scores for English Language	196
Table 5.2 PKSR 2 Year 2016 Upper Primary Scores For English Language.....	196

LIST OF FIGURES

Figure 1.1 Conceptual Framework: Placements of students into the inclusive program.....	32
Figure 1.2 The Four Concepts of Inclusion	66
Figure 4.1 Challenges faced by inclusive students	123
Figure 4.2 Challenges faced by inclusive students when learning English	125
Figure 4.3 Diagram on common writing errors made by Fahmi	161
Figure 5.1 Watkins Teacher Competences (2000).....	223
Diagram 4.1 Illustrates the importance of a TESL trained special education teacher as a support system.	180

LIST OF APPENDICES

Appendix A - Letter of Approval from Department	246
Appendix B - Letter of Approval from the Headmaster	246
Appendix C - Medical Report – A Sample	248
Appendix D - Identification Card (OKU) – A Sample	249
Appendix:E - Lesson Plan Date 18 January 2016 Focus: Grammar	250
Appendix:F - Interviews	280
Appendix G–Interview with Inclusive Teacher	292

CHAPTER 1

INTRODUCTION

Heterogeneous classes that includes students with special educational needs are increasingly becoming fixtures of the twenty-first century (UNESCO, 1994). The World Health Organisation estimated that 4 – 6 % (354 400 – 531 600) of Malaysians aged 0-14 years old are dyslexic (Peters, 2010) In order to achieve vision 2020 and become a fully developed nation, education is important as emphasised in the first to tenth Malaysia plan (Ng, 2011).

The Compulsory Education Act of 1996 introduced a new policy in 2002 that highlights momentous task of the government (Malaysian Education Act, 1996). The policy making includes Persons with Disabilities (PWDS) into mainstream education and attend compulsory school education. As such, inclusive education in Malaysia supports “The Framework for Action of Special Needs Education” and the Salamanca Statement according to the United Nations Education, Social and Cultural Organisation (UNESCO, 1994). Most of the government schools with inclusive programmes are against discrimination and aim to create a welcoming approach to build an inclusive society that educates all (KPM, 2013). Furthermore, the core principle of education for children is to learn unity and togetherness regardless of differences or difficulties that may arise. Furthermore, recognition of various needs of students must be taken into consideration and a response formulated in order to ensure the quality of education received by all students. This would be achieved through teaching strategies and appropriate curriculum arrangements for the benefit of the community.

UNESCO, 1994 reports that the support and services provided by the government should match the special needs encountered in schools. In “The Conceptions on the Rights of Persons with Disabilities”, it is stated that “Persons with disabilities have the right to undiscriminatory education and equal opportunity to inclusive education at every level of learning as well as long life learning” (UNESCO, 1994, p. 495). The Malaysian Development Master plan 2006 – 2010 emphasises equal education for all Malaysians which also includes special education (Muhammad, 2010). The Public Law PL 94 – 142 (The Handicap Children Act) and 1992 IDEA (The Individual Disabilities Education Act), states that special needs children have the right to attend public schools emphasising on special education (Abel, 2009). The Education for Handicap Children Act (PL 94 -142) prohibits discrimination based on disability in employment sectors provided by the government (Ysseldyke, 2006). This further brings to light the measures taken by the government to increase employability amongst individuals with special needs through education.

Currently, the Ministry of Education (MOE) urged Teacher Training Colleges and local universities to run programmes that cater to teacher training for special education in general. However, there are some drawbacks. There is no programme that train teachers to teach English Language specifically for the special education needs as yet. The special education trained inclusive teacher faces a huge challenge as she alone has to teach all students in the inclusive programme. This is because only one teacher is assigned to become an inclusive teacher in one academic school year. Inclusive teachers are assigned the task on a year to year rotation basis.

Background of the Study

In the recent years, there has been a significant increase in the number of registered people with disabilities in Malaysia (MOE, 2009; Social Welfare Department, 2009). In his research states that “The World Health Organisation estimates that 10% of the population are people with disabilities which total 2.7 million people in Malaysia” (Lee, 2014, p. 113). Special education predominantly focuses on figures related to the concept of with No Child Left Behind (NCLB). As such, education acts introduced in Malaysia since 1996 have emphasized an accountability, freedom to live for all communities, educational facilities and more options for parents (Abel, 2009).

Inclusive education is a special education plan that integrates special education needs students into the mainstream classrooms. These students should be able to read, write and have the potential to obtain a minimum score of 60% in the School Based Assessment (SBA) test papers in all the four main subjects which are Bahasa Malaysia, English Language, Mathematics and Science. The selected inclusive students will study along with the mainstream students in the primary classes in Malaysian schools.

Special education programmes are designed for children with physical disabilities, mental retardation and the emotionally challenged (Rossier, 2015). The majority of the inclusive students are weak in English Language writing skills as per the results from the school based examination in 2016.

These special needs students are then assigned a special education teacher according to the school timetable to supervise, help, guide and teach them at various levels. The inclusive teacher assists the inclusive students in major subjects such as Bahasa Malaysia, Mathematics, Science and English Language for a maximum of

one or two thirty minutes period in a week for any one of the four major subjects. The inclusive teacher is usually a KPLI trained teacher who has attended an in-service course for special education in general. The inclusive teacher with such training is not equipped to teach the inclusive students specific English grammar, essay writing, sentence construction and writing e-mails as required by the syllabus. Furthermore, most teachers are reluctant to teach English Language as they lack the confidence to do so (Musa, 2012). In addition, the inclusive teacher is also unable to render much help during the sessions conducted in the classroom due to insufficient time schedules (Marimuthu, 2015).

The inclusive students are generally weak in English especially in writing skills. Besides that, the practice of elitism in Malaysia emphasises on the mark scored in a test to rate proficiency levels in English (Thulasi, 2015). Students are tested on writing skills to grade their level of proficiency in English grammar and their ability to write essays, e-mails and construct sentences (Thulasi, 2015). Apparently, the listening skills, speaking skills and the reading skills are not tested for examination purposes in primary schools (Juliana Othman, 2010). Hence, they are unable to follow the lessons conducted by the English subject teacher. The teacher speaks fast and gives attention only to their own set of remedial students in the classroom. Therefore, based on the situation, it depends entirely on the teachers' attitude, knowledge and willingness to accept students with special needs in a classroom (Jelas et al., 2014).

The Ministry of Education (MOE) aims to strengthen English Language proficiency by placing emphasis on its acquisition that will in turn assist to achieve the status of a developed nation in the era of globalisation (Blueprint, 2012). The government targets to help students to improve their communication skills so that

they can secure jobs effortlessly (Selamat, 2011). In order to improve the standard of English, the government implemented the Dual Language Programme (DLP) in the year 2016 whereby, Science and Mathematics is taught in English for the Year 1 and Year 4 mainstream students in primary schools (Blueprint, 2012). The MOE had planned and conducted various programmes to develop this new policy of DLP. Courses have been formulated to train about 1800 in-service teachers in English Language in 2012 to enhance their professional development as well as equip them with pedagogical skills (Blueprint, 2012).

The MOE implemented many long term and short term programmes to facilitate the demand for English teachers in primary and secondary schools (Blueprint, 2012). However, the ministry failed to train teachers in Teaching English as a Second Language (TESL) for special education. The researcher believes that the problems which the inclusive students face during the English lessons were neither mentioned nor discussed as a crucial problem that needs to be given appropriate attention. The pedagogy of teaching special needs children in English Language is entirely different from teaching other subjects. The special needs children in the inclusive education programme need a psychological approach, an improvised lesson plan and a one-to-one attention during lessons (Marimuthu, 2015). Abrupt changes in education policies and changes in the curriculum make it more difficult for the inclusive students to adopt to the changes (Marimuthu, 2015). There are many research articles carried out on the implementation of the inclusive programme. However, there is no research carried out on the importance of TESL trained special education teachers that provide a support system for the inclusive classroom.

Currently many local universities and teacher training colleges provide courses in special education and TESL for mainstream students (Blueprint, 2012).

Course specification on TESL for special education has not been formulated in local institutions and teacher training colleges yet.

The gap in this research addresses the need for TESL trained special education teachers to teach English for inclusive students in the inclusive classroom. In the current environment, the primary schools integrated with the special education programme allocate only one inclusive teacher to teach all levels in the mainstream classroom. (Marimuthu, 2015). This lack of TESL trained special education teachers as a support system for the inclusive classroom is a major setback. Most importantly, a lot of English subject teachers have insufficient psychological and pedagogical knowledge on dealing with inclusive students (Faggella-Luby et al., 2011).

Background of Inclusive Education in the School

The special education unit was introduced in 1990 in an urban school in Bangsar. The school caters to the needs of 41 pupils with various medical and psychological conditions. Students with Down syndrome, Autism, Cerebral Palsy, kidney failure, mental retardation, heart problems, Dyslexia, Slow Cognitive Development and Attention Deficit Hyperactivity Disorder are grouped according to their various mental development stages into 6 classrooms. The inclusive education programme was introduced for such students as early as in the year 1999 in the school.

Currently, according to the new inclusive education policy introduced in 2016, which states that 30% of the total number of inclusive students to be integrated into the inclusive education programme. Based on this policy, 11 students were placed under the integrated inclusive education programme in the school where the research was conducted. The Inclusive Education Act also states that by the year 2025 as many as 75% of the special needs students must be integrated into the inclusive

classrooms (Blueprint, 2013 – 2025). Therefore, the 11 students turn out to be 30% of placement of inclusive students into the mainstream (KPM, 2013). These 11 students are placed at different levels as follows:

- a) 2 students are attending year 1 class,
- b) 2 students are attending year 2 class,
- c) 4 students are attending year 3 class,
- d) 2 students are attending the year 4 class
- e) 1 student is attending the year 6 class.

However, only 2 out of 11 students are rated as average in their English Language proficiency according to the school based examination. The other 9 inclusive students failed in English in their school based examination. All the 11 inclusive students do not communicate in English Language because English is not their mother tongue language (L1). Bahasa Malaysia is their mother tongue (L1). The school has 10 special education teachers and only 2 teachers are wholly trained in special education needs in general for primary schools. The 7 other teachers are from various fields who undertook a 10 month Teacher Training Holiday Course programme (KPLI).

The researcher is a graduate teaching English as a Second Language (TESL) who has pursued a 4 month special education learning disabilities course in Maktab Perguruan Ilmu Khas (MPIK), Cheras in 1996. She was appointed to the school in 1993 to teach English for the year 4 students and later decided to teach the special students after pursuing a 4 month course in Special Education Learning Disabilities in 1996. The researcher has been teaching in the special education unit and inclusive education for 22 years. The experience and knowledge encouraged the researcher to express the grievances faced by inclusive students while struggling to acquire

knowledge in a classroom full of mainstream students. Hence, the researcher developed an acute interest to teach and explore the needs of inclusive students in the mainstream classroom.

She has 30 years of mainstream teaching experience of which 22 years have been dedicated to educating inclusive students. She wished to serve the special education needs students as a contribution towards a caring society. As she is a TESL graduate, she was provided the opportunity to teach inclusive students because Mathematics and Science were taught in English Language.

The researcher will be retiring soon and before she exits the government service, she seeks to convey this qualitative case study research in order to emphasise the importance of TESL trained special education teachers as a support system for inclusive classroom to school administrators, education department officials, teachers and to everyone reading this research. Why the need for special education English Language teachers and not any other subject teachers. This question addressed is in line with the introduction of the DLP, the implementation of 75% of special need students into the inclusive education programme and the importance of acquiring English Language proficiency for the future of the inclusive students to be able to further their education at tertiary levels (Blueprint, 2012). Thus far, similar research has not been conducted as English Language is the medium of instruction in many countries. Therefore, the services of TESL trained special education teachers to teach English for the inclusive students is a necessity. Furthermore, English is the (L1) language in some countries. In Malaysia, however, English is the second most important language for further education and job requirements (Jantan, 2007). Hence, the need to provide TESL trained special education teachers for inclusive students is timely.

What is the support system about and how is the support system developed?

The support system refers to the availability of TESL trained special education teachers to teach English to the inclusive students in inclusive classroom. In other words, a professionally trained in TESL inclusive teacher to assist, to improvise and to encourage learning in diverse situations (Marimuthu, 2015). The assistance in providing quality education that is provided by the inclusive teacher to the inclusive students during English lessons is known as the support system. One of the inclusive education policy entries state that, recognition of the various needs of the inclusive students must be taken into consideration and the response formulated in order to ensure quality education to all students (MOE, 2004).

The MOE has to get more TESL trained special education teachers to meet to the needs of inclusive students. Therefore, courses need to be formulated in local universities and teacher training colleges to train teachers in the field of TESL for special education. The newly drafted vision for inclusive education states that, “Quality education for the development of excellent students with special needs is in line with the National Education System.” (KPM, 2013).

Some teachers claim that teaching special education is not their specialisation and they describe the difficult situation in which they were trapped (Jantan, 2007). On one hand, the teachers are unable to cater to the unique educational needs of every individual student and on the other hand, the English subject teacher in inclusive classroom might have to function beyond their training and areas of specialisation (Jantan, 2007).

The researcher as an inclusive teacher experienced difficulty in handling many subjects for the inclusive students at different levels. She was the only inclusive teacher who was teaching all the four major subjects at all the levels and

managing a weekly time table of 33 periods. It was a routine job for her to teach the inclusive students to read, to explain the current lesson conducted by the English subject teacher, to write simple sentences, respond to grammar based activities and complete their classwork. They needed a lot of attention and guidance because they were unable to understand grammar items, to spell simple words and to write simple sentences independently. All these skills had to be covered in one single thirty minute period. The writing skill was the most tedious task as they were unable to use their acquisition of limited vocabulary to form simple sentences. So, the students preferred to copy answers from the blackboard and friends to complete their written exercises. The English subject teacher who had limited knowledge about special needs children found it difficult to teach writing skills to the inclusive students. In view of this aspect, teachers need to attend courses in basic writing in English before teaching writing skills (Thulasi, 2015).

Being the only inclusive teacher, the researcher was responsible for the progress in their lessons, motivating them and writing reports in their Individualised Assessment Progress Report plan (IAPR). Besides that, the researcher had to make them learn the subject in order to perform well in their examinations. The researcher was accountable to the supervisor of the special education unit and also to the parents of these inclusive students. The description above leads to address the research question: Importance of TESL trained special education teachers as a support system for inclusive classroom. More explanation and description on the support system is made available in Chapter Two which looks into the role of the inclusive teacher in the inclusive education programme in primary schools in Malaysia.

Statement of Problem

Inclusive education is gaining substantial interest currently in Malaysian primary schools. According to Jelas, participation of students with special needs has rapidly increased to 98.4% worldwide and Malaysia is far from reaching its goal of providing a responsive education for every child (2014). The main factor contributing to the problem is that most teachers do not possess the knowledge on teaching strategies and learning styles of students with learning disabilities. According to Mitchell et al, it is necessary to differentiate pedagogical approaches to inclusive education based on special students' needs (Mitchell, 2010).

In this case, the support system refers to the professionally TESL trained special education teachers from local universities or teacher training colleges. The teachers who teach special students need professional development in their academic standards, alternate achievement standards, and curriculum design that usually go beyond functional domains (Mitchell, 2010). Many teachers have not received the necessary training to teach children with special needs (Jelas & Mohd Ali, 2014). English Language is taught as a second language (L2) in all primary schools (Kurikulum Standard Sekolah Rendah, 2013). Hence, professionally TESL trained special education teachers are a necessity to fulfil the requirements put forward in government policies that emphasise the need to enhance language acquisition and writing skills in English Language.

The inclusive education needs a strong support system comprising of professionally trained teachers, medical equipment, financial aid, moral support from parents, teachers and school administration to ensure that the special education needs students are able to cope with their peers in the mainstream (Jelas, 2014). The lack of professionally trained teachers caused the inclusive students to face tremendous

challenges to receiving education especially in English Language (Peipei, 2015). As mentioned in Pei Pei's research, Sariah Amirin, President of the Dyslexia Association of Malaysia (DAM) stated that 80% of children with Dyslexia cannot read and write well (Peipei, 2015). The level of English is declining year by year because students are not learning English in schools (New Straits Times, 25 May 2006). In a recent survey conducted by Job Street, 64% of 200 000 fresh graduates are unemployed yearly because of poor command of English Language. Another source states that 60% of fresh graduates are unemployed because of poor command in English (Mohsen, 2015).

The researcher has served 22 years as a special education teacher in an urban school in Bangsar, Kuala Lumpur. She teaches English Language for the special education needs children and has the experience of teaching the inclusive education programme for the past 10 years. She is aware of the types of educational problems which the students face in their daily lives. The inclusive students are unable to do written exercises in subjective form like essay writing, basic sentence construction, filling in the blanks with suitable phrases and writing e-mails. The researcher is narrowing down her research to writing skills as it is the only skill that is tested and graded in all primary schools in Malaysia. The main reason for their poor performance in writing skill is with regards to the fact that inclusive students are not given the opportunity to gain knowledge from TESL trained special education teachers who are able to guide and teach them while the lesson is being conducted by the mainstream English subject teacher in the classroom. In the school where the research was conducted, 9 out of the 11 inclusive students failed in the PKSR 1 and 2 English Language Paper 2 in the school based examination.

All the school students in Malaysia are tested mainly in writing skills to gauge their standard in English proficiency levels (Thulasi, 2015). Therefore, having this in mind, students and teachers have a tendency to pay less attention to listening, speaking and reading skills in most primary schools because those skills are not tested in the school based examination (Juliana Othman, 2010). In view of this factor, the support system refers to the inclusive teacher who is able to teach English to assist the inclusive students cope with lessons taught in the mainstream classrooms.

It is also necessary to keep in mind that most of the inclusive students have slow mental and cognitive development. As a result, they are weak in writing skills as they find it very difficult to cope with the English lessons without a teacher with adequate English level proficiency (Thulasi, 2015). Vygotsky states that, students learn better with the guidance of an adult or a teacher (1963). Even though the inclusive students are able to read at a moderate phase, they are unable to understand what they have read. Additionally, they hardly speak to anyone in English because they are timid and lack the confidence to do so. The researcher decided to focus on writing skills as stated in the research objective because the DLP syllabus introduced in 2016 emphasises on subjective essay writing, letter writing and writing e-mail.

Subsequently, the introduction of the new syllabus has led to English Language paper to be split into 2 separate papers which is Paper 1 and Paper 2 that carries 100 marks per paper. All the school students are tested in writing skills to gauge their standard in English (Thulasi, 2015). Bearing this in mind, students' performance and proficiency levels in English are gauged by the marks which they obtain from the written test papers (Thulasi, 2015). The culture of Elitism or paper chase which is practised in Malaysia is exam orientated with scores of excellent

grades in the form of written test determining the intelligence levels of a student (Thulasi, 2015). According to the School Based Assessment (SBA) using DLP syllabus in the year 2016, only 2 students managed to obtain a pass in the English Paper 2. They find the writing skills arduous. The inclusive students surely need the support system to learn how to write based on exam formatted style of writing which can only be taught by the TESL trained special education teachers.

In order to keep pace with the current changes and development in education, the MOE needs to look into formulating courses in TESL for special education needs in local universities and teacher training colleges so as to ensure the inclusive students are provided with a commendable support system. The idea is to facilitate the goal of integrating 75% of special education students into the inclusive programme by the year 2025 (Blueprint, 2012). The influx of students into the inclusive programme may disrupt the process of teaching and learning in the mainstream classroom. The inclusive students should be provided with equal rights to a barrier free education according to the Education for All Act (1996).

Since most of the inclusive students have physical and mental challenges, some of the common writing errors are due to difficulties in remembering the orthography of capital letters and small letters, understanding the rules of grammar, the ability to write fast to complete the lesson within a specific time frame and also to write without spelling mistakes. They are unable to write grammatically correct sentences and other essay type academic writing to complete their school work. They need special attention from the teachers to show them how to write correct answers, read to them passages, explain the context of the passage slowly in simple language and examine their work instantly so as to correct any possible mistakes. This

situation brings into light the gap for research in this area: The need for TESL trained special education teachers as a support system for inclusive classroom.

A Year 4 pupil (fictitious name Fahmi) with mild Autism and a slow learner medical condition is the subject of this case study. He had scored marks below 40% in the School Based Assessment (SBA). The test papers are filled with wrong answers because he is unable to read and understand the questions. Since, writing skills is the most difficult test, the researcher looked into the writing problems of the chosen candidate for this research.

At this point, it must be highlighted that, the current curriculum assigns just one special education teacher on a yearly rotation basis to be an inclusive teacher to teach all 11 students in the inclusive programme. Therefore, the inclusive teacher faces numerous challenges to teach all the inclusive students of various levels, different health conditions and different abilities. The inclusive teacher has to divide the timetable to allocate time to guide and supervise all these students who are placed in the inclusive classroom. Each student gets just one period of 30 minutes of guidance from the inclusive teacher per week. This time allocation is extremely insufficient for the academic development of the inclusive students as they receive limited assistance and guidance from the inclusive teacher.

The MOE wishes to further develop inclusive education, but at the same time does not have the provision to supply man power resources or the teaching force to help these students. In stating this, the researcher refers to the lack of professionally TESL trained teachers as part of the support system. Besides that, the inclusive teacher is usually a general trained teacher for special education programmes. The special education teacher lacks knowledge in teaching skills pertaining to English Language and is unable to teach and guide the students in the inclusive classroom.

The lack of readiness among teachers to teach in diverse settings and the shortcomings in the existing support system greatly affects the inclusive programme (Alwis, 2015).

Most of the English subject teachers are unable to give a one to one attention to the inclusive students because the class usually has more than 40 students. In a one hour lesson, the main stream English teacher has to complete the skills as planned for a learner-centred approach but ends up using a teacher-centred approach instead. Many questions remain unanswered on how best to implement the inclusive programme in Malaysian schools (Cheong, 2012b). The English subject teachers are often clueless on what to teach, how to teach and usually dislike the special needs students with Dyslexic problems, Slow Learner problems, Autism, Down syndrome, Attention Deficit Hyperactive Disorder and other such medical conditions. The teachers need to adopt alternative teaching approaches as an innovative method of thinking about teaching and learning (Tomlinson, 2008).

Furthermore, the special needs students come from different family backgrounds, different (L1) usage backgrounds, different attitudes, different family economic status and have low self-esteem which hinders the acquisition of English Language. Apart from that, poor motivation, lack of interest towards learning English, the social surroundings such as an unenthusiastic attitude and the environment in general does not encourage the inclusive learners to use English language. These are some essential causes of low English Language proficiency amongst inclusive students as highlighted by Musa in his research (Musa, 2012).

Objectives of the Study

This research is about the importance of TESL trained special education teachers as a support system for the inclusive classroom. It examines the support system for the special needs students in the inclusive education programme integrated into the mainstream classrooms of primary schools. The support system in this study refers to the availability of TESL trained special education teachers from local universities or teachers training colleges to teach English Language for the inclusive students during the English lessons in the inclusive classroom. The trainees should be well equipped with knowledge in TESL along with special education so that they will be able to teach in diverse situations (Alwis, 2015).

The objectives of the study are itemised below:

1. To identify the challenges the inclusive students face when learning English under the English subject teacher.
2. To identify the common writing errors of the inclusive student.
3. To investigate the importance of TESL trained special education teachers as a support system for the inclusive classroom.

Research Questions

The three main questions are:

1. What are the challenges that inclusive students face when learning English under the English subject teacher?
2. What are the common writing errors made by the inclusive student?
3. Why it is important for inclusive students to have TESL trained special education teachers as a support system?

Limitations of the Study

The study is limited to a special education unit integrated in a primary school in Kuala Lumpur. As it is a small scale study, there are a few limitations. This study limits itself to the use of observations, interviews with the English subject teacher, interviews with the inclusive teacher, the parent of the selected candidate for this research, written exercises from the school workbook, test papers and the individual assessment progress report based on the Individual School Based Assessment (SBA). The school has 10 special education teachers. Only 2 out of the 10 teachers are fully special education trained where else the 7 other teachers are trained based on Holiday Programmes and Diploma in 10 months Kursus Perguruan Lepas Ijazah (KPLI). The researcher is a TESL graduate with 4 months training in Special Education for Learning Disabilities in Maktab Perguruan Ilmu Khas, (MPIK) Cheras. Special education courses are categorised to include learning disability, visual impairment and hearing disability.

Besides that, time factor is also another limitation for the research concern. The research was conducted over a period of 10 months. The researcher conducted a qualitative case study in the school where she has been teaching for the past 27 years. The research describes an intrinsic case situation and the experiences of the participants. Although the opinion of parents, teachers and school administrators would have been very useful in this study, it was not possible to encompass all of these into this research because tracing them would mean encountering a considerable amount of problems, resources and other logistics. Furthermore, obtaining the full support from the parents in many aspects was also an uphill task. Moreover, as this is the first research involving English language in the inclusive education in Malaysia, it was difficult to get related articles in this field from the

university library and other sources. This is because the medium of instruction in most schools across the globe are either in English language or in their (L1). As such, the question of a support system with TESL trained teachers to teach English did not arise in other countries as it does in Malaysia. However, the researcher has gathered enough information through observations and interviews from colleagues who have worked closely with her to make this research a success.

Significance of the Study

The findings of the study will be an eye-opener for higher authorities in the MOE, school administrators, teachers and parents to consider the importance of TESL trained special education teachers as a support system for inclusive classroom throughout the country. The objective of the research is completely achieved by identifying the challenges that the inclusive students face especially when learning English writing skills which is the most difficult to learn. These issues can be rectified with the availability of the support system. The greatest demand for TESL trained teachers with special education background justifies the need for effective life-changing teaching methodology in the inclusive education programme. The professionally TESL trained special education teachers are knowledgeable in teaching strategies and learning styles to be utilised by the special needs students.

Moreover, the study is significant as it will support the implementation integrating 75% of special needs students into the inclusive programme alongside with DLP. The inclusive students will benefit by improving their performance in English Language which will in turn enable them to further their education. The researcher is confident to speak on behalf of the special needs students about the challenges that they face when learning English under the English subject teacher in

the inclusive classroom. This was not exposed before in any research. This is the first and only research on the importance of TESL trained special education teachers as a support system for inclusive classroom. Parents of the inclusive students would truly appreciate the efforts taken by the MOE to provide professionally TESL trained teachers with special education to teach in the inclusive classroom.

Besides that, this study is significant in the sense that it would be able to draw the attention towards the problems encountered by inclusive students and to find a solution at national level. There has been a tremendous drop in the overall achievement of English Language proficiency as evidenced by the examination results over the years. This study intends to show that inclusive students need the support system urgently to improve their writing skills and proficiency levels in English Language to enhance their education. The findings will help to provide direction for future research regarding the importance of a support system. Moreover, this would link the fundamental issues concerning teacher training in accordance to specific job requirements to be provided by local universities and teacher training colleges. It also helps to identify the areas of study which needs further investigation according to categories and classifications to be explored qualitatively in other future research. The findings of this research would serve as a guide to reveal more insights on understanding inclusive students and the urgency to increase the quantity of the support system in term of man power resources to ensure that every special needs student receives its benefits equally and in abundance. In addition, it also provides knowledge and general outlines on what aspects to explore during classroom observations.

The information gathered here provides useful perceptions for various stakeholders for example, language planners, curriculum designers, school

administrators, education ministry, department officers, lecturers at teacher training colleges for special education, school teachers and parents to facilitate decision making with regards to English Language teaching special needs students in relation to the support system in the integrated inclusive education programme.

As indicated below by category, the research would be useful to the:

School administrator.

This study would provide an insight to the school administrators on the problems and challenges faced by inclusive students in the inclusive classrooms. Furthermore, this study would also provide the school administrators with some first-hand knowledge on the support and services needed by the inclusive students to sustain and cope with mainstream education. This is further emphasised in Griffin's research where he mentioned that, it is the school principal's responsibility to cater to the needs of the special educational students (Griffin, 2011). This study would help the school administrators to identify the weakness and at the same time strengthen the inclusive programme.

Parents of inclusive students with special education needs.

This study draws the attention of the parents of the inclusive students to assist them to understand the concept of inclusive education as well as the challenges that the teachers and the students face daily in the school. The parents of the inclusive students are looked upon as the key stakeholders in the process of inclusion and yet research on their involvement is extremely limited, primarily to their view on the outcomes of inclusion (Soodak, 2002). Parents' knowledge on inclusive education plays an important role in order to provide appropriate support to the teachers and their children. The parents could contribute by giving encouragement to motivate their children. They could also provide their children

with extra tuition classes for English Language and at the same time provide material help for their children.

Special Education Department / Ministry of Education.

The researcher believes that the findings of the present study can help the Special Education Department and the MOE to identify and understand the problems faced by the inclusive students and the teachers. They can take appropriate measures to assist the teachers to deal with the shortcomings in educating students with special needs by providing the necessary support and teaching resources. This progress will further propel development towards the implementation of inclusive education programmes throughout the country.

In view of this, to meet the objectives of this research, the researcher had written a letter of request to the Education Department to obtain permission to do a case study for this research. (Refer Appendix A)

Other forms of support.

The inclusive students also need the support of peer groups and their cooperation so as create a conducive environment in the education system in schools.to be compassionate to each other. Students with good academic achievements are selected to sit in between the special needs students so that they can assist these inclusive students in the classroom (Awis, 2015).

Definition of the Terms

1. Inclusive classroom: inclusive classroom is a classroom where the children with and without disabilities learn together in the same classroom (Ali, 2006)

2. Inclusive education is defined as providing equal education opportunities to all students, regardless of their physical, intellectual, social, emotional and medical conditions (Yup, 2014).
3. Full inclusion: A model of education which allows students to study in the mainstream classroom for a full day programme (Blueprint, 2012).
4. Special education children: Children who have significantly greater difficulties in learning compared to the majority of children of their age. The disabilities prevent them from making full use of the educational facilities provided by schools (Yunus, 2013). These children have medical conditions such as slow cognitive development, visual impairment, physical challenges, handicap, fully or partially deaf and some also suffer from other forms of disorder diseases (Yap, 2014).
5. Slow Learner: A slow learner child has below average intelligence. His/her thinking skills are slower than the normal child of his/her age. The child may have immature language patterns and developments. The child may like the company of younger children, some also have anxiety disorders, difficulties in understanding several steps in a task, do not like to read, have difficulties in associating sounds, numbers and are attention deficit (Karen, 2015).
6. Special education: Special educational needs is a practice of educating students with some medical conditions in a manner that addresses their individual differences in acquiring education (Noor, 2012).
7. Support system: The support system refers to the services rendered by inclusive teachers who are professionally TESL trained special education teachers who would guide and teach English Language to the inclusive students during every English Language lesson throughout the year. The support system also refers to

TESL trained special education teachers who are able to use pedagogical strategies to teach in diverse situations, backgrounds and learning styles (Ambrose *et. al.*, 2010).

Summary

The MOE aims to encourage 30 to 75% of special needs students to be integrated into the inclusive education programme by year the 2025 (Blueprint, 2012). Thus far, the Malaysian education system has conventionally emphasised ‘paper chase’ or academic achievement using SBA. The English Language subject teachers have not received training in special education. Therefore, they lack pedagogical and psychological knowledge in dealing with inclusive students. Sadly, the lack of these teachers in the support system hinders extensive progress in the acquisition of English Language and the examination performance of inclusive students. The importance of and necessity of TESL trained special education teachers as a support system for the inclusive classroom is discussed in the following chapters.

CHAPTER 2

LITERATURE REVIEW

Introduction

Parents having special children feel that equality in education of an international standard should be made accessible to all (Blueprint, 2012). According to the MOE (2013), the goal in the Education Development Plan (Blueprint, 2013 – 2025) is to ensure that 75% of the special needs children are enrolled in inclusive education. The goal is a big challenge because many schools are unable to provide the fundamental baseline needed for inclusive education (Hashim, 2014). Many issues remain yet to be solved. The quality of education for the special needs students has its shortcomings (Hashim, 2014). The lack of TESL trained special education teachers, speech and occupational therapists are major issues (Hashim, 2014). Financial support for those with Autism, Dyslexia and Attention Deficit Hyperactivity Disorder (ADHD) is much needed (Hashim, 2014). A majority of the special needs students are deprived of opportunities to enter vocational training and employment which prevents them from achieving economic and social independence (Yap, 2014).

According to Yap, if schools overseas can have specialist teachers on board and abundant funds for the implementation of inclusive education, why can't Malaysia? Personal attention is needed for a closer monitoring of these children (Yap, 2014). There are currently 58,253 special needs students enrolled in Malaysia and only 7,797 students are in the inclusive education programme (Blueprint, 2012).

Implementation of Inclusive Education in Malaysia

Inclusive education was introduced in the Education Act as part of the continuum of services available for children with special education needs (Jelas & Mohd. Ali, 2014). MOE adopts the principle of Education Democracy in its education planning for all children to create a barrier free learning environment (KPM, 2013). Special needs children with medical conditions and disorders like Down Syndrome, Autism, Cerebral Palsy, Dyslexia, Slow Learner, ADHD, heart disease, kidney failure who are able to cope independently in their daily life are given the opportunity to be integrated into the inclusive education programme (Jelas & Mohd. Ali, 2014). The selected students should be able to read and write and obtain 60% scores in the qualifying test conducted by the school-based examination (KPM, 2013). After the implementation of the compulsory Education Act in 1996, the inclusive education programme has been gaining popularity with a high participation rate of 98.4% (MOE, 2004). The implementation for a systematic and standardised curriculum falls on the theme, “A step forward towards Inclusive Education” (KPM, 2013). Inclusion also refers to special education needs children who attend full day classes according to their ability and age (Idol, 2006). As of 30th April, 2014 about 58 253 children attended the inclusive education programme (Hoque, 2013). As such it should be noted that, there are about 2000 government aided primary and secondary schools, currently conducting inclusive education programme throughout Malaysia (Hoque, 2013).

Inclusive education has two sub types namely the full inclusion and the partial inclusion (Marimuthu et al., 2015). The full inclusion is when the inclusive students attend a full day's lesson exactly like the mainstream students in a normal classroom. The partial inclusion is when students attend lessons for a specific subject

only or attend half a day's programme according to their abilities (Marimuthu et al., 2015).

Policies of inclusive education in Malaysia

The policy of a responsive education path for every child and youth with equal rights should not be denied (MOE, 2004). The philosophical basis of including special education needs students who are able to cope with mainstream learning is part of an educational policy (MOE, 2004). The recognition of the various needs of the inclusive students must be taken into consideration and a response formulated in order to ensure quality education to all inclusive students (MOE, 2004). Inclusion relates to issues of social justice and equity of educational opportunities such as a conducive learning environment, modifying curriculums and teaching strategies are part of the education policy for inclusive programme (MOE, 2004). Beginning year 2016, 30% of special needs students to be integrated into the inclusive programme (Blueprint, 2013). The goal in the Education Development Plan (PPPM) from 2013 to 2025 is to ensure that 75% of the special needs children are integrated into inclusive education by 2025 (KPM, 2013).

Concept of Inclusion by the Ministry of Education

The Malaysian government is funding certain local universities to indigenise special education as a discipline. Special needs education is currently in its fourth stage of development (Jelas & Mohd Ali, 2014). The MOE needs to simultaneously develop special education as well as making it inclusive as part of mainstream education. Similar to many other developing countries, Malaysia is also facing challenges in the implementation of inclusive education (Jelas & Mohd Ali, 2014). Some of the obstacles identified are inadequate facilities, an acute shortage of

professionally trained teachers in special education, personal training programmes and lack of a sound funding structure (Jelas F& Mohd Ali, 2014). As per the 9th Malaysian Plan's budget allocation, the MOE spent RM235 million to improve facilities in special schools and to construct new vocational schools. Approximately, RM 40 million was allocated to restructure programmes in the mainstream schools (Hoque, 2013). The inclusive education programmes did not receive any budget allocation.

However, the national education Blueprint is making positive changes on funding towards inclusive education (Blueprint, 2012). Some positive changes in favour of funding for inclusive education are expected in the near future (Lee et al., 2014).

Concept of Inclusion by UNESCO.

The concept of inclusive education is clearly defined and emphasised in the World Congress on special educational needs, Salamanca in 1994 (UNESCO, 1994). The convention on the Rights of Persons and Disabilities states that persons with disabilities have the right to undiscriminatory education and equal opportunity to inclusive education at every level of learning and long life learning (United Nations, 2006).

Policies of inclusion by the United Nations

Standards of several United Nations policies affirm the rights of all children to equal education without discrimination within the mainstream education system (UNESCO, 1990). The United Nations Education Social and Cultural Organisation (UNESCO) defines inclusive education as a process of addressing and responding to the diversity of needs of all children (1994). The process involves participation in learning, cultures and communities. At the same time, inclusive education is about reducing and eliminating exclusion within and from education. It is the

responsibility of the regular system to educate all children regardless of age, gender and medical conditions (UNESCO, 1994). Inclusive education generally means providing every child with an opportunity to learn at local schools with efficient support in order to gain full potential (UNICEF, 2014).

The Sun Declaration in 1981, states that every disabled person must be able to exercise his fundamental right to have full access to education, underlines the importance of rehabilitation and integration of disabled persons.

Similarities in policies and concepts of inclusion in Malaysia and UNESCO

Basically, MOE acknowledges a conducive learning environment, teaching strategies and equal rights for every child to attend school as the philosophy of education policy (MOE, 2004). Even though, Malaysia is facing challenges in the implementation of inclusion, the inclusive programme has grown tremendously over the years (MOE, 2004).

Similarly, the UNESCO policy of inclusion states that PWDS have the right to undiscriminatory education and equal opportunity to inclusive education at every level and lifelong learning (UNESCO, 1994). There is similarity between the Malaysian policy and the UNESCO policy in 1994 as both emphasise on providing efficient support for every child in order to achieve their full potential.

Benefits of Inclusive Education.

Despite having many shortfalls in the implementation of inclusive education, inclusive students are given the Orang Kurang Upaya (OKU) identity card which gives them certain free health benefits, discounted public transport fares and monthly allowances from the welfare department. In the same manner, all special needs children also benefit from inclusive education because it allows them to be more

confident in their social life as they are given the opportunity to develop their cognitive skills. Moreover, inclusive education encourages parents' participation in their children's education in the school activities. Besides fostering a good school and social culture such as developing interpersonal relationships that leads towards a caring society, inclusive education also provides opportunities to accept individual differences by lessening the impact of harassment and bullying in schools.

Inclusive education positively affects the school and community to appreciate diversity and inclusion at a higher level by encouraging friendships among children from a multi-racial background irrespective of individual needs and abilities. Moreover, the successful students in inclusive education are able to further their education in local universities. In addition, allowances are provided for special education students at all levels of education. Allowances of RM 150 per month are given for primary and secondary students, RM 300 per month for IPT students and RM3360 per semester in universities for pupils with disabilities especially hearing impairment. Financial aids for special education programme at poly techniques and colleges are also provided by the Social Welfare Department (Tin, 2012).

Criteria for Selecting Students into Inclusive Education Programme Based on Conceptual Framework

The MOE in lieu with the second wave of PPPM has proposed that 30% -75% of the special education students be integrated into the inclusive programme (Blueprint, 2015 – 2025). Students who are able to follow classroom instructions, able to read and write will undergo tests (KPM, 2013). A specific score sheet called Rancangan Pengajaran Individu (RPI) which is also known as the Individualised Assessment Progress Report records the ability of every skill achieved by the students (KPM, 2013). The School Based Assessment (SBA) test papers for the first semester and

second semester (PKSR 1 and PKSR 2) are usually used as instruments to grade their performance (KPM, 2013). If the special needs students achieve a score of above 60% in all the four major four subjects, then they are eligible to be integrated into the mainstream classroom with the approval from the school's headmaster (KPM, 2013).

The inclusive students are usually placed in classrooms according to their mental capacity (KPM, 2013). The senior assistant of student affairs will decide on the placement of students into the mainstream classroom. The inclusive students are taken to the respective classrooms where they are introduced to the class teacher and their classmates. The class teacher then introduces the new student to the class and advises the mainstream students to be kind, friendly and helpful towards the inclusive students. The weaker special education students are required to continue their education in the special education classes under the supervision of special education teachers (KPM, 2013).

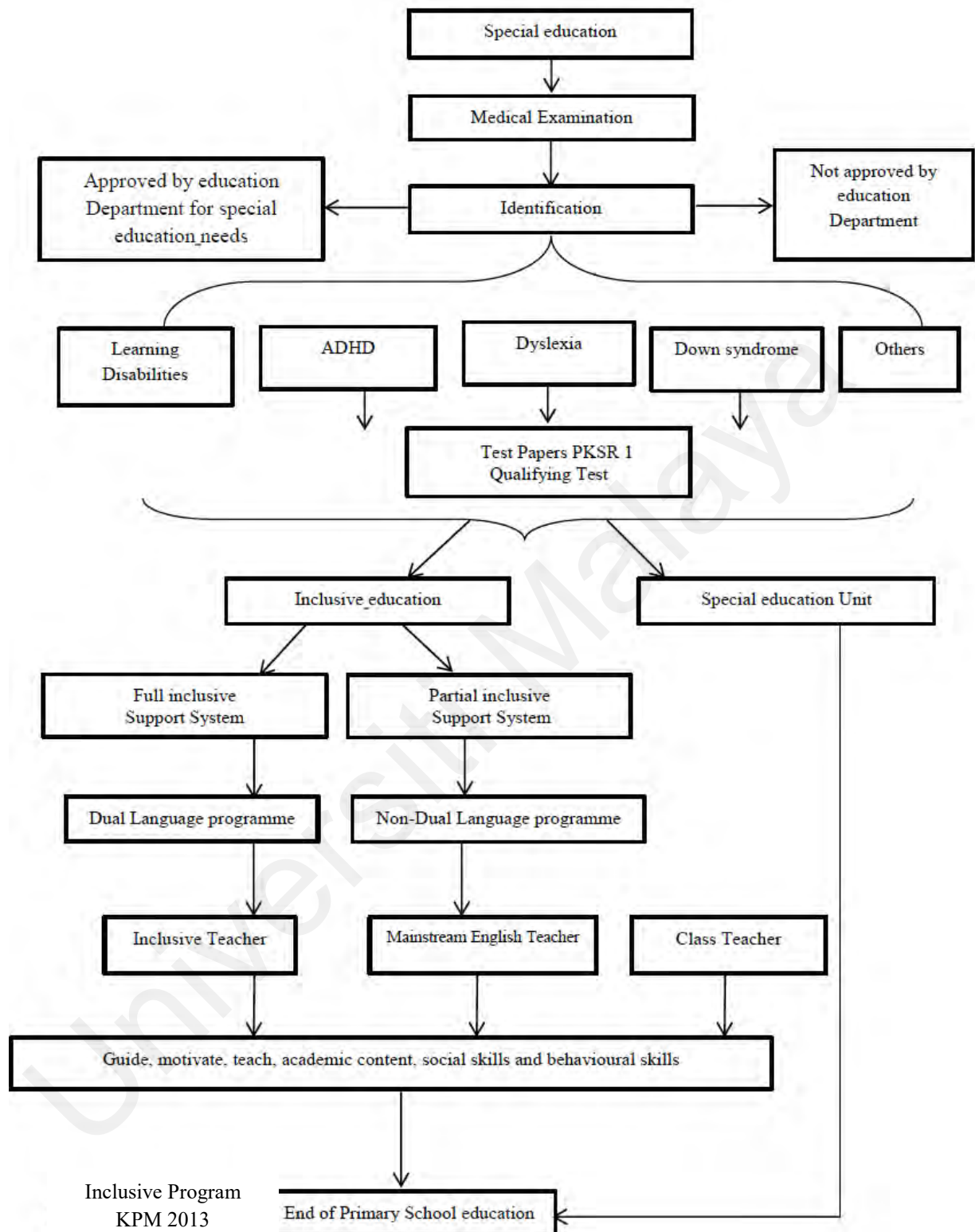


Figure 1.1 Conceptual Framework: Placements of students into the inclusive program

The Conceptual Framework for the inclusive education shows the placement of students into the inclusive programme (KPM, 2013).

Explanation on Conceptual Framework

The Conceptual Framework for the inclusive education shows the placement of students for the inclusive education programme. Children showing some indication of medical issues, being mentally/ physically challenged have to go through a medical consultation to confirm the categorisation according to the medical condition to ensure the appropriate placement into the special education unit (Refer to Appendix C). After the medical confirmation is completed the special students must register with the Welfare Department to enable the special needs students to receive an identification card (KPM, 2013). The students will then start to receive a monthly allowance of RM 150.00 and free medical treatment from any government hospital throughout their lives. A special Identification Card labelled as Orang Kurang Upaya (OKU) is given to the students by the Welfare Department (Refer Appendix D). The parents will then have to register their child's name with the local education department for the placement to the respective schools (KPM, 2013).

The special education teachers will assess the students according to their mental and physical abilities. The above average students are encouraged to sit for a School Based Assessment which is an assessment test in all the 4 major subjects which are Bahasa Malaysia, English Language, Mathematics and Science (KPM, 2013). The successful candidate with scores above 60% are either fully integrated or partially integrated into the inclusive education programme (KPM, 2013). The process of integration into inclusion education usually takes place in Year 1, 2 and 3 (KPM, 2013).

The Year 1 and Year 4 students follow the Dual Language Programme introduced in 2016, where the inclusive students learn Mathematics and Science in English Language (KPM, 2013). The collaboration among the inclusive teacher and the mainstream English Language teacher is important as the inclusive students need the guidance, motivation and teaching methodology to help them (Rutgers, 2009). The inclusive students need the support of the inclusive teacher as well as the English teacher to cope with their daily English lessons in the classrooms. Thus, the presence of a TESL trained special education teacher as a support system or the professionally trained inclusive teacher during the process of learning English alongside with the mainstream teacher is an absolute necessity. The inclusive students will complete their primary school education at the age of 12 and they are also given a special extension of 1 year if needed to complete their primary school education.

The role of the support system or the inclusive teacher in the inclusive classroom

The support system is actually the services rendered by professionally trained teachers who will be working as inclusive teachers to guide and teach English for the inclusive students during the English lessons throughout the year (Marimuthu, 2015). The main aim of the support system is to guide and help the inclusive students with English while the mainstream teacher is teaching during the English lessons. Why English and not any other subjects? Most of the inclusive students are able to speak, read and write in Bahasa Malaysia as it is their mother tongue (L1). Since English is their second language, there are many reasons for their poor performance in English. Some of the reasons are that the inclusive students do not speak in English in their

homes, their parents focused on the acquisition of Bahasa Malaysia and the students also find it difficult to learn English without the support system (Nasir, 2016).

At present, in the Malaysian context students are taught by mainstream teachers who have undergone a teacher training course to teach students who are non-disabled (Marimuthu, 2015). The non-specialised educators are sometimes given in-service courses for professional development which are inadequate as most of these courses focus on special education and not on inclusive education for diversity (Marimuthu, 2015). Currently, most of the inclusive education programmes utilise a special education teacher on a rotation basis for a one year period to teach the inclusive students at all levels and all subjects in the inclusive classrooms which is a general practise in most primary schools. After dividing the number of students with the various levels, each inclusive student may get one or two lessons of guidance from the inclusive teacher. That particular single period of thirty minutes lesson could be Bahasa Malaysia or Science and not English Language. The possibility of the inclusive students not getting even a single period of guidance in English Language is high. This is the gap for this research. The importance of TESL trained special education teachers as a support system for inclusive classroom.

Furthermore, the target of achieving 75% of integration of special needs students into the inclusive programme following the DLP syllabus whereby Mathematics and Science will be taught in English by the year 2025 is rather doubtful. Currently, some universities conduct diploma programme in teaching special education catered for general certificate holders. Their basic degree from the universities are in various fields like accountancy, human resource and other fields that are not related to education or special education. Most of them are unable to teach and guide inclusive students during the English lessons.

Besides that, the inclusive students do not come from English speaking family backgrounds. So, they are shy and lack the confidence to speak in English. The only period they are exposed to the subject is during the English lessons during the school hours. Dr. Sofi, 2003, mentioned that a survey was conducted in 3 mainstream primary schools. The results showed that the pupils spent only 6 lesson periods of one hour each to acquire English Language. English Language used outside the classroom as a means of interaction among pupils is practically non-existent (Dr. Sofi, 2003). The inclusive students perform poorly in the School Based Assessment because they do not understand the instructions and do not know the meanings to contextual vocabulary. Moreover, the comprehension passages are long and difficult. They also do not know how to answer the subjective questions which part of the comprehension passage are. The researcher realised that the inclusive students have been staring blankly at the English subject teacher and their friends in the classroom as they are unable to comprehend or grasp the subject. To make matters worse, the inclusive teacher was instructed to relieve the special education unit for several months because the unit faced an acute shortage of teachers. The centre should have 10 special education teachers, but 4 teachers went on a transfer to other schools and 1 more teacher went on a maternity leave. The inclusive teacher was unable to teach the inclusive students for about 8 months thus leaving the students without guidance. This could be one of the reasons for the poor performance in the examinations.

The English subject teacher has insufficient psychological and pedagogical knowledge to handle the inclusive students (Faggella-Luby & Wardwell, 2011). In a survey research conducted by UPSI 2013, the findings clearly showed that English subject teachers have a negative attitude towards children with special educational

needs due to lack of information and awareness (Saad, 2014). The English subject teachers' lack of knowledge in dealing with special education needs students will be a barrier to achieving a successful and holistic inclusive education (Saad, 2014). Most of the English subject teachers are unable to comprehend their responsibilities in inclusive education. Teachers were found to have limited understanding of the educational policies related to inclusive education (Saad, 2014). The research is about the support system to help the inclusive students to learn English. The researcher realises that only TESL trained special education teachers can be part of the support system for the inclusive students.

The above explanation answers the third research question. Why it is important for inclusive students to have TESL trained special education teachers as a support system in the inclusive education classroom? The majority of the English subject teachers are concerned with the increase in workload (Bosi, 2004). There have been many research studies done on the Teachers Perception and Negative Attitude of English Language teachers towards Special Education Students in the Inclusive Programme (Saad, 2014).

In a study by Saad, (2014) on knowledge of special educational needs among in-service distant learning students, findings indicated that English Language subject teachers lack knowledge, awareness and possess a negative attitude towards inclusive students. The aim of this study is to determine whether the teaching experience and knowledge level of the 147 English subject teachers had affected the participants in any manner. The results of the study revealed that teachers had a moderate level of knowledge on special educational needs students. The research states that most of our English Language subject teachers lack pedagogical and psychological knowledge in teaching in diverse situations in the inclusive classrooms. The study is

similar to the gap of this research: The importance of TESL trained special education teachers as a support system for the inclusive classroom.

In an inclusive environment, the most popular inclusion method seems to be a co-teaching model. Co-teaching means the collaboration between the mainstream teacher and the inclusive teacher for the purpose of jointly delivering instructions to a diverse group of students to meet their learning needs (Friend, 2010). In a pilot study conducted by Ali, Mustapha & Jelas in 2014 on 300 primary and secondary school teachers' perceptions towards inclusive education in Malaysia. Approximately, 80% of the teachers agreed that in order for inclusive education to progress successfully, it is vital for special education teachers to collaborate with the mainstream teachers (Jelas & Mohd. Ali, 2014). However, there is an absence of a professionally trained inclusive teacher, the co-teaching did not take place as expected. In a similar study, the pilot implementation of inclusive education in Malaysia, the findings has serious implications that support the need for comprehensive in-service training programme for teachers in universities (Bosi, 2004).

As a general practise in most schools, the special education teachers would take turns to teach the inclusive students because the job is tedious and causes mental stress. Stress tension exists because it is very difficult to implement teaching inclusive students especially in English Language on a practical level and it poses a challenge in the inclusive environment (Plett, 2008). According to Datuk Mary Yap, the Deputy Education Minister in 2014, implementing inclusive education is not an easy task as it challenges the current education practices and administration (2014). At the school where the research was conducted, the inclusive teacher is given a heavy timetable schedule which requires her to supervise all the 11 students in various classes for the four main subjects. This is an impossible task with regards to

teaching, guiding and rendering support for the students who are usually very weak especially in English Language. Additionally, the inclusive teacher is unable to render much support because the students are often absent due to their medical conditions, shortage of qualified teachers and shortage of professional support from therapist. At the same time, the school is also required to run special programmes which interrupt the normal lessons. The lack of tailored curriculum for certain learning disabilities also adds on to the shortcomings in conducting special education programmes in schools.(Yap, 2014). In another study on special education for children with disabilities in Malaysia: Entitled Progress and obstacles by Nasir et al., in 2016, the progress of inclusive education was thoroughly evaluated. This qualitative research study indicates that special education requires adequate professionally trained teachers, financial resources as well as early intervention programmes.

The English Language subject teachers leave the responsibility of dealing with the inclusive students on the shoulders of the inclusive teachers. According to Abdul Aziz Jantan in 2007, in his study as requested by the MOE, Malaysia, teachers are of a perception that inclusive education refers to the process of randomly placing students with learning disabilities into the mainstream classrooms. The purpose of this study entitled mainstream primary teachers attitude to change of policy and practise discusses the interpretation of inclusive policy, its contradictions and its translation into practise within the Malaysian context. This is not the case as inclusive education is much more than that.

It is impossible for the inclusive teacher to teach inclusive students for just 30 minutes a week per student in English Language and to expect the students to excel in the examinations. In regard to the current situation at the school, where the

research was conducted, the inclusive teacher is not a TESL trained special education teacher. As such she is unable to give the expected structured formatted answers especially for Section B of the English Language test papers. The Section B of the English Language test paper requires the upper primary students to answer subjective questions in a specific format as a standard requirement. The students need to write an e-mail, a letter and an essay with the given words using Simple Present Tense or Past Tense. This is for the first time inclusive students were answering Paper 1 which is the objective style questions and answer Paper 2 the subjective style of questions. The students were not given sufficient practise in the new format of test papers. Therefore, the need for a TESL trained special education teacher to render support for these students is absolutely necessary. This problem has created a need for this research to be carried out. Bosi has emphasised this when he states that there is a need to train TESL teachers for inclusive settings (Bosi, 2004).

English Language Teaching (ELT) in Primary Schools

Policy makers perceive English Language as a second language (L2) as stipulated in Malaysia's educational policy. It is not only the major language of the law but it is also an important language for fields such as education, business and the media (Yamat, 2014). One of the main aims of English Language Teaching (ELT) in primary schools is to equip students with the basic English Language skills (listening, speaking, reading and writing) and knowledge of grammar to enable them to communicate (orally and in writing) in and out of a school setting for different purposes and in different situations (KPM, 1995, p.1.). The syllabus outlines that, by the end of primary school's education students should be able to:

- i. Communicate appropriately in all situations with adults and peers.

- ii. Read, comprehend a range of English texts for information and enjoyment.
- iii. Write texts using appropriate varieties of media, language style and form.
- iv. Appreciate and demonstrate the understanding of English Language literary and creative works for enjoyment.
- v. Use correct grammar and appropriate rules for speech and writing.

Status and relevance of English Language in Malaysia.

The National Educational Policy clearly states that English Language is taught as a (L2) in all government schools in the country (MOE, 2009). It encompasses aspects such as:

- i. The decision to conduct Mathematics and Science subjects in English Language as a pilot project in 116 schools throughout Malaysia beginning with Year 1, Year 4 and Form 1 in the year 2016 (KPMDLP, 2016). This decision is further supported by the 3rd Malaysian Plan that specifically states the importance of the role of English as a L2. This decision is necessary if Malaysia is to keep abreast with specific technological developments in order to participate meaningfully in international trade and commerce.
- ii. The importance of English Language from the view of economic significance in the industrial and technical fields which requires further progress to achieve economic competence (Mohamad, 1991).
- iii. The Education Act 1996, which reaffirms the position of English as a Second Language in the country and therefore should be made a compulsory mode of instruction in all schools (MOE, 2009).

Given the status of English as a (L2) and its status in Malaysia, the researcher is focusing on the writing skills in English because inclusive students find it

arduous task to write in English. This creates a need to explore the aspect of writing skills in English as it is a much needed tool of communication environment.

Writing skills.

In level 2, pupils progress to writing of words, phrases and sentences in paragraphs. Pupils express their ideas clearly in writing with the teacher's guidance and later progress to become independent writers (Thulasi, 2015).

Malaysian students are found to have writing skill deficiencies (Thulasi et al., 2015). The current syllabus which is the Paper 2 of English test paper requires the pupils to write an e-mail to others, write a letter, answer comprehension questions and construct sentences with the given words to form a short passage between 80 to 100 words. The mainstream students find this task difficult to score a pass grade and many of them fail. It is needless to mention that inclusive students struggle to provide answers for this paper. The DLP syllabus had introduced Paper 1 and paper 2 as two separate English subjects. Each paper carries a score of 100 marks. The researcher observed that the poor performance is due to the lack of practise in writing skills and it was the first time Year 4 students were attempting the new format of DLP English Paper 2 in the year 2016. Prior to that, students took the KBSR English syllabus test papers where they answered 40 objective questions, a close passage, constructed sentences with given words, did information transfer and wrote a composition based on a picture. The inclusive students understood the instructions and were able to answer most of the questions which carried a total of 100 marks. Based on the new format, the students need guidance and practise to improve on their writing skills (Thulasi, 2015). The inclusive students performed poorly mainly because of the absence of professionally TESL trained special education teachers to

assist them in the daily lessons conducted by the English subject teacher (Marimuthu & Loh, 2015).

The students are expected to improve their skills after receiving guidance from mainstream teachers. The students are required to use different ways to express an idea according to the Higher Order Thinking Skills (HOTS) questions. Brainstorming of ideas and mind mapping are some of the ways to plan different styles of writing which definitely needs guidance and practise from a professional (Thulasi, 2015). These provisions are not made available to inclusive students.

The researcher is interested in the aspects of punctuation, orthography, spelling and some of the basic aspects of grammar like singular and plural nouns. The researcher's interest is supported by Padurean when he states that the inclusive students find writing skill the most difficult to learn because they are very weak in English (Padurean, 2014). He further emphasises that, they are unable to use the limited vocabulary to name pictures correctly, construct sentences and answer comprehension questions (Padurean, 2014). The researcher also observes that, inclusive students prefer the English subject teacher to write answers on the whiteboard so that they can copy to complete their written exercises (researcher's personal observation). The researcher is also aware that, inclusive students were not given correct guidance to write a proper sentence over the years because the support system was not available in the school where the research is conducted.

Moreover, their medical conditions like slow cognitive development and poor hand and eye coordination hinders progress in acquiring knowledge in learning to write (Nasir, 2016). This context, as observed by the researcher hinders the progress of writing skills in terms of punctuation, orthography, spelling and grammar amongst inclusive students.

Grammar.

The teaching and learning of grammar begin from Year 1 and this continues in Year 2. Teachers should employ various strategies in teaching grammar so that learning becomes effective, interesting, fun and relevant. Grammar should be taught in context as well as explicitly so that pupils learn the rules of grammar and how to apply these rules in speech and writing. Various activities such as language games, quizzes, grammar songs and meaningful grammar drills will make the learning of grammar more accessible and enjoyable (Diane, 2015). Through the various activities, pupils will understand, grasp and apply grammatically correct structures in speech and writing.

Implementation of Dual Language Programme (DLP)

The MOE introduced a Dual Language Programme (DLP) for Year 1, Year 4 and Form 1 students in 300 schools as a pilot project starting January 2016 (KPM, 2013). The ministry is continuing the DLP programme in its second wave throughout the country. It was introduced to strengthen English Language, teach Mathematics and Science in English in all schools with the intention to boost English Language proficiency levels among students and to enhance students' future employment opportunities (Sch Ad, 2017). According to the Education Act 1996, a certain criterion must be met in order to successfully implement DLP in schools. The schools must have adequate resources like the support system of qualified teachers, reference materials, textbooks and the parents' full co-operation by taking an active role in school activities (Sch Ad, 2017).

As a result of DLP implementation in school, the English Language syllabus has been revised gearing towards a specific format and style of answering subjective type

questions. All primary school students have to sit for two English Language test papers that is Paper 1 and Paper 2 for all examinations. They have to answer subjective questions in a specific exam oriented format set by the examination board. Hence, these students face more difficulties in understanding the activities in their textbooks and workbooks according to the latest format. The common questions that arose were the readiness of the inclusive teachers to teach the DLP syllabus, the readiness of the inclusive students to learn without adequate professionally skilled inclusive teachers and resource materials (Yunus, 2017).

Assessment under the Dual Language Programme.

School Based Assessment (SBA) has replaced the Formative and Summative assessment which was traditionally conducted in the schools before the year 2016. School based assessment with DLP was implemented in the year 2016. There was a tremendous change in the English Language syllabus which consists of subjective style of answering the questions. Since the inclusive students were not given sufficient practise in writing skills, they were unable to write e-mail and essay writing in the examinations. These assessment enables teachers to access the competence of the students and to gauge the success of the teaching methodologies. Test papers can be used as instruments to assess pupils' performance in writing skills. Formative assessment is conducted as an on-going process while summative assessment is conducted at the end of a particular unit or term (KPM, 2013).

Relevance of inclusion in Dual Language Programme (DLP)

At the beginning of academic year 2016, the Year 1, Year 4 and Form 1 students were exposed to the new curriculum known as the Dual Language Programme (Marimuthu, 2015). In the second wave of DLP, it is significant to the purpose of the study whereby, Mathematics and Science subjects were taught in

English Language in all Malaysian schools. This is in addition to English subject that is split into 2 test papers as Paper 1 and Paper 2 by the curriculum unit. Moreover, English Language is the second language (L2) for most of the inclusive students in the DLP programme. In view of this, inclusion in DLP definitely needs the establishment of collaboration among the TESL special education teacher, the English subject teacher and the inclusive students. This will ensure that holistic education is provided to all inclusive students who are part of the system.

As such, in order to successfully run the inclusive programme, the inclusive students in the DLP classes need the support of TESL trained special education teachers urgently. Based on the inclusion policy, special needs children should be given the support and equal rights to education (MOE, 2004). DLP aims to strengthen English language and therefore one of its criteria is to have the support system of qualified professionals to teach English Language, Mathematics and Science in all the Malaysian schools. The MOE has conducted courses in English for about 1800 teachers trained in English subject for the mainstream classrooms (KPM, 2012). But it failed to look into the needs of inclusive students who need the services of professionally TESL trained teachers in special education. The inclusive students will be able to learn English more comfortably in a relaxed environment with the guidance of professionally TESL trained special education teachers and English subject teachers. Hence, inclusion encourages co-teaching, collaborative instructions, educational planning, implementation and evaluation among the professionals and the inclusive students (Lau, 2012). Conducted in this manner, the programme would be ensured to be successful and beneficial to inclusive students.

Inclusive Education and Teaching of English Language

Marimuthu 2015, states that an inclusive education programme provides special education services for the special needs children in a conducive environment in the mainstream classrooms (Marimuthu & Loh, 2015). Inclusion is described as different kinds of efforts to teach children with special needs in the mainstream classrooms (Marimuthu & Loh, 2015). It involves changes, modification in content, approaches, structures and strategies with a common vision that is responsible to educate all children (Marimuthu & Loh, 2015). The inclusive students are weak in English language due to the fact that English is acquired as a L2, the lack of interest to learn the language, the only period the students learn English is during the English lessons and therefore they find it difficult to grasp the language (Yunus, 2013). The inclusive students find the writing skills the most difficult to learn due to lack of practise and lack of the support system (Yunus, 2013). Therefore, their written exercises are usually incomplete and contain many errors. Some of these weaknesses have caused the inclusive students to have a poor understanding of the instructions written in the test papers. This had resulted in 9 out of 11 students failing in English Language Paper 2 in the school based examination where the research was conducted.

Apparently, the English subject teachers are unable to provide one-to-one service to the inclusive students during the English lessons as they are pre-occupied with the exam orientated syllabus which must be completed within a specific time frame (Yunus, 2013). Besides that, the English subject teachers lack the knowledge of teaching methodology in diverse situations as they are not exposed to fulfil the needs of the inclusive students which may vary according to their medical conditions (Marimuthu & Loh, 2015). Since the class is big and the mainstream students are streamed according to their abilities in groups, the English subject teacher has to

mainly focus on and teach the mainstream students according to his/her daily lesson plan. Moreover, there is no requirement for the mainstream teacher to prepare a separate lesson plan for the inclusive students. It is up to the teacher's initiative and compassion to help these inclusive students with the daily English lessons. To make matters worse, the inclusive students do not participate and sit quietly at the last row of the class. They are timid and shy to ask for assistance from the English subject teachers (Yunus, 2013). This situation does not create a conducive learning environment for inclusive students.

Integration of 30% to 75% of special needs students into inclusive education programme

The policy of integrating 30% to 75% of special needs students into the inclusive programme could become a formidable vision without the support system of TESL trained special education teachers by the year 2025 (Blueprint, 2012). In order to achieve compulsory 75% of participation of special needs students would be an uphill task because many inclusive students will be placed in the inclusive classes for the purpose of meeting the target. Neither the mainstream students nor the inclusive students will benefit gaining knowledge because of extreme abilities and diverse situations among students. The English subject teachers would be overburdened and they might not be able to control the diverse class situation. In view of the matter, the MOE might need to formulate new courses in TESL with special education in order to meet the new goal of integrating 75% of students into the inclusive programme. The increase in the number of students in the inclusive classroom would cause overcrowding, shortage of textbooks, chairs and table as well as other resources. The inclusive students eventually will not be able to follow the class lessons and might go into depression, lose confidence and might want to stay

away from school altogether. Many special needs students do not continue education into the tertiary level due to high dropout rate (Yunus, 2013).

The inclusive students must learn English so that they score better grades without failing and can further their education at tertiary levels to get better job opportunities (Jelas, 2014). They need the services of TESL trained special education teachers to teach English according to the timetable allocated for English lessons in the inclusive classroom.

English Language Papers: Paper 1 (013) Time: 1 hour 15 minutes

Since the introduction of the DLP in 2016, English Language paper has been separated into Paper 1 (013) and Paper 2 (014). In English Language Paper 1 (013) Section A, there are 20 objective questions and 20 marks are awarded that is 1 mark per question. The pupils are required to shade the correct answer into the objective sheet. The Section B consists of 30 marks. Students are required to answer Questions 21 (a), (b) and (c). They are required to look at the pictures and give the correct answer in written form. For Questions 22, there is a passage for the students to read and then they have to tick the correct answer based on the passage. Questions 22 (a) and (b) carries 1 mark each. Questions 22 (c), (d) and (e) carries 2 marks each because the students have to answer comprehension questions based on the passage the students have read.

Question 23 is about a notice. Students are required to read the notice and understand the content of the notice. For Questions 23 (a) and (b), 1 mark is given for each question. The pupils are required to put a tick to select the correct answer based on the notice. Subsequently, for question 23(c), the students have to draw lines to match phrases in list A with phrases in list B. 2 marks are awarded for question

23(c). Questions 23 (d) and 23 (e) call for students have to answer comprehension questions. Two marks are awarded for each question.

For Questions 24 (a) and (b), the students have to put a tick to choose the correct answer. One mark is given for each question. The last question for Paper 1 is question 25. It has parts (a), (b) and (c). Based on the text students are requested to write answers giving opinions and suggestions. Two marks are awarded for each part. The total marks for section A and B are added and then multiplied by 2 to get a score of 100 marks for each paper.

English Language Paper 2 (014) Time: 1 hour 15 minutes.

The English Language Paper 2 comprises Sections A, B (i), B (ii) and C. In Section A, students have to complete the text using the information based on posters given. A total of 5 marks are awarded for this section which has 5 blank spaces for the students to fill in the correct answers.

Section B (i) is about a notice. Students are required to read all the facts and figures written in the notice and answer the questions accordingly. In Section B (ii) of this paper, the students write a blog, e-mail or a short essay about the notice which they have read in Section B (i). Here, 12 marks are awarded for this section B (ii). The students must write a short essay between 50 - 80 words using the information as a guide. Marks are awarded for the use of vocabulary, correct grammar, correct spelling. The students must also use correct sentences to describe the events according to the notice in three short paragraphs of not more than 80 words.

Section C consists of 2 questions. The students can choose either 1 out of the 2 questions. Question 1 is about a picture. Helping words are given to describe the picture so the students can choose to write an essay between 80 -100 words. For Question 2, the students can choose to write a story based on the pictures using the

words given to assist them. The story has to be written between 80 - 100 words in three paragraphs. A total of 50 marks are awarded and then multiplied by 2 to make a 100 mark score. According to the SBA system, many mainstream students had performed poorly because they find the English Language Paper 2 difficult. The MOE revealed that at least 23% of UPSR English Language year 2016 students failed in Paper 2 throughout the country (FMT News, Nov 18, 2016).

The Education Director General, Khair Mohamad Yusof said that the results were weaker than the previous years because the students were exposed to HOTS type of questions (Free Malaysia Today, 2016). Inclusive students need time to comprehend HOTS which is lacking.

In addition to that challenging task, inclusive students also find learning English very difficult due to low proficiency in English and the lack of practise in English as it is the L2 (Padurean, 2014).

Challenges Faced by Inclusive Students When Learning English under the Mainstream Teacher.

The school, where the research was conducted, is situated in Kuala Lumpur. It has an enrolment of 1350 normal students and 41 special needs students. As many as 11 students are placed in the integrated inclusive programme. This fulfils the requirement of 30 % of students required to be integrated into the inclusive programme. Thus, 2 students attend the year 1 class, two students attend the year 2 class and 4 students attend the year 3 class, 2 students are in standard 4 and only 1 student is in year 6. Only 2 students out of the 11 are average in their English Language proficiency. All the other 9 inclusive students perform badly in their school based examinations. All the inclusive students do not communicate in English Language because English is their L2 and Bahasa Malaysia is their L1.

Some common writing errors made by inclusive students.

Inclusive students with medical conditions like Dyslexia, Dysgraphia, slow cognitive development and Autism struggle to produce written exercises in English language which drastically affects performance in school (Cicerhia, 2016). Poor handwriting being a contributing factor among inclusive students are caused by physical pain and difficulties in developing refined motor skills to write letters and words using a pencil or pen (Cicerhia, 2016). Poor handwriting are caused by the brain experiencing difficulty in developing fine motor skills using a pencil. This is further highlighted by Thulasi, as stated that many students have issues in comprehension, spacing, use of capital letters and lower-case letters, displaced punctuation and errors associated with orthography (Thulasi, 2015). However, an inclusive student can copy written work without problems but struggles to produce original text written by hand and will have spelling mistakes (Cicerchia, 2017). This answers the second research objective: To identify the common writing errors of the inclusive student. The research question in lieu with this objective is: What are the common writing errors made by the inclusive student?

Fahmi (fictitious name) the selected candidate for the research finds writing skill the most difficult to learn. According to Nasir, students find writing skill the most difficult to learn due to lack of practice (2016). Generally, all the inclusive students are unable to differentiate the usage of capital letters for starting a sentence and for proper nouns. They simply like to write with capital letters in the middle of the sentence. Certain alphabets which look alike, for example, 'c', 'k', 'l', 'o', 's' and 'u' need to be written in a smaller size to differentiate the capital letter or small letter which many do not grasp. Subsequently, punctuation marks, spelling, grammar and construction of sentences are some of the common errors that needs to be ironed out

through practise (Thulasi, 2015). Many of them also need to use specially designed pencils because the students have poor motor skills.

Generally, all the 11 inclusive students placed in the mainstream classrooms face challenges to follow class lessons, especially during English Language periods. The normal class has about 42 students excellent, good, average and weak proficiency inclusive students in English Language. The inclusive education pupils fall into the category of very weak competence.

The mainstream students are cheerful and noisy most of the time, even during the lessons making it rather difficult for the inclusive students to concentrate. This is because most of the inclusive students face problems in social and communication skills, behavioural and emotional aspects and attention skills. According to Loh, students with behavioural and emotional disorders are frequently disruptive in attitude, noncompliant and aggressive. They throw tantrums when given extra work, cry when they get poor results and can become violent when disturbed (Cheong, 2012a). Additionally, most of the English subject teachers have a biased attitude towards the inclusive students. Thus, they leave these students to the inclusive teacher to deal with. As a result, the students cannot perform well academically due to the lack of a teacher support system to guide, motivate and help them through the English Language lessons. Most of the time, the inclusive students do not understand the English lesson because they do not understand what the teacher is talking about. All of them do not understand what they are reading as well. They most certainly need one-to-one attention and guidance from the English subject teacher in order to comprehend the lesson.

The 11 students in the inclusive programme face difficulties due to the sudden changes in syllabus DLP. The inclusive students face challenges mentally,

physically, emotionally as well as peer group pressure. They need the support of a TESL trained special education teacher who can understand and support them in that manner.

As such, one inclusive teacher is unable to provide all the help and guidance the inclusive students' need. Running a nationwide inclusive programme without the required support is an uphill task. In a recent study carried out by Noor, negative thoughts and feelings as a result of prolonged stress problems that occur among teachers in schools reflect that the teaching profession is becoming more challenging (Noor, 2012).

In a recent study in 2012, the findings show that emotional stress experienced by the special education teachers is at a moderate level (Noor, 2012). The inclusive teacher undergoes stress due to daily challenges from peer teachers, aggressive students and parents who are demanding. This results in emotional problems such as a breakdown or very low quality teaching performance. Moreover, special education teachers are mentally and emotionally stressed due to the un-cooperative nature of head of departments, teaching subjects which are not in their area of expertise, lack of co-operation among peer teachers, pupils' tantrums and behaviours, lack of teaching aids and support as well as the perceptions of the English subject teachers towards the special education teachers (Mustafa, 2007). The researcher personally went into the classroom to observe the students during the English Language lessons. She has 22 years of teaching experience teaching the inclusive students and knowledge about the shortcomings of the inclusive students and the programme. Therefore, she was able to immediately comprehend the shortcomings in the learning environment where these students are placed.

There are many research articles on the implementation of inclusive programmes. However, there is no research yet on the importance of TESL trained special education teachers as a support system for the inclusive classroom. The gap is the need for fully TESL trained special education teachers fully trained to teach English for the inclusive students in the inclusive classroom. Currently, all the primary schools integrated with special education programme allocate only 1 inclusive teacher to teach all the levels in the mainstream classrooms. The lack of TESL trained teacher support is a major setback, that should be given due attention to make this programme a success.

The Shortage of Professionally Trained Teachers in the School/Inadequate Support System

Inclusion into the mainstream environment of students with disabilities is one of the challenges the school has to face. The availability of TESL trained English Language teachers as the main support system for the inclusive programme is the main focus of this study. Yuussoof stresses this factor when he mentions that “Inclusive education is a challenge due to a shortage of properly trained teachers and the curriculums that are not adapted to the needs of children with disabilities” (Youssoof, p.4, 2008). The acute shortage of man power crunch defeats the purpose policy of Education for All Act 1996, propagates.

Collaboration between the class teacher and the inclusive teacher, classroom testing, expanding skill levels, challenge in scheduling timetables are some of the challenges to overcome in schools (Rutgers, 2009). Apart from educating the inclusive students, the class teacher also has other demanding duties such as taking attendance, maintaining discipline among the students, preparing lesson plans,

marking books, updating records, other forms of additional paper work, preparing test papers as well as ensuring cleanliness of the classroom. This causes constraints in the teaching and learning process (Muniandy, 2016). As such quality instructional design and implementation for inclusion at primary school levels are also challenging (Muniandy, 2016).

The inclusive students fall into the category of extremely weak competence. All the inclusive students face numerous problems, especially when it comes to learning English. This answers the first research question: What are the challenges that the inclusive students face when learning English under the English subject teacher in a mainstream classroom. This research responds to the first objective: To identify the challenges that the inclusive students face when learning English under the English subject teacher. Language of differentiation within the classroom environment, and attention to various needs of students must be addressed in order to overcome the problem (Crawford, 2008).

Moreover, most of the mainstream teachers have a biased attitude towards the inclusive students because they leave it to the inclusive teacher to deal with the students. The students cannot perform well academically due to the lack of a teacher support system to guide, motivate and help them through their learning process. There has been a lot of research done on this topic of Teachers Discrimination towards the inclusive students. Associate Professor Dr. Lee Lay Wah wrote in his research that Malaysian teachers have mixed feelings with regards to inclusive education and some have expressed fear towards this practice (Wah, 2010).

One particular research under the directive of the MOE was carried out to examine the attitude of understanding, beliefs, feelings, values and behaviour patterns of primary school English subject teachers towards inclusive education

(Jantan, 2007). The finding of the study indicates that the teachers have a perception that inclusive education is merely about placing all students identified with learning difficulties into mainstream classrooms by the MOE (Jantan, 2007). The students are either placed on a part-time or full time basis depending on their mental abilities. Some of them believe that the structure of the primary schools need to be changed to support the Ministry's plan. The majority of Malaysian English subject teachers have not been trained to teach children with special educational needs. The teachers need to use alternative approaches to meet educational needs (Jantan, 2007).

The third research objective states: To investigate the importance of TESL trained special education teachers as a support system for inclusive classroom.

The need for the support system arises because the mainstream teachers' workload is tremendous. It consists of endless paper work, reports related to lesson plans, extra-curricular activities, students' assessments, exams assessments, and other extra activities (e.g. meetings, courses, seminars) conducted in the school. Moreover, an average mainstream classroom has about 45 students. It is difficult for a teacher to handle a class size of 45 mainstream students because behavioural problems do exist amongst them. In schools today educating and disciplining students are becoming more challenging for the teachers. The students are outspoken and adventurous in their ways and thoughts because they are more knowledgeable. The inclusive students who are at times hyper active are even more difficult to be controlled and they become a burden to the class.

Inclusion does not mean physically sitting in a regular classroom with the other students while rushing through subjects throughout the day. The action of leaving the child without any support in a class is not a good idea as well because the effect on the special child can be profound. The action of abandoning the student is

considered to be a form of abuse and negligence to these special children (Peaston, 2011). The needs of every special child must be met in an inclusive learning environment (Peaston, 2011). The whole class is affected when teachers are unable to provide the best support for a child with disabilities. Hence, the child is unable to develop to his/her full potential (Peaston, 2011). Most of the TESL trained special education teachers who have knowledge in methodologies and experience will be able to handle the inclusive students during the English lessons. This is the reason they are necessary in the support system for an inclusive learning environment.

As a common practise in many primary schools, class teachers normally isolate the inclusive students by placing them at the back of the mainstream classrooms. The teachers believe that by placing these students at the back of the classroom will help the inclusive teacher to coach them without interruption. Eventually, the inclusive students who are usually placed right at the back row of the mainstream classroom are forgotten or neglected by the mainstream teachers themselves (Peaston, 2011).

Besides that, some class teachers fail to realise that the inclusive students also experience impaired-vision as well as and have multiple physical challenges. As such, many of them wear spectacles. There are moments when the students are unable to read what is written on the whiteboard because of the distance from the whiteboard. The researcher also realised that, the inclusive students who are sitting right at the back of the classroom usually day dream and do not pay attention to the teacher. Most of them suffer from poor hand and eye co-ordination. Therefore they, are unable to copy fast and in sequence from the whiteboard. They make many writing errors such as double copying, spelling errors, orthography errors, punctuation errors and grammar errors related to items on singular and plural nouns.

This answers the second research question: What are the common writing errors made by the inclusive student?

The inclusive students are weak in grammar because they were not exposed to English grammar and its rules. English grammar is part of the English syllabus and is taught in the primary schools and supported along with written exercises (Thulasi, 2015). Since the foundation in grammar is weak, the inclusive students are unable to do written exercises like filling in the blanks, constructing sentences and answering comprehension questions. The inclusive students cannot write well because of a lack in writing practice. They are not trained to write in English from the early years of their childhood. Most of the inclusive students wait for the answers for the written exercises to be given by the teacher and copy them into their notebook or they copy from their neighbours. Even though the parents realise their children's weakness they continue to focus on them acquiring listening, speaking and reading skills in Bahasa Malaysia. This is one of the main reasons why the inclusive students do not understand simple instructions in the English Language (Sofi, 2003). Parents do not emphasise on the need for their children to acquire communication skills in English.

Some of the students do not participate in classroom activities because they are partially deaf and are often unable to hear the teacher talking. Subsequently, some inclusive students also have vision problems. They need books with a larger print to enable them to read and understand texts. The school text books and their activity books are of the regular size print for the normal students. There should be some allocation for a certain number of books to be printed in a larger font to cater to the needs of these inclusive students.

The School Welfare Organisation and Non-Government Organisations (NGOs) should make an effort to provide special needs students with spectacles,

special pencils, special chairs and tables designed for them. Besides that, most of the time, the exercise books are not marked for months because the inclusive students do not complete their written work. They take advantage of the lenient attitude of the mainstream teachers. However, it must be taken into account that inclusive students have a tendency to take this advantage not to complete their classwork as they are unable to grasp the lesson in mainstream classroom with clarity. Hence, they lack the motivation to progress.

In another study on special education for children with disabilities in Malaysia: entitled Progress and Obstacles (Nasir et al., 2016), it is highlighted that the progress of inclusive education in Malaysia has been assessed.. The qualitative research study shows that special education programme needs adequate professionally trained teachers, financial resources and early intervention programmes. It also needs the readiness towards positive development and adequate teaching materials, all of which underlined the vital need for multi-stakeholder participatory collaboration in planning, implementation, monitoring and impact evaluation (Nasir, 2016). These requirements will be able to create a huge difference in an inclusive learning environment.

As per the Malaysian context, even though the inclusive education programme was implemented approximately 30 years ago, whereby even though inclusive education programme was implemented about 30 years ago, we have many unsettled issues related to facilities, inconvenient classroom settings and lack of funds to build new infrastructures to upgrade the existing ones (Nasir, 2016).The main unsettled issue is that there is a widespread need for comprehensive in-service training programme for teachers in universities and teacher training colleges (Bosi, 2004).

In another research by Bosi entitled: The pilot implementation of inclusive education in Malaysia (Bosi, 2004) stresses a need for professional staffs to run the nationwide inclusive programme. This area is very much related to the researcher's research topic which focused on the need for TESL trained special education teachers as a support system in the inclusive classroom.

Latif in his research in 2015, on the implementation of inclusive education for special needs learners with learning difficulties, states that the collaboration between the inclusive teacher and subject teachers to guide the inclusive students play a vital role in their academic progression (Latif et al., 2015). Interviews and observations were used to collect data which is similar to the researcher's data collection method for a qualitative case study of this nature.

A similar study on inclusive education in Malaysia is policy and practice (Jelas & Mohd Ali, 2014), examines the problematic issues associated with the interpretation and implementation of inclusive practices at the community and school levels. This study reveals that, even though inclusive education programme was implemented 30 years ago, there are certain practices which contradict the policy. Therefore, there is a need to improve on its implementation in order to enhance the quality of education inclusive students receive in schools.

In a case study of inclusive school development entitled: A journey of learning (Carrington et al., 2004), the progress towards inclusive schooling in Queensland, Australia was discussed. The schools are required to reflect inclusive practice, and at the same time enhance the educator's skills and the ability to address methodology in the teaching and learning process. This action research methodology aims to change policies, teaching methodology and transform the school culture towards a more professionally developed academic environment. From this research,

Australia is not the only country looking into a change of policy in teaching methodology and school culture. It was discovered that Malaysian teachers are also of the opinion that our inclusive education needs a complete face uplift which should also include revamping the structure of the buildings to suit the current challenges faced by inclusive students (Nasir, 2016).

Another study focuses on perceptions of inclusion and perceived preparedness among school teachers in Sri Lanka (Hettiarachchi et al., 2014). In this survey research preparedness of all teachers in Sri Lanka to teach students in inclusive education classes was studied. A study was further carried out on the inclusion practices in 26 other countries and certain form of malpractices against the policy of inclusion surfaced. Some of the hurdles towards the implementation of inclusive education in developing countries are low teacher-pupil ratio, lack of specific skills in inclusive educational methodologies, lack of support from teacher assistants and poor co-operation among special education teachers and other mainstream colleagues. To ensure full participation of inclusive students, the teachers need to be aware of the concept and policies of inclusive education (Modern et al., 2010).

The above research title is similar to a Malaysian research entitled Inclusive Education in Malaysia: Policy and Practice (Jelas Mohd Ali, 2014) Even though the inclusive education programme has been implemented 30 years ago, we still have many issues and short comings such as insufficient professionally trained teachers and lack of other forms of support systems.

Factors influencing the success of inclusive practices in Singapore schools: Shadow Teachers Perspectives is another research that indicates the lack of awareness, lack of knowledge among teachers, teachers' characteristics and attitudes towards inclusion that negatively impacted the success of inclusive practices. This

qualitative research approach recommended a smaller class size and an increase in manpower especially TESL trained special education teachers. In a newly emerging trend in Singapore, many parents have started to hire shadow teachers on a one-to-one basis to assist their children in adapting to mainstream classrooms. The parents feel their children need one-to-one assistance to guide their children during lessons with the English subject teachers (Hui, 2015). This research is similar to a research conducted by Jamil in 2007 entitled: The English subject teachers' attitude towards Inclusive Students in Malaysia. It discusses the English subject teachers' attitude towards the inclusive students and how it affects the students' progress in the daily lessons in the classroom. The research suggests that there is a necessity for a one to one attention which is expected by the parents in the inclusive education programme in Malaysian schools.

Another similar study on teachers' knowledge and attitude towards inclusive education: basis for an enhanced professional development program in Thailand (Dapudong, 2014), indicates that most teachers had moderate knowledge on diverse methodologies on inclusive education and displayed a neutral attitude towards inclusion. The teachers needed more training to improve teaching skills based on teaching strategies to bridge theory and practise for inclusive education. The study above is similar to the gap for this research. We need to train more TESL trained special education teachers according to the subject specifications so as to improve the quality of teaching in English for inclusive students.

Theories -Social Interaction.

The major theme of Vygotsky's Theoretical Framework is that, social interaction plays a fundamental role in the development of cognition. Vygotsky believed

everything is learned in two levels. The first, through interaction with the others and the second level occurs when it is integrated into the individual's mental structure. "Every function in the child's cultural development appears twice: first on the social level and later on the individual level that is, inter-psychological and intra-psychological. This applies equally to voluntary attention to logical memory and to the formation of concepts. "All the higher functions originate as actual relationships between individuals" (Vygotsky's, 1978, p. 90).

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a 'zone of proximal development'. This zone is the area of exploration for which the student is cognitively prepared but requires support and social interaction to fully develop. Vygotsky examined the implications of the zone of proximal development between a child's actual development and potential development level as determined by independent problem solving under adult guidance or collaboration with more capable peers. A teacher or a more experienced peer is able to provide the learner with scaffolding to support the students evolving, understanding of knowledge domains or development of complex skills. Effective teaching from caring teachers employs collaborative learning discourse, modelling and scaffolding strategies to support the intellectual knowledge and skills of learners to facilitate intentional learning (Eliot.L, 2010).

The special needs students, with the support of a TESL trained special education teacher, will be able to receive guidance and educational support to achieve educational goals. The use of the Constructive Teaching Model can help teachers to enhance the way students think, act, demonstrate, exhibit knowledge in an interactive manner to overcome some learning challenges of students with special needs in order to bridge their academic achievement gap in the 21st century

(McLeod, 2007). This theory suggests that social interaction leads to continuous step by step changes in children's' thought and behaviour that could vary greatly from culture to culture (Woolfolk, 2010).

Constructivism.

The Constructivism Theory is based on scientific studies about how students learn and gain knowledge from the teachers. Constructivist teachers transform weak students to active participants, in the learning process (Latiff et al., 2015). The teachers must be well accomplished in their teaching philosophies, styles and theories in order to overcome difficulties when teaching the inclusive students. Two of the most noted developmental psychologists, Jean Piaget and Lev Vygotsky are credited with developing learning theories that have been proven to be successful in the inclusive classroom. Inclusive students must undergo the process of learning to think and thinking to learn (Lamport, 2012).

Theoretical Framework – The Four Concepts of Inclusion

In the Malaysian context, students with disabilities are taught by English subject teachers who have undergone a teacher training programme to teach students who are non-disabled. From time to time, the English subject teachers are offered courses mostly in professional development and not on inclusive education for diversity. In the present education system, teachers need to be creative and responsible to cope with changes (Marimuthu, 2015). Apparently, the English subject teachers need to re-conceptualise their task and restructure how they undertake their work which includes the establishment of vibrant relationships with students and peers if they want to be effective in this diverse context (Barton, 1997).

As disability is a social problem and inclusive education involves preparing students to become members of a progressive society, this study has incorporated concepts from theories concerning human development and aspects of ecology (Vygotsky, 1983), social learning and social development, transformation in thinking and teacher proficiency (Ainscow, 2013; Vygotsky, 1978, 1995; Watkins, 2000). The writer captured salient views from these theories and has formulated these concepts into a framework. The framework supports inclusive education and teachers' professionalism which are centrally placed. This is because for inclusion to be successful, teachers' professionalism and proficiency have to be developed, as portrayed by Watkins in his model of teacher competences.

Figure 2.2 shows the concepts that emerged from the theories and models.

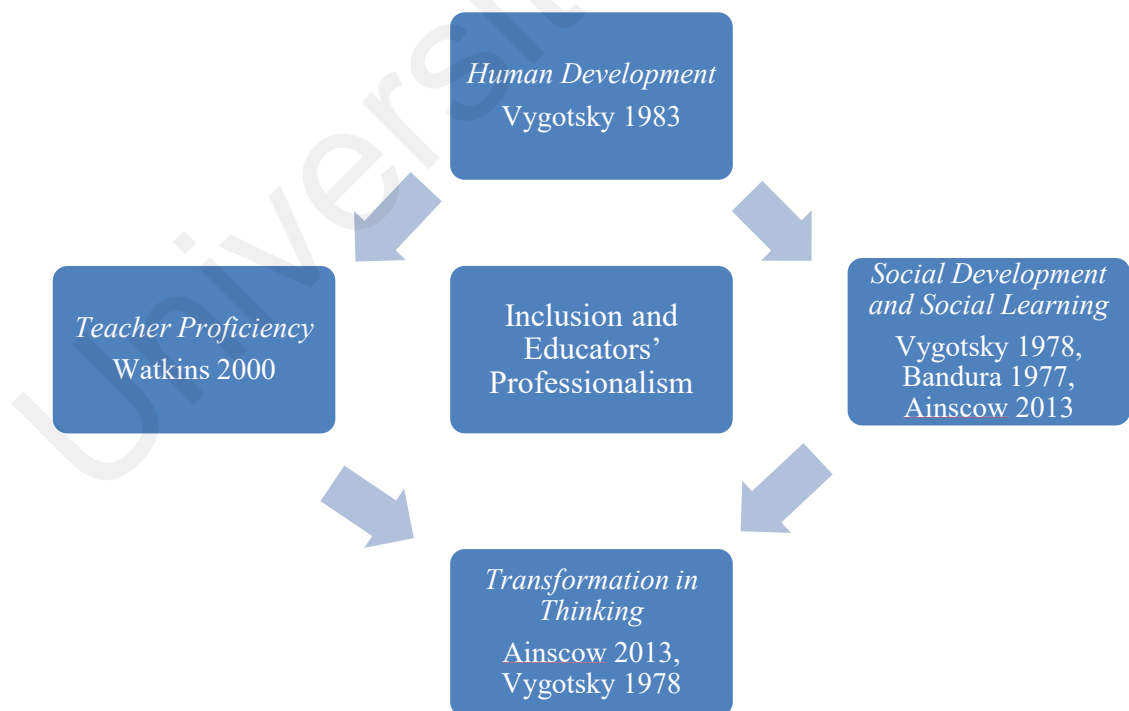


Figure 1.2 The Four Concepts of Inclusion

The four concepts of human development, social development and social learning, transformation in thinking and teacher proficiency, underpin the researchers' investigation on the critical function of the English subject teacher's capability to handle diverse situations in inclusive settings to teach English Language. The four concepts could be considered as the cornerstones for building professional developmental training courses for English subject teachers to upgrade their proficiency especially in English language.

Concept 1: Human Development (Vygotsky, 1983).

The primary aim of introducing inclusion is for students with disabilities to develop meaningful relationships with normal peers during the process of learning together in the classrooms. Generally, the inclusive students are timid and shy to interact in English with their classmates and teachers. Human development could occur through interaction with the guidance of a teacher. Therefore, the English subject teacher could make arrangements to have some activities such as team work and play during the English lessons. English lessons could be improvised wisely to create opportunities for the inclusive students to mingle around with their peers. This allows them some space to practice communication skills for the real world where they are expected to become functional citizens in the future.

Currently, the English subject teacher who has been trained to teach mainstream students for specific subjects like English Language is at the same time to teach the same subject to a class of diverse inclusive students. It is a dilemma for one who has not undergone disability studies to comprehend how learning English Language is hampered in the disabled (Teo, 2010). Diversity in an inclusive setting when learning English deals more with comprehending the various impairments causing learning disabilities in inclusive students. Therefore, the English subject

teachers require a lucid understanding of the reasons for the occurrence of learning incapacities in the students with special needs (Soriano, 2017). This factor is supported by Vygotsky who was convinced that only a truly differentiated learning environment during the English lessons can fully develop a ‘handicapped’ child’s higher psychological functions and overall personality (Vygotsky, 1978). He believed in deep links between “normal” and “abnormal” behaviour and both were parts of human development following certain patterns of formation. In this respect, his human development theory is relevant to the study of children with disabilities as well.

The relationship between the child, their peers and teachers is part of human development that is made available and utilised in the educational world. As the concept of human development involves “inclusion”, it is necessary for English subject teachers to have a coherent understanding of “inclusion” and the reasons for its implementation (Vygotsky, 1995). In other words, inclusive students should not be isolated or discriminated by placing them at the back row of the classroom. The English subject teacher should encourage the inclusive students to actively participate in classroom activities such as reading aloud, dialogues and games. This type of interaction among classmates would motivate the inclusive students to communicate freely, express opinions, and build relationships with teachers and friends as part of human development.

Encouraging social development and social learning support children’s’ overall development as they grow up to form a balanced society (Halle & Darling-Churchill, 2016). In the case of English Language learning, teachers need to practice the theory of human development under the four concepts of inclusion, which is associated with

the inclusive students and the English subject teachers in the inclusive programme in the school where the research is conducted.

Concept 2: Social Development and Social Learning (Vygotsky, 1978).

The theory of social learning emphasises social experience, in the development of 'self-efficacy' which is a characteristic of teacher competence and readiness (Vygotsky, 1978). A person's attitude, abilities and cognitive skills comprise self-system. This system plays a major role in how an individual perceives situation and responds to different situations. For English Language learning, teachers' self-efficacy could be improved through professional development aimed at enriching the attitude, ability and cognitive finesse of the English subject teachers. Thus, this concept of the self-system can be considered as an important element of teacher personality development in inclusive settings (Bandura, 1977).

Vygotsky (1978) states that, since schools are incorporated into the larger society, some of their activity settings are determined by this larger conceptuality where social interaction takes place. Special educational programs should have the same social and cultural goals as general education programmes (Vygotsky, 1978). Teachers in inclusive settings presently need a special training in English, to carry out and support Vygotsky's idea of identical goals for students with special needs and their mainstream classroom peers (Marimuthu, 2015). In addition to social learning and observational learning theories, the zone of proximal development states that students learn, when guided by an adult by means of clues, modelling, explanation, joint participation and encouragement in the inclusive settings (Baskarada, 2014).

Professional development for teachers and the quality of teaching English are vital elements that contribute towards their students' success in learning and

collaborative problem solving related to specific problems of practice during the English lessons (Moss & Brookhart, 2012). Encouraging social development and social learning support children's overall development as they grow up to eventually form a balanced society (Halle & Darling-Churchill, 2016). The versatility of inclusive students' performance, more broadly the reciprocal dynamic between programmes, policy makers, researchers, teachers generating knowledge, guidance of practitioners and education policy should be highlighted to overcome issues (Moss & Brookhart, 2012). In their professional model, the author refers to two broad responsibilities which comprise developing new meanings linked to diversity and promoting inclusive practices during the English lessons within schools. So, the conclusion to be drawn from their remark is that school authorities should take on the responsibilities mentioned by the author to create a better learning environment for inclusive students (Ainscow, 2013).

The second concept of social development and social learning among inclusive students can only take place with the guidance of professionally TESL trained special education teachers (Vygotsky, 1978). The mainstream teacher's positive attitude and personality towards the social development and social learning particularly in English language learning according to the four concepts of inclusion is in line with the research topic: The importance of TESL trained special education teachers as a support system for inclusive classroom.

Concept 3: Transformation in Thinking (Ainscow, 2013).

English subject teachers have to direct their views towards believing that they are able to teach all students in a class of diverse students and it is their accountability to cater for diversity in inclusive education (Tomlinson, 2000). Adaptations are crucial for successful learning of a language in a diverse class of

students. Ainscow's model supports inclusive educational practices. In this model the main idea developed in inclusive practices is to switch from the regular way of thinking to HOTS type questions.

Through his model, Ainscow intends to help teachers focus on factors that sustain inclusive development within an educational system like DLP. Ainscow emphasises on possible mechanisms that can help to further develop the system as practices are ways of negotiating meaning through social action. He informs us that the development of inclusive policies and practices is rapidly changing education systems, and that is a complex business. He hopes that the ideas in his model will stimulate thinking skills and will enable further progress in the acquisition of English Language as a tool to communicate.

Knowing the fact that the inclusive students have a slow cognitive development, the English subject teacher could diverse teaching strategies to encourage thinking skills. The English subject teacher could use language games like puzzles, quizzes and other brain storming activities which stimulates thinking skills for proper reasoning that would widen their knowledge. It is necessary to interrupt the present structure of thinking and allow it to become more inclusive with fresh ideas and methods of teaching and learning so that all students would understand the lesson (Moss & Brookhart, 2012). Ainscow considers the paradigm shifts implied in Salamanca Statement which argues that changes towards inclusion are about the development of schools, and do not simply involve attempts to integrate students with special needs into regular classes (Ainscow, 2013).

The third concept of transformation in thinking skills is similar to the concept in this research which emphasises the need for professionally TESL trained special education teachers as a support system in the inclusive classroom. Since these

teachers are professionally trained, they would be able to provide services in accordance to the DLP syllabus and curriculum specifications in the inclusive classroom. The transformation of thinking skills among inclusive students is important to make them feel confident to enable them to acquire knowledge in the mainstream classroom during the English lessons. With the guidance of a professionally TESL trained inclusive teacher as the support system, the inclusive students will be able to gain better knowledge and progress steadily in acquiring English language professionally.

Concept 4: Teacher Proficiency (Watkins, 2000).

Watkins, (2000) through his model on “Teacher Competences” explains that competences are important for high level teaching and learning which help the learner to stimulate upward movement through the four skills in English. Watkins describes in his model that teachers need learning competences and performance competences to be proficient in inclusive settings (Watkins, 2000). In his model, Watkins refers to five levels of competences and they are:

- i. Level 1: presenting and asserting self-sequencing tasks, questioning, presenting information and instructing activities according to English Language themes.
- ii. Level 2: monitoring learning, self-reviews, eliciting pupils’ knowledge, planning classroom experiences and handling interaction during English lessons.
- iii. Level 3: evaluating learning using multiple perspectives and self-evaluation in the school based English test papers.
- iv. Level 4: reviewing goals, viewing context and future critiquing models and experimenting using the Individual Assessment Progress Report.

- v. Level 5: being an effective learner, handling ambiguity and complexity, flexibility, and self-reflexivity either with remedial or enrichment activities in English.

From Watkins' model, it can be summarised that English subject teachers need to reach the fifth level where they are able to be effective learners, know how to handle ambiguity and complexity, be flexible and self-reflective when delivering English lessons in the classroom. Watkins also advises teachers to be able to use multiple perspectives for evaluation, including self-evaluation. In performance competences, he states that the teacher needs to plan instruction, and monitor students' learning as well as present information effectively during lessons in the classrooms. The competence model by Watkins reflects what is proposed in this paper which is, English subject teachers need in-service training through which they can be equipped with knowledge, practice, skills and values to handle diversity (Watkins, 2000).

The Watkins Model of teacher proficiency is related to this research topic which is the importance of TESL trained special education teachers for inclusive classroom.

The English subject teachers' Attitude Towards Inclusive Students in Malaysia

The Education for All, policy introduced in 2000 highlights the challenges of education for all and refers to the lack of attention towards the quality of teaching and learning in inclusive education. It declares that information concerning the quality of teaching and learning in inclusive education and effectiveness of general educators is minimal. Subsequently, continuous professional development and in-

service training is important to maintain teacher professionalism so that they can develop a positive attitude towards inclusion in Malaysia (Jamil, 2007).

Generally, the English subject teachers' pay minimal attention to the inclusive students because they have a bigger responsibility towards the 40 normal mainstream students in a classroom. The English subject teachers find it difficult to teach the inclusive students because they can be noisy, lack discipline and are not interested in learning. Moreover, the English subject teachers are apprehensive to write reports explaining the poor examination results obtained by the inclusive students (Lee & Low, 2014). Therefore, the teachers' pay more attention to the normal mainstream students and leave the responsibility of teaching the inclusive education students to the inclusive teacher. The normal mainstream students benefit and gain knowledge from the English subject teacher because they are normal children without any learning disabilities. So, most of them are able to follow the lessons and use all the school text books, activity books and resource materials available with confidence.

The inclusive students are usually placed right at the back of the classroom to make it comfortable for the inclusive teacher to teach them. The general understanding or culture is, that the inclusive teacher would be guiding the inclusive students. As such, the inclusive students must be placed at the back of the classroom so that they do not bother the English subject teacher conducting lessons in the classroom. This is a common belief among all English subject teachers in most of the inclusive programmes in primary schools.

The inclusive teacher is given a timetable to supervise and guide the inclusive students for major subjects like Bahasa Malaysia, English Language, Mathematics and Science. However, the inclusive teacher who is a non- English Language trained

teacher is unable to help the inclusive students during the lessons because he/she does not know the answers to many exercises especially grammar related lessons, comprehension passages and vocabulary related to phonetics in English language. The researcher had observed that the inclusive students prefer to copy the answers from their peers just to complete their written work. Most of the time, they simply write answers in the blank spaces of the written work without comprehending the purpose of the lesson. It is difficult to implement teaching English on a practical level due to the tension produced by the challenges of teaching English in classroom environment by non- English language trained teachers (Plett, 2008).

Therefore, given the circumstances it is understood that most English subject teachers are not aware or even bothered about the inclusive students. Another research that supports this statement is: Holistic inclusive education progress in Malaysia (Saad, 2014.) The study made recommendations on how to improve the knowledge level of special education needs of in-service teachers, parents, other professional and administrators in order to achieve holistic inclusive education for special education needs pupils in Malaysia (Saad, 2014). This research suggests ways on how to overcome lack of knowledge in teaching methodology, recognising medical conditions and the importance of collaboration among teachers and parents. This research has some common areas of study and recommendations that are similar to the research conducted by the researcher.

Another study conducted by the same researcher stresses that attention and support for students with Learning Disabilities among special education children are low (Saad, 2014). This research also supports the area of study which is the focus of this research. It proves that special education students need adequate support to achieve education goals. The study states that both the mainstream and special

education teachers lack knowledge and professionalism in dealing with the special children. The teachers need to be sent for in-service and pre-service courses to upgrade their knowledge in special education.(Saad, 2014). The teachers need to be given motivational courses and talks on psychology so that there is a change in the negative attitude that they harbour towards inclusive students. This research is also similar because it describes the negative attitude of the English subject teachers towards the inclusive students in the mainstream classrooms.

In addition, another similar study on attitudes and inclusion entitle: An examination of teachers' attitudes towards inclusive students with disabilities describes factors like experience, professional development and administrative support through a short interview (Walker, 2012). The results revealed that the primary support, required is in the form of emotional, instrumental, informational support scaffolding as well as professional development. They have a positive impact on teachers' attitudes towards inclusive students (Walker, 2012).

This study has some common interest on the grounds that teacher's professionalism and the support system contributes towards a positive impact on inclusive students' learning experience. The researcher also describes the common issues which are similar to her case study, which are linked to the importance of TESL trained special education teachers as a support system for inclusive classroom.

Studies also indicated that short term in-service courses taken by English subject teachers are inadequate for them to understand and teach special children. However, the majority of English subject teachers agree that the inclusive education programme is good for special needs students but were concerned over the lack of knowledge to meet their special needs, inadequate teaching methodologies and other support resources needed by the inclusive students. The acceptance and positive

attitude change of English subject teachers can be further increased through training and education. Teachers should confront their attitudes and beliefs about diversity and accept responsibility for all types of learners (Hashim, 2014). Policies around the world are intensifying the call for teachers as agents of change in the context of inclusion and social justice (Pantić et al., 2015). Teachers should support those vulnerable to marginalisation as part of their daily practice and not to see this as an additional responsibility. This requires flexible pedagogy and organising the curriculum and assessment framework. In a recent case study, prepared for UNESCO- IBE meeting in 2014 by the European Agency for Special Needs and Inclusion education emphasise the need to contribute towards addressing the ‘knowledge gap’ by empowering inclusive teachers through training and support (European Agency, 2015).

The English subject teachers should be encouraged to attend courses in motivation and teaching methodology on special education to enhance the English subject teachers’ perception, attitude and approach towards the inclusive students. It is not sufficient to only improve access to education. Learning cannot be assumed as a by-product of increased access (Hunt, 2015). Moreover, many learners require additional support to overcome barriers in learning arising from existing organisational structures, inflexible curricula, inappropriate assessment systems, examinations as well as the negative attitudes and beliefs concerning special children’s potential (Rouse et al., 2012). In many countries like Austria, Finland, Scotland and Ireland trainee students pursuing a bachelor’s degree in education study for 4 years with additional one year compulsory master’s level study in inclusion education for primary and secondary education. The change in policy for teacher training is to overcome the problem of shortage of trained teachers and to increase

professionalism in the inclusive programme and in the mainstream classrooms (European Agency, 2015). Therefore, the need to have a TESL trained special education as a support system for inclusive classroom is timely. The discussion based on the attitude of English subject teachers answers research objective one and three of the study.

Why Inclusive Students Find It Difficult to Learn English Language

Almost all inclusive students have slow cognitive development. So this is one of the major factors for a slower rate of language acquisition. Some of the ailments like mental retardation, physical disabilities and lack of moral support result in these students to be left far behind time compared to their peers. The lack of confidence hamper their language improvement and so, they find language difficult to learn. The students face arduous challenges in learning the writing skill (Padurean, 2014).

They find the language difficult because they have to master all the four skills in English Language at the same time. Since they are unable to read fluently, these students do not understand the texts that they have read. They are very timid and usually never want to ask for help when they do not understand the lessons (Padurean, 2014). They are unable to procure basic English vocabulary to speak up in English and to ask for help from the teacher. Moreover, they prefer to speak in Bahasa Malaysia during the English lessons. It is to be noted that most inclusive students' mother tongue is Bahasa Malaysia and teachers usually emphasise mainly on the acquisition of mother tongue. In addition, the parents also do not encourage the inclusive students to improve on English language skills proficiency from standard 1 (Musa, 2012).

They do not see the importance of English Language with relevance to higher education in life. The students are normally slow in reading besides writing also due to lack of reading practices. This is a contributing factor that results in these students to lag behind in time up to 2 to 3 years (Pei Pei, 2015). Moreover, they hardly speak in English because they are not exposed to the situation where they are given the opportunity to practise speaking in English. All of them are compelled to listen to the teacher speak in Bahasa Malaysia during the English lesson in the classroom (Musa, 2012). Apart from linguistic obstacles, the social surroundings such as an unenthusiastic attitude, lack of interest towards learning the language and an environment that does not encourage learners to use the language worsens the effort of acquiring the language (Musa, 2012).

The parents of the inclusive students from the where the research was conducted realised that their medical condition do not place emphasis on learning English Language. They are content to see their children fluent in speaking, reading and writing in Bahasa Malaysia. Additionally, the parents themselves do not in speak English. Thus, it is very difficult for the inclusive students to master the language independently. Alternatively, literacy as a social practice views language learning as ideological and that learning a language is best handled by participating in meaningful interactions (Yamat, 2014). More importantly, the ways in which teachers and students interact are already a social practice that will affect the nature of the literacy learned (Yamat, 2014). However, many English subject teachers lack experience in teaching the required skills to children with special education needs (Griffin, 2011). The reasons why the inclusive students find it difficult to learn English answers research objective three of this study. The inclusive students would

be able to learn English with the presence of a TESL trained special education teacher as a support system for inclusive classroom.

Brunei.

In the introductory chapter of this study, there was a write up about how Singapore views at inclusive education and how much support the inclusion programme receives from the Ministry of Education in Singapore. The next in line is Brunei Darulsalam. Brunei is a small independent country situated in between Sarawak and Sabah. It has implemented inclusive education since 1994. According to the (Learning assistant teachers) LaTs programme, the aims to engage in reforms in various areas of special education for example, teacher training and curriculum that could achieve quality education for inclusive students in a mainstream school setting. Brunei introduced a number of educational reforms to support the implementation of inclusive education into its education system. These reforms include teacher education, expansion of teacher training programme to inclusive special education and policy implementation. These reforms help the teachers to improve knowledge and acquire skills to promote inclusion at all levels (Mundia, 2009).

Brunei believes in training both special education and English subject teachers so that both professionals are able to gain knowledge in their teaching practice. The LaTs programme encourages the co-operation among the inclusive teachers, the mainstream teachers and the parents that often require multi-team consultations (Mundia, 2009).

Ireland

i) The Special Education Support Service in Ireland

The Special Education Support Service in Ireland (SESS) is established and funded by its nation's education department. The main objective of SESS is to enhance the quality of teaching and learning for children with special needs in schools. The mission is to support the special education support system.

The SESS in Ireland is established by the Education Ministry of Ireland. The mission is to support the personal, social and educational development for special education needs through the application of psychological theory and practice in education. These services are provided by the foundation of National Educational Psychological Service (NEPS Statement of Strategy 2001).

In 2013 and 2014, The Ministry of Education of the Irish government appointed 5,700 resource teachers to teach an additional 5000 shadow teachers so as to provide additional support to a ratio of one to one attention for special needs students. The Department of education spent £1.3 billion on supporting special education needs of which £900 million was spent employing highly trained special educationist.

ii) Other education support provided by the Irish government are:

Assistive technology – inclusive students need braille and computers to help them in their daily classroom activities. Braille helps the blind students to study and hearing aids help students with hearing problems. These students are given free medical assistance under the guidance of specialist doctors.

a) Home tuition - Some students with cerebral palsy and total physical handicap need home tuition because they are unable to move around independently. Social workers and volunteers provide home tuition on a regular basis to these children.

- b) Voluntary Service Teachers- Inclusive teachers also provide counselling and moral support to the children and their parents on a weekly basis to motivate students.
- c) Transportation service – Most of the students are provided with a free transport service to school every day. This is to ensure that the students do not miss school and are able to commute safely.
- d) Additional services - Special furniture, clinical psychologists, speech & language therapy, physiotherapy, occupational therapy and child mental health screening. Some inclusive students need the assistance of a speech therapist, physiotherapist and occupational therapy because parents are unable to send the children to hospitals to procure the treatment. Moreover, some students need custom made chairs and tables according to their physical conditions.
- e) School building adaptations where necessary – Staircase with railings, corridors with railings and specially designed toilets to suit to the requirements of physically handicap children to support them while walking.
- f) Special grants with special cares- Welfare bodies give special grants for medical expenses for children who need to undergo surgery or other forms of medical treatment.
- g) Fast examination assessment – The results of the school based examination are distributed to the parents in a short period of time so that proper support can be arranged rapidly and in accordance to the students' academic achievements.

These significant investments in providing support for students with special educational needs over the last decade was fully acknowledged and appreciated for the vast overall progress that it has made in the area over the decade. The school head applies for the above supports on a case to case basis. Support from the

Department of Health through specialist teams provide for the children with special education needs throughout the country (European Agency, 2015).

Summary

Significant changes are taking place in special education policy making and practice because they have become the concern of the general education system (Griffin et al., 2011). Resources have been put together in schools to enable these schools to become fully inclusive. Moving towards inclusion is a slow process and achieving 30% to 75% of special education needs students being infused into the mainstream school system under the inclusive programme is a difficult task. This chapter has highlighted the reasons for the inclusive students to have TESL trained special education teachers as a support system for inclusive classroom. The methodology is discussed in Chapter Three.

CHAPTER 3

METHODOLOGY

Introduction

This chapter gives an account of the methodology chosen for this qualitative descriptive design in the form of a case study. The methodological steps taken are related to the research questions. In this chapter, the research design, setting, the target population, instrumentation, descriptions of data collection method and data analysis procedures are presented. Since the researcher is interested in one specific case subject with embedded units, an intrinsic case study approach is considered (Stake, 1995). A descriptive case study design which focuses on how and why questions are adopted and the impossible manipulation of behaviours or participants are explored in the study (Yin, 2006).

This qualitative case study research design is made explicit as it describes the study accurately with regards to the collection of data. However, the subjectivity is considered as typical of the reciprocal nature of the research process (Baskarada, 2014). In this case study, the researcher takes the role of research instrument to collect data using her daily contacts while dealing with experiences collected in a systematic way. In case studies the discipline must be learned explicitly to keep the interpretation and evaluation of data in one side and data collection on the other. As such, a case study places higher demands on the researcher's intelligence, personality and emotions (Yin, 2009).

This study is carried out to demonstrate the importance of TESL trained special education teachers as a support system for inclusive classroom. The researcher has given a brief history of the inclusive education programme in Malaysia and in the

school where the research is conducted in Chapter 2 of this research study. Other forms of data like government reports, newspaper articles, journal articles and documents help to locate specific information within the existing body of literature. Creswell presented a perspective that qualitative research addresses research problems entailing a detailed understanding of a central phenomenon. He asserted that the research questions are generally broad and open-ended (Creswell, 2012). Therefore, this study will focus on the importance of TESL trained special education teachers to teach English in the inclusive classroom as its primary focus.

Qualitative research design is an in-depth study and can be complicated as it presses for high quality analysis (Hoey, 2014). The special education needs students irrespective of their race, religion, mother-tongue language and medical condition go through similar problems and challenges in the mainstream academic school regularly throughout their school life (Marimuthu, 2015). The researcher noticed that the inclusive students appear lost, anxious and prefer to keep silent rather than ask for help during the English lessons.

The researcher regularly observes the behavioural patterns of the inclusive students during the school hours. She has written some field notes based on these observations not only on the selected candidate named Fahmi, but also on the English subject teacher, the classroom situations and the mainstream students in 4 J classroom in the school where the research was conducted. Generally, most of the inclusive students are timid, have low self-esteem and are shy to communicate with the others because of an acute inferior complex present in them. Yet, very little or limited support is given to these children to overcome the challenges they face. As a researcher exploring these issues, efforts to develop, expand knowledge and experience in the form of qualitative research is necessary in order to further study

the gap to and utilise a variety of research paradigms using semi-structured interviews and analysis of documents. It is to be noted that there is no research thus far to determine the importance of TESL trained special education teachers as a support system for inclusive classroom.

This chapter answers the three research questions as stated below:

1. What are the challenges that inclusive students face when learning English under the English subject teacher?
2. What are the common writing errors made by the inclusive student?
3. Why it is important for inclusive students to have TESL trained special education teachers as a support system?

In qualitative research design, an interview protocol is one area of interest to the researchers. Interviews are coupled with other forms of data collection in order to provide the researcher with a well-rounded collection of information pertaining to participants' experiences and viewpoints on a particular topic, program or situation (Turner, 2010). In order to strengthen the findings from interviews, the researcher assembled additional data collection through observation and document analysis from the school based examination test papers and workbooks.

The Research Design

This descriptive research case study explores the classroom settings in mainstream classroom to obtain detailed knowledge on a particular situation and how the participants in that setting respond to them. Qualitative research is defined as a process which explores human behaviour using exploratory techniques such as observations, interviews, and case studies (Hoey, 2014). The researcher decided on

a descriptive case study to report the difficulties faced by the special education needs students when acquiring English Language in inclusive classrooms. Qualitative research includes the views of participants, the co-relation to general questions on the how's and whys in a certain context, data consisting largely of words or text in verbatim from participants and conducting inquiries in a subjective manner in order to have a deeper understanding of the central event (Hoey, 2014). The researcher is truly interested in an intrinsic case study on the importance of the TESL trained special education teachers as the support system for inclusive classroom. This single case study is also embedded as it represents the other 10 inclusive students in the inclusive programme. The researcher is looking into the real life experiences of the inclusive students who are currently facing many challenges in learning English from the mainstream teachers without the support system. The researcher is drawing the attention of everyone concerned to make a decision to solve the issue of the support system needed by the inclusive students when learning English in the inclusive classroom.

Population

The special education unit has 42 students with various medical conditions like Down Syndrome, Autism, Cerebral Palsy, slow learners, ADHD and Dyslexia. As many as 11 students sat for the qualifying test and are integrated into the inclusive classrooms. All the 11 students are attending the full inclusive programme in the mainstream classrooms. Only 1 student is selected as a purposeful sampling from the 11 students. The selection of this particular candidate for the case study was not based on random sampling. Fahmi is 12 years old. (Pseudonym) He is a mild autistic with slow cognition. Fahmi was selected for this case study because he was the most outstanding among the 11 inclusive students. The other 10 inclusive students who are

slow learners are considered as embedded units. They face similar challenges when learning English with the mainstream teachers. A total of 1350 students study in the one session school where the study was carried out. Majority of the students live in the municipal council low cost flats nearby.

Location of Study

The research was conducted in a government school situated in an urban area in Bangsar, Kuala Lumpur.

Sample and Sampling Methods

A sample is a set of elements taken from a target population (Creswell, 2012). Purposive sampling is also known as selective sampling. Purposive sampling is a non-random sampling technique in which the researcher solicits persons with specific characteristics to participate in a research study (Creswell, 2012). Sampling is the process of selecting a sample from a population (Creswell, 2012).

There are 11 inclusive students in the inclusive education programme where the research is conducted. Fahmi (pseudonym) is the element selected from the population of 11 inclusive students for this case study. The other 10 inclusive students are embedded in this research because they experience similar problems when learning English under the mainstream teacher. This is a purposeful sampling because Fahmi is able to read at a moderate pace, is hardworking, his handwriting is legible compared to the others. He understands some instructions, he is the oldest and the most outstanding student among the inclusive students. Fahmi is twelve years old and a mild Autistic with slow cognitive development.

The purposive sampling technique relies on the judgement of the researcher when choosing a representative sample to suit to the needs of the research (Creswell,

2012). More information about Fahmi is written in the paragraph entitled “The selected candidate for the research – Fahmi.”

The Research Participants - The Researcher

The researcher herself is the main participant in this study. Information about her is available on pg 7 of this study. The selected candidate Fahmi, the English subject teacher, the inclusive teacher and the Fahmi’s mother are the other 5 participants in this research. These participants are directly involved in the research.

The Selected Candidate for the Research – Fahmi (Pseudonym)

The researcher had carefully selected a year 4 student named Fahmi from the 4 J class in the school where the study was carried out. It was a purposeful sampling. This is a single case study on a purposeful selected candidate named Fahmi but all the other 10 inclusive students are embedded. He was born on 10 September 2005 in Kuala Lumpur. He is 12 years old and is mildly Autistic with slow cognitive development. He was integrated into the inclusive classroom two years ago after qualifying the entrance examination by scoring marks above 60% in all the 4 core subjects. Fahmi was selected because he is able to read at a moderate pace, understands simple instructions and his hand writing is legible. He is the best candidate among the 11 inclusive students. Physically he is big built, fair skinned and good looking. The researcher selected Fahmi as he managed to obtain marks above 50 % in the PKSR 1 and PKSR 2 English Language test papers in 2015. Moreover, Fahmi is able to read simple sentences independently, understands simple instructions and is able to do some of the written exercises given by the teacher as compared to the other 10 inclusive students. Moreover, his handwriting is legible compared to the others. He was selected to represent the other 10 students who are facing similar challenges when learning English in the inclusive classrooms. When 1

selected subject or candidate represents the single case study, it is known as single case study with embedded units (Yin, 2003).

Fahmi is quiet, he likes to dream and talks to himself. Fahmi is able to read at a moderate pace and is able to follow some of the lessons when guidance is given by the English subject teacher. The researcher is focusing on his written skills so as to narrow down the study. The focus is mainly on spelling, orthography, punctuation marks, application of singular and plural nouns in grammar items and in sentence construction. This is favourable to the second research objective: To identify the common writing errors of the inclusive students. Generally, all the inclusive students find writing skills to be the most challenging. Explanations with examples can be seen in Chapter 4 about the writing errors, spelling errors and essay writing difficulties. The researcher decided to study the essay writing section because 25 marks are awarded for the question in the Section C of the English Language Paper 2. Moreover, the writing skills determine the competency of the students in English Language (Thulasi, 2015). Marks are awarded based on the writing skills in test papers like PKSR 1 and PKSR 2 every year. All the 11 inclusive students performed poorly in Section C of the English language Paper 2 in the PKSR 1 and PKSR 2. Fahmi scored 1 out of 25 marks in Section C of Paper 2. Besides that, Fahmi was selected because his handwriting is legible, he is cooperative, polite and hardworking. This fills the gap for the second research question: What are the common writing errors made by the inclusive student?

Therefore, this study involves observations and interviews from the selected candidate of the case study. The inclusive teacher, the English subject teacher and the parent of the inclusive student. The formal and informal interviews conducted would provide in depth information on Fahmi's current situation. Some active and inactive

observations with field notes were taken on Fahmi during the English lessons in the classroom and during outdoor activities. The individual progress report that is used to record the achievements of the inclusive students for certain periods of time is kept in a file for assessment by the doctors, teachers and the parents. Based on these progress reports, inclusive teachers are required to conduct remedial or enrichment exercises to guide the inclusive students.

The English Subject Teacher / The mainstream teacher

The English subject teacher is a TESL trained teacher who has been teaching English language in the school for the past 8 years. She is also referred to as the mainstream teacher in this thesis. She is married and is in her mid-30 s. She likes teaching English to the mainstream students. During the interviews, she blatantly admits her dislike teaching special needs students as she lacks the psychological and pedagogical knowledge of dealing with them. She is anxious as she is unable to teach in diverse situations. She finds it difficult to teach Fahmi as she does not understand his medical condition which is related to his studies. She was cooperative and friendly during the three open ended semi- structured interview sessions. She answered approximately 39 open ended questions which provided in-depth information for the study which answers research objective 1 and 3. She gave permission to obtain data such as lesson plans from her record book for the purposes of this research. Fahmi faces some challenges when learning English during the English lessons in the inclusive classroom.

The inclusive teacher

The inclusive teacher who has a basic degree in accounting, attended a 10 month KPLI Diploma in teaching. She later attended an intensive 3 day course in special education conducted by the Education Department. She was selected to be

the inclusive teacher on the rotation basis for the year 2016. She is 28 years old and has been teaching in the special education unit for the past three years. She was supposedly instructed by the supervisor to teach and relieve the special education students in the centre due to an acute shortage of teachers in the special education unit. Therefore, she was unable to teach the inclusive students for many months. The researcher conducted around 4 sessions of approximately 29 open ended questions which provided some important information for the research. She agreed that a professionally TESL trained special education teacher must be employed on a permanent basis so as to avoid the rotation system which causes some confusion among the inclusive students. The inclusive teacher was supportive of the importance of the support system for the inclusive students and this answers research objective 3 of this study.

Fahmi's mother

The parent of the selected candidate, Fahmi's mother works as a clerk in a private sector. Fahmi is her eldest son who is twelve years old. He is a mildly Autistic with slow cognitive development. She has three other school going children. She and her children converse in Bahasa Malaysia because it is their mother tongue language. She is concerned about Fahmi's performance in school. She responded approximately 9 open ended questions during the one session of semi structured interview which was held in the school. Based on the interview, she decided to send Fahmi to the secondary school to study Form 1 without sitting for UPSR because he was already twelve years old and it would prolong time factor if we were to stay on in the primary school for another two years.

Research Methods.

Research methods reflect the approach in addressing the research problem by adopting a descriptive qualitative case study methodology. A prospective researcher will eventually fine tune the pre-conceived notion on inclusive students as well as interpreting the thorough process by analysing and estimating the issues from an in depth perspective (Mansell, 2011). Active observations, field notes, interviews with the teachers, the parent, the written exercises from workbooks, test papers, individual assessment plan report, articles from the library and websites were collected to gather information for this research.

The Research Instruments

In a qualitative research, the researcher acts as the primary instrument to collect data or gather information, observations with field notes, conduct formal and informal interviews, or conversation and carry out the field study (Creswell, 2012). Thus the researcher is a participant observer and reflective practitioner. Considerable time had to be spent at the site and this requires a high degree of patience and willingness to pick up clues that would eventually contribute widely to the data collection. The appropriate instruments used in the school are the IAPR, written exercises in the workbooks and the test papers which are systematically, organised, focused and have high reliability (Hamzah, 2015). These instruments are able to assess the cognitive, affective and psychomotor aspects in accordance to the school curriculum (Merriam, 2015).

In relation to this, the data collection created by the researcher includes observations, interviews with the English subject teacher, the inclusive teacher, the mother of the selected candidate, workbooks, the PKSR 1 and 2 test papers, the IAPR and data obtained from the University Malaya library. The researcher observes

the students' behaviour and talks to the students to gather additional information. She records field notes and discusses matters that arise from these records with the English subject teacher regularly. These explanations respond to the first, second and third research objectives and research questions.

A case study can be viewed as an in-depth study on interactions of a single instance which is methodically prepared and the collection of evidence is systematically undertaken in an enclosed system (Opie, 2004). In this case study, the researcher collected the research instruments in 10 months. A case study also focuses on an actual situation with real people in an environment familiar to the researcher (Yin, 2006).

The scientific conventions used in social science and the set of procedures for the placements of the students into the inclusive education are strictly followed to make it valid and reliable (Yin, 2009). Based on the Conceptual Framework diagram given in page 30, a chain of evidence is systematically recorded using direct observation and interviews as the main source of data collection. The conceptual frame work displays the placement of special need students into the inclusive programme. The inclusive students are special needs students who qualified the entrance exam by passing the SBA written test papers in the 4 main subjects. The students who qualified are then integrated into the mainstream classrooms according to their mental abilities. A year 4 student (Fahmi fictitious name) with mild Autism and slow cognitive development is selected for the purpose of this study. Approval from the headmaster was obtained to conduct the research. (See Appendix B).

In the process of conducting the study, the researcher had assured the authorities concerned that any information derived or gather, or the purpose of this study will be kept private and confidential. Ethical research practices were followed

such as guaranteeing privacy and anonymity as well as not entrapping the participants (Creswell, 2012). The researcher had built a good rapport with the teachers and students so that they would feel confident and comfortable with the researcher. In keeping with the purpose of this study, the role of the researcher as the non-participant observer was undertaken when the teaching and learning took place in the classroom so that there was no disruptions created during the lessons. Here the researcher adhered to Merriam's recommendation, that, "observation makes it possible to record behaviour as it is happening" (Merriam, 2015, p. 119).

Data collection method.

In this study, data was collected from observations as field notes, interviews with the English subject teacher, the inclusive teacher, Fahmi's mother, written exercises, test papers, School Based Assessment Scores, the English subject teacher's record book, workbooks and the Individual Assessment Progress Report. The researcher is the participant observer in this case study. Merriam asserts that interviews and observations are the main sources of data collection in qualitative research (Merriam, 2015).

Multiple observations are conducted to interpret the importance of TESL trained special education teachers as a support system for inclusive classroom. In order to gain more information and knowledge, the participants were asked a number of probing questions to observe certain behavioural patterns and emotions. There are three steps involved in analysing the data collected in a qualitative study. The first is organising the data, the second is the description of the data and the third is the interpretation of data which is progressively narrowed into small important groups of key data (Best et al., 1998).

Areas of Research Emphasizing on Writing Skills

The researcher is concerned and is looking into Fahmi's written work. The researcher is also exam orientated and she wants to see the improvements in the writing skills and examination scores obtained by Fahmi in PKSR 2 year 2016. Her emphasis is on the spelling, orthography, punctuation and basic grammar in singular and plural nouns and essay writing skills. Majority of the students were unable to score good grades in English test Paper 2. The researcher has collected some written exercises from Fahmi's school workbooks and test papers (Appendix E till E.29). Fahmi is unable to complete his written exercises in the classroom most of the time because he does not know how to form sentences with his limited vocabulary knowledge. He makes many spelling errors in his written exercises with almost every word has spelling mistakes. Moreover, he does not know the proper arrangement of words to form a phrase, misses the punctuation marks and the capital letters in some of his written work. (Refer Appendix E. 3 and E. 13). Therefore, he needs example answers in written form for him to read and understand then he prefers to copy the answers because his mind is unable to restore all the words which he had read. Sometimes, he is unable to complete his written lesson because he did not get enough help to answer the questions so prefers to copy answers so as to complete the written work given by the teacher.

Some of Fahmi's written exercises show that he has problems with commas and full stops. The sentences become run-on blocks of text without any breaks if they do not have the correct punctuation marks like the commas and full stops (Mateski, 2014). (Refer Appendix E. 3). For example, in this guided written exercise for question number 1, Fahmi did not write a comma after the name Judith (Appendix: E.3).

Besides that, not only answers to the questions number 3, 4 and 5 are short, he did not put full stops at the end of the sentences (Appendix E.3). Fahmi also has problems identifying the purpose of capital letters and the small letters. He starts off writing a sentence using a lower case and suddenly has a upper case in the middle of a sentence (Appendix E.9). The letters 'w' and 'k' are written slightly larger so they look like capital letters in the middle of a sentence. After the full stop, the letter 'y' should be written in capital letter 'Y'. This shows that Fahmi needs more practise to understand the uses of capital letters and small letters under the grammar topics Proper Nouns and Common Nouns. Besides that, he is unable to remember the grammar rules of when to put the 's', 'es', 'ies' for plural nouns. He needs personal attention with low voice explanation. He is weak in spelling. This can be seen from some of the written exercises with spelling errors (Refer Appendix E. 1). This is when the need for TESL trained special education teachers arises to teach grammar units correctly. Teachers who are not TESL trained may find it difficult to teach grammar according to the rules correctly (Musa, 2012).

Since, Fahmi has difficulty in writing skills, he needs one to one attention to help him read comprehension passages, to explain the contextual meaning and guide him to construct sentences with the given words. In other words, Fahmi needs a TESL trained special education teacher to teach him English during the English lessons. The researcher has taken some field notes about the classroom situation as unofficial observation during lessons and during examinations.

Analysis of documents.

Documents are highly important in every case study (Yin, 2003). Stake (1995) stated that "gathering data by studying documents follows the same line of thinking as observing or interviewing" (p.68). The analysis of data as a matter of

giving meaning to first impressions, observations and interviews as well as to final compilation of the views. The use of documents is to corroborate evidence from some other sources, the documents can be provided to substantiate information from observations and interviews and the clues obtained may allow the researcher to form new questions to seek clarifications (Stake, 1995; Yin, 2003). In this study, observations, the field notes taken during the observations, the English subject teacher's record book, the selected student's work books, written exercises, the test papers, semi structured interviews, MOE reports and the Individualised Assessment Progress report (RPI) are the considered documents. The researcher observed and wrote field notes based on the observations carried out from time to time as useful information for the purpose of this study.

Observations

Observations are noted as the actions or process of closely monitoring an issue or someone. Researchers use all of their senses to observe people in natural settings or situations (Aboagye, 2017). Observational data collection method is normally used to conduct studies on people with learning disabilities who may not be able to respond to interviews and questionnaires (Mansell, 2011). Observations have the advantage of directly assessing the live experiences of people using services (Yin, 2006). The researcher, being an active participant observed approximately 11 subjects on the lessons conducted in and out of classroom settings. Based on these observations, the researcher gathered information on the teaching and learning process during the lessons, Fahmi's attitude and behaviour during lessons and 4J classroom situations. It begins with the question of what to observe and how to define it so that the information gathered is valid and reliable (Mansell, 2011).

The 1st observation was carried out on 18 January 2016, in the 4J classroom. The researcher had taken an extract of the lesson plan from the English subject teacher's record book with her permission. The lesson was conducted for an hour and at the end of the lesson, students were given written exercises based on the objective of the lesson as planned by the teacher (Appendix: E).

Merriam, in her research, supports this factor by mentioning that, "Observation makes it possible to record behaviour as it is happening or what is happening here" (Merriam, 2015, p. 119). In fact, Merriam (1998) further states that "data analysis is the process of making sense out of the data and involves consolidating, reducing, interpreting what people have said, what the researcher has seen and read" (Merriam, 2015, p. 178).

The 2nd observation was conducted on 20 January 2016, between 8.30a.m. – 9.30 am in the 4J classroom. The researcher affirmed that data collection activities are done simultaneously in a qualitative research. In 2nd observation, Fahmi seems to be happily talking to someone in front of him. Fahmi was day dreaming during lessons in the class which caught the teacher's attention (Appendix: E.2).

The 3rd observation was carried on 15 February 2016, in the 4J classroom between 9.40a.m. – 10.40 a.m. The English subject teacher conducted a lesson on writing e-mails. The students were required to copy the format for writing an e-mail from the blackboard. Fahmi was unable to complete copying the e-mail format as the bell rung for the next lesson. In spite that, he submitted the note book to the teacher. (Appendix: E. 8).

The 4th observation took place on 25 February 2016, in the 4J classroom at 8.00 am. The researcher observed the classroom environment which was clean, attractive and bright with tables and chairs neatly arranged. Fahmi was seen sitting

alone in the last row of the classroom. As such, he was unable to see the blackboard clearly and soon fell asleep on his desk (Appendix: E.4).

The 5th observation which was conducted on 24 March 2016, in the 4J classroom between 11.20a.m. – 12.00 noon, on that day, a relief teacher attended a Science lesson. Fahmi was busy playing with his eraser using it as a toy car. Eventually, he got carried away and forgot to wish the teacher who was leaving the class. As soon as the relief teacher left the classroom, the students started making noise. (Appendix: E.5).

The 6th observation was carried out on 11 April 2016, between 7.30a.m. - 8.30 a.m. at the badminton court within the school premises. It was a physical education lesson. So, Fahmi and his friends were happily following the group activities among which was a tele-match. Fahmi was happy when his team was announced as the winner of the tele-match. No one would be able to identify him as a special student because he does not have the physical appearance of a handicap person.

The 7th observation was conducted on 10 May 2016, in the 4J classroom between 10.40a.m. – 11.40 a.m. The objective of the lesson plan for that day was that by the end of the day pupils will be able to listen to and enjoy stories. The English subject teacher requested Fahmi to read some sentences. Fahmi stood up and read a paragraph slowly and correctly. The teacher praised Fahmi and he was very happy.

The 8th observation was conducted on 25 July 2016, in the 4J classroom between 9.00a.m. – 10.00 a.m. The English subject teacher wrote a few sentences on the whiteboard for the students to copy into their note books. Fahmi had constantly looked into his friend's book because he was unable to see the whiteboard clearly (Appendix: E.12).

The 9th observation was conducted on 16 August 2016, in the 4J classroom between 9.00a.m. – 10.00 a.m. The English subject teacher was conducting a reading lesson. Fahmi was not following the class and soon he dozed off to sleep on his desk.

The 10th and 11th observation were conducted on 19 October 2016, in the 4J classroom between 8.00a.m. – 9.15 a.m. The researcher was keen to observe Fahmi as well as the entire classroom situation before the PKSR 2 English Language examination.

Based on the 11 observations, it is clear that Fahmi day dreams, he is playful, enjoys talking to himself and he sleeps whenever he gets bored. This indicates the actual characteristics of an Autistic child.

However, Fahmi is able to read at a moderate pace and is able to copy sentences fairly well although he is unable to see the whiteboard clearly from the last row of the classroom. Since, he is unable to see the whiteboard clearly, he constantly checks his written work with his friends. He prefers to copy answers from the whiteboard because he is unsure of giving the correct answers. He was very happy when the English subject teacher praised him for reading a paragraph correctly. This shows that he is just like any other child who feels happy when rewarded. Moreover, he participated actively in sports and he expressed his joy after winning a tele-match. He looks so normal, so the researcher chose him as the selected candidate for the purpose of this study as compared to the other 10 inclusive students. The observations provided answers for research question 1 and 3.

Therefore, in this study, the researcher analysed the data each time the data was collected in the classroom setting. Analysis of data was eventually done after the

first and subsequent observations and interviews. The field notes were recorded immediately after the observations.

Field Notes

The researcher spent about 10 months collecting approximately 9 field notes from 11 observations sessions during the English lessons and an outdoor activity. Accumulating field notes is one of the data collecting techniques to record research evidence of actual experiences of the people in real locations and situations (Yin, 2006). Field notes based on observations were recorded on 6 daily lesson plans taken from the English subject teacher's record book. The field notes were based on the classroom environment, the English subject teacher conducting English lessons and the students in the classroom. An example of the field notes taken on 25 February 2016, reveals that Fahmi is the only inclusive student sitting in the last row of the classroom. Since he is sitting far behind, he is unable to see the whiteboard clearly. He sits alone in the classroom and usually falls asleep on his desk (Appendix E.10).

In one of her observations, the researcher noticed that the classroom was attractive, bright, clean and suitable for studying. The 4J class has 42 male and female students who are active and noisy when there is no teacher in the class (Appendix: E.5).

Since Fahmi has a history of short attention span with mild autism, he likes to dream, talk to an imaginary person with expressions and he also enjoys playing with his pencil and eraser (Appendix E.2, E.5 & E.10). The English subject teacher confirmed the fact when she mentioned that Fahmi likes to talk to an imaginary person, with facial expressions as though the person in front of him is his good friend. This action of playing and day dreaming are actual true characteristics of Autistic children.

From the aspect of English Language competence, the researcher noticed that Fahmi is unable to read difficult words and does not understand the meanings to these words. Nevertheless, according to the observations and field notes taken, he is able to read slowly and correctly (Appendix E.7). He stares blankly at the teacher and at his friends as the English teacher speaks fast and he does not understand. He is unable to grasp the message due to slow cognitive development and is weak language competence. When the English subject teacher is busy teaching the mainstream students, Fahmi is usually forgotten or neglected by the teacher. To make matters worse, he is timid and shy to ask for help from the mainstream teacher. This could be one of the reasons why Fahmi finds writing skills the most difficult to learn. As a result, he is unable to do most of the written exercises given by the teacher. When the teacher does not write the answers on the white board, Fahmi neither completes the written work nor passes submits his notebook to the teacher. He often seeks help from his friend who sits beside him. (Appendix E.8). In conclusion, Fahmi would be able to follow the lessons better with the guidance of TESL trained special education teachers as a support system for inclusive classroom.

The observations and field notes give an insight the third research question which discusses, the importance of important for inclusive students to have TESL trained special education teachers as a support system for inclusive classroom. The researcher is a special education teacher with TESL background and is also the school welfare teacher. She visits the inclusive students often to observe the welfare of the inclusive students and frequently carries out formal and informal interviews at the school to collect data. It follows closely the Theoretical Framework about the Four Concepts of Inclusion that is integrated into the inclusive education by teachers. The integration is c because it is the implicit data that was collected beyond

reasonable doubt. The researcher took both the roles of participant and non-participants for about 10 months from time to time depending on the circumstances in the classroom to obtain data for this research.

The subject teacher's record book.

The cover page of a teacher's record book shows the name of the teacher, the class and academic year. The inner pages of record book consist of syllabi of subjects, philosophy of education, rules and regulations of the teaching profession and circulars relating to it. The teacher's record book also consists of the weekly time table, the class time table, the yearly calendar, annual syllabus and daily lesson plans of subjects that a teacher has to teach for the current year. The last few pages of the record book contains test marks, students' grades, information on seminars and other notes pertaining to curricular activities. According to a government circular on 3/1999, the yearly syllabus and daily lesson plans of a particular subject should be written clearly and placed in a file or in a record book. The annual syllabus should be well planned and broken down according to themes and written clearly over a period of 42 weeks. The daily lesson plan should be well -planned for a subject according to the allocation of time stipulated in the daily timetable. The teacher is required to write the theme or topic, the skill, the objective, the activities, teaching aids, moral values to be acquired and the reflex actions in the daily lesson plan. A teacher must be able to produce the record book as evidence at any time required by the authorities in the school. It is compulsory for teachers to hand in their record books on every Fridays for the headmaster to check and put a signature to confirm the lesson plans are well planned and neatly written for the following week (RPH, 2017).

The researcher has taken about 6 daily lesson plans from the teacher's record book for this research purposes (Appendix E, E.2,E.5,E.6,E.7,E.8,E.10,E.12 & E.15).

The lesson plans were on reading skills, writing skills, grammar, relief lesson, outdoor activities and examinations. The researcher observed the selected candidate, Fahmi, during the lessons and wrote field notes stating his behaviour and his performance during the lessons (Refer Appendix E, E.2, E.4, E.5, E.6, E.7, E.8, E.10, E.12 & E.15). The lesson plans, observations and field notes are similar in describing situations and events simultaneously.

The student's workbooks.

The school uses two types of workbooks for students to do written exercises as a daily written activity and also as an enrichment activity after lessons. As such, the school made it compulsory for the students to buy the Sasbadi publication English A Focus on DSKP/UPSR Year 4 and A4 size note books for additional written activities. Nayan (2008) mentions that, there are many types of diaries or journals that can be used as part of lesson activities. In this case, the workbooks represented written journals which is used to obtain a more 'humane' perspective to the study (Nayan et al., 2008). The researcher collected about 6 written exercises as documents for field study and research purposes (Appendix E.1, E.3, E.9, E.10, E.13 & E.14).

The 1st written exercise was given on 18 January 2016. The written exercise is grammar based on singular and plural nouns. Fahmi made 5 errors. These errors include, like mangos which should be spelt as mangoes, supplys is incorrect which should be spelt as supplies, childrens is in correct and should be spelt as children. dresses is an orthography error where the 'es' is very much smaller than the root letters. dress and fishs is also incorrect which should be dresses and fishes (Appendix: E.1). The workbooks were collected for marking at the end of the lessons.

The 2nd written exercise, for example, obtained on 20 January 2016, had allowed the researcher to observe Fahmi during the English lesson which was conducted in the 4 J classroom. The lesson was conducted from 8.30 am till 9.30 am by the English subject teacher. The objective of the lesson is, to enable students to write answers with guidance. Fahmi understood the lesson and so, he was able to respond the teacher when he was called out. The teacher's question to Fahmi was "What is the title of the story?" Fahmi answered, "The King". The teacher praised Fahmi. He was happy. Refer to lesson plan (Appendix E.2). Some of the answers given by Fahmi for the comprehension questions in the written exercise are short with incomplete answers (Appendix: E.3). Since Fahmi was unable to write the answers in full sentence structure, he must be given the guidance to write correctly. Students must be guided to answer in complete sentences for comprehension questions.

The 3rd written exercise was conducted on 15 February 2016. Fahmi was unable to complete the written exercise even though he was supposed to just copy the e-mail from the blackboard. Moreover, he made many writing errors in orthography due to poor hand and eye co- ordinations. For example, some letters are written in big font in the middle of a word or sentence (Appendix: E.9).

The 4th written exercise is on punctuation. Fahmi was unable to write the correct answers for all the 3 sentences on the given exercise. This is because Fahmi could not do the written exercises which were not provided with the correct answers by the teacher (Appendix: E.14).

The 5th written exercise was given on 25 July 2016. The written work is also based on punctuation marks (Appendix: E.13). Fahmi was clearly unsure of punctuation marks. Some examples of are errors: there should not be a comma after

‘it’. Besides that, Fahmi wrote, Nurul said. “Im not Sure, sir,Who I am just now. I know I was I left the nest.” In conclusion, Fahmi needs to correct the punctuation marks as well as the grammar errors. There are many more similar errors in the written passage. Thus, Fahmi needs the services of a TESL trained special education teacher to guide him with his writing skills in order to achieve adequate English language competency.

The English Language Test Papers.

According to the introduction of DLP in 2016, students are required to sit for the English Language Paper 1 (013) and English Language Paper 2 (014). Both the papers carry a score of 100 marks each. The researcher collected about 13 copies of the original PKSR 1, PKSR 2 and also the Intervention test papers done by Fahmi. The English Language Paper 2 consists of Section A, Section B and Section C. It is a subjective paper which requires students to write an e-mail, messages, construct sentences and write short essays with some guided vocabulary. Many mainstream students and also the inclusive students find it very difficult to write answers because they were weak in constructing sentences in English, find it difficult to understand the vocabulary and also the instruction of questions which needs a specific format for answering questions. As such, only the TESL trained teachers who attended courses on the marking scheme and neck of answering subjective questions know how to teach to write answers as required by the examination syndicate. For example, one of the requirements is that students must use Past Tense or Present Tense when writing short stories and answering comprehension questions using guided words. The majority of mainstream students and inclusive students fail in Paper 2 because they were unable to write essay type of subjective questions due to lack of practise. Fahmi scored 2 out of 10 marks for Section A of Paper 2 English Language PKSR 1.

He did not understand the message and the difficult words used in the poster (Appendix: E.17). In Section B of Paper 2 PKSR 1 English Language, Fahmi scored 5 out of 12 marks. Students are required to write the events according to the sequence of events. Furthermore, in Question 24 and 25, Fahmi scored 1 out of 8 marks because he did not understand the comprehension passage (APPENDIX: E.22). More examples of the test papers can be seen in Appendix: (E.16 - E.29). Since, it is for the first time that students are sitting for the new format in test papers, they performed poorly mainly because of insufficient practise. It is obvious here that, Fahmi needs the help and guidance of a TESL trained special education teacher to teach writing skills in order to guide him in responding to the questions given in the test papers.

Semi-structured interviews.

Semi structured interviews are in depth interviews where the respondents have to answer pre-set open-ended questions employed by professionals in their research (Shazia, 2014). Semi- structured interview is a schematic presentation of questions which needs to be explored by the interviewee. It has the intrinsic worth of expressing the opinions openly by the participants (Shazia, 2014). Further discussions with participants can provide a clearer picture in the development of an understanding of the situation (Brown et al., 1998). For this research, the English subject teacher, the inclusive teacher and Fahmi's mother were the subjects of the interviews. Some of the interviews were conducted in the 4 J classroom after the school sessions ended. Some casual discussions were also held from time to time to gather more information about Fahmi and the school activities carried out in the school compound. Best supports this approach as he emphasises that an interview is

considered a research tool to gather information of an individual's experiences, knowledge, personal opinions, beliefs and feelings (Best et al., 2003).

Interview with the English Subject Teacher

The purpose of the interview is to elicit information on the importance of TESL trained special education teachers as a support system for inclusive classroom. The researcher was able to collect in formations about problems the English subject teacher faces when teaching English in a mainstream classroom and the response given by Fahmi. Interviews provide some opportunities to the researcher to, probe participants' responses to examine their attitudes, interests, feelings and concept values (Gay, 2009). The English subject teacher was kind and open minded in expressing her opinions and experiences that provided important information to make the interview a success. Her responses answered research objective three of this study.

The purpose of an interview is to seek clarification of the teacher's understanding which cannot be observed by the researcher (Seidman, 2013). The researcher conducted formal and informal interview with the English subject teacher for about 10 - 20 minutes. The interviews were conducted about 3 times, whereby she answered approximately 35 open ended questions based on her experience in teaching the special needs students, her knowledge on special education and the support system (Appendix F.1 till F.3).

The 1st interview was conducted on 20 January 2016, and this are her views: she openly admitted that she is ignorant about Fahmi's medical condition. She was stressed when she had to teach the special child as she did not know how to handle him and she found it difficult to handle a class of 42 mainstream students and a special needs student all at the same time (Appendix F.1 – F3.Excerpt: 3 – 10)

The 2nd interview was conducted on 8 March 2016, in 4 J classroom after school. The English subject teacher said that she had to use Bahasa Malaysia to explain the lesson so that the students understood her. In addition, she had to give one to one attention to Fahmi to make him understand the lessons, and this she finds it difficult to teach him especially writing skills.

The 3rd interview was conducted on 14 April 2016. The English subject teacher agreed that Fahmi definitely needs a TESL trained special education teacher to help him learn English properly. She also said that Fahmi obtained a pass in PKSR 1 by scoring 52% in Paper 1 and 32% in Paper2.

Based on the semi - structured interviews, the researcher managed to obtain a clearer picture on the challenges faced by the inclusive student when learning English under the English subject teacher. These questions and answers are very much related to the research question 1 and 3 of this research.

Interview with the Inclusive Teacher

The number of sessions varied from teacher to teacher depending on the information gained for the research questions posed. For an example, the inclusive teacher was interviewed approximately 4 times to gain information on the education progress of the inclusive students during the English Language lessons. (Refer Appendix H.1 till H.4).

Probing is important because it functions as a follow-up to questions to gain a deeper understanding of the teacher's response (Boeiji, 2010). The inclusive teacher was questioned on the importance of as TESL trained special education teachers as a support system for inclusive classroom. The inclusive teacher was supportive and answered about 27 open ended questions which was conducted in the school premises. Even though this is her first experience teaching an inclusive

student, she was unable to render much of her services as she had to relieve the special education centre due to an acute shortage of teachers, as per the instruction by the newly appointed supervisor at the centre. During the first interview this is what was said:

The 1st interview was conducted on 20 January 2016, which was done in the recreational room for about 10 minutes after school hours. An example of the research interview is as follows:

Researcher: Do you think the inclusive programme needs a TESL trained special education teacher throughout the year when compared to the rotation basis system practised by most of the special education units in many schools?

Inclusive teacher: Yes, I think it is time for the inclusive programme to have TESL trained teachers to teach throughout the year and not just any special education teacher on a rotation basis so as to avoid confusion.

The TESL trained teacher enters the inclusive classes every day to help the inclusive students and not just for one thirty minutes lesson once a week as currently practised (Excerpt: 52). She also said that she is stressed to teach all the 11 inclusive students at various levels, for various subjects with various disabilities. Constant changing of teachers can cause discomfort and confusion to the inclusive students (Marimuthu, 2015). It was tedious for her to prepare various lesson plans according to the mainstream teachers' record books for each and every lesson throughout the year. She has to be on her toes to gather information from the mainstream teachers before school is over so that she is able to prepare the lesson for the next day. She further reiterated in the 2nd interview which was conducted on 25 February 2016, that the mainstream teachers expected the inclusive teacher to handle all the inclusive

students throughout the day as they felt it was solely the responsibility of the inclusive teacher to teach and guide them.

The 3rd interview took place on 24 July 2016, where the inclusive teacher also mentioned that there was limited social learning that brings about transformation of thinking among the special education students as they were not interacting in English during school hours. She further mentioned that, 9 out of 11 students performed poorly in PKSR 1 examination because of the absence of the support system as she was instructed to relieve the special education unit. Therefore, the students were not given sufficient guidance and practise in answering questions based on the DLP syllabus. Interviews with inclusive teacher helps to answer research objective 3 which calls for a need of a TESL trained special education teacher as a support system for inclusive classroom.

Interview with Fahmi's mother

The researcher had interviewed Fahmi's mother on 20 November 2016, at the school canteen after school hours. She said that she decided to send Fahmi to the secondary school to continue his studies with his friends as she wanted him to have a good education. She also said that the inclusive students would be more confident and would be able to cope with their studies better with the help of a TESL trained inclusive teacher. Moreover, she expressed her opinion that all the students would be able to gain knowledge with the benefit of the collaboration among the two teachers teaching in a class.

The interviews conducted with the teachers and the parent supported the notion that inclusive students need the services of a TESL trained special education teacher as a support system for inclusive classroom.

Individual Assessment Progress Report (RPI).

The Individual Assessment Progress Report (IAPR) is a written document for special education students which records every change and progress according to the lesson plan for each and every inclusive student in the inclusive classroom. The score sheet was redesigned by the laws of the special education unit in 2013. It is a record which consists of data explaining the capabilities of each special needs student according to the bylaws of the Special Education Act, 2013 and the special education inclusive programme (Blueprint, 2012). It is an instrument which collaborates the school syllabus for the core subjects as well as the English subject teacher, the inclusive teacher, the parent and the inclusive students. It states the levels of achievement academically and non-academically which is assessed by the teachers. It also contains a series of targets and objectives to be achieved by students within a specific timeframe in the inclusive environment (KPM, 2013).

The Individual Assessment Progress Report (IARP) makes the preparation of individual educational plans mandatory for the students with special needs (Griffin & Shevlin, 2011). The weekly or monthly IAPR will record the student's progress based on the themes of a lesson plan, the specific objective and the activities conducted by the English subject teacher. The inclusive teacher and the English subject teacher will then collaborate to record the achievements.

The IAPR records that the achievement of the students for a particular week based on three levels of grading which consists of 3 categories 'achieved', 'inconsistent' and 'unachieved' (Refer Appendix J). The 'achieved' grade means the student is able to achieve the objective of the lesson and is also able to complete the given worksheet correctly. The grade 'inconsistent' means that at times the students is able to complete part of the given task with necessary guidance and has also

partially achieved the learning objective. The 'unachieved' grade means that the student is completely unable to do his written exercises in particular and does not understand the lesson at all. Furthermore, enrichment and remedial exercises are conducted based on the remarks in the IAPR which are kept in the personal folder of the students as references for writing medical reports for the teacher's attention and also for parents to gain more information about their child's progress in school.

Based on these achievement grades, either the inclusive teacher or the English subject teacher to overcome his learning difficulties that he faces in understanding the lessons. This form of remedial and repeated teaching on a one -to - one basis can only be done by TESL trained special education teachers. Moreover, parents, teachers and students must be involved in setting the targets, monitoring and evaluating the progress of these students on a regular basis to create an effective IAPR so that the child can achieve the best of his educational capabilities independently (NCSE, 2010).

At the end of a topic, instruments for diagnostic tests are prepared according to the individual abilities of the special student's by the teachers to assess students' abilities from time to time. Parents are requested to understand, agree and provide authorised signatures on the score sheets with their signature. Other government parties like physiotherapists, counsellors, audiologists and doctors can also provide opinions and suggestions to help in the assessment of the score sheet. The original authority of the IAPR was from the letter in circulation pg. 23, (Reference KP (BS) 8591/XV11 (7), .27 Sept 2004). This report must be completed for every individual special education student and inclusive student so as to ensure that the curriculum is implemented well.

According to the letter in circulation KP Bil.7/2004, teachers must complete the score sheet (IAPR) for each and every special need student and inclusive student every fortnight. The teachers must have a prior knowledge of the background of the student and subsequently record the progress achieved after each and every diagnostic test. This assessment provides useful information on the cognitive development of English Language usage in communication skills, emotional behaviours, fine motor skills, gross motor skills and scores obtained from the written exercises given by the English subject teacher.

As in the case of the research candidate Fahmi, the researcher used the weekly lesson plans as the IAPR report to grade Fahmi on the skills that he acquired for a particular week from 11 May 2016 till 29 May 2016. (Refer Appendix I). Fahmi's is graded as a below average student in the class. Here, the researcher used indirect questioning to minimise habituation as to allow the respondents to project their own feelings in order to provide honest representative answers. Moreover, to minimise confirmation bias, the researcher re-evaluates impressions of respondents and challenge pre-existing assumptions in order to confirm a relationship between feelings and behaviour. Biasness in a qualitative research can be minimised by asking appropriate quality questions at the right time and remaining aware of bias resources to maintain the quality of research (Sarniak, 2015). Individual Assessment Progress Report helps to answer research question 3 of this study.

Triangulation

Triangulation means using more than one method to collect data on the same topic which will assure the validity of a research (Kulkarni, 2013). Triangulation refers to the different types of samples and a variety of methods used to collect data to capture

different dimensions of the same phenomenon (Kulkarni, 2013). In view of this research question one is based on the challenges that the inclusive students face when learning English under the English subject teacher. The qualitative data collection method for research question one are observations on the English subject teacher and the selected candidate named Fahmi. Field notes were written during active participation in the classroom atmosphere, the mainstream students, the teaching and learning atmosphere in the 4 J classroom and Fahmi. (Refer Appendix E.2 – E.15) The researcher was solely involved in the data collection method for almost 10 months in the school. About 8 semi-structured interviews with open ended questions were conducted by the researcher to collect primary data from the English subject teacher, inclusive teacher and the parent of selected candidate. The research instruments used by the researcher as the main instrument comprise, observations, field notes, lesson plans and the PKSR 1 and 2 test papers. Some of the primary research data are also derived from newspaper articles, websites that provided latest updates on the inclusive education. During the interview sessions both the teachers highlighted the challenges the inclusive students face, their weaknesses and the attention which the students needed during the English lessons. There were substantial evidence on the challenges that the inclusive students face when learning English under the English subject teacher in the inclusive classroom with or without the presence of the inclusive teacher.

Research question 2 is about the common writing errors made by the inclusive student. The data collection method for research question 2 are observations, field notes, semi- structured interviews, reviewing students' workbooks and test papers. The research was narrowed down to writing skills as the inclusive students find writing skills the toughest to learn. The research instruments are

written exercises, workbooks, test papers and (IAPR). The errors identified in the written work shows the weaknesses due to the lack of practise which needs immediate rectification so that the mistakes do not proceed into the next level of education

Research question 3 states the importance of a TESL trained special education teachers as a support system for inclusive classroom. Based on the triangulation, for research questions 1 and 2, the challenges that inclusive students face when learning English in the inclusive classroom. This also answers the third research question which looks into the need to have the support system of a TESL trained special education teacher for inclusive classroom. Thus, the focus is on the urgent need for the support system as there is an objective to fully implement to fully implement DLP in all the schools and also to integrate 75% of special needs students into the inclusive education programme by the year 2025 (KPM, 2013). Therefore, validity is established here by the conclusion from research questions 1 and 2 of this study.

Subjectivity and reflexivity.

A key concern of this qualitative research is to capture the complexity of the phenomena studied as experienced by the participants to minimise the imposition of the researchers' own perspective on the data. Since the researcher is the primary instrument of the data collection and analysis, reflexivity is deemed essential (Merriam, 2015). The researcher is aware and is cautious about her own experiences and personal characteristics which may influence or cause biasness in the interpretation of the results. Therefore, in order, to avoid inevitable influence on outcomes, the original copies of lesson plans, written exercises and test papers were

some of the instruments which were used to highlight subjectivity and reflexivity in the research process.

The researcher used a research journal which consists of short notes and field notes to put reflexivity to test as a powerful learning tool during and after the research (Watt, 2007). Supporting reports from newspapers were some of the tools that were used as guidelines in the functioning of the inclusive education programmes. Critically reflexive practice embraces subjective understandings of reality as a basis for thinking more critically about the impact of assumptions, value and actions on others (Cunliffe, 2012).

The researcher interacted closely with the research participants to obtain useful information through direct observations and semi structured interviews. The qualitative research process underlines the relevance of subjectivity and reflexivity as possible resources for increasing scientific knowledge (Mruck, 2003). Subjectivity can somewhat be considered as a representation of the object of study which can give the researcher better leverage in order to understand the object of the study (Drapeau, 2002). The researcher has written clearly the research process, the methodology, the theoretical framework and real life situations and examples towards this study pertaining to the importance of TESL trained special education inclusive teachers as a support system for inclusive classroom.

Trustworthiness.

Trustworthiness of the research involves credibility, transferability, dependability and confirm ability (Lincoln, 1985). In addressing credibility, investigators and researchers attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented. Transferability provides sufficient detail of the context of the fieldwork for a reader to be able to decide whether the

findings can be justifiably applied to the other settings. The dependability criterion enables a future investigator to repeat the study. To achieve conformability, researchers must take steps to demonstrate that the findings emerge from the data and not their own predispositions. Finally, students undertaking a qualitative inquiry must ensure trustworthiness (Shenton, 2004).

Justifying the rigour of a qualitative case studies can be challenging as it has to rely on arguments rooted in the methodological literature. The potentials to capture and analyse observations so to assure the validity of the subsequent analysis done in the most effective manner is important (Baskarada, 2014). The direct and indirect observations by the researcher on the English subject teacher are beyond reasonable doubt as implicit meaning was suggested and understood after explicit data collection. Based on this, the observations on the students' attitude and their performance as seen in the written exercises should be in accordance to the objective of the lesson. The observations respond to the third research question: Why is it important for inclusive students to have TESL trained special education teachers as a support system? The classroom observations provided an opportunity for the researcher to probe the teachers during the interview sessions as it was necessary to gain insights of the problems and challenges faced by the teachers and students. In recording these observations, the field notes produced qualitative research materials, recording and compiling the description of the settings and participants (Gay, 2009). There are 2 types of information, which is descriptive and reflective information. Reflective field notes contain sentences that reflect on personal account of them situation that explains feelings, ideas, impressions. Where else the descriptive information describes what actually happens in a situation.

Biasness.

The researcher must identify and control the sources of biasness to deliver a high quality research. The risk of biasness exists from the questions, the respondents and the researcher herself. In this study, the researcher has taken precautions by avoiding 'yes' type of answers from the participants to give their actual point of view. In order to minimise confirmation bias, researchers re-evaluate the impressions of participants and challenge pre e-existing assumptions and hypothesis.

Other forms of support.

The other elements of support are financial aid, medical equipment and tuition classes. Moreover, by placing the special needs students in the front row of the classroom, providing books with a larger font and allocation of extra half an hour to one hour of time to students who are sitting for UPSR. A reader aide is also assigned to help students to read the small print when sitting for major examinations like UPSR. Hence forth, the above special privilege would assist them in doing well in the major examinations. Besides that, all the inclusive students need to attend tuition classes in English Language to upgrade their proficiency.

The explicit data collection clearly displays information through direct observations which emphasises the importance of the study by making the findings convincing (Dowling et al., 2012). In this study, observations assist to achieve answer research objectives. Therefore, the inference is that the support system is very important for inclusive students to learn English. Due to time constrain, inclusive students gain limited knowledge from their teachers (Marimuthu, 2015). Additionally, most inclusive teachers are unable to teach English grammar related exercises as they are not competent to teach English grammar themselves (Musa, 2014).

Time Frame of the Study

The data collection began over a period of 10 months (January 2016 – October 2016). The personal observation took place twice a week by the researcher during her free periods. The researcher was very fortunate to get the permission of the English subject teacher to observe the students during the English lessons. The friendly headmaster gave the permission to conduct the research. The researcher built a good rapport with the teachers and students so that they felt confident and comfortable with the researcher (Merriam, 2015). In keeping with the purpose of this study, the role of the researcher as a non-participant observer was undertaken when the teaching and learning process took place in the classroom.

Summary

This chapter explains the methodology used in the present research which includes the introduction, research design, research instruments, data collection method, data analysis, triangulation, subjectivity, biasness and summary. On the whole, the approach of methodology which is in a descriptive case study form seeks to comprehend the importance of TESL trained special education teachers as a support system for inclusive classroom. It is hoped that the data obtained allowed the researcher to expose the importance of TESL trained special education teachers as a support system for inclusive classroom. The findings are further discussed in chapter 4.

CHAPTER 4

FINDINGS

Introduction

This chapter analyses and interprets the research findings of this study according to the 3 research questions posted in chapter 1. Field notes, observations, written exercises, workbooks, test papers, interviews and individual progress report were used to answer the research questions. The title of the research is “Importance of TESL trained special education teachers as a support system for inclusive classroom”. The analysis of the data for research questions 1, 2 and 3 are in the following pages.

The diagrammatic illustration of Figure 4.1 shows the challenges faced by the inclusive students during English lessons, the mainstream teachers’ attitude towards inclusive students, the common writing errors made by the selected candidate from the inclusive programme and the importance of TESL trained special education teachers as a support system for inclusive classroom.

Research Question 1

What are the challenges that inclusive students face when learning English under the English subject teacher.

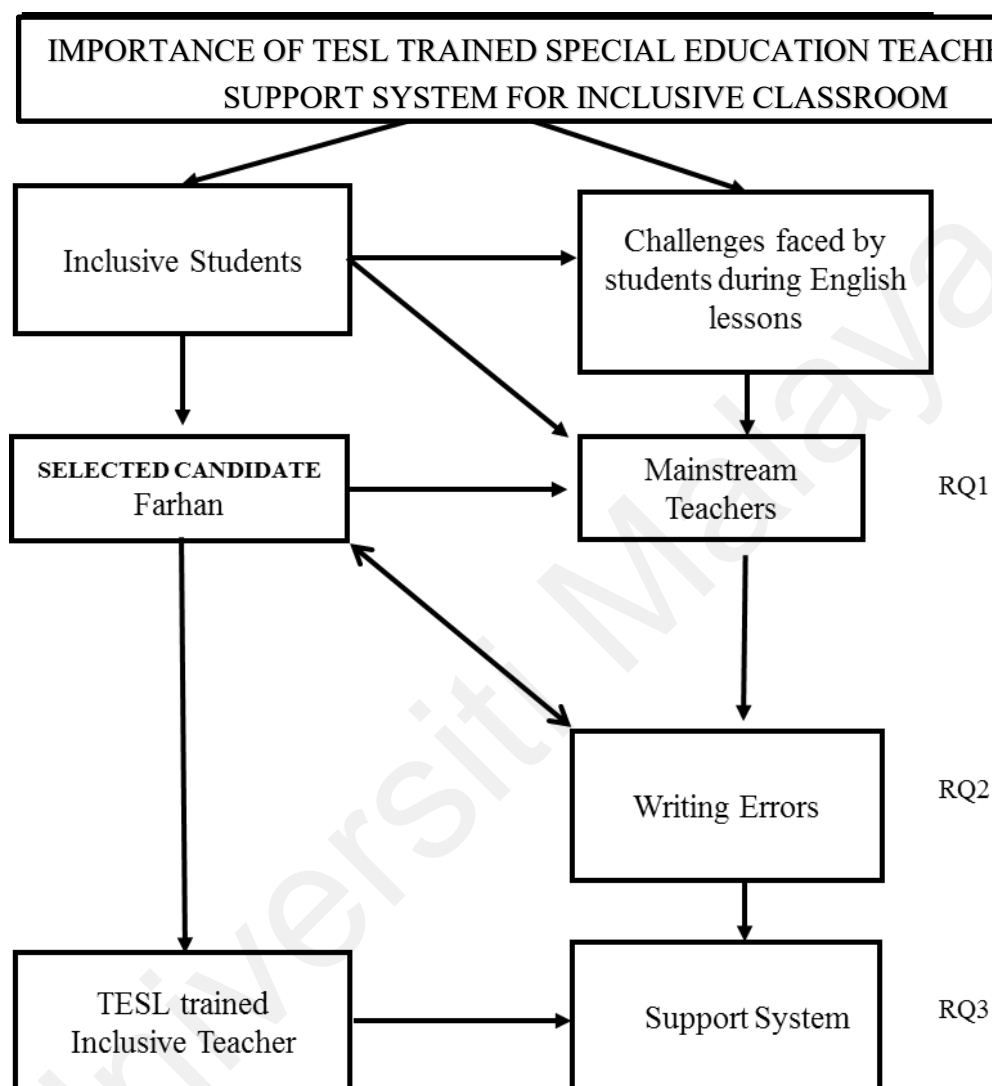


Figure 4.1 Challenges faced by inclusive students

Figure 4.1 show the diagrammatic illustration of inclusive students and the challenges they faced when learning English during the English lessons in the classroom.

The inclusive students faced may challenges during the English lessons without a support system. The findings of this research has serious implications that

supports the need for a comprehensive in-service training programme to train teachers specialise in TESL for special education in the universities (Bosi, 2004).

Most of the mainstream teachers have limited knowledge on special education and the inclusive students. The English subject teacher in the inclusive programme teaches a few inclusive students in the mainstream classrooms. Apparently, the English Language subject teacher has limited knowledge in teaching strategies and the medical conditions of Fahmi. This research is about how a selected candidate named Fahmi who is a mild Autistic faces challenges when learning English in the inclusive classroom. The researcher is particularly interested in selecting writing skills when learning English and the challenges the inclusive students face in general. Fahmi finds it difficult to master the writing skills because he is weak in English. Since he has limited vocabulary, he is unable to construct sentences using his limited knowledge. The absence of the availability of the inclusive teacher for many months to guide him during the English lessons made him weaker in the subject. He prefers to copy answers from the whiteboard or from his friends to complete his written exercises. The role of the inclusive teacher is very much needed in the inclusive programme to help the inclusive students to learn English. This is when the importance of TESL trained special education teachers as a support system for inclusive classroom is much needed.

The challenges faced by the inclusive students is further discussed in diagram Figure 4.2 as shown below.



Figure 4.2 Challenges faced by inclusive students when learning English

The figure above shows the diagrammatic illustration of the challenges the inclusive students faced when learning English under the English subject teacher who is also known as the mainstream teacher. Some of the challenges were: the English subject teachers' attitude due to lack of knowledge, lack of an effective support system, new education policies, inclusive students are weak and secondary school education.

The First Challenge: Negative Attitude of English subject teachers due to lack of knowledge

The first challenge is, the negative attitude of the English subject teachers towards the inclusive students. The English subject teachers have a negative approach attitude about some children's potential as they lacked the professional knowledge in handling the inclusive students (European Agency, 2015). Teachers should try to support those vulnerable to marginalisation as part of their daily practice and not see this as an additional task (Unesco, 2008).

Fahmi who was 12 years old was diagnosed with mild Autistic, slow learner issues associated with poor hand and eye co-ordination and also inconsistent fine motor skills. Consequently, being disabled is a big challenge in life for most of the inclusive students (Nasir, 2014). Fahmi faced many challenges when learning English as he was weak in English Language. His most troubled aspect in language acquisition was the writing skills.

Generally, the English subject teacher was unable to render one-to-one attention to the inclusive student because the class size was big with 42 mainstream students with various levels in English proficiency. "Handling forty over students and managing some special needs students all at the same time can be a scary vision" (Teo, 2010, p. 35). Fahmi was the only inclusive student in 4J classroom. Due to the inability to divide attention among her students equally within an hour lesson, she opted to pay more attention to the mainstream students. Moreover, the objective of every lesson plan is focused on the mainstream students so, the inclusive student in the classroom was left out. Plett discusses, the mainstream teacher finds it difficult to teach English Language at a practical level (2004).

A past research related to the teachers' attitude is, Holistic inclusive education progress in Malaysia (Saad, 2013). The research showed that the English subject teachers had moderate level of knowledge on special education and disabled students. This was supported by another study by Jamil (2007) who found that teachers expressed negative attitudes towards the inclusive students. This was supported by the researcher's finding during interview sessions with participants.

The researcher found similar teacher attitudes in her study:

Subject teacher: Honestly, I dislike the idea of teaching inclusive students because I am stressed out. Basically, I do not understand them. I do not know anything about their medical conditions which affects their education. I do not know how to help him, so I get very worried. I will be happy if he was not placed in my class. I am terribly sorry to say this.

Excerpt No: 6 (20 Jan, 2016) (Lines 25 - 28)

From the excerpt, we know that the English subject teacher lacks knowledge in special education and becomes worried easily as she does not know how to teach the inclusive student who has multiple medical conditions.

The researcher noted this as a common denominator amongst the English subject teachers who had trouble handling the inclusive students. It is an evident that most of the English subject teachers were hesitant to teach the inclusive students as they lacked knowledge on the medical conditions because they have not attended courses on special education.

When asked about the challenges, here is what was said:

Subject teacher: Fahmi is unable to follow the lessons because sometimes I totally forget his presence in the classroom. I am speaking fast and I am unable to give one-to-one attention to Fahmi during the lesson. He is shy, timid and does not approach me to ask for help whenever he has a problem. He does not know the spelling of many words, he makes many writing errors, he becomes worried and restless when he is unable to copy answers from the board. His knowledge in vocabulary is weak because he was not taught the rules of grammar in his earlier years of studies. Therefore, he does not know the meaning in context. The inclusive student does not get my attention most of the

time. Moreover, since he is big in size, he sits at the last row of the classroom and I don't get to see him clearly.

Excerpt No: 8 (January 20, 2016) (Lines 34 – 41)

In the given excerpt, Fahmi was weak in English because he was not given the enough practises in English grammar, he was timid and shy to approach the teacher for help. Since Fahmi was big built, he was placed in the last row of the classroom. Due to this, Fahmi received less attention from the teacher who admits that she forgot his presence. As the researcher was a participant observer during some lessons, she realised that Fahmi expected the teacher to go over to his place to check his work and guide him to write the correct answers in his notebook during the lessons. As such, he only wanted to copy the answers from the whiteboard or from his friends. This special attention which Fahmi wanted, annoyed the English subject teacher for his lack of concentration.

Most of the time, Fahmi did not get the attention of the English subject teacher because she had to rush through the syllabus. She was also bogged with a lot of paper work, a detailed exam orientated syllabus, mark notebooks, attend curricular meetings and other duties which were stressful.

The English subject teachers found it difficult to teach the inclusive students because these teachers lacked the awareness, knowledge and professionalism in handling the special children (Hashim, 2014).

Subject Teacher: Not really. I heard he is a slow learner due to mental retardation with mild autism. Well, I don't know much about the medical terms and conditions.

Excerpt No: 3 (20 Jan. 2016) (Lines: 7 – 8)

In the given excerpt, the English subject teacher was unfamiliar with registers such as ADHD, Dyslexia, Autistic and other medicals registers. She was unable to identify behaviours in children and associate it to the medical registers. This could be one of the reasons why the English subject teacher faced difficulties in associating Fahmi's medical conditions with his abilities to learn English.

Unfortunately, due to his medical conditions, Fahmi needed some detailed and repeated explanations during the English lessons. Fahmi appeared restless and worried most of the time when he was unable to complete the written exercises. Fahmi decided to copy the answers from his friends because he did not know how to write the correct answers.

Subject teacher: Fahmi is far behind time compared to his peers. He needs the proper guidance in all his written work. He waits for the teacher to go over to his place to guide him with the correct answers.

Excerpt No: 34 (14 April, 2016) (Lines 159 – 160)

This situation led the English subject teacher with no other options but to sit with him for a one- to- one session and neglect the mainstream students during the lessons. When the mainstream students were neglected, the class became chaotic. This situation eventually forced the English subject teacher to shift her attention from teaching Fahmi to the mainstream students. Fahmi could have done better if the support system was available and accessible to him.

Based on the teacher's attitude and inclusive student's low proficiency level, continuous professional development and in-service training are important to maintain teachers' professionalism so that they can develop positive attitudes towards teaching English in the inclusive classrooms in Malaysia (Wah, 2010).

Some teachers felt dissatisfied over certain issues like they were not specialised to teach special education and they felt it was a catch to trap them, they

were unable to cater to the unique educational needs of every individual student. Therefore, they felt threatened when required to write progress reports to be sent the medical officers from time to time. These teachers felt that they had to function beyond their training (Jantan, 2007).

Subject teacher: I definitely experience some major problems when teaching inclusive students. I don't know the symptoms and characteristics of their medical condition. Moreover, I have to think of different ways to teach the inclusive student. The biggest worry is, I have to write progress report for the doctors and other authorities. I have to work extra hard to teach as I have to put myself at his level to explain the lesson. I find this very cumbersome.

Excerpt No: 10 (20 Jan. 2016) (Lines: 48 – 52)

Based on the above excerpt, the English subject teacher had to do repeated explanations in the classroom which not only consumed time but also a lot of patience. Eventually, this extra workload of teaching and motivating became cumbersome and caused her to dislike the inclusive student.

Subject Teacher: He does not make any attempt to raise his hand to ask for help or approach me to ask for some guidance. He expects me to go over to his place, check his written exercise, point out his mistakes and write the correct answers so that he can continue his lesson. He needs to be motivated every time, given the answers, given guidance using soft tones and a smiling face. He needs so much care, love and attention during the lessons. I am very sorry to say this," I just don't know how to handle him or teach him. This is my first experience."

Excerpt No: 23 (March 8, 2016) (Lines 105- 109)

From the above excerpt, the English subject teachers were required to work beyond their roles. The English subject teachers find the inclusive students a burden to the classroom due to their disability and constant need for personal attention (Nasir, 2016). As in this case study, the English subject teacher had to give special attention, extra effort and time to teach the inclusive student which eventually added

more stress. Bearing in mind that the mainstream students needed her attention to cover the major part of the syllabus before the examinations, she found it difficult to handle 42 mainstream students and an inclusive student all at the same time.

Most of the mainstream teachers put the inclusive students at the back row of the classroom so that it would be convenient for the inclusive teacher and the inclusive student to interact freely. This action was like a traditional practice in calculated by the English subject teachers to avoid disruption during the lessons.

Inclusive teacher: The idea of putting the inclusive students at the back of the classroom is like a culture form of practise. The mainstream teachers find it comfortable for the inclusive teacher to interact with the inclusive student when they are sitting at the back of the classroom. Moreover, they would not disturb the lessons when the mainstream teacher is teaching in the classroom.

Excerpt No: 42 (20 Jan. 2016) (Lines 183 - 186)

In the given excerpt, it is a common practise to place the inclusive students at the back of the classroom so they do not disturb the mainstream students and it is easy for the inclusive teacher to interact with them. Peatson says that, the action of abandoning the inclusive students is considered to be a form of abuse which can cause them to go into a day dream state, playful mode or become bored when left unattended. He also said that, the needs of every special child should be met in an inclusive learning environment (Peatson, 2011). Most of the English subject teachers have insufficient psychological and pedagogical knowledge in handling the inclusive students (Faggella-Luby et al, 2011). Hence, English subject teachers would become more professional by attending courses in special education in handling inclusive students.

Inclusive teacher: Yes, the English teacher openly admitted that she does not know what to do with the inclusive students or how best to go about teaching them. She has no knowledge of the various medical conditions and their registers.

Excerpt No: 51 (25 Feb. 2016) (Lines 223 - 225)

In the given excerpt, English subject teachers should diversify their teaching methodology so that the inclusive students gain knowledge. It is also one of the challenges faced by the inclusive students to learn from teachers who were unexposed to courses in special education (Carrington & Robinson, 2004). A research title, a case study of inclusive school development is a journey to learning states that, teachers need to upgrade their knowledge in special education to enable them to teach in diverse situations (Carrington et al, 2004).

Additionally, the English subject teachers need to attend in-service courses on special education to be more knowledgeable to handle the inclusive students. The English subject teachers had insufficient psychological and pedagogical knowledge to improvise the lessons according to the inclusive student's mental ability (Fagella-Luby & Wardwell, 2011). In fact, the subject teacher admitted that she did not attend any courses on special education and has no plans to attend courses in special education.

Subject teacher: Yes, I totally agree that the teachers need to be given short and long term courses specialising in special education. I do not want to attend any courses on special education because I am not mentally prepared for it.

Excerpt No: 32 (14 April 2016) (Lines 149 – 150)

In the given excerpt, English subject teachers need to upgrade knowledge and experience to improvise teaching methodologies in diverse situations. A child's cultural development takes place on a social level and an individual level when guided by an adult or teacher (Vygotsky, 1995). Fahmi's level of English deteriorated and the notion which stated that students learn when guided by an adult, was a failure.

Some inclusive students look timid and quiet but they are observant about the people and environment around them. The researcher's observation through her experience was that the inclusive students knew which teacher was friendly and approachable. The inclusive students avoided the unfriendly teachers because they were scared.

The UNESCO Education for All Act, (2000-2015), achievements and challenges take stock of whether the world achieved the EFA goals and stakeholders upheld their commitments. This states that, information concerning the quality of teaching and learning in inclusive education and effectiveness of general educators is minimal. In relation, the English subject teachers could have a mind-set that the education department created objectives regarding inclusive students without proper assessment (Nasir, 2016). During a casual discussion with the researcher the subject teacher highlighted this circumstances.

Subject teacher: I really feel stressed handling inclusive students because they look so lost and timid. I don't understand Fahmi because he nods his head for everything that I ask or tell him. I am very sorry to say this. I really do not understand how to teach them. Fahmi does not get my personal attention most of the time because the other children in the class also need my attention.

Excerpt No: 9 (20 Jan. 2016) (Lines 43 -46)

In the given excerpt, the English subject teacher was confused because she was not exposed to courses on special education psychology and pedagogy. The English subject teachers' competence was doubted due to the lack of knowledge and pedagogical skills to teach the inclusive students (Zuki et al., 2016). A recent descriptive survey on teachers' knowledge and attitude towards inclusive education in Thailand showed that most of the teachers had moderate knowledge on diverse methodologies on inclusive education and displayed neutral attitudes towards inclusion. The research also concluded that the teachers needed more training to

bridge theory and practice to enhance professional development in teaching skills (Dapudong, 2014).

Most of the English subject teachers lacked the knowledge to improvise lessons to create easier understanding for the students. According to Musa, most of the teachers preferred to explain English in Bahasa Malaysia because it is faster and easily understood by the students (Musa, 2012).

Subject teacher: Sometimes, I have to explain in Bahasa Malaysia so that all the students understand me quickly. Fahmi finds it easy to understand the subject better when I explain in Bahasa Malaysia. At times I give him one to one attention but most of the time I don't have the time to delay or go slow during the lesson because I have to complete my syllabus for the coming examinations.

Excerpt No: 21 (8 March 2016) (Lines 93 – 96)

From the given excerpt, the English subject teachers used the translation method of teaching English in Bahasa Malaysia so that the students would understand better and faster. The English subject teachers found it easier to translate than to prepare teaching aids. On the whole the English subject teachers need to attend courses in special education and teaching methodologies to improve teaching skills (Musa, 2012).

The English subject teacher had to find the time to give the inclusive student one to one attention compared to others because their learning speed was different (Zuki et al., 2016). Besides the responsibility of teaching, the English subject teacher was stressed due to the disciplinary problems by the mainstream students as she had to spend more spent time advising and controlling the whole class. A recent study states that the negative thoughts and feelings as a result of prolonged stress in schools make the teaching profession more challenging (Noor, 2012).

According to Associate Professor Dr. Lee Lay Wah, Malaysian teachers had some fear and mixed feelings towards inclusive education (2010). One particular research under the directive of MOE was to examine the attitude, beliefs, feelings and behaviours of primary school English subject teachers towards inclusive education (Jantan, 2007). The findings of the qualitative interview method research stated that the primary school teachers may find themselves unprepared, both in terms of emotional acceptance and technical skills. The teachers felt that, either the structure of primary schools needed to change in order to support the ambitious project or the inclusive plan itself should be modified (Nasir, 2016).

The job assignments which were continuous took much of their energy, time and attention. The teachers mostly enjoy their profession but have certain qualms about the other duties that require their attention and effort (Nasir, 2016). The inclusive teacher found the teaching profession stressful because of the paper work and the demanding examination orientated syllabus. Teachers were pressured to teach for examination and not learning to be intelligent. This resulted in stereotyping of teaching and learning approaches which were not suitable for special needs students (Sofi, 2003). The English subject teacher agreed that the inclusive students need the support system to help them during the lessons.

According to Nasir, the job accumulated pressure made the teachers to become unprofessional and develop negative attitudes towards the inclusive students (Nasir, 2016). In a recent study, about negative thoughts and feelings as a result of prolonged stress and problems that occurred in schools reflected that the teaching profession is becoming more challenging (Noor, 2012). Noor also said that the stress level among the special education teachers is about 20% to 60 % at a moderate level (2012).

Inclusive teacher: Definitely, no. The teacher does not have the time because the class size is very big. It is also a tedious job to pay so much attention just to one inclusive student and neglect the other 45 students. So, the mainstream teacher expects the inclusive teacher to handle the inclusive students.

Excerpt No: 50 (25 Feb. 2016) (Lines 218 - 220)

In the given excerpt, the English subject teachers felt that it is the responsibility of the inclusive teacher to teach the inclusive students. On the other hand, the inclusive teacher is regarded to allocate only one or two thirty minutes lesson for each and every inclusive student in her scheduled personal time table. The inclusive teacher would choose any one subject from the 4 core subjects to carry out her required lesson. Bearing this in mind, the inclusive student may not get any guidance for English Language at all from the inclusive teacher.

Inclusive teacher: My timetable is packed with 30 minutes teaching periods for a week. I can spend one or two thirty minutes periods for any one of the core subjects per week for one inclusive student. I have spare time equally for all the eleven inclusive students in various levels and classes to teach all the core subjects like Bahasa Malaysia, Mathematics, Science and English Language.

Excerpt No: 44 (20 Jan. 2016) (Lines 194 – 197)

From the given excerpt, the inclusive teacher had to teach the core subjects like Bahasa Malaysia, English Language, Mathematics and Science for all the 11 inclusive students at various levels and classes. The inclusive teacher finds the job stressful. This means the inclusive students might not get the opportunity to learn English at all from the inclusive teacher who might teach Bahasa Malaysia for 30 minute lesson in a week. According to the weekly time table for English, the subject is taught for 240 minutes per week for the upper primary students. This would mean that the inclusive students will not get any form of help for English Language throughout the year. The special education teachers take turns to be an inclusive teacher because the job is tedious.

Inclusive teacher: I seriously find this very stressed because I have to prepare many lesson plans with different teaching aids at various levels in a day. I have to be on my toes to get the latest information on the topic, theme and objective of the lessons for each and every lesson from about ten to fifteen teachers. I have to build a good relationship with the English subject teachers and get all

the necessary information so that I can prepare my lesson plan in my record book which should tally with the English subject teachers.

Excerpt No: 45 (20 Jan. 2016) (Lines 199 – 203)

From the given excerpt, the job of an inclusive teacher is tedious because only 1 teacher is assigned to teach all the 11 students throughout the year. She has to prepare many lesson plans for different subjects, at various levels and for all the 11 inclusive students with the appropriate teaching aids. Unfortunately, the inclusive teacher was instructed by the supervisor of the special education unit to relief the acute shortage of teachers at the centre for almost 10 months. The whole class is affected when the teacher is unable to provide the best support for a child with disabilities, hence the child is unable to develop to his/her fullest potential (Peatson, 2011). Due to the limited time allocation, the importance of TESL trained special education teachers as the support system for inclusive students is much needed during the English lessons.

Inclusion and in general educator's professionalism encourage human development, social development and learning which leads to transformation in thinking. Since there is a lack in the support system, the four concepts of inclusion are doubted (Ainscow, 2013; Vygotsky, 1995; Watkins, 2000). Moreover, the English subject teacher's attitude due lack of professional knowledge in special education and inclusive education hindered the process of learning English. Instead of gaining knowledge, they were becoming weaker and slower. Furthermore, being

special needs children, they were shy and timid to ask for help from the English subject teachers.

The Second Challenge - Lack of Support System

The researcher through her non-participative observations noted that the inclusive students were left without proper guidance during some lessons. Provided below is a non-active participatory observation during a relief lesson on 24 March 2016. The relief teacher instructed the students to read some pages from their Science textbook. Fahmi spent his time playing with his ruler and eraser (Appendix E.5). Saad mentioned that, Autistic students have a tendency to dream when left unattended (Saad, 2013). This was noted in Fahmi's case by the researcher.

Furthermore, a research was conducted by Jelas and Mohd. Ali (2014) on the policy and practice of inclusive education in Malaysia. This paper examined the problematic issues associated with the interpretation and implementation of inclusive practices, its contradictions and its translation into practice in a Malaysian context. Another similar research on the importance of collaboration and co-operation between the inclusive teacher and the English subject teachers was the Implementation of inclusive education for special needs learners with learning difficulties (Latiff et al., 2015). Both these researchers viewed similar issues regarding the shortfalls of inclusive education in Malaysia even though it was implemented 30 years ago.

The inclusive teacher who was appointed on a yearly rotation basis was unable to enter the inclusive classes due to a change in the timetable. The other inclusive teachers who were not TESL trained were unable to teach in English and prepare them for the examination. Teachers who were non-TESL trained are not called to

attend the courses conducted by the English Department. Therefore, the non-TESL trained inclusive teacher was unable to teach the inclusive students on how to write answers as required by the examination board. Since the inclusive students were not given the correct guidance, eventually they performed poorly in the English test papers.

Despite 3 years of learning English in the inclusive education programme, the majority of inclusive students were unable to follow most of the lessons. The lack of the support system caused their performance to deteriorate and therefore, 3 out of the 11 inclusive students were pulled out of the inclusive programme. They were placed back into the special education unit in the school where the research was conducted. This replacement took place on 3 January 2017. The students were quiet and demotivated when they were placed back into the special education unit. The other 6 inclusive students also performed poorly in the English Language test papers because they were deprived of the support system.

Subject teacher: Yes. The inclusive teacher will be able to give guidance and teach exam format provided that the inclusive teacher is of TESL background or very well versed in the English syllabus and has the knowledge of how to answer exam formatted questions. The style of answering the English Paper 2 requires some specific style or the right knack of answering the questions. I strongly believe the TESL trained teachers for special needs children make a better support system for the inclusive students.

Excerpt No: 29 (8 March 2016) (Line 133 – 137)

From the given excerpt, it is obvious that the inclusive students would be able to perform better in the English examinations if they were provided with TESL trained special education teachers as a support system. Vygotsky says, students learn better with the guidance of an adult or teacher (1995). In an early intervention programme, the results of a qualitative study showed that, the special education programmes need adequate professionally trained teachers who are experts in certain

subjects (Nasir et al., 2016). Inclusive students need competent teacher to teach them human development, social development and social learning and transformation in thinking so that they are in par with their peers in the classroom (Marimuthu, 2015).

Since the English subject teacher was unable to handle the class with different abilities, she openly admitted that she did not have the time to give individual attention to the inclusive student. According to Nasir, collaboration between the English subject teacher, the class teacher, the inclusive teacher and the parents are important for holistic educational development among the inclusive students (Nasir, 2016).

A qualitative research method stated that Malaysia has a long history of providing education for special needs children (Nasir, 2016). Despite positive developments such as the formulation of an adapted curriculum and the introduction of early detection programmes, a lot more challenges still need to be acknowledged and surmounted. These challenges include the provision of professionally trained teachers, appropriate resources, appropriate teaching materials and other essential facilities (Nasir, 2016). However, this policy development is merely the “tip of the iceberg” as most of the challenges explore the situation and ways to improve inclusivity through education (Nasir, 2016).

Additionally for persons with disabilities, education is a vital part of their lives which enables them to speak, read and write in English Language to find a job (Singal et al., 2015). When the students are weak in English, they will also be weak in Science and Mathematics (Nasir, 2016). Malaysia has failed to develop and implement a comprehensive guideline for an equitable accredited examination for students with learning disabilities (Saimi et al., 2011). “The problems greatly

affected the inclusive students with diversified learning disabilities since they were unable to compete with the current standard of meritocratic evaluation, Due to this, the inclusive students cannot enjoy the rights to a decent education. It is clear that this issue cannot be taken lightly and must be solved quickly.” (Nasir, 2016, p. 87).

The poor results in the examinations brought down the ratio of the school performance in SBA which annoyed the English subject teachers. Following which, 3 inclusive students were pulled out of the inclusive education programme because the English subject teachers felt the students were wasting their time in the class. There are possibilities that more students would be pulled out in years to come. The situation became worse when the inclusive teacher had to relief her services due to an acute shortage of special education teachers at the centre.

This absence of the support system affected the students’ performance in the school based examinations.

Inclusive teacher: The special education unit is facing an acute shortage of teachers. For a about 9 months from January 2016 until October2016 we had 4 teachers only to handle all the 6 units of classroom. Therefore, I did not go into the inclusive classrooms most of the time to help them with their lessons. The students were left to do work independently so transformation in thinking did not take place for all the 11 inclusive students. The school is running short of 6 teachers, so the inclusion almost did not take place. I was given the job of the school PIBG treasury, so I became very busy and on top of that I was given the job of replacing the teachers who went on maternity leave at the special education unit. We also had a problem of the supervisor on transfer. We received a new supervisor in September. The new supervisor instructed me not to enter the inclusive classes because of the shortage of teachers and instead teach the special needs students in the centre. Fahmi could have done better if he was provided the support system of having the inclusive teacher to help, teach and guide him during the English lesson. He needs to work harder to improve his knowledge in English so that his future examination results will improve.

Excerpt No: 56 (24 March 2016) (Lines 236 - 247)

In the given excerpt, the senior assistant of the special education unit instructed the inclusive teacher to remain in the special education unit which was

facing an acute shortage of teachers. The unit should actually have 10 teachers but they had only 4 teachers because 6 teachers went on transfers and maternity leave. Therefore, the inclusive teacher who was appointed on a yearly rotation basis was unable to teach the inclusive students.

Even though Fahmi is the only special needs student in the 4J class, the English subject teacher found it stressful to teach him without the support system.

Subject teacher: It is very difficult to manage a class of 42 students with various levels in English because I have to rush through my syllabus to complete it before the examination. I have to explain and teach as a whole class and then go over to Fahmi and explain in detail each and every question so that he can write the answers for that particular lesson. Sometimes I wonder, What is the problem with these kids, Why are they so dumb looking and What am I supposed to do with them

Excerpt No: 5 (20 Jan 2016) (Lines 19 - 23)

Many teachers in the school were wondering how Fahmi was able to follow the classroom lessons despite the challenges that he had faced.

Inclusive teacher: If the lesson is simple, they are able to do it without much difficulty. The most important thing is that the teacher must explain in detail so that the inclusive students really understand. As much as possible, the teacher must write example answers or the exact answers on the board. As Vygotsky says, inclusive students learn and develop with the guidance and help of an adult or teacher (1978).

Excerpt No: 49 (25 Feb. 2016) (Lines 212 - 215)

In the given extract, Fahmi was unable to get help from the English subject teacher, so he copied the answers from the whiteboard and also from his friends. Learning became more difficult since Fahmi was timid and shy to ask for help from the teachers. The lack of the support system, slow cognitive development and high expectations on providing one-to-one attention caused many difficulties for the inclusive students to learn English in the classroom (Hashim, 2014). Many schools were unable to provide the basic baseline needed for inclusive education (Hashim,

2014). Nasir also said that, “The existence of global and regional instruments and strategies should not be seen as ‘just a picture frame on the wall’ instead, these instruments and strategies must be properly translated in the local context” (Nasir, 2016, p.80).

Fahmi felt left out when he was placed right at the back row in the classroom. It was a challenge for him to see the whiteboard clearly and quite difficult for him to follow the lesson. The practise of putting the inclusive students at the back of the classroom created a segregation or barrier to socialise among the peers in the classroom. The attitude of placing the inclusive students at the back of the classroom is a norm and widely practised by many teachers.

Unfortunately, when the inclusive teacher failed to enter the inclusive classroom, the inclusive student sat at the back helplessly. (Appendix E.4 Field notes 2, 25 Feb 2016) “Fahmi was bored and soon he slept off on his desk.” Most of the inclusive students appeared weak, timid and shy but they were sensitive to the lack of care and attention from their teachers. The inclusive students would learn better in a more caring and conducive environment with the presence of the support system.

The inclusive students feel comfortable when they talk to the special education teachers compared to the English subject teachers. They also communicate without any barrier with their friends in Bahasa Malaysia during the school hours.

Subject teacher: The inclusive students are friendlier towards the special education teachers.

Excerpt No: 25 (8 March 2016) (Lines 116)

The inclusive students readily interacted in Bahasa Malaysia as it was much easier because it was the common language of conversation among the students in

the school. Here, the influence of L1 was prominent among the Malay students in the school.

Subject teacher: Fahmi is a shy boy. The only English words I have heard him speak are “Thank you, teacher”. He does not speak in English. He finds it more convenient to speak in Bahasa Malaysia with me and his friends. When I tell him to talk in English, he will just stand there smiling shyly.

Excerpt No: 24 (8 March 2016) (Lines 111 - 113)

Generally, the inclusive students are timid and do not socialise freely. They need motivation, love and understanding from the teachers and friends in order to socialise without any barrier.

Inclusive teacher: The inclusive students are timid by nature. Sometimes they get frightened when the English subject teachers shout at the other students in the classroom. From the past experiences, the special education teachers find that the special education students are more comfortable and confident to communicate with the special education teachers compared to the mainstream teachers.

Excerpt No: 62 (10 May 2016) (Lines 271 - 274)

In the given extract, the information states that there is a friendly relationship between the inclusive students and the special education teachers. In this context, a friendly relationship encourages social learning and human development in accordance to the four concepts of inclusive education which relies on human development, social development, transformation in thinking and constructivism teacher proficiency (Watkins, 2010). The researcher’s investigation revolves on the critical function of the English subject teachers’ capabilities to handle the inclusive students in diverse situations in the inclusive settings during English lessons which failed to meet its objectives. A multi-case qualitative study showed that none of the English Language Learner Programmes were able to support instructional inclusion

either due to lack of belief in the efficacy of inclusion or the lack of resources (Plett, 2008).

Basically, there was a communication breakdown among the English subject teachers and the inclusive students in the school. Therefore, the social development transformation in thinking and constructivism in teacher proficiency in English was a failure. When there is a sign of failure due to the lack of professionally trained personals, it is important to have TESL trained special education teachers as a support system to teach English for the special needs students in the inclusive classroom (Nasir et al., 2016).

Based on the school SAPS system, none of the inclusive students scored marks above 80% in the test papers and there were more failures than passes. The inclusive education programme was introduced in 1996 and over the years it has expanded to many schools in Malaysia. Even though it has been implemented for more than 30 years but it has its shortfalls.

One of the efforts taken by MOE to cease the manpower crunch in many schools was that about 1800 teachers were required to attend courses to enhance teacher's professional development and equip them with pedagogical skills for the mainstream classroom in various subjects (Blueprint, 2012). However, the special education centres are still running short of professionally trained special education teachers, TESL trained special education teachers, speech therapists and occupational therapists. The MOE must take the necessary steps to overcome this shortage of professionals by offering new specifications especially is courses pertaining to TESL with special education in local universities and teacher training colleges.

The Third Challenge – Implementation of New Policies by the Ministry of Education

The 2 new education policies introduced in January 2016 were DLP and the compulsory 30% integration of special needs students into the inclusive programme. Due to the sudden change in the curriculum, the inclusive students faced many challenges, mentally, physically, emotionally as well as peer group pressure. Before the introduction of DLP, all the students were learning Mathematics and Science in Bahasa Malaysia. Then, in January 2016, DLP was introduced whereby the standard 1 and standard 4 students were required to learn these 2 subjects in English. The sudden switch from Bahasa Malaysia to English confused the inclusive students as they had to cope with their studies without the support system.

Besides that, according to the DLP syllabus, the English test Paper is split into 2 papers that is Paper 1(013) and Paper 2(014). The Paper 2 which is in subjective form is strictly marked by TESL teachers because only TESL teachers attended courses pertaining to the specific format of the marking scheme and the neck of answering subjective type questions. The inclusive student was not given sufficient practice in answering subjective type of questions, so he did not understand the instructions of the questions and how to write the correct answers.

Most of the students in the classroom, found it difficult to learn the terminologies in English. Therefore, they preferred the translation method of teaching instead. Teachers and the mainstream students also preferred the translation in Bahasa Malaysia for easier understanding (Musa, 2012). The inclusive students found it a great challenge to switch from one language to another overnight under the DLP syllabus. On top of that, the inclusive student was unable to follow the lessons when the teacher was speaking fast using advanced English levels.

Then, another new policy of integrating 30% of special needs students into the inclusive classrooms was introduced in January 2016. Surprisingly, by the end of year 2016, 3 inclusive students were pulled out of the inclusive education programme and to be placed back into the special education unit to continue their studies. The English subject teachers suggested that the weak inclusive students be pulled out of the programme because they were totally unable to cope with their studies. This case is further supported by Saad who states that the implementation of policies without the support system is also a form of challenge faced by the inclusive students (Saad, 2013).

The DLP syllabus also brought some changes in the English syllabus. Students are now required to write an e-mail, a letter, answer comprehension questions and write short essays. The English Language Paper 2 is awarded 100 marks. Many mainstream students and inclusive students failed in Paper 2 because they found it difficult. Whereas, the English language Paper 1 has 20 objective questions and 18 partially subjective questions which carries a total of 100 marks. The English subject teachers found it difficult to teach the subjective paper because the students were not exposed to subjective type questions earlier on in their lower primary classes.

The previous English syllabus in accordance to KBSR, consisted of only 1 test paper with 40 objective questions in Section A, subjective questions in Section B and an essay writing in Section C with guided answers that were much easier. The paper carried 100 marks. Teachers were unable to give more practice in the DLP syllabus because it was newly introduced by the curriculum. Teachers had insufficient time and it was difficult to get the students to answer subjective type of questions as they lacked practise. The students needed writing practise in order to

improve their writing skills (Thulasi, 2015). Since the students found the test difficult, 9 inclusive students failed the English Paper 2. They were not given enough practise prior to the test as the support system was unavailable. The inclusive students would have benefitted if they were provided with the support of a TESL trained special education teacher to teach English during the English Lessons.

On top of that, according to the (Blueprint, 2012) to full fill the requirement of integrating 30% of special needs students into the inclusive programme, some below average students were integrated into the inclusive classrooms. This increased the workload of the English subject teachers who now had to teach the weaker students who were left unattended without the support system. Therefore, the 30% of integration of the special need students caused more complications for the teachers and students.

Furthermore, according to the Ministry of Education, one of the goals in the Education Development Plan is to ensure that “75% of the special needs children are enrolled in inclusive education” (Blueprint, 2012, p.20). There are currently, 58 253 special needs students enrolled throughout Malaysia and only 7 797 students are in the inclusive education programme (Blueprint, 2012). Based on the 58 253 students, 75% which is about 43 689 are special needs students who need to be qualified to be placed in the inclusive programme by the year 2025. This will cause a sudden influx of inclusive students integrating into the mainstream classrooms. It is a difficult-to-achieve objective because of the insufficient resources and readiness from the teachers and students (Nasir & Efendi, 2017). Ambition without proper planning, insufficient resources in monetary terms and the lack of the efficient support system may pose bigger challenges for the schools to handle if the MOE implements the 75% of integration of special needs students into the inclusive programme by the

year 2025. The inclusive programme would urgently need the support system of TESL trained special education teachers to teach English in the inclusive classroom.

If the implementation is strictly practised, then the parents would be pressured to work hard to get their special child to speak, read and write in English so that they can follow the learning process in school (Nasir, 2016). Moreover, Nasir said that, the challenges which the inclusive education faced include inadequate appropriate resources, early intervention programmes to teach English, essential facilities, inadequate teaching materials which underlined the imperative of multi stakeholder participatory collaboration in planning, implementation, monitoring and impact evaluation (Nasir, 2016). The integration of 75% of inclusive students would create more issues with resources and the possibilities of the mainstream students would be marginalised. As the inclusive students go into the higher levels of education, many of them will not be able to cope with the syllabus without the presence of support system. Some of the inclusive students who did not comply to the minimum of 60 marks for the 4 major subjects were sent to the inclusive programme just as to full fill the inclusive education programme requirements.

The implementation of this new education policy caused some special education teachers to become stressed. In the recent study to identify the level of emotional distress and factors causing emotional distress, approximately 20% of the population of teachers showed a high level of stress and 60% showed a moderate level of distress (Noor, 2012). This practise is unfair to the inclusive students and the English subject teachers as the influx of weak students into the mainstream classes would cause disruptions to the whole class.

The Ministry of Education's intent poses a big challenge because many schools are unable to provide the basics for inclusive education (Hashim,

2014). Hashim said issues pertaining to professional manpower, finance and medical equipment remain unsolved by the government. It might be a dream come true for the MOE to overcome the challenges such as the lack of finance to fund the programmes, the lack of TESL trained special education teachers and the lack of speech and occupational therapists. Yap said that, "Majority of the special needs students are deprived of opportunities to enter vocational training and employment which prevent them from achieving economic and social independence" (Yap, 2014, p.20). Additionally, there was an overall shortage of workbooks and textbooks printed in English Language, Mathematics and Science in January 2016 (Tawie, 2012). During the non-participatory observation, it was noted that the newly printed books according to the DLP syllabus were insufficient. The shortage in the supply of the textbooks and the workbooks caused some inconvenience in some schools (Tawie, 2012). The supply of the newly printed books for year 1 and year 4 reached the schools in early March, 2016. The delay caused some disruption and inconvenience during the lessons. Some students had to share the workbooks and were therefore unable to do some homework for a few weeks. The shortage in the availability of textbooks and workbooks could be one of the reasons for the poor performance in the examination (Tawie, 2012).

However, the deteriorating standard of English among Malaysians would hinder the aspiration that Malaysia be declared a developed nation by 2020. The English Language competency in primary schools deteriorated despite having learnt the language for six years (Sofi, 2012). In view of this difficulty, many parents discouraged their special needs children to sit for UPSR because they feared that their children might fail in both the English Language papers.

ASEAN Secretariat, 2012, established that the Malaysian government as of March 2008 during the 43 SEAMEO SEN under its first director, Datin Dr. Yasmin Hussain recognises primary education as free and compulsory for children and aims to support the needs of children of various disabilities (Nasir et al., 2017; Secretariat, 2012). Therefore, the inclusive education must be seen as a tool for educational equality, capability equality, justice and well-being of the special needs child (Terzi, 2014). The lack of readiness among the teachers to teach in a diverse setting and the shortfalls in the existing support system greatly affect the inclusive programme (Alwis, 2015). However, many questions remain on how best to implement the inclusive programme in Malaysian schools (Cheong, 2012). Some teachers also believe that the whole programme needs a face uplift for the betterment of the programme (Nasir, 2016).

The Fourth Challenge - Inclusive Students are weak in English

The fourth challenge is that inclusive students are weak in all the 4 language skills and grammar compared to their mainstream peers in the classroom. The common difficulties are related to writing, grammar and lack of vocabulary (Yunus, 2013).

Therefore, it is important for the inclusive students to learn all the 4 language skills and grammar while in the primary school (Nasir, 2016). Basic grammar and its rules must be taught in primary schools and not in secondary schools.

Inclusive teacher: Majority of the students are slow learners due to mental retardation, slow cognitive development and some of them have dyslexia which is also quite challenging to teach. Since they have slow cognitive development it takes a longer time for them to understand things.

Excerpt No: 41 (20 Jan. 2016) (Lines 179 - 181)

In the given excerpt, it is noted that the inclusive student has multiple medical conditions such as different levels of brain development due to certain medical

conditions. The inclusive students are also shy and they hardly converse with their English subject teachers. The inclusive students fail to understand the importance of mastering English Language for a brighter future especially in speaking and writing skills. The ways in which teachers and students interact, form a social practise that affects the nature of literacy learned (Che Musa et al., 2012; Street, 2009).

The breakdown in communication make it difficult for the teachers to analyse the problems faced by the inclusive students. Since they are very weak, there is a wide gap between the mainstream students and the inclusive students. The English subject teachers develop a mind-set attitude that the inclusive students are too weak to learn English and they will not improve in the standard of English competency (Nasir, 2014). So, the English subject teachers find it a waste of time teaching them.

According to Sariah Amirin, President of Dyslexia Association of Malaysia (DAM), 80% of children with Dyslexia cannot read well (Peipei, 2015). Besides that, 52% of slow learner children below 5 years old require language services (Peipei, 2015). Mohd Sofi also concluded in his study that English language performance in primary schools deteriorated despite students having learnt the language for 6 years (2013). The inclusive students took a longer time to grasp concepts and understand things due to some medical conditions (Peters, 2010). “slow learners are slow in their abilities to learn and respond to the problems of everyday living” (Zigler et al., 1986). The subject teacher noticed:

Subject teacher: Fahmi is very quiet and does not disturb anyone in the classroom. He has a short attention span. I have to stand beside him during the lessons. If not he starts talking and playing with someone who looks so real the way he responds and talks to that person. He smiles and shows facial expressions and moves his hands just as though the person is just in front of him. The other students understand him so well that they just throw a smile and look at him for some time. He is very handsome, so I do not think anyone will notice him as an autistic

boy. He enjoys digging his nose and playing with his saliva. He likes to spread his legs wide, throw his body on the table while playing with his ruler and eraser. He likes to balance the ruler on the eraser.

Excerpt No: 4 (20 Jan. 2016) (Lines 10 - 17)

In the given excerpt, Fahmi had a tendency to daydream and at times loses focus on the lesson. He has the characteristics of an autistic child such as a short attention span and slow cognitive development that affects the learning process. According to Smith et.al, primarily autistic students need one- to- one attention from teachers (2014). The teachers need to provide from brief to detailed explanation on a one –to- one basis (Zuki et al., 2016).

The influence of L1 overtook the acquisition of the L2 as the parents gave more attention to L1.

Puan S: There are many reasons actually. The main reason is, all the family members speak in Bahasa Malaysia and we did not take the move to communicate in English from the very young age. As parents we made sure they were fluent in the mother tongue language because we are also not good in English.

Excerpt No: 66 (20 Nov. 2016) (Lines 284 - 286)

In the above excerpt, most families are visibly not fluent in English, so they speak in Bahasa Malaysia. The special needs children are usually given minimal exposure to English by their parents until they get enrolled into Year 1 in school. The parents encourage the acquisition of L1 which affect the acquisition of the L2 acquisition (Musa, 2012). English language lessons in schools reveals that there is a strong influence of the national language over the learning of English (Maros et al., 2007). The morphological and syntactical difference as a factor influencing inability to successfully acquire the language enlist literacy (Jalaluddin et al., 2008).

Subsequently, parents' knowledge on inclusive education is important as it supports learning. Most of the parents do not want to burden their children with the acquisition of L2 as they are already burdened with multiple medical conditions (Nasir, 2016). The parents could encourage their children to speak in English, send them for extra tuition classes in English Language and provide suitable educational materials to help their children to learn English (Soodak, 2002). The parents of the inclusive students are acknowledged as the key actors in the process of inclusion, and yet research on their involvement is limited primarily to their view on the outcomes of inclusion (Soodak, 2002).

Furthermore, the special needs students come from different family backgrounds, use different mother tongues, have different attitudes, various economic statuses and have low self-esteem which hinders the acquisition of the language (Musa, 2012). As such, the change in behaviour affects the socio-cultural behaviour and learning does not take place in such situations (Cheong, 2012b).

Subject teacher: Certainly, Fahmi is an average intelligent student. He is an obedient and timid. He does not converse with the mainstream teachers freely so the teachers do not understand him.

Excerpt No: 2 (20 Jan. 2016) (Line 4 - 5)

In the given excerpt, interaction with the teachers encourages social learning. The theory of social learning emphasises social development in the inclusive settings to support the zone of proximal development which states that students learn when guided by an adult (Baskarada, 2014).

Consequently, the special need students were placed in special schools where the learning and teaching process is tailored to their mental capabilities. It was difficult for them to learn all the 4 language skills as they have slower cognitive development, insufficient guide from parents and lack of the support system. The

inclusive students disliked speaking, reading and writing in English (Karen, 2015). In such situations, the Co-Teaching Model or collaboration emphasises on the importance of 2 teachers to teach in the inclusive programme at the same time (Friend, 2010). One is the English subject teacher and the other would be a TESL trained special education teacher to teach at the same time in the inclusive classroom (Friend, 2010). This encourages the full inclusion model which is believed to be the most beneficial in Malaysia (Ali, 2006; Zuki et al., 2016).

The experience of comparing the mainstream students with the inclusive students is to create awareness among the teachers of the vast difference between the two. The inclusive students need more remedial classes so that they will learn to master the key language skills properly (Kennedy et al., 2012). The needs of every special child should be met in an inclusive learning environment with the support system of TESL trained special education teachers to teach English in the inclusive classroom (Peatson, 2010).

Additionally, the inclusive students are timid and shy to ask the teachers for help (Musa, 2012). This was observed during the writing lessons especially when they copied the answers from the whiteboard or from their friends. Some of the English subject teachers misunderstood and claimed that it was not their specialisation to teach special education needs students (Jantan, 2007). Being timid and shy, the inclusive students goes through such challenges daily without the support system which eventually leads to their failure.

Furthermore, teaching and learning grammar is an important part of English. Students must learn it well in order to be fluent in oral skills and writing skills (Musa, 2012). The main focus of all primary schools in UPSR examination is the English language examination results (Sofi, 2003). Unfortunately, the inclusive

students do not understand the importance of English in their future education (Musa, 2012). The inclusive students can improve in English Language acquisition if they are provided with the support system (Jantan, 2007).

Therefore, availability of TESL trained special education teachers are urgently needed so that inclusive students could learn effectively during English lessons. In countries like Ireland it is compulsory for the special education trained teachers to undergo 1 year Masters in Education programme so that they are professionally trained to handle the special needs students in the classrooms (European Agency, 2015). Besides that, classes in Singapore have the shadow teacher aid in the classroom so that the inclusive students are more confident to learn in the mainstream classroom environment (Philomen, 2016).

It could be deduced from the findings of the first research question that the inclusive students faced many challenges when learning English with the English subject teachers. The slow mental cognition does not encourage the students to learn the language independently so they definitely need the services of a TESL trained special education teacher as a support system for inclusive classroom.

The Fifth Challenge – Secondary School Education

In March 2014, Fahmi qualified to enter the Year 2 integrated inclusive programme after sitting for the qualifying test conducted in the school. He sat for a summative test for the 4 main subjects namely Bahasa Malaysia, Science, Mathematics and English. He scored marks above 60% in all the 4 subjects. The main criteria to qualify to enter the inclusive programme is, that the special needs student must obtain marks above 60% in the 4 major subjects. Therefore he was given the opportunity to be placed in Year 2 inclusive programme at the age of 10 in the year

2014. Then, he continued into year 3 in the year 2015 and Year 4 in the year 2016. Fahmi left primary school in November 2016 to further his studies in secondary school. Fahmi was 12 years old at that time. Fahmi did not continue his studies in year 5 for the academic year 2017 and in Year 6 for the academic year 2018. Fahmi did not pursue his education in year 5 and year 6 even though he was given the special privilege of extra 2 years of primary school education. His parents decided not to take the offer of special privilege of 2 years and sit for the UPSR. They felt it was a waste of time because the support system was totally unavailable in the school. Students in the inclusive programme are given 2 years of special privilege for free education in the government schools to further their studies until the age of 14 (Blueprint, 2012).

Once the inclusive student reaches the age of 12, parents usually prefer their child to move on to secondary school to continue their studies. Since he did not perform well in the examinations, Fahmi's mother decided not to waste time in the primary school. If Fahmi was to continue his standard 5, he would be 13 years old and to complete UPSR at the age of 14 years. He will be 15 years old when he enters Form 1 in the secondary school in 2019. The parents predicted that the lack of the English subject teacher's attention, the non-existence of the support system and his inability to keep pace with the classes might demotivate him from going to school in future.

Even though Fahmi is a mild autistic with slow cognitive development, he has the determination to complete all his class activities. He tries to complete his written work either by obtaining the answers from the English subject teacher or by copying from the classmates. He also does not leave his test papers blank even though the questions are difficult. He takes the effort to read and answer the

questions as much as possible. This highlights his positive attitude and his seriousness to study. With his confidence in a hardworking attitude he would have done much better in his examinations if the support system was available. The unavailability of the support system had caused him much damage in pursuing education and deprived him of all rights to equal and fair education as per to the Education for All Act. Since there was no support system, the parents sent him to the secondary school to study in the special education unit. He could not continue his studies in the inclusive programme in the secondary school because he does not qualify for the entrance into the inclusive education programme and also because he did not sit for the UPSR. So he does not qualify to study in mainstream secondary school without the certificate. He will be placed in the special education unit for special children in the integrated special education programme.

With regards to the researcher's observation, a similar kind of decision making became a common practice among most parents of special education students in the inclusive programme over the years. The Program Pendidikan Khas Integrasi (PPKI), 2015 had granted special extension for 2 years for the inclusive students to continue their education to UPSR (KPM, 2015). According to school records, the majority of parents transferred their children to the nearest secondary school which runs the integrated special education programme without taking on the 2 years special privilege for their children. The special needs students need to sit for an entry examination in order to qualify to enter the inclusive education programme in Form1 (PPKI, 2015).

Fahmi did not qualify to sit for the entrance exam which would enable him to enter the inclusive education programme in Form 1. The issue of low proficiency in English, skipping 2 vital years of primary school education and not obtaining a

certificate in UPSR has disqualified him from entering into the inclusive education programme in Form 1.

MOE gives an extension of 2 years for the inclusive students to complete the primary school education. The inclusive students are encouraged to sit for UPSR even though they turn 14 years old. However, most parents decide that it is a waste of time because students do not receive much support from the teachers. The inclusive students and the special needs students are normally given opportunities to study selected skills in the vocational schools once they completed the PT3 examination.

Puan S: No, I am not going to continue for another 2 years until he is 14 years old. I know my child is weak in his studies and he does not learn much in school. I do not want him to waste 2 years of time studying year 5 and year 6. I know he would fail in most of the subjects in UPSR. I would take him out of this school and enroll him into the secondary school next year. I think he will be happy to study with his friends from the special education unit who will be going to the secondary school at the same time with Fahmi beginning 2017.

Excerpt No: 70 (20 Nov. 2016) (Lines: 299 – 304)

In the given excerpt, the parent decided to enrol Fahmi into the secondary school. The parents did not take up the offer of placing him in the primary school to continue with the UPSR examination even though he was provided with the offer to extend for another two years in primary school. Since Fahmi had scored low marks and his mother was dissatisfied with his performance, she had decided to pull him out of the mainstream classes. He was then put into the special education unit in the secondary school.

According to the Salamanca Statement and Education Act for All, the disabled children must be given special rights so that they can live like the others (Unesco, 1994). The government had built vocational schools to help these inclusive

students develop their in born talents to become skilful (Blueprint, 2012). As such, some parents preferred to send their children to vocational schools once they had completed Form 3 (Nasir, 2016).

Inclusive students with multiple medical conditions had to face many challenges such as to study alongside with the mainstream students in the inclusive classrooms under the guidance of the English subject teachers. “Inclusive education is a challenge due to shortage of adequately trained teachers and the curriculums were also not adapted to the needs of students with disabilities” (Youssoof, 2008, p.4). In addition to facing many challenges, the inclusive students also had to study English without the support system. The English subject teachers had developed attitude problems when dealing with special needs students because they lacked the knowledge on special education and how to teach in a diverse situations. The influence of the mother tongue (L1) when learning English is also further weakening the process of English learning in the classrooms. The use of translation method as a method of teaching English had encouraged students to learn English in Bahasa Malaysia which, in turn, resulted in the drop of the standard of English among students. Teachers also often lamented on the workload given and used that as an excuse to neglect inclusive students.

The inclusive student with the multiple medical condition struggled to learn English without the support system. Merely copying answers from the whiteboard had made the inclusive students slower, weaker and eventually fail in English. Inclusive education is supposed to improve and assist the special needs students to further their studies with special privileges, but instead, 3 students were pulled out of the programme because the English subject teachers found them a burden in the class.

Based on their poor performance, the parents had also decided to transfer their children to the secondary school to further their education. Their children would later further their studies in the vocational schools after completing PT 3.

The absence of the inclusive teacher in the inclusive education programme caused many problems in the inclusive settings in class. As such there is an urgent need for TESL trained special education teachers as a support system to teach the inclusive students in the classroom.

Research Question 2.

What are the common writing errors made by the inclusive student?

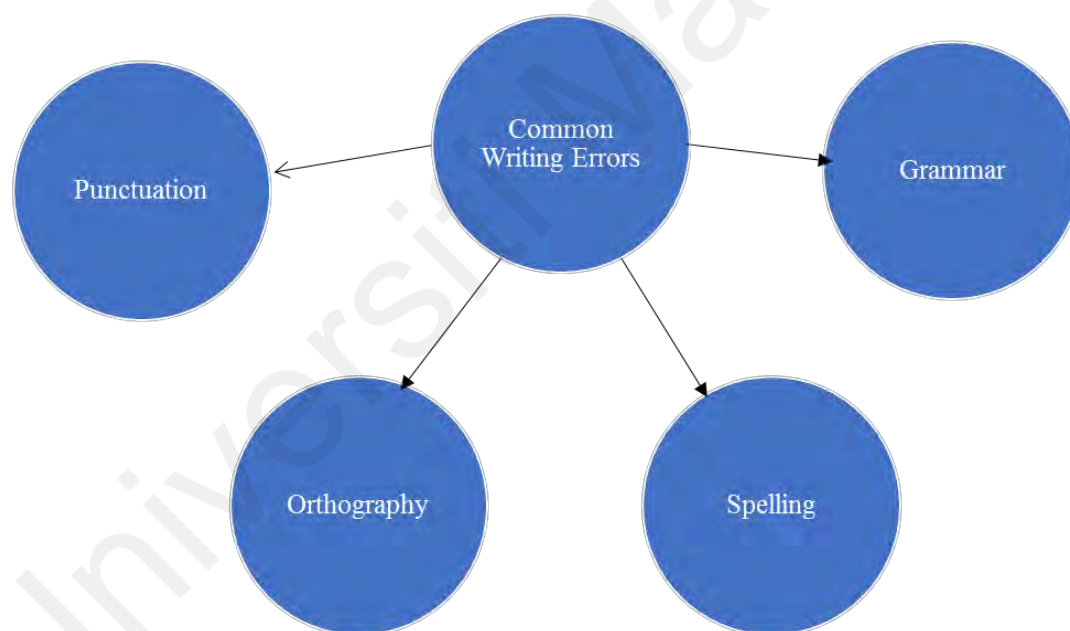


Figure 4.3 Diagram on common writing errors made by Fahmi

Research Sample: Fahmi

This section discusses the findings of the second research question based on the common writing errors made by Fahmi who is a slow learner with mild autism. He was in the 4J class in the school where the research was conducted. He was selected from 11 other inclusive students for purposeful sampling. The other 10

inclusive students who are slow learners are embedded into the study. All 11 inclusive students found writing skills arduous to with acquire because they were unable to master grammar rules in relation to the writing skills. According to Nasir, students find writing skills the most difficult to learn due to lack of practice (2016). The research subject is considered to be purposeful sampling because Fahmi's handwriting was legible and his written work displayed the common writing errors made by most of the inclusive students.

Writing Skills and Examination Scores in English Language Paper 2

Generally, most of the primary school students have problems in writing skills because of a lack of exposure (Thulasi, 2015). The grades obtained in the written paper evaluate the proficiency of a student in English (Nasir, 2016). As many as 8 inclusive students failed in the English Paper 2 of the examination. The test scores were obtained from the SAPS system and the class teachers. The English test papers were split into 2 papers, that is, Paper 1 and Paper 2. Students are required to write an e-mail, an essay and complete a text for Paper 2 according to the DLP syllabus which was introduced in 2016. It was for the 1st time that the students were exposed to the new format of questions. In the previous years, students were required to answer 20 objective questions in Section A and construct sentences with some guided words, answer comprehension questions and write a short essay of below 50 words for Section B. The students were required to take only 1 paper as per the KBSR curriculum. The scores for the English test papers for PKSR 1 and 2 were displayed in (Appendix E.26 as shown below).

The highest score for English PKSR 1year 2016 was 74% and the lowest mark was 22%. The range between the highest and the lowest mark was 52 marks

which showed that there was a wide gap between the highest and the lowest mark in the examination.

The highest mark for the upper primary English Paper 1 PKSR 2 was 66% and the lowest mark was 52%. The range was about 12 marks. The highest mark in English PKSR 2 was 58% and the lowest mark was 12%. The range between the highest and lowest mark for paper 2 was 46 marks. There was a wide gap between the highest and lowest mark in Paper 2 in 2016. These wide ranges indicated that the majority of students were weak in English Paper 2. The table showed that the majority of the upper primary students scored below average marks in the Paper 2 of the examinations. The common errors that were displayed in the test papers were mainly grammatical errors. This shows that all the inclusive students needed one-to-one remedial classes in writing skills. Fahmi scored 52% which is a grade C in Paper 1 in the PKSR 2. He scored 30% in Paper 2 in the PKSR 2. He obtained a grade E for English Paper 2 in the year end examination. (Appendix E26).

PKSR 1 and 2 Year 2016 – English Language Score for the Inclusive Students in the Lower Primary School

Table 4.1

PKSR 1 Year 2016 Lower Primary School Scores for English Language

NO	NAME	B.I	GRADE
1	A	74	B
2	B	35	E
3	C	22	E
4	D	38	E
5	E	22	E
6	F	36	E

Table 4.2

PKSR 2 Year 2016 Upper Primary School Scores for English Language

NO.	NAME	B.I (1)	GRADE	B.I (2)	GRADE
1.	G	66	B	48	D
2.	H	62	C	58	C
3.	Fahmi	52	C	30	E
4.	I	14	E	14	E
5.	J	12	E	12	E

Some of the reasons why the inclusive students are weak in the writing skills are: the inclusive students have medical conditions such as Autism, Slow Learner, Dyslexia, and Dyspraxia, some students who have problems with fine motor skills, poor hand and eye co-ordination. However, most of them have insufficient practise in writing essays too. Fahmi's medical conditions caused some level of slow cognitive development with inconsistent hand and eye coordination which affected his writing skills.

Fahmi displayed weakness in punctuation marks, orthography, spelling and grammar. He made errors in punctuation marks mainly in determining full stops, commas and capital letters. He drew the full stops in extra-large fonts and put the full stops in between sentences. The function of a full stop is to end a sentence. This showed that he did not understand when and where to put full stops in a sentence. The question in the test required the students to write out the events that happened during the English month. (Refer Appendix E.18) as shown below.

Punctuation

Appendix: E.18 Section B Paper 2. Common writing errors in punctuation and orthography made by Fahmi.

English Language Month	
Welcome to my page. This blog is for me to share about the exciting English Month events that happened in my school.	
-Shahnor	
(S)	
21 st June 2016	Name:
<p>Story Telling. • Tells a story for 5 minutes.</p> <p>• List of stories are Jungle book, King of kites and Oliver Twist. Date 16th May 2016 time 10:00 am - 1:00 pm Venue school hall.</p> <p>Spelling Bee. • It a spelling chain.</p> <p>• A group of 10 students takes part a time. Date 26th May 2016 time 10:00 am - 12:00 pm Venue School hall.</p> <p>Singing Competition. • Sing your favourite English songs for 3 minutes. Date 25th May 2016 time 10:00 am 1:00 pm Venue School Hall.</p>	<p>Comment:</p> <p>Mr. Arnold This is an interesting blog about English month. The activities are superb.</p> <p>Ms. Tina I like all the activities.</p>

Fahmi made mistakes when writing capital letters for the titles of story books. Firstly, for example: Jungle book, king fo kites and oliver twist. The titles should be in upper case such as Jungle Book, King of Kites, Oliver Twist and May. Capital letters are used for Proper Nouns to show names of things, people, places and animals. The errors in upper case showed that he did not know the use of Proper Nouns and had problems with orthography. Errors in orthography showed an inconsistent hand and eye coordination and low function of fine motor skills. Some of his written work displayed that lower case were used to start a sentence after a full stop. Through the researcher's observations, Fahmi does not check his written work after writing it because he did not know what to check on. Once he copied the answers, he gave the book for marking to the English subject teacher. The English subject teacher had to do word by word corrections for Fahmi's work. Fahmi also became restless when he was unable to copy the answers. This is true in Fahmi's case as he does throw tantrums related to class work problems. Students throw tantrums when they are given extra work (Cheong, 2012).

Moreover, Fahmi was unable to fill in the blank spaces with the correct phrases because he was not sure of the correct answers. Therefore, he scored only 2 marks for Section A of Paper 2 which carries a total of 10 marks. (Refer Appendix E.17). In addition to that, Fahmi had limited vocabulary, he did not understand the content of the sentences. At the same time, he did not want to leave the spaces blank in the test paper so, he guessed and wrote the answers for the test.

Fahmi is weak in spelling and therefore he had some problems answering the comprehension questions and constructing sentences for Section B of Paper 2. He did not understand the meaning of many words in the comprehension passage. (Refer:Appendix E.21 and E.22 as shown below). The 2 pages (Appendix E.21)

show that Fahmi was unable to answer Question 23(d), 23 (e), Question 24 and 25 correctly.

Question 23(d): If you participate in the school trip to Taman Negara, which activity will you enjoy the most? Why?

Fahmi wrote the answer as: Taman Negeri is so good and much fun is can learning about animal observation.

Question 23
Tick (✓) the correct answer.

(a) If Roshann wants to join this field trip, he needs to be at the school field by.....

7:30am	<input checked="" type="checkbox"/>
8:30am	<input type="checkbox"/>
7:30pm	<input type="checkbox"/>

(1marks)

(b) How long is the field trip?

10 hours	<input checked="" type="checkbox"/>
12 hours	<input type="checkbox"/>
13 hours	<input type="checkbox"/>

(1marks)

(c) Match the phrases in List A to the suitable phrases in List B.

List A	List B
The field trip is for	will end at 8:30pm
The whole field trip	Year Four pupils of SK Bukit
The first activity in the Taman	Bandaraya.
Negara	Sam Garden Restaurant.
The lunch is at	is animal observation.

(2marks)

Write your answers in the spaces provided.

(d) If you participate in the school trip to Taman Negara, which activity will you enjoy the most? Why?

⊕ Taman Negeri is so good and much fun is can
learning about animal observation. (2marks)

(e) Do you think many pupils will join the school trip? Why?

⊕ is much fun and learning about animal and about
thing. (2marks)

④

Question 23(e): Do you think many pupils will join the school trip? Why?

Fahmi wrote the answer as: is much fun and learning about animal and about thing. (Appendix E.21) as shown on the next page. Students were required to construct sentences for question 23(d) and 23(e) Section B of Paper 2. Fahmi's answers are grammatically wrong but he tried to write answers to complete the comprehension

questions. This indicates that, even though he is weak in English but he is determined to write answers for most of the questions in the test papers. As such, he managed to score 4 marks for Question 23. (Refer Appendix E.21 as shown below). For Question number 23(d), Fahmi managed to score 1 mark out of the 2 marks. He started the sentence with a lower case 't'. Taman Negara is a Proper Noun and it is also the beginning of the sentence. The letter 'T' should be written in Capital letters. Even though the answer is grammatical incorrect, but, he was able to describe the activity which he would enjoy in Taman Negara. Subsequently, Fahmi understood Q23€. However, he was unable to write down the correct answers but was unable to write it correctly.

(Appendix 22)

Questions 24 and 25

Tick (/) the correct answer.

24 (a) If Sabrina and her mother want to see ancient tools, they must.....

visit Zoo Negara.	<input checked="" type="checkbox"/>
visit Museum Negara.	<input type="checkbox"/>
visit Ancient shops.	<input type="checkbox"/>

(1 mark)

(b) "That's great! Maybe we can go there" The word **there** in the dialogue refers to.....

The ancient tools exhibition.	<input type="checkbox"/>
The zoo.	<input checked="" type="checkbox"/>
www.ancienttools.com.	<input type="checkbox"/>

(1 mark)

25 (a) "That's what I was thinking too."

What was Sabrina thinking?

ancient tool can learning what can use

(2 marks)

(b) If you were Sabrina, will you be interested to visit the exhibition? Why?

because ancient tool in Museum.

(2 marks)

(c) What is your favourite ancient tool? Give reason.

Sickle is tool can cut whealf and grass

(2 marks)

KERTAS SOALAN TAMAT

10

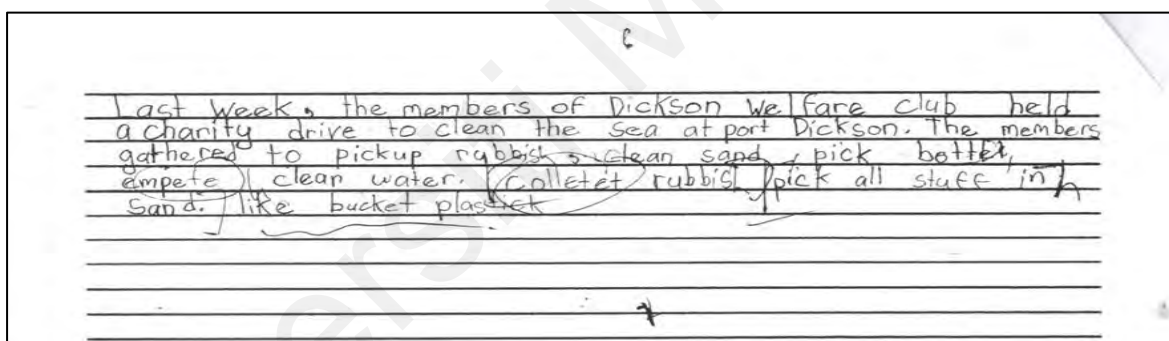
Based on the appendixes, the English subject teacher corrected the test papers, but, she did not write the correct answers on the pages. The teacher probably

had to mark about 200 test papers within a short period of time. She may not have the time to provide the correct answers. The correct answers should always be written so that the students can understand better and learn from their mistakes. Correcting writing errors by underlining and using symbols would only confuse the students. As it was noted from this case study, the concept that students learn from an adult is invisible. This factor also shows that Fahmi was not given sufficient practice in answering comprehension questions independently.

Furthermore, in Question 1 of Section C, the students are required to study the picture and use the guide words to write an essay. (Appendix E.19)

Appendix E19 – Sample of Fahmi’s Work - Section C – Question 1

Short Essay Writing 80-100 words. Score 1/25



Fahmi did not know how to construct sentences from the given guide words. Fahmi scored 1 out of 25 marks for this section because he was unable to use the guide words to write proper sentences. He merely copied the guide words and wrote them to form a paragraph. Besides Fahmi, the other students made similar errors in this section of the test paper.

Orthography

In addition to being weak in English grammar, spelling and punctuation, Fahmi also had some issues with orthography. Orthography refers to the art of writing, the set of symbols used in writing and the function of letters and symbols in grammar (Kennedy et al., 2012). Orthography deals with the fine motor skills of holding the pencil when beginning to write (Kennedy et al., 2012). The common writing errors made by Fahmi in orthography was related to his inability to write upper case and lower case alphabets especially if they look alike. Knowing how to write the alphabet is a basic writing skill that is taught in Year 1. The basic rule for writing these letters is that the students need to write the letters bigger to make them look like upper case and write smaller so that these look like lower case. For example, the letters ‘c’. ‘k’, ‘l’, ‘o’, ‘s’, and ‘u’ need to be written big when starting to write a sentence and written small in the middle of a sentence. See Appendix E.14. For question number 1, the letter ‘p’ should be written in upper case. The same type of error was noted in question number 2; ‘don’t drink cold water.’ The letter ‘d’ should be in upper case. Fahmi had written the whole sentence in lower case. All through his primary school education, Fahmi had problems learning vocabulary, spelling and grammar. The problems had prolonged resulting in his weak in writing skills. The errors must be corrected so that the inclusive student or autistic student with cognitive impairment do not carry it forward to other higher levels of education in future (Zuki et al., 2016).

Fahmi was far behind in terms of cognition compared to his peers. He should have been in year 6 if he was not a special child. Fahmi was unable to copy words and sentences from the whiteboard correctly due to poor hand and eye coordination. On 15 February 2016, the English subject teacher told the class to copy an e-mail

from the whiteboard. Fahmi copied the given work slowly and as such was unable to complete copying the e-mail. Fahmi should be placed in the front row or there should be a special place allocated for him to sit right in front of the classroom so that he can see the whiteboard clearly. Refer Appendix E.9 He had submitted the notebook for marking without completing his work.

Spelling

Fahmi was weak in spelling and so, he made many spelling errors in his written exercises. For example, he did not know how to spell 'and'. This can be seen in the 3rd sentence of Appendix E.13. The lesson was conducted on 25 July 2016. The objective of the lesson was that, by the end of the lesson, pupils should be able to rewrite the passage by changing some words in the text. The focus of the lesson is on writing skills based on a topic on good values. Fahmi wrote 'an' instead of 'and.' Even though the conjunction 'and' is spelt with 3 letters, Fahmi was unable to identify the difference between 'and' and 'an'. The researcher views this as an error in spelling. This shows that Fahmi had issues with spelling and therefore, he needs to be given a few words to practice like 'Spelling B' every day. Spelling drills would greatly help students improve writing skills (Thulasi, 2015).

The English subject teachers are unable to check thoroughly and correct errors as they were busy and did not have the time to do so (Wah, 2010). So, these mistakes became habitual and were repeated from Year 2 till Year 4. This is when the inclusive student needs the support system of TESL trained special education teachers to teach English properly. With reference to (Appendix E.27), an Intervention Test which was conducted on 1 March 2016, indicated that Fahmi scored only 10 marks out of 100 marks. Fahmi had scored 0 marks for question 24

and 25 (Appendix E.28). Fahmi was also unable to tick the correct answers and complete the comprehension questions as he did not have sufficient time. He was slow and was not able to manage his time properly. Therefore, so he could not complete the test on time. Thus, Fahmi scored 1 mark out of 6 marks for Question 21 of section B for the Intervention test because he did not know how to write the correct answers in complete sentences. Subsequently, for Question 21 (b), students are required to formulate WH type questions for the answers given.

Question 21 (b) Mum, can I play football with my friends?

Fahmi answers: Are you finish your homework (Appendix E. 29)

The answer should be “Have you finished your homework?” Fahmi wrote an incorrect answer with some spelling mistakes. He spelt you as ‘yo’ and ‘finished’ as ‘fishis’. The researcher viewed the spelling mistakes as the result of interference of L1. As for Question 21 (c), the English subject teacher was considered enough to give him 1 mark even though he had some mistakes (Appendix E.29). In short, Fahmi needs to attend remedial classes for spelling and basic English vocabulary everyday so that he can improve on his spelling. He needs to improve in all the four language skills and grammar before he goes into secondary school because basic grammar is usually not taught in secondary schools.

Grammar

Fahmi had problems with common nouns in grammar units, particularly with singular and plural forms. Grammar units on articles and conjunctions are taught in Year 1. He was unsure of the plural form for many words which includes changing the form of words ending with ‘s’, ‘ess’, ‘ves’ and ‘ies’. He expects the teacher to write the answers on the board so that he can copy the answers to complete his

classwork. For example, the English subject teacher had conducted a lesson on common nouns in singular and plural form on 17 January 2016. The focus of the lesson was on grammar and the topic was about common nouns in plural form. (Appendix E.1, Section B) The instruction on the written exercise was, "Write the plural form of the words in bracket." (Appendix E.6) In the first question, the plural form for the word 'mango' is 'mangoes' and not 'mangos'. In the 5th Question, 'supplis' and 'childrens' were the wrong answers written by Fahmi. The correct answers are 'supplies' and 'children'. The word 'child' is singular and the plural form of 'child' is 'children'. The word 'children' does not require the letter 's', as it is already a plural form. Fahmi thought that there has to be must write "s" for all words when changing the noun s from singular to plural. Additionally, in question number 6, Farhan wrote the answers as 'fishs', 'muttons', 'fruits'. The answers were wrong because of spelling mistakes. The correct answers are 'fishes', 'mutton' and 'fruits'. The word 'mutton' remains unchanged even when in plural form. Grammar is very difficult to learn and also to teach explicitly (Plett, 2008).

Grammar mistakes in the written work must be rectified from the beginning otherwise it will prolong into the higher levels of education (Nurul Husna, 2016).

Subject teacher: Fahmi's writing skill is the weakest of all the four skills. He is unable to construct grammatically correct sentences independently. Even though he is given the guided words, he is unable to arrange the words to form a correct sentence because he does not know the meanings to many words. He expects the answers to be written on the whiteboard for every question. When I fail to write the answers on the board, he copies the answers from his friends. By direct copying, he is not learning anything.

Excerpt No: 13 (20 Jan. 2016) (Lines 63 - 67)

In the given excerpt, Fahmi preferred to get the answers quickly either from the teacher or from his friends. His English proficiency level was very low because he lacked the confidence to answer questions independently. The English subject

teachers preferred to give the correct answers on the board as it is easier than to spend time teaching the inclusive students like the traditional chalk and talk method (Musa, 2012).

Hence, Fahmi had difficulties in writing independently because he was spoon fed most of the time during the lessons. For example, the researcher was a participant observer during the lesson that was conducted on 17 January 2016 in 4J classroom. (Refer Appendix E). The teacher gave a written exercise based on a grammar module on page 6 of the school workbook. Therefore, in Section A of page 6, students were required to label the pictures correctly. Fahmi wrote the answer for question number 5 as 'balloons'. The correct answer would be 'balloon'. Even though the teacher wrote the correct answers on the board Fahmi copied it wrongly. Besides that, the teacher conducted a word drill to ensure that the students knew the answers. Fahmi's habit of copying made him incapable of thinking and writing independently in English

It is very important for the students to learn grammar rules so that they could speak and also construct correct sentences in order to gain good marks in the English test papers. As such, the inclusive students must also learn grammar in order to be able to cope with English lessons and improve their examination scores. This will help them qualify to enter colleges for higher levels of education which will in turn procure them to obtain job opportunities later in their lives. Lee says "Education is the most important tool in the world for children and it is the only investment that can truly change their fate" (2014). English was considered as the main targeted subject. Therefore, it is seen as an important aspect in the examination results (Sofi, 2003). This achievement can only be realised with the availability of the support system.

Reading

Fahmi is able to read comprehension passages at a moderate pace. However, he had trouble understanding the meaning to words in context and often does not know what he is reading. The mid-year school-based examination was conducted on 17 May 2016. In English Paper 2 (014) year 2016, Fahmi scored 14%. He scored only 2 marks out of 10 in Section A of the test paper (Appendix E.17). Fahmi was unable to complete the given text with the correct answers. He did not understand the meaning of the passage entitled 'Say no to plastic bags.' The researcher understood that words such as 'prevent', 'pollution', 'clog', 'choke' and 'biodegradable' were too difficult for Fahmi to understand as some of them were specific to the article and are science terminologies.

Appendix E.17 – Sample of Fahmi’s Work - Section A Paper 2 English 2 (014) - Score 2/10 as shown below.

SECTION A ✓
(10 Marks)

Study the poster below and use the information to complete the text.
Teliti poster dibawah dan gunakan maklumat yang diberi untuk melengkapkan teks.

!Say No to Plastic Bags!

You can help to save the seas and rivers when you stop using **plastic bags**. Bring your *recyclable bags* during shopping.



Plastic bags give out **toxic gases** when buried or burnt.

Be a smart shopper, stop using plastic bags:

- to prevent polluting the sea and air
- they clog up the **drains**
- they choke **sea creatures** in the sea
- they are non-biodegradable

Stop using Plastic bags

Based on the notes, complete the text below with the correct information.
Berdasarkan nota-nota, lengkapkan teks di bawah dengan maklumat yang betul.

In this 21st century, plastic bags are known to be the main cause of air and water pollution.

Recyclable bags should be used instead of (1) to prevent polluting the sea. Plastic bags give out (2) they clog up the drains when buried or burnt. Plastic bags clog up the (3) they choke sea creatures in the sea and choke (4) they are non-biodegradable in the sea. It is also non-biodegradable. Thus, as a smart shopper, we should (5) stop using plastic bags.

Moreover, there was no explanation by the English subject teacher on the instructions for the questions. So, Fahmi did not understand how to answer the question in the test papers. On top of that, he had to answer the questions independently without copying. However, even though it was challenging, he managed to answer all the questions by guessing the answers. It is difficult for English subject teachers to teach autistic students who like to isolate themselves in their own world (Omar et al., 2013).

The researcher had gone through the Paper 2 test questions with Fahmi and realised he did not know the meaning to most of the words. Besides that, Fahmi did not understand some of the instructions given in the question papers. Moreover, the inclusive students were required to read and understand the instructions as well as answer the questions accordingly without any guidance. Since the inclusive students are weak in English, they were unable to understand the instructions in order to answer the questions. The inability to read and understand exam question instructions is also a problem commonly encountered faced by inclusive students.

Fahmi scored 5 marks out of 12 marks for Section B of the mid-year English test paper in 2016 (Appendix E.18). The students were instructed to arrange the events of the English month in a sequence according to the calendar days. Fahmi copied all the events without re-arranging the events accordingly as he neither understood the instruction nor knew how to sequence the events. It is evident from this scenario that, the best to get a TESL trained special education teacher to teach inclusive students in the inclusive classroom (Jemain, 2006).

The absence of the inclusive teacher to guide these students in writing skills is a major setback for the inclusive students which caused them to perform poorly in English Paper 2. Furthermore, the inclusive students would be more comfortable if

they are able to have a social relationship with the inclusive teachers. This would enable them to learn better under the guidance of an inclusive teacher (Vygotsky, 1978).

Subject Teacher: Yes. The inclusive teacher will be able to give guidance and teach the exam format provided that the inclusive teacher is of TESL background or very well versed in the English syllabus and has the knowledge of how to answer exam formatted questions. The style of answering the English Language Paper 2 requires some specific style or the right knack of answering the questions. I strongly believe the TESL trained teachers for special needs children make a better support system for the inclusive students.

Excerpt No: 29 (24 march 2016) (Lines 133 - 137)

Research clearly shows that there is a relationship between a teacher's effective teaching and the students performing tasks (Jamil, 2007). The findings indicate that the inclusive students were unable to learn English from the English subject teachers. The shortfalls in the existing support system had affected the performance of the students in the inclusive programme (Alwis, 2015). Besides that, the professional knowledge of expertise on how to answer exam format questions determined the scores obtained by the students.

Writing skills is the most difficult to learn because it requires one-on-one guidance from the very basics of writing tests. A lot of time is required for the learning process of writing which involves the development of cognition and fine motor skills (Thulasi, 2015). Central nervous system dysfunction which causes learning disabilities and disorders in learning the 4 skills may occur throughout the life span of inclusive students (Sham, 2014). The scores of the writing skills in Paper 2 of the school based examination is the benchmark to indicate the level of English proficiency of inclusive students. The professional knowledge of expertise on how to answer exam format questions determined the scores obtained by the students. As such, the inclusive student urgently needs the support of the TESL trained special

education teachers so that they could remain in the inclusive programme until they complete secondary school education.

The inclusive students need the support system of TESL trained special education teachers to teach writing skill in English so that they can perform better in the school examination. Therefore, the support system has become one of the major concerns of the Malaysian teachers because of large-sized classroom, lack of educational resources and lack of parental participation (Teo, 2010).

Research Question 3

The 3rd research question is: Why is it important for inclusive students to have TESL trained special education teachers as a support system for inclusive classroom.

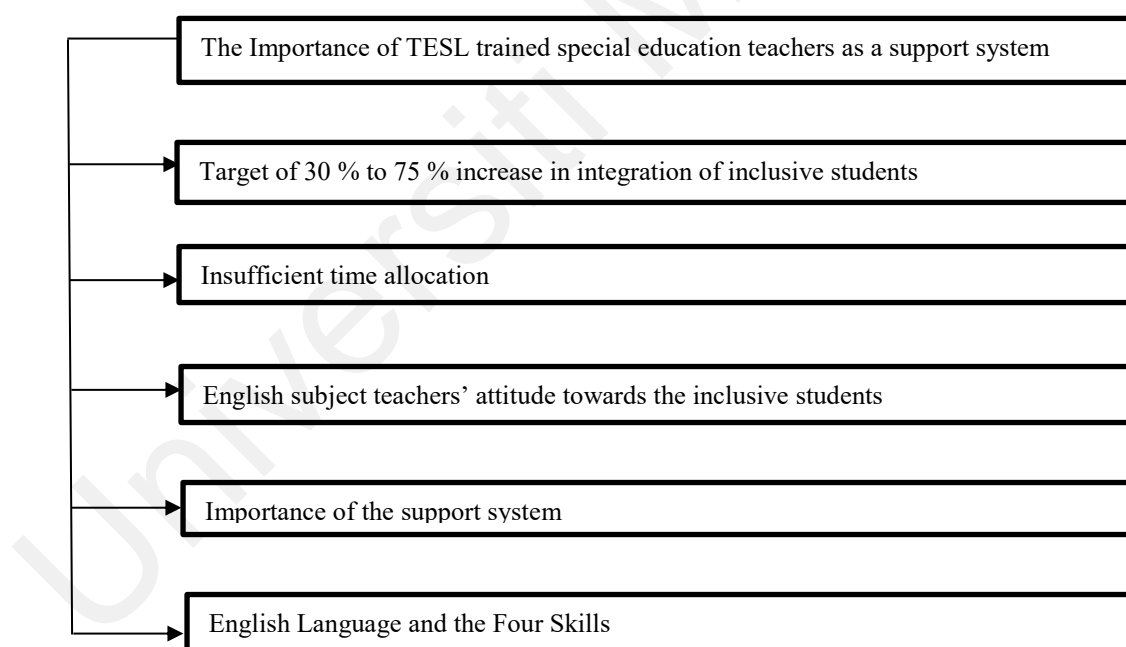


Diagram 4.1 Illustrates the importance of TESL trained special education teachers as a support system.

There are several reasons for the importance of TESL trained special education teachers as a support system for inclusive classroom. Firstly, the target of achieving 30% - 75% increase in the integration of special needs students into the

inclusive programme. Secondly, the insufficient time for the inclusive teacher to teach English in the inclusive programme. Thirdly, the English subject teachers' attitude towards the inclusive students. Lastly, the need to improve English among the inclusive students and other additional factors.

UNESCO (1994) states that the support and services provided as part of the education system should be in line with the needs encountered in all schools by special children. "Persons with disabilities have the right to indiscriminate education and equal opportunity to inclusive education at every level of learning and lifelong learning (UNESCO, 1994, p.495).

Target of achieving 30% - 75% increase in the integration of special needs students

The MOE in Malaysia had set a goal of getting 75% of special education needs children integrated into the inclusive programme by 2025 as stated in the Malaysia Blueprint (2013 - 2025). However, it was difficult to achieve the 30% integration of students without the support system beginning from the year 2016. The new policy caused an influx of weak inclusive students to be included into the mainstream education system. The English subject teachers were unhappy because they had to work beyond their means to teach and deal with these inclusive students.

When the proficiency level of English improves, the inclusive students would be able to understand and learn Mathematics and Science in English. Much emphasis and efforts have been considered by the MOE. Nevertheless, the importance of TESL trained special education teachers for the inclusive students as an option is still being overlooked. On the other hand, the number of disabled students is increasing according to the statistics provided by the Social and Welfare

Department (Lee, 2011). The sudden influx of weak inclusive students had caused tremendous stress among the teachers and the mainstream students.

Insufficient Time Allocation

The inclusive teacher is selected to teach the inclusive students on a rotation basis from year to year in most of the schools in Malaysia. This is a common practise of rotation as the job of an inclusive teacher is stressful and tough. The inclusive teacher is required to teach any two out of the four major subjects which is Bahasa Malaysia, English, Science and Mathematics. The arrangement of the weekly timetable of an inclusive teacher is approximately 30 periods per week. It is a tight schedule with different classes, different students and different subjects. The 30 periods should be divided equally among the 11 students and multiplied by 4 subjects. The formula is $(30 \text{ periods} \div 44 \text{ lessons})$. Therefore, each inclusive student receives about two 30 minutes lesson for 2 subjects per week. According to the timetable, the inclusive teacher is allowed to supervise 2 subjects for 30 minutes for 1 inclusive student. He/she may decide to teach Mathematics and Bahasa Malaysia for the 2 particular lessons. That means that she would not be able to teach English and Science for that particular inclusive student. The allocation for English is definitely insufficient because the inclusive student needs personal attention for each and every English lesson. Thus, the inclusive students need the services of TESL trained special education teachers as a main support system to receive sufficient guidance for English language.

Furthermore, the role of the inclusive teacher is as a co-teacher whereby 2 teachers teach the students during an English lesson. The collaboration between the inclusive teacher and the mainstream English subject teacher is important as both the

mainstream students and the inclusive student will benefit from the co-teaching process (Zalizan, 2006). In Singapore, the shadow aide teaching method is proven to be effective for the inclusive programme. The inclusive students in Singapore benefit from the shadow aide by receiving the one-on-one attention while the English subject teacher is conducting the lesson in the class. Many parents with disabled children in Singapore find the shadow aide very important as their children received much needed attention and help from the shadow aide teachers (Zalizan, 2006). Malaysia should observe and learn from the successful inclusive programmes implemented by countries such as Singapore and also Ireland.

English Subject Teachers' Attitude

The English subject teachers had gradually developed negative attitude towards the students because they lacked the professional knowledge in handling the inclusive students. The English subject teachers had moderate levels of knowledge on special education and disabled children (Saad, 2013). As such, the English subject teachers were unable to render one-to-one attention to these students because they are busy, the class size is big and they are stressed due to the heavy workload (Teo, 2010). Moreover the English subject teachers often forget the presence of the inclusive students who are usually placed at the back of the classroom. The teachers are also stressed handling discipline problems of the mainstream students. In addition, the inclusive students are timid and do not ask for help. The lack of awareness and knowledge among the teachers, their characteristics and attitude towards inclusion caused the inclusive students to be left behind in their studies. This had negatively impacted the success of inclusive practices (Nasir, 2016). The English subject teachers had insufficient time to teach the techniques of answering exam formatted

questions to the inclusive students. The lack of practise in answering exam based questions become the major cause for the poor performance in the PKSR 1 and PKSR 2 as those students did not understand the instructions to the test papers. The inclusive students face multiple challenges when learning English with the English subject teacher (Bosi, 2004). Thus, seeing the stress and frustration of the English subject teachers the inclusive students who are already timid and have a low self-esteem become more withdrawn (Bandura, 1993).

The Importance of the Support System

The education opportunities which are made available for the brighter inclusive students to pursue higher education alongside the mainstream students (Saad, 2013). Even though the inclusive programme was implemented in 1996, it has many areas of weaknesses (Nasir, 2016). One of the major weaknesses is the absence of TESL trained special education teachers to teach English during the English lessons. The support system is actually and it is important to have TESL trained special education teachers to teach the inclusive students as the English subject teachers are unable to handle them in a diverse situation due to lack of knowledge. It is important for the inclusive students to have TESL trained special education teachers as a main support system because the inclusive students need to improve their standard of English. Basic grammar rules, listening skills, reading skills and writing skills are taught in the primary schools (Musa, 2012).

Since the introduction of DLP in January 2016, Science and Mathematics are also taught in English. The inclusive students find it difficult to cope with the sudden change from Bahasa Malaysia to English for these subjects. They need one to one explanation on the terminologies and also to understand facts in English.

Therefore, the inclusive students would be able to perform better with the presence of TESL trained special education teachers as a support system for inclusive classroom. Furthermore, with the help of the support system, the inclusive students would be able to write independently, read comprehension passages and answer comprehension questions without copying the answers from the whiteboard or from their friends. The inclusive teacher would be able to spend more time with the inclusive students, understand them and instil a positive attitude towards learning in them. Previous researches had highlighted this matter in factors influencing the success of inclusive practices in Singapore schools: Shadow Teachers Perspectives (Hui, 2015). Students learn better under an adult or a teacher (Vygotsky's, 1978).

The English subject teachers are not exposed to the psychology of special needs children, the philosophy of special education, the various medical terminologies and the conditions affecting the disabled children. However, the special education trained teachers from the local universities are given the exposure and training to handle the special needs students in diverse situations. Moreover, the special education teachers are paid an allowance of RM 250.00 every month as a token of appreciation (Program PPKI, 2015). The inclusive students who are timid, shy and have a low self-esteem, feel more comfortable to socialise with the special education teachers (Bandura, 1993).

Inclusive teacher: The inclusive students are timid by nature. Sometimes, they get frightened when the main stream teachers shout at the other students in the classroom. From the past experiences, the special education teachers realised that the special students are more comfortable and confident to communicate with the special education teachers compared to the mainstream teachers.

Excerpt No: 62 (10 May 2016) (lines 271 - 274)

In view of this, there is an urgent need to have TESL trained special education teachers as the support system for the inclusive classrooms. This is due to

the importance of English and the multiple challenges the inclusive students face when learning English with the English subject teacher (Bosi, 2004). The inclusive programme needs more professionals to provide better services to the students (Bosi, 2004). In a recent research conducted in Singapore, the main factor influencing the success of inclusive practices in Singapore schools is the shortage of professional manpower (Hui, 2015). The Singapore government is seriously looking into the problem of the manpower crunch in the classroom.

Besides that, with the presence of the support system the inclusive students would benefit having an inclusive teacher for every English lesson in the classroom. The TESL trained special education teacher would be fully aware of his/her responsibilities to teach, help, motivate and guide the students to learn English as required in the new syllabus DLP. The TESL trained special education would also be responsible to write medical reports, fill in the IAPR every month and teach the students to improve on the writing skills (PPKI, 2015). According to Nasir, it is pointless in having teachers who cannot deliver the lesson according to the children's needs (2016). With the presence of the support system, it is believed that the inclusive students would benefit by receiving personal attention to learn English and at the same time feel comfortable to interact and get the necessary help from the inclusive teachers. The inclusive teachers need to adopt alternative approaches as an innovative way of thinking with regards to teaching and learning (Tomlinson, 2008).

The TESL trained special education teachers could give one-on-one attention during the English lessons and help the inclusive students to improve on the 4 skills with extra attention in writing skills and help them understand the mistakes.

Besides that, the TESL trained teachers with knowledge in special education would be able to improve the standard of English among the inclusive students (Musa, 2012).

The TESL trained special education teachers should be more confident in teaching the students how to read using the correct pronunciation according to the English phonetic sounds, patiently, gently and according to the different levels (Musa, 2012).

A non - TESL trained special education teacher is unable to teach the inclusive students the basic grammar rules, the use of punctuation marks, the correct use of tenses, correct pronunciation to many irregular verbs and other language skills in accordance to the DLP syllabus. Consequently, only the TESL trained teachers are exposed the TESL methodology of teaching and the various approaches and strategies suitable for the various levels of education. Since English is taught as a 2nd language in all primary schools, there is some interference from the L1. Therefore, the TESL trained special education teachers are in a better position to give proper explanation concerning comprehension passages and to answer questions so as to make learning easier (Musa, 2012).

The non-TESL trained inclusive teachers usually teach English in Bahasa Malaysia because it is easier for the teacher and students to understand when the subject matter is explained in L1. Therefore, by teaching English through the translation method does not help the students to learn grammar. Some teachers admitted that they were unable to speak and teach in English even though they were TESL trained (Musa, 2012). In order to overcome such difficulties, it is advisable to have TESL trained special education teachers to teach the inclusive students.

Furthermore, the TESL trained teacher would be able to spend more time with the inclusive students. The TESL trained teacher and the inclusive students would be able to converse in English as much as possible because the TESL trained teacher knows that it is his/ her utmost duty to teach the inclusive students. The TESL trained teacher is aware of her responsibilities to teach English the best possible way to help the students gain knowledge (Musa, 2012).

The Government is giving utmost importance in raising the standards of English among students. According to Musa (2012), in her research entitled *Exploring English Language learning and teaching in Malaysia*; The problems and the practice of English Language teaching and learning in Malaysia should be thoroughly explored. The study indicates a general pattern of dissatisfaction among students, educators, policy makers and the public with regards to the teaching and learning English language.

In addition, the majority of school students are unable to speak in English because English is taught in Bahasa Malaysia for many reasons in many schools (Musa, 2012). The teachers find it convenient because the messages are easily understood and picked up as everyone speaks in Bahasa Malaysia in school. The special education needs students also follow the trend of learning English through this translation method. The researcher realised that the inclusive students prefer and understand English better when the explanation is given in Bahasa Malaysia.

Moreover, listening and speaking skills are not tested in the examinations. These skills are usually neglected (Sofi, 2003). Based on the research by Juliana Othman (2010), only a handful of teachers from 215 primary teachers have carried out oral communication and taught listening skills in English Language in classrooms in the primary schools. According to Juliana, the listening and speaking

skills are not tested in the examinations and so the skills have practically been neglected in schools (2010). Many primary school teachers use Malay and English translation during classroom talks and during sentence drilling activities to practice grammar rules, as it is a common practices among English teachers in primary schools (Othman, 2010).

Moreover, the TESL teachers claimed that the school and education authorities do not bother with the development of oral skills in the UPSR English Language paper (Sofi, 2003). Since listening and speaking skills are not given the practice in the classrooms, the inclusive students like Fahmi are not interested in using the language for communication. Fahmi understands that he can converse in Bahasa Malaysia during the English lessons.

According to Dr Sofi (2003), in her research entitled, classroom language opportunity. The pupils' only opportunity to use English Language is limited to the classroom, that is during the English Language lessons. That would equate to a maximum of 1 hour or 30 minutes periods amounting to 6 periods per week. For such reasons, even after learning English for 11 years, most of the secondary school students are unable to speak in English fluently (Sofi, 2003).

Unfortunately, most of the parents do not understand the language so the children do not listen to or use the language at home. Moreover, only a handful of TESL teachers interact and communicate with each other in English partly due to the unsatisfactory language proficiency levels of the TESL teachers themselves (Musa, 2012). Another reason is that the tradition and workplace culture of the primary schools do not encourage the wide use of English. Therefore, the pupil-teacher interaction is mainly was primarily through the local dialect. The use of the first language is a common practice among most TESL teachers in schools (Musa,

2012). Some TESL teachers claim that Bahasa Malaysia is being used to a maximum of 70% in the weak classes, and up to 30% in the better classes (Musa, 2012). However, it was not uncommon to see 100% use of Bahasa Malaysia in the weaker classes. The easiest way to make the children understand is to use the translation method because of time constraints. (Musa, 2012). The TESL teachers gave 2 main reasons for this practice. Firstly, the shortage of trained TESL teachers has resulted in the deployment of non-trained TESL teachers to teach English in primary schools. Besides that, the majority of TESL trained teachers believe that the students found English to be a difficult subject to learn (Sofi, 2003). The findings of Sofi, further stated that the trained Malay TESL teachers admitted that they lacked the competence and confidence to use English. TESL teachers who are proficient in the language also needed pedagogical knowledge to teach English in diverse situations (Nasir, 2016).

Consequently, 2 of the challenges faced by the teachers in the primary schools in Malaysia are to improve the English Language proficiency levels and to prepare students for the upcoming School Certificate Examination (Yusuf, 2010). Reports came out to say that the pupils' composition for Paper 2 is weak and they have yet to master the writing skills (Yunus, 2013). As claimed by Mustapha (1998), a great number of Malaysian students are actually passive learners of the language. The students rely heavily on rote learning which has promoted during the old curriculum. Literacy statistics in Malaysia show that only 3% of Malaysian readers read books in English and almost 50% of children aged 10-14 years old are not interested in reading at all. (Yusof, 2010; Muhyiddin, 2009) "The Star (April 19, 2009), states that Malaysians are still not reading enough" says Muhyiddin.

Furthermore, writing in English Language is a daunting, task but it is a crucial skill. The majority of the Malaysian students are found to have writing skill deficiencies (Thulasi et al., 2015). The writing component is given much credit for evaluation at the school level (Akinwamide, 2012). The teachers find teaching of writing skills more difficult than teaching other skills such as speaking, listening and reading. Studies conducted recently revealed that for the development of students' writing skills, TESL teachers need to be trained in teaching writing (Thulasi et al., 2015). The teachers must possess writing skills knowledge as well as professional skills to guide and motivate students to practice writing skills (Yunus, 2013). The writing skills are commonly given attention because the government emphasises on examination based results for placement of students into colleges and universities (Musa, 2012). The Malaysian education system conventionally emphasises paper chase and students' academic achievements. The examination results are the yard stick to determine the performance of students that shows the marks scored by every student in detail (Musa, 2012).

As a result, teachers and school administration struggled to cope with these students' academic achievement as their low achievement will affect the school's ranking in the Ministry of Education league table for public examination outcomes. Learning disabilities are also called academic skills disorders because the students lag behind their peers in reading and writing skill (Rossier, 2015).

Summary

Inclusive education has been viewed as the best practice in special education provision since the 90's by international research which provided amazing evidence towards the advantages of the inclusive model. However, it remains unconsciously

inclusive due to the lack of professionals, schools without a formal support system, poor planning, limited resources and the lack of research feedback on the inclusive programme. The MOE has to immediately look into the training of TESL teachers with special education to teach in the inclusive programmes. The slow cognitive development with multiple medical conditions hinders progress in education for the disabled children in the inclusive programme. The attitude of the English subject teachers, the lack of the support system, limited time allocation for the inclusive teacher to teach in the programme and the introduction of new education policies had caused tremendous challenges for the inclusive students to learn English in the inclusive classrooms. Implementing an educational programme nationwide without proper planning, lack of professionals and insufficient resources is absurd. In fact some teachers feel the whole programme needs a face lift (Nasir, 2016).

CHAPTER 5

DISCUSSIONS AND IMPLICATIONS OF STUDIES

Introduction

This chapter discusses the findings, implications and recommendations that aim to enhance the teaching and learning process in the classroom in addition to upgrading and improving the training of TESL graduates with special education courses. The subsequent sections deliberate the contribution of this study. It looks at the importance of TESL trained special education teachers as a support system for inclusive classroom. Lastly, directions for future research are suggested at the end of this chapter.

The findings of this research indicate that inclusive students face tremendous challenges in acquiring education especially in the English Language (Pei Pei, 2015). Throughout Malaysia, 0.74% out of 2 897 878 students, approximating to 21 310 individuals are found to have learning disabilities in primary schools (Moe, 2010). Furthermore, this percentage is seen to increase yearly (NSCE, 2013). Since the number of inclusive students are increasing year by year, it is important to have the support system of TESL trained special education teachers for inclusive classroom.

Summary of Findings

Research Question 1: What are the challenges that inclusive students face when learning English with the English subject teacher?

The inclusive students face tremendous challenges when learning English with the English subject teacher in the inclusive classroom. The challenges are as stated below:

First Challenge - Attitude of the English Subject Teacher Due To Lack of Knowledge.

The findings of the 1st research question explores the challenges, which is the attitude of the English subject teacher towards the inclusive student. The English subject teacher was found to be unable to render one-to-one attention to the inclusive student during English lessons because the class size was too big. The English subject teacher faced difficulties in handling 42 students and the inclusive student in an one hour lesson. This is in addition to being pressured with an exam orientated syllabus that is subjected to many rules and regulations (Ali, 2006). Besides that, the English subject teacher was responsible for the student's performance in the examination and daily classroom activities. This in turn caused much stressed to the English subject teacher as they were tied down with an overload of work that went beyond their limits (Noor, 2012). As evidence shows that about 20-65% of special education teachers have been identified to be suffering from moderate to high levels of emotional stress (Noor, 2012).

Subsequently, the English subject teacher was also known to occasionally view the inclusive students as a burden to the classroom because she was overworked and lacked the knowledge in handling these students (Walker, 2012). The English subject teachers were unbothered and eventually developed a negative attitude towards the inclusive students (Jamil, 2007). A research conducted by Saad (2013), aligns and supports the first challenge on the negative attitude of the English subject teachers towards the inclusive students when learning English during the lessons, as it was discovered that teachers have negative perceptions and attitudes in dealing with special education needs students.

Additionally, the English subject teachers' lack of experience, knowledge and professional training are said to be directly related to the attitude of the teachers towards special education students and these are crucial factors that determine the success of the inclusive education programme in Malaysia (Teo, 2010). The lack of knowledge in the field of special education, inclusive education, the students' medical conditions and the psychology of special children have been discovered to contribute to the stress levels of the English subject teachers (Zainon & Ghanil, 2012). It can also be summarised that the lack of pedagogical knowledge is also one of the leading causes for their negative attitude in dealing with these students (Marimuthu, 2015). The English subject teachers' lack of knowledge proves to be a challenge that stumps the academic growth of the inclusive students (Carrington & Robinson, 2004). As discovered by the researcher, none of the English subject teachers in the school had attended courses related to special education, the medical conditions of special needs children, inclusive programmes or other such strategies to aid them in teaching special education students. Thus, one of the reasons why English subject teachers found it difficult to teach the inclusive students is mainly because most of them lacked sufficient psychological and pedagogical knowledge on the medical conditions of the inclusive students such as ADHD, Dyslexia and Autism (Fagella-Luby et al, 2011). This lack of knowledge contributed to the development of a negative attitude towards the inclusive students who were viewed as weak and non-productive (Nasir, 2016). These negative thoughts and feelings is reported to result in prolonged stress which makes the teaching profession even more challenging for teachers (Noor, 2012)

The data to support the challenges faced by both parties were collected from observations, interviews, test papers, written workbooks and examination scores over

a period of 10 months. The study is limited to a special education unit integrated with the inclusive programme in a primary school in Bangsar, Kuala Lumpur. The study is also limited to 11 inclusive students in learning English language. Test scores for the academic year of 2016 were obtained from the class teacher. As shown in the data on the examination scores obtained by the inclusive students, all 11 of them obtained poor results in their English test papers in PKSR 1 and PKSR 2 (Appendix E.26).

Table 5.1

PKSR 1 Year 2016 Lower Primary Scores for English Language

NO	NAME	B.I	GRADE
1	A	74	B
2	B	35	E
3	C	22	E
4	D	38	E
5	E	22	E
6	F	36	E

Table 5.2

PKSR 2 Year 2016 Upper Primary Scores For English Language

NO.	NAME	B.I (1)	GRADE	B.I (2)	GRADE
1.	G	66	B	48	D
2.	H	62	C	58	C
3.	Fahmi	52	C	30	E
4.	I	14	E	14	E
5.	J	12	E	12	E

As evident from the tables above, all the inclusive students except student A was shown to have difficulties scoring marks in the English Language tests. This especially so with regards to the upper primary students where 3 out of 5 students

were unable to obtain a pass grade for their English Paper 2. This proves to be a cause for alarm as students' proficiency in the English language is largely gauged mainly using writing skills (Musa, 2012).

The study supports the argument that the English subject teachers can be an obstacle to limit the implementation of inclusive education (Saad, 2013). It is widely acknowledged that students learn to develop thinking skills and social skills when they learn with the guidance of an adult or teacher (Vygotsky, 1978). The Zone of Proximal Development happens when there is social interaction between a student and a more knowledgeable individual in a particular subject matter (Vygotsky, 1978). However, social interaction among the English subject teacher and the inclusive student was recorded to be almost nil. As a consequence, the inclusive student's improvement in the proficiency of the language was hindered.

One of the major implications of the medical condition of the inclusive student when linked directly with the negative attitude of the English subject teacher was the tendency to neglect the inclusive student in the classroom during lesson. The student, is often timid, low profile and too shy to approach the English subject teacher for help during the English lessons. In addition, the English subject teacher was observed to be so busy handling the other students in the classroom, which he/she forgot the presence of the inclusive students, who usually sits in the back row of the classroom. When faced with such a situation, the inclusive student opted to keep quiet, hide himself and copy answers from either the whiteboard or from his classmates for the sake of completing the written tasks. As a result, the inclusive student benefited very little or not at all from the English lessons.

It was also noted that the teacher failed to take the initiative to verify whether or not the inclusive student understood the lesson or if the inclusive student was slow

and unable to complete the lesson independently. Instead, the inclusive student was left alone to learn by himself without the support system. This contrasts with the policy of the inclusive education programme which advocates for equal education rights and education for all special needs children. However, as evident in this case, the special needs students did not receive sufficient support from the inclusive teacher for many months, namely the support system of TESL trained special education teachers to teach English during the English lessons. Besides that, the shortage of professionals in the relevant fields hinders the progress of the inclusive education (Nasir, 2016). Only 2 out of 10 teachers in the location where the study was conducted were special education graduates from local universities. The 7 other teachers were graduates from various social sciences options with a Diploma in Education, which was obtained through a short 10 month holiday programme (KPLI). The researcher is a TESL graduate with a Diploma in Special Education for learning disabilities.

It is suggested that some of the factors influencing the success of inclusive practices include awareness concerning the knowledge among teachers and teacher characteristics and attitude towards inclusion. All of these have negatively impacted the success of inclusive practices (Hui, 2015). This argument is further solidified in this case study as the lack of knowledge among the English subject teachers has shown to have left a negative impact on the inclusive students. It was observed that the inclusive students were unable to gain sufficient knowledge in learning the 4 main skills in English. The standard of English of the inclusive students, which is low to begin with, when co-related to the English subject teachers' lack of knowledge on teaching methodologies in diverse situations led to further deterioration of the inclusive students' performance in major examinations. Moreover, the 30%

compulsory integration of inclusive students into the inclusive programme as proposed by the MOE has also rendered the school in which this case study was carried out to place special needs students, despite them not being able to achieve the qualifying scores, into the inclusive programme in order to fulfil the assigned quota (Surat Pekeliling MOE, 2013). The special needs students who were unprepared and ill-equipped for this integration had to face many difficulties as a result of being placed directly into the inclusive classrooms. English subject teachers who lacked knowledge in handling the students were reported to exhibit signs of annoyance in addition to developing nonchalant attitudes that eventually led to the negligence of these students as they believed that the students could not be helped (Nasir, 2016). The detrimental impact of placing unqualified students into the inclusive classrooms merely for the sake of fulfilling the 30% quota had evidently left a scar on the students' performance in schools. Students were reported to obtain lower test scores not only for English but for other subjects as well.

In addition, it was noted through the researcher's observations that during the PKSR examination, the English subject teachers did not take the trouble to explain, inform or give clues to the inclusive students regarding the instructions in the test papers. As a result, inclusive students were unable to understand the instructions and the specific format of answering the subjective questions because a specific requirement has been set by the examination board. Some of the students just copied the question on the answer page while some of them left the pages unanswered and this undoubtedly contributed to the poor performance of the students in the PKSR examination.

In addition, the special education students were reportedly unable to get the sufficient amount of individual attention from the inclusive teacher during the

English lessons because the inclusive teacher was assigned to relieve other jobs at the special education centre. Therefore, the effect of depriving the inclusive students of the correct support system can be surmised to be one of the major reasons for the inclusive students' poor performance in their examinations as well as their hindered learning development in the English language.

Based on the discussion above and keeping in mind the policy of Education for All, it is highly recommended that the English subject teachers should to be given short courses on the importance of inclusive education, special education, knowledge on medical conditions of special needs children, moral education on empathy and teaching English methodologies to boost their performance in diverse situations of special needs students in the inclusive programme. The English subject teachers should also be given counselling on the importance of a humanitarian approach towards unfortunate students. Besides, keeping in mind Education for All (2000) policy, teachers are required to create a conducive learning environment for all students, irrespective of their mental and physical abilities. English subject, therefore, need to develop a positive attitude towards the inclusive students so that these students are not marginalised in the long run. As such, it would be highly advisable for English subject teachers to attend courses relating to special education as they would be able to understand the inclusive students better and also be able to handle the students more effectively to ensure that the needs of every special child is met in an inclusive learning environment (Peatson, 2011).

Teachers would benefit from developing the necessary professional skills in addition to being more creative and patient when teaching inclusive students. Besides that, English subject teachers would also be more tactful in managing time and ensuring that there is a sufficient amount of learning time allocated for inclusive

students. It would also be advisable to make the class size smaller. This way, the teacher-to-student ratio would be significantly smaller and inclusive students would be more likely to get the much needed individual attention. Additionally, increasing the number of professional teachers in the workforce, especially TESL trained special education teachers would solidify the support system so as to solve most of the problems faced by the inclusive students especially when it involves comes to English language learning (Bosi, 2004).

Second Challenge – Lack of an effective Support System.

The findings of the second challenge revolve around the lack of a support system consisting of a team of TESL trained special education teachers for the inclusive classroom. The inclusive students are found to be weak in the English Language largely due to their learning disabilities and medical conditions. The inclusive students are currently learning English under the English subject teachers who are unable to provide for their specific demands such as the provision of one-to-one attention, detailed explanations and continuous attention. The findings also imply that the inclusive education programme, which started in 1996, is running without the aid of professionally trained English teachers, sports teachers, physiotherapists, speech therapists as well as other professionals in various other areas of specialisations. Likewise, in the location where the study was carried out, the inclusive teacher who was a non - TESL trained teacher was assigned to teach the inclusive students on a rotation basis. Thus, the inclusive teacher only gets the chance to enter 1 class for 1 or 2 major subjects for 30 minutes in a week. In other words, the 30 minute period is shared with all the other subjects and not just the English Language subject. As a result, the inclusive students are unable to obtain sufficient and necessary guidance during the English lessons from the inclusive teacher.

In this case study, the observed inclusive teacher was noted to face difficulties in effectively teaching the inclusive students because she was neither a TESL trained nor a special education trained teacher. In fact, she was merely standing in as a temporary relief due to the acute shortage of teachers in the special education unit. This issue had persisted for almost a year. It implies that the inclusive students are not provided with services from a specialised and qualified special needs teacher for that entire period of time. This could possibly be one of the main reasons for the poor performance of the inclusive students in the examination and the below average performance in the English test papers.

Therefore, it is very obvious that the inclusive students did not get any form of help from the English subject teacher who conducted the English test paper. Fahmi tried his best to answer the questions independently. Even though he was unsure of the instruction's requirements, he was determined to try and answer all the questions independently. He was confident that he could make an attempt to answer the questions. This indicates his determination and seriousness. As such, Fahmi would have done better if he was provided with the support system to learn English during the English lessons. Fahmi has the potential to learn and improve his English proficiency with the provision of the support system. As stated by Vygotsky, students learn better with the guidance of an adult or teacher (Vygotsky, 1978).

In addition, the findings reported highlights that most mainstream teachers have limited time to teach the inclusive students. The multiple medical conditions of the inclusive students are confusing and contributed to the teachers, lack of confidence when teaching the affected students. In addition, teachers are also reported to face extreme workloads which occupies most of their teaching hours. These factors hindered the teachers' effective teaching styles involve in the inclusive

students. When combined, they weakened the support system that is necessary for the learning development of the students.

Furthermore, the support system also lacks the availability of TESL trained special education teachers to teach the inclusive students English during the English lessons. This criterion for the support system is much needed in order to fulfil the ambition of the MOE, which is, to raise the standard of English among primary school students so as to envisage Vision 2020 and to show case Malaysia as a developed nation. The lack of trained professionals and the non-existence of the support system in this case, hinders the progress of the learning environment in the inclusive classroom (Musa, 2014). Therefore, thinking skills among the inclusive students are found to be almost diminished as a consequence of being continuously neglected by the English subject teachers (Walker T.J, 2012). As presented in chapter 4 of the findings, most of the time, the inclusive students are positioned at the back row of the classroom and left to fend for themselves without any assistance during the English lessons (Macbeth, 2006). The English subject teacher was observed to often forget the presence of the inclusive student because they have their attention focused on teaching the mainstream students who are of multiple intelligences.

As clearly seen in this case study, the English subject teacher's negligence has factored 9 out of 11 students to fail in the English test papers in PKSR 2 Year 2016 instead of showing improvement in their standard of English proficiency. In addition to that, 3 out 11 students were pulled out of the inclusive education programme and were placed back in the special education unit because the mainstream teachers found them unfit to be in the mainstream classrooms. The teachers reportedly found them to be a burden to the mainstream classroom and to the subject teachers. Hence, it can be

surmised that the lack of the support system greatly affected the inclusive students with diversified learning disabilities. The inclusive students had scored very low marks largely because they did not receive adequate guidance from the support system and were also unable to get sufficient help from the English subject teachers (Sofi, 2012).

Third challenge – New Education Policies.

The findings of the 3rd challenge was the implementation of 2 new policies by the MOE in January 2016 (Blueprint, 2012). The 2 new policies were the DLP and the 30% of compulsory admission of special needs students into the inclusive programme (Blueprint, 2012). As reported in the findings in Chapter 4, the introduction of DLP in Standard 1, Standard 4 and Form 1 in various selected schools, consecutively requires the students to learn Mathematics and Science in English. The implementation of DLP was also followed by a change in the examination format for the English Language test papers. The summative exam is split into 2 separate papers. Paper 1 consists objective and subjective questions while Paper 2 is on essay-writing. Based on the examination score sheet, 8 inclusive students failed in Paper 2 most likely because it required the students to provide answers in the written form. The general findings from the SBA system indicates that the majority of the mainstream students had failed because they were unable to write essays, answer comprehension questions and write an e-mail within 80 words (Thulasi, 2015). However, the inclusive students scored very low marks largely because they did not receive adequate guidance from the support system and were also unable to obtain sufficient help from the English subject teacher (Sofi, 2012). According to the policy of inclusion, denying the inclusive students the opportunity

to learn with equal rights under the mainstream school system is a violation of a child's basic human rights (UN, 1994).

The sudden introduction of DLP has reportedly put a great many schools, teachers, students and parents in confusion. As we know both mainstream and inclusive students initially learnt Mathematics and Science in Bahasa Malaysia since Standard 1. It has now become a struggle to cope when these students were suddenly made to learn the 2 most important subjects in English when they entered Standard 4. When the mainstream students find the English test papers to be difficult, the inclusive students had found them to be more difficult. In order to handle this situation, teachers more often than not turned to the translation method of teaching to assist students' understanding (Nasir, 2016). However, teachers themselves were reported to struggle with this change and having no choice they had to adapt their lessons and learn the relevant terminologies for their subject in English (Nasir, 2016).

Furthermore, the introduction of the DLP in a large number of schools nationwide has created a need for TESL trained special education teachers to teach Mathematics, Science and English. This is especially so because as the MOE has been showing a keen interest in opening up inclusive education programmes in many more primary and secondary schools in Malaysia. In addition to this, the ministry has also been ambitiously looking forward to integrate as many as 75% of the special needs students into the inclusive programme by 2025 (MOE, 2013).

The policy of a responsive education path for every child and youth with equal rights and access to education is still evolving (Jelas, 2014). Within the Malaysian context, the belief that the child must be eligible for placement into a mainstream school reflects a rigid and narrow interpretation of the concept of inclusion (Jelas,

2014). The true meaning of equal rights and access to education is still evolving in the Malaysia context (Jelas, 2014). The educability criterion contradicts the goals of providing equal education opportunities as stipulated in the United Nations standards, rules on equalisation of opportunities for persons with disabilities (Jelas, 2014). The paradigm shift in educational thinking towards inclusion will materialise only if there are supplementary in-service courses to provide the mainstream teachers with significant knowledge about inclusive education and disabilities that cause learning disorders among the inclusive students (Marimuthu, 2015). Thus, it is highly recommended to offer and encourage future teachers to opt for TESL education as their major subject and special education as their minor subject in teacher training colleges as well as local universities. This effort would most likely contribute to the cessation of professional manpower crunch in schools. Besides, parents could also organise personal development and learning programmes for students and teachers with the help of volunteers from the private sectors to form an effective team building effort to ensure sufficient collaborations between parents and teachers (Star, 2015).

Moreover, the inclusive teachers were not exempted from this struggle either. Most inclusive teachers who had no training in formal education methodologies prior to this and had obtained their teaching qualifications through a diploma in a teacher training course for post-graduates or what is known as "*Kursus Perguruan Lulusan Ijazah*" (KPLI). It is a 10 month course that was held during the school holidays. The course, however, had no focus on teaching English and as such, the inclusive teachers lack knowledge when it comes to teaching the language, even at primary education level. As a result, the inclusive teachers faced difficulties not only with having to teach Science and Mathematics in English but were also observed to be unable to help the students adapt to learning the 2 subjects in English.

Additionally, it was reported that some teachers were dissatisfied with the lack of training or workshops to facilitate the change following the DLP. Teachers were only given a letter and a circular about the implementation that required the schools to use English as a medium of instruction (Jesica, 2017).

The compulsory recruitment of special students into the inclusive programme was 30% out of the 42 special needs students in the location of this case study. This 30% approximated to 11 students, of which the lowest test scores obtained for the English PKSR 2 examination was charted to be 12%. This result contradicts with the aims of the inclusive programme, which include boosting the learning development of inclusive students. When the inclusive students sat for the qualifying test to enter the inclusive education programme, the minimum score to qualify entrance was 60%. However, after 3 years of education in the inclusive programme, the inclusive students' test scores have been reported to deteriorate to be as low as 12% when instead, the scores should be maintained or should be higher than their initial scores. Thus, the effectiveness of the inclusive programme can be debated, and it is implied that the deterioration in students' performance is due to the lack of the support system that is necessary for the inclusive programme to be a success (Ghabool, 2012). The EFA 2000 assessment highlights the challenges of education for all and refers to a lack of attention to the quality of teaching and learning in inclusive education. The effectiveness of mainstream teachers are minimal and this deprives the rights to quality education for the inclusive students (Marimuthu, 2015).

Furthermore, following the implementation of DLP, the school had faced a shortage of in workbooks and textbooks supply that lasted for a few weeks. The supplier ran short of books because the texts were printed over a short period of time. Consequently, the inclusive students received their books a few weeks later than the

others. As such, they had to struggle as they already being left behind and on top of f they were facing difficulties understanding the texts and explanations which are written in English, a language that they are less proficient in. Subsequently, to make matters worse, many schools nationwide were also reported to be short of professionally trained teachers to teach Mathematics and Science in English. The inclusive education programmes need more trained teachers to meet the DLP requirements (Mahdzir, 2017).

It is, therefore, highly recommended that the MOE looks into the availability of TESL trained special education teachers to teach and help the inclusive students during the English lessons to overcome problems that surface during the English lessons. For example, having TESL trained teachers who are knowledgeable in English language teaching would be an option that would curb issues such as failure to explain in detail the instructions given in the examination. TESL trained teachers who are given short courses on Testing and Evaluation on a yearly basis, as conducted by the Education Department, would be able to guide the students on the specific format, of answering subjective questions in accordance to the specific marking scheme suggested as a guideline for the examinations.

It would also be advisable for MOE to revise the 30% lower percentile admission quota of special needs students into the inclusive programme as schools are forced into the meeting the quota despite the fact that they are under-equipped with the necessary resources and neither the teachers nor the students are ready for it (Nasir, 2016). It would be recommended for only qualified candidates be recruited into the inclusive programme, both that the benefit of the inclusive students and the teachers. Instead of including special needs students to be part of the inclusive education it had indirectly the excluded the students as part of the programme. At the

same time, enforcing an increase of 10% of special needs students into the inclusive programme had worsened matters. Likewise, the MOE's objective of integrating 75% of special education needs children into the inclusive programme by the year 2025 is difficult to achieve and should be recognised as such (Nasir, 2016). The inclusive programme was in need facing an acute shortage of teachers for almost a year. The MOE should instead focus on providing training for teachers to improve and upgrade their skills in handling diverse situations in the inclusive classrooms.

Ideally, the MOE should also take immediate action and attempt to train more teachers in teaching English, Science and Mathematics in English. The introduction and implementation of DLP should hence be carried out with sufficient resources, such as trained professionals, funding for materials and detailed planning, especially since it involves a great number of people and time (Nasir, 2016). Besides that, pilot projects should also be carried out before implementing new policies nationwide in order to determine the effectiveness of the policies and to evaluate and combat its weaknesses.

Fourth challenge – Inclusive Students are Weak in English.

According to Vision 2020, the MOE intends to raise the standard of English so that Malaysia stands in par with other countries globally (Blueprint, 2012). However, during the past 3 years, the inclusive students had received very minimal services from the support system, in terms of providing TESL trained special education teachers to aid these special needs students in learning English in the classrooms. As a result, the inclusive students' performance in the English Language had deteriorated resulted in 3 out of 11 students to be sent back into the special education unit because the mainstream teachers had deemed them unfit and weak to cope with mainstream classes.

The findings of this research provide evidence that the inclusive students performed poorly in English as compared to their peers in the classroom. To begin with, they were noted to find it arduously difficult to learn writing and grammar because they lacked knowledge in English vocabulary (Yunus, 2013). The inclusive students are weak in English because English is their L2 and the inclusive students lack the support system and also lack sufficient practise in using the language. In order to combat the inclusive students' poor performance in English, the English subject teachers had often turned to the translation method to explain and teach English in Bahasa Malaysia because the students understood better when the explanation was given in Bahasa Malaysia (Mohd.Ali, 2008). Above all, it must be noted that English is their L2. Therefore, the explanations in Bahasa Malaysia was of little benefit to the inclusive students as it did not help them in improving their language skills. The absence of TESL trained special education teachers as a support system, thus further debilitates the inclusive students' learning of the English language.

Inclusive teacher: Definitely Yes. The presence of the support system will encourage the inclusive students to improve on all the four skills during the classroom lessons.

Excerpt No: 60 (10 May 2016) (Lines 262 - 263)

In the given excerpt, it is important for the inclusive students to have the support system which would encourage these inclusive students to improve on all the 4 skills and more attention on writing skills. Since the government is placing strong emphasis on English for the future of the students, inclusive students should be given the rights to have TESL trained special education teachers to teach them English during the English lessons. Inclusive students should also be supplemented with extra classes on writing skills so that they can improve their standard of English and keep

pace with their peers. Education in Malaysia is largely driven by the exam orientated system characterised by rigid curriculum and the pressure to do well in examinations (Jelas, 2014). The emphasis on the preparation and the drill for the public examinations has left little or no time for the mainstream teachers to accommodate to the individual learning needs of inclusive students (Jelas, 2014). Therefore, the availability of the support system which can cater to the needs of the inclusive students is vital, and in this case it refers to the necessity of having TESL trained special education teachers to teach the inclusive students (Nasir, 2016).

Fifth challenge - Decision Making: The Next Step into Secondary School.

One of the challenges for the inclusive students and their parents is to decide whether to stay on in the primary school and to continue for another 2 years of education or to proceed into the special education unit in the secondary school. Once the inclusive students and the special education students reach the age of 12, their respective parents are asked to fill in a set of forms for the placement of students into the PPKI secondary schools. The findings over the years shows that it has been a culture-like practice whereby most of the parents opt to send their children to the secondary school once the child reaches the age of 12 despite the government's provision of a special extension of an extra 2 years of study in the primary school before proceeding for enrolment in the secondary school at the age of 14 (PPKI, 2016). The rationale behind this extension is to provide students with the opportunity to build a stronger sense of self-confidence and to learn to be more independent before they move on to Form 1 (KPM, 2015). However, research has shown that although many policies have been designed to present the master plan of inclusive education at an international level, in practice most of the policies are not implemented as they should be because of the internal factors such as shortage of

professionally trained staff, skilled workers, resources and finance (Musa, 2012). As such, the expected results and benefits of the policies fall short.

Furthermore, the findings show that the parents of special needs students and inclusive students had a preference for their children to continue their studies in the secondary school because they believed the current school is lacking in the support system and in the inadequate services of the inclusive teacher to render help to the students. Moreover, the parents are aware that their children are not doing well in the primary school so, they saw little benefit in extending their children's education there. The poor examination results of the inclusive students made the parents feel that their children were wasting time and were not learning much in the primary school (Nasir, 2016). The lack of the support system and the attitude of the English subject teachers were viewed to be the leading reasons that made the parents choose to stop their children from extending their studies in the primary school (Hashim, 2014). This is evidently reflected in the location of study as the school register records showed that no students had taken the offer of extending their education in the primary school. Instead, they opted for enrolling their children directly into a secondary school because most parents are of the opinion that their children will be more independent, learn a variety of new skills and be able to complete Form 5 at the age of 18 if they did so.

Therefore, it is highly recommended that parents make the right decision according to their needs to gain proper benefits. Parents should take the responsibility in supporting their children with the necessary guidance and motivation so that their children will be able to face various challenges with confidence. In addition, parents should also take the initiative to enrol their special children in other forms of skills training so that they would stand a higher chance at employment.

The implementation of the inclusive programme is not as smooth as expected because of the many challenges faced by the students. These challenges should be brought to the attention of the authorities concerned immediately. The introduction of the inclusive programme began in 1996 and issues are still revolving around basic education (Nasir, 2016). It is about time the concerned parties such as the education department and the MOE start studying the weaknesses of the inclusive programme and make the necessary changes (Nasir, 2016). The challenges faced by the inclusive students were never brought to the attention of the concern authorities since the introduction of the inclusive education programme in 1996. According to a study by UN (UN, 1993) categorising students who do not meet the criterion for placement in schools as uneducable and denying the opportunity to education would be an irony in the education system. As such, denying the inclusive students the opportunity to learn is a violation of basic human rights (Jelas, 2014). The inclusive students are not going to complain or voice out their grievances to anybody because they are timid and shy.

Research Question No. 2 - What are the common writing errors made by the inclusive students?

Research question 2 focuses on the writing skills of a selected student for this research. Fahmi was selected to highlight the examples of difficulties the inclusive students face and to present the urgency to solve problems in writing skills among the inclusive students.

Findings show that learning writing in the English Language is a daunting task, but is a critical skill to master. As such, the writing component in assessments is given much credit for evaluation at the school level (Akinwamide, 2012). However, statistics show that a majority of Malaysian students are found to have writing skills

deficiencies (Thulasi et al., 2015). The same situation is applicable for special education students who have been observed in this study. These students have found it even more difficult to learn writing in English because they were not provided sufficient practice and training in writing skills from Year 1 in school. Teachers, therefore, play an important role in aiding students' to develop writing skills. In order to guide and motivate inclusive students, there is a need for teachers to possess sound knowledge in teaching writing and professional skills. (Thulasi et al, 2015). In reality, however, teachers themselves have been discovered to find teaching of writing far more difficult than teaching any other language skills and for the language development of special students' writing skills, TESL teachers need to be trained in writing (Nasir, 2016).

Fahmi was noted to be weak in English and especially in learning writing skills. He was not sure of when to use capital letters, lower case letters, punctuation marks and had faced difficulties in filling in the blanks with the correct singular and plural nouns. It was also discovered that he was unable to construct sentences even though he was provided with guide-words to form an essay and to write an e-mail. Since Fahmi had trouble understanding the texts that he was reading, he was unable to do most of the written activities independently. Instead, he relied heavily on the English subject teacher to write the answers on the whiteboard for him to copy. Besides that, the English subject teacher was unable to help Fahmi with his writing skills because she was too busy with the rest of the class. In addition, she also had to finish the syllabus in time to prepare the students for the upcoming examinations. The English subject teacher was observed to have the time to only stand beside him and to point out the answers so that he copied them correctly in the blank spaces. Therefore, Fahmi was unable to get the one-to-one attention and repeated

explanations that he needed to improve his writing skills. The lack of an inclusive teacher who was absent due to being assigned other responsibilities at the special education centre on a rotation basis was also heavily detrimental to the inclusive students' learning progress. The inclusive students were unable to get the sufficient amount of guidance which they needed very much to improve their writing skills. Hence, it is vital that there is a support system of TESL trained special education teachers for the inclusive classroom.

Some of the implications of the lack of the support system include, the difficulty Fahmi was found to face in constructing sentences with given words. This is shown in Appendix E.19 of the Paper 2 Section C (014) PKSR 1 in 2016.

Fahmi had scored 1 mark out of 25 marks in the English PKSR 2 examination paper (Appendix E.19). Fahmi was found to be unsure of when to use punctuations like commas in a sentence and capital letters for Proper Nouns and when to begin a new sentence. Errors in punctuation marks appear in most of his written work. For example, in Page 8 of PKSR 2 English Paper 1 (Refer Appendix E. 21), it is shown that Fahmi is weak in punctuation as he had begun the sentences using lower case letters. This shows that, Fahmi did not receive sufficient practise in writing skills, from the teachers. Besides that, his mistakes were not initially corrected with remedial exercises from the earlier years of his primary school education.

Fahmi was also noted to be weak in his spelling. These errors resulted in him obtaining only 14% in Paper 2 of PKSR 1 in 2016. The confusion in using capital letters can be surmised to be due to ignorance, a language interference error and partly an orthographic error. Writing lower case letters instead of capital letters when using Proper Nouns and when starting a new sentence is considered a spelling error because orthography defines spelling as it is written (English et al., 2011).

Additionally, more errors in his written work can be seen in the lesson dated 20 January 2016 (Appendix E.5). Fahmi made some errors in the use of capital letters when writing names of authors. Other such error includes punctuation mistakes like foregoing commas, apostrophes and several spelling mistakes. These writing errors can be seen in his daily written exercises (Appendix E.1). As evident from the figure provided above, Fahmi often had to resort to copying brief answers written on the whiteboard without expanding them into complete sentences. The English subject teacher had also failed to provide him with the necessary corrective feedback and only marked a cross on the errors made in Fahmi's answers (Appendix 14). He was neither given the correct answers nor an explanation for it in the written form on the page. He was not even given a verbal explanation to correct the errors. Fahmi was also not asked to do any written corrections as the teachers are normally prone to assign their students to do. Fahmi lacked the support of a step by step teaching method on constructing simple sentences and expanding the sentences to a more complex structure in his early years of education. This setback is to be the main reason for his weak writing skills. As such, being unable to complete the exercises on his own, Fahmi resorted to copying answers from his classmates and from the whiteboard. During the examination, he was unable to answer the questions in Section B (ii) section C (i) and C (ii) of English Paper 2 in 2016.

Fahmi was also unable to answer any of the comprehension questions mainly on Question 24 and 25 because he most likely did not understand the passage and could not formulate the correct answers. (Appendix E.21 and Appendix E.22). He was only able to score 1 out of 8 marks for the comprehension questions in Paper 1 (013) PKSR 2 in 2016 (Appendix E. 19). On the whole, Fahmi performed poorly in

the examination and only managed to obtain a score of 52% for Paper 1 and 30% for Paper 2.

Thus, it is imperative for the inclusive students to have the support system of TESL trained special education teachers to teach them English. For the inclusive students to perform well in their examinations, they would need the support system which will be able to equip them according to their needs and move at a pace that is most beneficial to them.

Fahmi was also found to have problems changing singular nouns to plural nouns. He was observed to be unsure of when to use '-s', '-es' and '-ies'. He also seemed to have problems with present tense and past tense. (Appendix E.1. Question B page 6, of the workbook). He also had problems spelling in the plural forms and was unable to form words to make a proper sentence, must possibly because he was not sure of the importance of orthography and punctuation marks. Thus, it can be assumed that Fahmi had lost his confidence and self-esteem when attempting the test due to a prolonged lack of practice in writing skills.

Therefore, one can conclude that the teachers, parents and students must sincerely take the necessary steps to improve the acquisition of English Language so that the standard of English will be improve (Musa, 2014).

The special education students are required to sit for a qualifying test and have to obtain a minimum score of 60 marks and above for the 4 major subjects: Bahasa Malaysia, English language, Mathematics and Science to be eligible to enter the inclusive education programme. The test papers are based on the School Based Examination PKSR 1. All the 11 inclusive students had sat for the PKSR 2 in October 2016, but only 3 students had passed with average marks. The other 8 students performed very poorly in the examination. One of the major reasons for

their poor performance in English was considered to be the absence of the support system for many months in 2016. Based on the research, the other reasons include insufficient writing practise, lack of guidance from English subject teachers and inadequate support from parents to gain more knowledge, especially in English.

As a result, 3 students were eventually pulled out of the inclusive education programme because they were unable to cope with their studies. The students who achieved 60% at entrance qualification examination, 3 years ago only managed to score 12% in the recent examination. Only 1 student managed to score 74% in the examination. The aim of the inclusive education is to encourage special needs students to study and improve their education levels and not to be pulled out of the programme because of failures.

Therefore, it is highly recommended that, in order to remain in the inclusive programme, students should have a reliable support system to teach English so that the students will be able to learn English, as well as cope with the change in the language mode for Science and Mathematics subjects. The continuous delay in obtaining the support system could result in more students being pulled out of the programme. If matters were to continue as they are, eventually very few students will be in the inclusive education programme and the ambition of achieving a target of 75% of inclusive students by 2025 will be a failure. It is recommended for the special education teachers to group the inclusive students to form an English Club where the inclusive students could participate in various activities to improve their proficiency in English. It is also recommended for the parents to request the MOE to train and recruit TESL trained special education teachers, shadow teacher aids as well as professionals like speech therapists, physiotherapists and medical technology

aids in the inclusive education programme framework to further improve the quality of education for special needs students.

In addition, the English test paper was made more difficult to score, especially the English Paper 2 which requires students to write an e-mail and short essays. Most of the mainstream students had failed in Paper 2 of the English subject and 2 out of the 11 special education students scored as low as 12% in the examination. As many as 8 students failed in the English test and only 1 student managed to obtain 74% marks in the examination. Fahmi managed to score 30% in the English Paper 2 of the PKSR 2 year 2016.

Besides the major challenges highlighted in the study, the inclusive students faced other personal issues such as shyness, timed behaviour and low self-esteem due to their poor performance. These challenges made the inclusive students further deteriorate in English language deterioration. Instead of encouraging more students to be integrated into the programme, 3 students were pulled out because the English subject teachers found them hopeless and a burden to the class. The inclusive students were also noted to be unfit to gain more benefit in terms of learning English from the English subject teachers.

Some research titles which relate to the research are: Special education for children with disabilities in Malaysia: progress and obstacles (Nasir, 2016), Inclusive education in Malaysia: policy and practice (Jelas, 2014), Journal of special needs education (Marimuthu, 2015) and Unconscious inclusion of students with learning disabilities in Malaysian mainstream primary school: teacher's perspectives (Lee Wah Lee, 2012). All these researches converge to answer research question 1. Although it has nearly 2 decades signing the international pledge, namely the Salamanca Statement (UNESCO, 1994), inclusive education in Malaysia has still not

fully gained the momentum to completely implement this programme for learning disabilities largely because of the delay in the policy implementation. Instead, inclusive education remains sparingly practised as an “unconscious inclusion” concept in some schools without a proper formal support system (Wah Lee, 2012).

The MOE has yet to offer new courses for the special education teachers majoring in TESL in any of the colleges or universities in Malaysia. This is the gap of this research. Currently, the courses offered in Malaysia are special education in general (Kursus Pendidikan Khas Am) and Teaching English as a Second Language (TESL) as separate degrees.

The ambition of integrating 75% special needs students into the inclusive programme by 2020 according to the Blueprint is very difficult to achieve if the students are unable to obtain the support system of a special education TESL trained teachers to teach the inclusive students. The reason for this being that inclusive teachers who are not always TESL trained find it difficult to teach English according to the standard format of answering examination questions especially in Paper 2 of the subject. Most of the inclusive teachers are KPLI trained and they lack knowledge in teaching English, especially grammar for the higher levels in the upper primary classes.

Third Research Question - Why is it important for the inclusive students to have TESL trained special education teachers as a support system for inclusive classroom.

In order to overcome some of these problems, it is necessary to look into the aspect of training teachers in TESL for special education so that the inclusive students receive the correct support system every day during the English lessons. Since these teachers are TESL trained, they will have more time and the expertise to

teach the students in English. The teachers will also be more dedicated and responsible to teach the students so as to improve their standards in English.

Inclusive students need to be taught with one-to-one attention, with love, care and understanding. They are found to be less receptive to learning when they are in fear or in stressful learning environments. Hence, the inclusive teacher plays an important role in their education. When one compares the psychological approach recommended to create a bond between students, the special education teachers and the English subject teachers. The special education teacher is more preferred by the inclusive students because these teachers are trained to be more patient, caring and understanding towards the needs of the special child compared to the English subject teachers. In most cases, the inclusive students are friendly and enjoy the closeness with the special education teachers. Therefore, training the special education teachers in TESL is highly recommended so that the inclusive students will get the help and guidance that they need consistently during the English lessons in class. The current time allocation of just one 30 minute lesson per week is also insufficient to learn all the 4 skills in English by an Autistic child with slow cognitive development. This child requires one-to-one attention from the inclusive teacher in order to achieve better results.

Moreover, the introduction of 75% target integration of inclusive students by the MOE would require the services of TESL trained special education teachers to teach the inclusive students. Considering this, the weaker students will be integrated into the mainstream classroom just to fill the quota. This means the English subject teachers will be burdened by the influx of weak students. So this where the role of the TESL trained special education teachers would be beneficial to the English subject teachers and also to the inclusive students. As the inclusive teachers would

be TESL trained, they would be more well-equipped and have more knowledge on how to teach the inclusive students English. The government's emphasis of improving the standard of English will not be accomplished without the professionally trained teachers.

Summary of Studies - Referring to the 4 concepts of inclusion.

The theoretical framework is based on the 4 concepts of inclusion. The findings of the 4 Concepts of Inclusion was not successful in human development, social development, transformation in thinking and teacher proficiency. The inclusive students faced numerous challenges when learning English with the English subject teachers (Marimuthu, 2015).

The 4 concepts of theoretical framework emphasises social interaction among the students with the guidance of an adult so that the students gain knowledge (Vygotsky, 1978). The social interaction among the inclusive students and English subject teachers was observed to have hardly taken place because of a language barrier. The inclusive students were shy and lacked the confidence to speak in English whereas, the teachers have a negative attitude towards the inclusive students. Communication breakdown between the teachers and the inclusive students did not bring about social interaction to gain knowledge and did not reap as much benefits as it should have (Marimuthu, 2015)

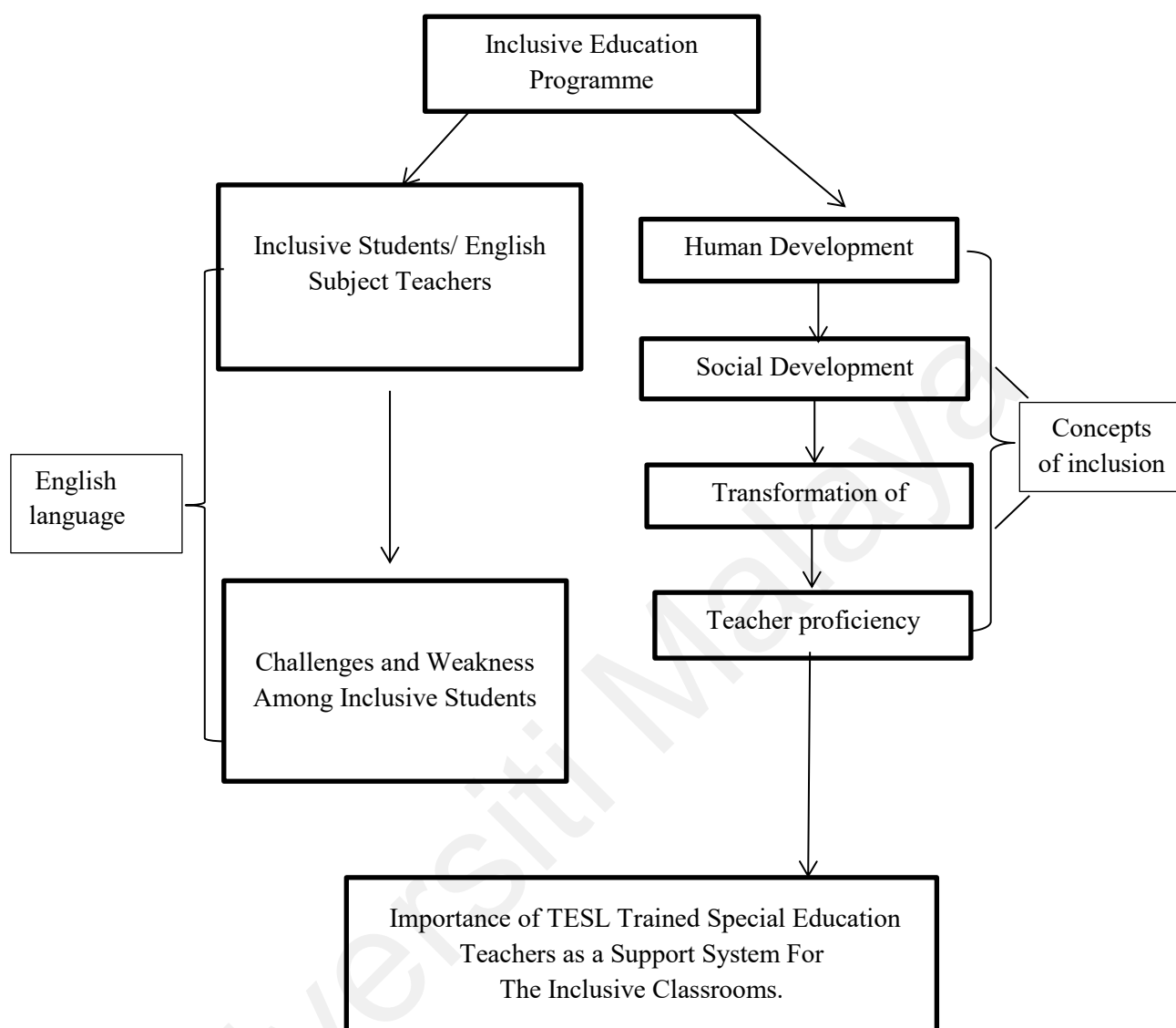


Figure 5.1 Watkins Teacher Competences (2000)

The diagrammatic illustration shows the four concepts of inclusion whereby teacher professionalism is important in the development of human and social development for transforming the students thinking skills (Watkins, 2000).

Since the inclusive students were deprived of the support system, the progress in human development, social development, transformation of thinking and teacher proficiency was slow. Moreover, the unavailability of the support system to help the

inclusive students to speak in English was such that the possibility of learning with the guidance of an adult did not take place. Therefore, the human development and social development were not encouraging.

Transformation of thinking in English was also minimal because the inclusive students were timid, shy to speak and had a low esteem to actively participate in the classroom activities. The inclusive students were left to struggle without the support system which hindered the learning process and in addition to that their slow cognitive development obstructed the transformation of thinking skills.

The findings in chapter 4 reported that the, subject teacher and the inclusive teacher had limited time to teach the, inclusive students. The English subject teachers paid less attention to the inclusive students because they lacked the pedagogical knowledge on how to handle students with diverse disabilities. Therefore, the teacher professionalism in handling the subject and the students at the same time was uncertain. The teachers were less confident because the inclusive students had multiple medical conditions which were overwhelming. Moreover, the teachers were found to be facing heavy workloads which occupied most of their teaching hours and caused much stress and other medical problems. The inclusive students were described to have attitude problems and they wanted to be spoon fed. They also liked to be idle, day dream and are passive. These attitude problems contributed to their weakness in English. Based on the above issues, teacher professionalism was doubted.

Teachers' Training and Professional Development

The findings also revealed that out of the 11 teachers in the special education unit only 2 teachers were fully trained university graduates for special education needs.

The graduates in the special education specification had gone through underwent 4 years of training in special education in order to receive the basic degree. The other teachers were from various other courses like History, Environment Studies, Islamic studies, Human Resources and Social Sciences. As such to qualify for teaching profession they had taken a 10-month KPLI course known as Diploma in Education and also attended a 3 day course in special education which was conducted by the state departments.

The inclusive teachers were those who attended the 10-month KPLI courses to obtain a Diploma in Education. The need of the support system for professionals to be TESL trained for the special needs students and inclusive students is important. Therefore, there is an urgent need for professional teachers and continuous training programmes for the English subject teachers in inclusive education programme. The administrators of schools, policy-makers, peers, colleagues and officers in the education departments need to attend courses to gain more knowledge about inclusive students and their special needs.

If the main objective of National Philosophy of Education is to develop students holistically, then there should be training provided for the teachers to be professional holistically. A change in the teacher training programme is needed whereby, all the trainees taking up teaching course must be given subject specification in special education as a minor course. All the teacher trainees should be exposed to courses on special education during their training so that they would be better prepared when receiving a special child in their classrooms. They would also be able to face the 75% of the influx of inclusive students in the mainstream classrooms in the near future. Teacher education programmes would also benefit greatly when restructured and improved to provide the teachers with a deeper

knowledge on special education and the special needs students. He would enable them to be more competent in their teaching profession and learning process in the classrooms will take place effectively.

As for pedagogical knowledge, one of the main features in any teacher education programmes, is the fact that trainees enhance the quality of teaching by using alternatives approaches as classroom practices to help the inclusive students. Besides that, the selection of teachers in the teacher training colleges should be more stringent to ensure better quality professionals.

Therefore, only teachers with positive attitudes and an empathic disposition towards inclusive students should be selected as they would be more appropriate to adapt to the special requirements of the students. Staff development programmes and in-house training should incorporate love, care and understanding towards the inclusive students so that these inclusive students do not feel cast aside. In view of this, In the Care-Ethics Theory, it is widely acknowledged that Noddings' work has contributed significantly to the caring realms in teaching and learning in and out of the classroom (Noddings, 2005).

Implications of Study

The researcher's intention is to bring forward this study to the attention of the MOE, the Education Department as well as the school heads with regards to the integration programme for inclusive education, the parents of special needs children, the English subject teachers and the special education teachers. The inclusive education programme was implemented 30 years ago and little has been done to see the success, areas of weaknesses in the implementation and the operation of the whole organisation (Jelas, 2014). An in-depth study of the whole system to upgrade and

make necessary amendments is needed timely. The special needs students would not be able to speak out their frustrations and challenges. Thus, the researcher believes that this is the first research to fill the gap addressing the need for TESL trained special education teachers for the inclusive classroom.

The target to achieve 75% integration of inclusive students into the programme still remains questionable. It is a fact that the inclusive students are facing tremendous challenges to learn English from the English subject teachers due to certain unavoidable circumstances. The researcher believes that it is advisable to have the support system to encourage improvement in the standard of English, rather than to pull the inclusive students out of the inclusive classes and place them back into the special classes as this is deemed to be a demotivating action which would in turn leave detrimental psychological effects for the students.

There is some form of practice against the policy of double standards, injustice and prejudice against the inclusive students. There is so much of talk during international conferences on rights of special children who must be given all kinds of support to enable them to learn and live in the society, but to have the availability of TESL trained special education teachers as a support system would be a dream come true. The researcher has 30 years of teaching experience, and she finds it inapt that many mainstream students who are not categorised as children with disabilities who score very low grades are able to move from one standard to the next higher level without being pulled down each year.

Limitations

There are limitations which may influence the generalisations of the findings in this study. The sample used was not based on a random sampling, but a purposefully

selected one. Thus, the findings of this study are not a representative of a larger population of mainstream students and inclusive students. The sample represented a small segment of students in one school and that sample may differ from the student and teacher population in other schools. This is a single case study with an embedded unit where one selected candidate represents the whole unit of the inclusive programme. When a selected subject or candidate represents a single case study, it is called a single case study with an embedded unit (Yin, 2003).

Difficulties Encountered

Since this is the first research of this kind on the importance of TESL trained special education teacher as a support system for inclusive classroom, there was no similar research books or articles for the researcher to source from as a guide for references from the university library or international websites. Besides that, the researcher was diagnosed with a brain tumour in January 2017 through a MRI scan. This caused her to be unstable while walking which resulted in experiencing falls and major fractures. Even though with medical problems, the researcher is diligent to complete this study as she wants the authorities concerned to look into the necessary steps taken to provide the inclusive students with a professionally trained TESL special education teacher as a support system in the inclusive classroom. The researcher had to diligently do active and inactive observations, record field notes, collect data, conduct semi structured interviews and meet the research participants personally to get necessary information which was a tedious task that needed dedication and patience.

Future Research

In this case study, only one student was selected from one particular school in Bangsar. The study focused mainly on the subject teacher and the inclusive teacher. Further studies could therefore, be done on a bigger group of inclusive students and more English teachers. An action research could be conducted on the inclusive students to improve their knowledge and skills in English. More inclusive students and parents can be observed and interviewed in the action research to improve the standard of English among the inclusive students. A survey could also be undertaken by the English subject teachers to ascertain the problems that they face when teaching the special needs children in the inclusive classroom. Larger samples could be drawn, so that the study could be done in a quantitative mode, which would add more value to the validity of the findings.

The support system is important for the inclusive students in achieving the Sustainable Development Goals which is part of the United Nation's 2030 agenda that calls for all children to have access to quality education (Aziz, 2017). According to Industry 4.0, the support system should enable the inclusive students to take learning outside of the classroom and into the learner's life outside of the school environment in their future (Selamat, 2017).

Future research is very much needed in terms of placing importance on the support system as a fundamental issue regarding teacher training in accordance to the specification requirements. Another aspect that would be appropriate to investigate is the contribution of parents towards the progress of the inclusive students in learning English Language outside the classroom. The results could shed some light on the participation and involvement of parents towards the progress of the inclusive students in improving English Language acquisition.

Recommendations

It is highly recommended that all TESL trained graduates undergo special education courses for a definite period of time along with some practical training in teaching in special education. The exposure would give the trainee teachers some opportunity to meet and teach the special education students in the schools. As the numbers of special needs students are increasing rapidly, the target of reaching the 75% goal of integration of special students into the inclusive programme by 2025 and the Dual Language programme would determine progress in the programme. The special needs students would be able to benefit and improve their standards of English. The mainstream teachers should also be sent for courses in special education, special needs children's psychology and teaching methodology so as to improve their understanding special children. Besides, the mainstream teachers should be given some exposure in handling special need students so that they have the experience and knowledge of teaching in diverse situations.

The other recommendation is that the government schools in Malaysia be integrated so as to run special education programmes effectively and according to the medical condition of the special needs students. For example, 1 school to cater for and focus on 1 type of medical condition. This would encourage the special needs children to follow their siblings to the same school with confidence. Currently, special needs students with various types of medical conditions are placed in one school. It is, therefore highly recommended to the higher authorities in the ministry, officers in the education department, the school administrators, the English subject teachers and the TESL trained special education teachers to be appointed specially to collaborate and teach the inclusive students during every English lesson and not just on a rotation basis. Additionally, it would be a timely act to introduce courses for

the fresh teacher trainees to be given the option of majoring in English and minoring in special education so that they will be recognised as inclusive education teachers when they are placed in schools. Besides that, regular teachers who teach special education would also benefit from training programmes that will aid them in handling the diversity (Marimuthu, 2015).

The allowance per month for the special needs children needs to be raised per month because the cost of living is higher for the special needs children. The special education students are currently receiving RM150 a month. The allowance for the special needs teachers should also be raised from the current rate of RM 250.00 because the special allowance has not been revised since 10 years. The schools running the integrated programmes must be provided with the services of a physiotherapist, and medical equipment like wheel chairs, exercise machines and also teaching aids to further enhance the quality of education for special needs children. The Welfare Department should organise courses for parents to gain some knowledge and information on the needs of the special children, their medical conditions and educate them with survival living skills for the future. Besides, NGO's could organise programmes to educate the society to be more loving, tolerant and kind towards special needs children

Conclusion

This study emphasises on the importance of TESL trained special education teachers as a support system for inclusive classroom. According to Musa (2012,) poor motivation, lack of interest towards learning English, unsuitable social surroundings such as an unenthusiastic attitude for peers an teacher and an environment that does

not encourage learners to use the language are some essential causes of low English Language proficiency among inclusive students.

Hence, this study would act as a catalyst in shedding light on the importance of having an English Language special education teacher as a support system for special education needs students in inclusive classrooms in order to solve issues and challenges that are faced by the inclusive students, daily especially during English lessons. The researcher hopes that study will be an eye-opener for the authorities to consider taking the necessary action to improve and upgrade the inclusive education programme for the special needs children who thrive to be part of society. The special needs children will not expose their problems because they know nobody would listen to them. We must understand that, they never asked to be born as special needs individuals.

REFERENCES

- Abel, J. M. (2009). *Leaving special educators behind? An analysis of the no child behind act and its impact on special education teachers*. Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Master of Social Work in The School of Social Work by Joseph M. Abel BA, Louisiana State University.
- Aboagye, F. (2017). *Autism in an Inclusive Class: A case study of how teachers manage to include pupils with autism*.
- Ainscow, M. D., Alan Goldrick, Sue West, Mel. (2013). *Developing equitable education systems*: Routledge.
- Akinwamide, T. K. (2012). The Influence of Process Approach on English as Second Language Students' Performances in Essay Writing. *English Language Teaching*, 5(3), 16-19.
- Al-Obaidi, A., & Budosan, B. (2011). Mainstreaming Educational Opportunities for Physically and Mentally Disabled Children and Adolescents in Iraq. *Advances in School Mental Health Promotion*, 4(1), 35-43. doi: 10.1080/1754730X.2011.9715621
- Ali, M. M., Mustapha, R., & Jelas, Z. M. (2006). An Empirical Study on Teachers' Perceptions towards Inclusive Education in Malaysia. *International Journal of Special Education*, 21(3), 36-44.
- Alwis, B. N. W., Kinyua Joice, Carolyn W. Kamau, Susila Marimuthu. (2015). Instructions in inclusive classrooms- Sri Lankan Experience. *Journal of Special Needs Education*, Vol 5, pg 5.
- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*: John Wiley & Sons, 169-170.
- Aziz, H. (2017). Malaysia's Education Blueprint in line with TN50, Education Minister tells students in London, *New Straits Times*. Retrieved from <https://www.nst.com.my/news/2017/01/206524/msias-education-blueprint-line-tn50-education-minister-tells-students-london>
- Bailey, L., Nomanbhoy, Alefiya, Tubpun, Tida. (2015). Inclusive education: teacher perspectives from Malaysia. *International Journal of Inclusive Education*, 19(5), 547-559.
- Bandura, A. W., Richard H. (1977). Social learning theory.
- Barton, L. (1997). Inclusive education: romantic, subversive or realistic? *International Journal of Inclusive Education*, 1(3), 231-242.

- Baskarada, S. (2014). Qualitative case study guidelines. *Başkarada, S.(2014). Qualitative case studies guidelines. The Qualitative Report, 19(40), 1-25.*
- Best, J., & Kahn, J. (1998). *Research in education* (81 h ed.): Boston: Allyn and Bacon.
- Best, J., & Kahn, J. (2003). Descriptive studies: Assessment, evaluation, and research. *Research in education (9th ed., pp. 114-158). Boston, MA: Allyn and Bacon.*
- Blueprint. (2012). 2013-2025. Ministry of Education. Retrieved from <http://www.moe.gov.my/userfiles/file/PPP/Preliminary-Blueprint-Eng.pdf>.
- Boeije, H. (2010). *Analysis in qualitative research*: Sage publications.
- Bosi, W. (2004). The pilot implementation of inclusive education in Malaysia: a review: a thesis presented in fulfilment of the requirements for the degree of Doctor of Philosophy in education at Massey University.
- Brown, A., & Dowling, P. (1998). *Doing research/reading research: A mode of interrogation for education*: Falmer Press London.
- Carrington, S., & Robinson, R. (2004). A case study of inclusive school development: A journey of learning. *International Journal of Inclusive Education, 8(2), 141-153.*
- Che Musa, N., Lie, K. Y., & Azman, H. (2012). Exploring English Language Learning And Teaching In Malaysia. *GEMA Online Journal of Language Studies, 12(1).*
- Cheong, L. S. (2012a). Inclusion Practice. *Journal of Special Needs Education, Vol 2.*
- Cheong, L. S. (2012b). Overcoming the challenge of inclusion through smart initiatives: a case study. *Journal of Special Needs Education, Vol 2 pg 51.*
- Cicerchia, Meredith. 2017. 3 Causes of spelling difficulties. Retrieved from <http://www.readandspell.com/us/spelling-difficulties>
- Crawford, G. B. (2008). *Differentiation for the adolescent learner: Accommodating brain development, language, literacy, and special needs*: Corwin Press.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research.*: Eaglewood Cliffs, NJ: Merrill Prentice Hall.
- Cunliffe, A. L. (2012). On becoming a critically reflexive practitioner. *Journal of Management Education, 28(4), 407-426.*
- Dapudong, R. C. (2014). Teachers' knowledge and attitude towards inclusive education: Basis for an enhanced professional development program. *International Journal of Learning and Development, 4(4), 1-24.*

- Diane. (2015). 12 Fun Speaking Games for Language Learners. *Edutopia*. from <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>
- Dowling, P., & Brown, A. (2012). *Doing research/reading research: re-interrogating education*: Routledge.
- Drapeau, M. (2002). Subjectivity in research: why not? But.... *The qualitative report*, 7(3), 1-15.
- Education Act. (1996). *Education Act (Act 550) Part IV, National Education System. Chapter 8. Kuala Lumpur: International Law Book Services.*
- Eliot, L. (2010). *Pink brain, blue brain: How small differences grow into troublesome gaps-and what we can do about it*: Oneworld Publications.
- English, Language, & Usage. (2011). Retrieved from <http://english.stackexchange.com/questions/26199/is-incorrect-capitalization-considered-a-spelling-error>
- European Agency. (2015). European Agency for Special Needs and Inclusive Education. *Empowering Teachers to Promote Inclusive Education. Literature Review.*
- Faggella-Luby, M., & Wardwell, M. (2011). RTI in a middle school: Findings and practical implications of a tier 2 reading comprehension study. *Learning Disability Quarterly*, 34(1), 35-49.
- Falcone, S. (2003). Modeling Differences: the application of the Logic Model to public policy analysis. Retrieved from <http://www.innovation.cc/scholarly-style/falcone-logic.pdf>.
- Free Malaysia Today. (2016). Ministry admits to poor level of English among students. *FMT Reporters*. Retrieved from <http://www.freemalaysiatoday.com/category/nation/2016/11/18/ministry-admits-to-poor-level-of-english-among-students/>
- Friend, M. C., Lynne Hurley-Chamberlain, DeAnna Shamberger, Cynthia. (2010). Co-teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20(1), 9-27.
- Fry, S., & DeWit, K. (2010). Once a struggling student. *Educational Leadership*, 68(4), 70-73.
- Funnell, S. C., & Rogers, P. J. (2011). *Purposeful program theory: effective use of theories of change and logic models* (Vol. 31): John Wiley & Sons.
- Gary, M. (2013). Innovations in learning technologies for English language teaching/Gary Motteram. *London: British Council.*

- Gay, L. M., GE Airasian, PW. (2009). Educational Research: Competencies for Analysis and Applications. Ney Jersey: Pearson Education: Inc.
- Ghabool, N., & Kashef, S. H. (2012). Investigating Malaysian ESL students' writing problems on conventions, punctuation, and language use at secondary school level. *Journal of Studies in Education*, 2(3), 130-143.
- Ginny. (2016). 6 Fun ESL Games for Your Shyest Students. Retrieved from <https://www.fluentu.com/blog/educator-english/fun-esl-games-students-kids-teenagers-classroom/>
- Griffin, S., & Shevlin, M. (2011). *Responding to special educational needs: An Irish perspective*: Gill & Macmillan.
- Halle, T. G., & Darling-Churchill, K. E. (2016). Review of measures of social and emotional development. *Journal of Applied Developmental Psychology*, 45, 8-18.
- Hamzah, M. S. G. B. I., Noorzeliana Abdullah, Saifuddin Kumar Abdullah, Norazilawati Muhammad, Mazura Mastura. (2015). Development of the Double Layer Rubric for the Study on the Implementation of School-based Assessment Among Teachers. *US-China Education Review*, 5(4), 245-256.
- Hamidah Yamat, Ross Fisher, & Rich, S. (2014). Revisiting English Language Learning among Malaysian Children. *Asian Social Science*, 10(3).
- Harrell, M. C., & Bradley, M. A. (2009). Data collection methods. Semi-structured interviews and focus groups: DTIC Document.
- Hashim, M. (2014). The Relationship between Teachers' Self-Efficacy and Attitudes towards Inclusive Education in Pulau Pinang. *International Journal of Research in Social Sciences*, 4(7), 24-33.
- Hettiarachchi, S., & Das, A. (2014). Perceptions of 'inclusion' and perceived preparedness among school teachers in Sri Lanka. *Teaching and teacher education*, 43, 143-153.
- Hoey, B. A. (2014). Definition of Ethnography. Retrieved from <http://brianhoey.com/research/ethnography/>.
- Hoque, K. E. (2013). Inclusive Education into Mainstream Primary Education: A Comparative Study between Malaysia and Bangladesh. *International Journal of Learning and Development*, 3(3), 81-92.
- Hui, N. M. S. (2015). *Factors Influencing the Success of Inclusive Practices in Singaporean Schools: Shadow Teachers Perspectives*.
- Hunt, F. (2015). Review of national education policies: Teacher quality and learning outcomes. *Prospects*, 45(3), 379-390.

- Idol, L. (2006). Toward inclusion of special education students in general education a program evaluation of eight schools. *Remedial and Special education*, 27(2), 77-94.
- Jalaluddin, N. H., Norsimah, M., & Kesumawati, A. (2008). The mastery of English language among lower secondary school students in Malaysia: A linguistic analysis. *European Journal of Social Sciences*, 7(2), 106-119.
- Jamil, H. R., Nordin Abd Raju, Reena Mohamed, Abdul Rashid. (2007). Teacher professional development in Malaysia: Issues and challenges. *Africa-Asia University Dialogue for Educational Development Network*, 85-102.
- Jantan, A. (2007). *Inclusive education in Malaysia: mainstream primary teachers' attitudes to chance of policy and practices*. Northumbria University.
- Jelas, Z. M., & Mohd Ali, M. (2014). Inclusive education in Malaysia: policy and practice. *International Journal of Inclusive Education*, 18(10), 991-1003. doi: 10.1080/13603116.2012.693398
- Jemain, R. (2006). Teaching Islamic Studies Teacher Education Special Education Learning Problems In Selangor Darul Ehsan. *Master of Education Thesis, National University of Malaysia, Bangi, Selangor*.
- Jesica Gambong, & Yamat, H. (2017). Dual Language Programme (DLP): Teachers' Voice. *International Journal of Management and Applied Science*, 3(12).
- Karen, S. S. (2015). What's the Difference - Slow Learner or Learning Disabled?
- Kennedy, E., Dunphy, E., Dwyer, B., Hayes, G., McPhillips, T., Marsh, J., & Shiel, G. (2012). Literacy in early childhood and primary education (3-8 years). *National Council for Curriculum and Assessment*, 24.
- Kenny, W. R. G., Arden D. (1984). Making the case for case study. *J. Curriculum Studies*, 16(1), 37-51.
- KPM. (1995, p.1.). *Sukatan Pelajaran Sekolah Rendah Bahasa Inggeris. Kuala Lumpur*: . Dewan Bahasa dan Pustaka
- KPM. (2013). *Guidelines to Inclusive Education*. Kementerian Pendidikan Malaysia.
- KSSR. (2013). *DKSP Bahasa Inggeris Tahun 4*.
- Kulkarni, P. (2013). What is triangulation of data in qualitative research? Is it a method of validating the information collected in various methods? Retrieved from https://www.researchgate.net/post/What_is_triangulation_of_data_in_qualitative_research_Is_it_a_method_of_validating_the_information_collected_through_various_methods
- Lamport, M. A., Carpenter-Ware, K., MAT, E. S., & Harvey, D. W. (2012). The Impact of Social Interaction on Educational Outcomes for Learners with Emotional and Behavioral Disabilities. *European Journal of Business and Social Sciences*, 1(8), 67-77.

- Latiff, M. A. A., Mohamed, W. A. W., & Asran, M. A. (2015). Implementation of Inclusive Education for Special Needs Learners with Learning Disabilities. *Procedia-Social and Behavioral Sciences*, 204, 81-87.
- Lee, L. W., & Low, H. M. (2014). The evolution of special education in Malaysia. *British Journal of Special Education*, 41(1), 42-58.
- Lincoln, Y. S. G., Egon G. (1985). *Naturalistic inquiry* (Vol. 75): Sage.
- MacBeath, J. (2006). The Costs of Inclusion. *School inclusion 'can be abuse'*. Retrieved from BBC News website: http://news.bbc.co.uk/2/hi/uk_news/education/4774407.stm
- Mahdzir. (2017). Less than 3% of 4.8 million students involved in DLP, March 31. *The Star Online*. Retrieved from <https://www.thestar.com.my/news/nation/2017/03/31/less-than-3-of-48-million-students-involved-in-dlp/>
- Mansell, J. (2011). *Structured observational research in services for people with learning disabilities*: NIHR School for Social Care Research.
- Marimuthu, & Loh. (2015). Journal of special needs education. *National Association of Special Education, Malaysia*, Vol 5.
- Maros, M., Hua, T. K., & Salehuddin, K. (2007). Interference in learning English: Grammatical errors in English essay writing among rural Malay secondary school students in Malaysia. *Jurnal e-Bangi*, 2(2), 1-15.
- Mateski, K. (2014). 10 Common Punctuation Mistakes and How to Avoid Them. Retrieved from <http://www.walsworth.com/blog/10-common-punctuation-mistakes-avoid>
- McLeod, S. (2007). Lev vygotsky. *Simply Psychology*, 1-5.
- Merriam, S. B. T., Elizabeth J. (2015). *Qualitative research: A guide to design and implementation* (Vol. 4 pg 119,137): John Wiley & Sons.
- Mitchell, D. (2010). Review of the literature on individual education plans.
- Modern, J., Joergensen, C., & Daniels, F. (2010). DFID, disability and education. *Results UK, London*, 14.
- MOE. (2009). *Panduan pelaksanaan perkhidmatan bimbingan dan kaunseling di sekolah menengah dan rendah*. Bahagian Pengurusan Sekolah Harian. Putrajaya.
- Mohamad, M. (1991). The way forward: Vision 2020. Retrieved from *Wawasan, 2020*.
- Mohsen, A. S. (2015, 8 December). Fresh grads have poor command of English: survey, *TheSun Daily*.

- Moss, C. M., & Brookhart, S. M. (2012). *Learning targets: Helping students aim for understanding in today's lesson*: ASCD.
- Mruck, K. B., Franz. (2003). *Subjectivity and reflexivity in qualitative research—The FQS issues*. Paper presented at the Forum Qualitative Sozialforschung/Forum: Qualitative Social Research.
- Muhammad, K. (2010). *Pelaksanaan program pendidikan inklusif murid autistic di sebuah sekolah rendah: satu kajian kes*. Paper presented at the Proceedings of The 4th International Conference on Teacher Education; Join Conference UPI & UPSI. Bandung: Indonesia.
- Muhyiddin. (2009). Malaysians still not reading enough. *The Star Online*. Retrieved from <https://www.thestar.com.my/news/nation/2009/04/19/malaysians-still-not-reading-enough-says-muhyiddin/>
- Mundia Ph D, L. (2009). Implementation of inclusive education in Brunei Darussalam: Review of possible implications for school counselors. *Electronic Journal for Inclusive Education*, 2(4), 5.
- Muniandy, S. (2016). Stress and demands of teaching, 27 March *The Star Online*. Retrieved from <https://www.thestar.com.my/news/education/2016/03/27/stress-and-demands-of-teaching/>
- Musa, N. C., Koo, Y. L., & Azman, H. (2012). Exploring English language learning and teaching in Malaysia. *GEMA: Online Journal of Language Studies*, 12(1), 35-51.
- Mustafa, S. I. S. (2007). Kesan tekanan emosi terhadap kesihatan wanita. *PTS*.
- Mutisya, C. M. S. (2011). *Factors influencing inclusion of learners with special needs in regular primary school in Rachuonyo district, Kenya*.
- Nasir, M. N. A. (2016). Special education for children with disabilities in Malaysia: Progress and obstacles. *Geografia-Malaysian Journal of Society and Space*, 12(10).
- Nayan, N. F. M., Puvenesvary, M., Rahim, R. A., Naidu, R. S., Badzis, M., & Aziz, N. H. A. (2008). Qualitative Research: Data Collection & Data Analysis. 67-81.
- NCSE. (2010). National Council for Special Education *Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs*, 65. Retrieved from http://ncse.ie/wp-content/uploads/2014/2010/NCSE_Inclusion.pdf.
- Children with Disabilities in Malaysia; Mapping the Policies, Programmes, Interventions and Stakeholders (2013).
- Ng, L. M. (2011). Employment of People with Disabilities in Malaysia: Drivers and Inhibitors. *International Journal of Special Education*, 26(1), 112-124.

- Noddings, N. (2005). Caring in education. *The encyclopedia of informal education*, 935250-935251.
- Noor, H. Z., Loh. (2012). Journal of Special Needs. *National Association of Special Education, Malaysia, Vol 2*, 138-149.
- NurturePods. (2014). School Program (School Shadowing Support). from <http://nurturepods.com/our-services/school-support-program-school-shadowing-support/>
- O'malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*: Cambridge university press.
- Omar, H., Hussin, Z., & Siraj, S. (2013). Teaching approach for autism students: a case in Malaysia. *Procedia-Social and Behavioral Sciences*, 106, 2552-2561.
- Opie, C. S., Patricia J. (2004). *Doing educational research*: Sage.
- Othman, J. (2010). Teachers' instructional practices in teaching English at Malaysian primary schools.
- Padurean, A. N. (2014). Teaching English Language to Children with Special Educational Needs. *TEM Journal*, 3(4), 309.
- Pantić, N., & Florian, L. (2015). Developing teachers as agents of inclusion and social justice. *Education Inquiry*, 6(3).
- Peaston, H. (2011). Mainstream inclusion, special challenges; strategies for children with BESD.
- Peipei, K. (2015). Dyslexic; Self Intervention. *Journal of Special Education*, 1, 7.
- Peters, H. (2010). Mental health: Special needs and education. *Chief Editor*, 2, 96.
- Philomen, L. (2016). The Big Read; For special needs children, preschool Singapore *Encyclopædia Britannica*. Singapore: Singapore Today.
- Philomin, L. E. (2014). New inclusive preschool to open in July, *Singapore TODAY*.
- Plett, B. J. (2008). *Inclusion of English language learners in conversion small schools*. Texas A&M University.
- Poh, L. S., Awang, M. M., & Surat, S. (2017). Community Perspectives On Special Needs Children.
- PPKI. (2016). PROGRAM PENDIDIKAN KHAS INTEGRASI (PPKI). SK Padang Pekan, Jitra, Kedah needs among in-service distant.
- Rossier, U. (2015). What is Special Education? *Teach Makes a Difference, Teach.com Blog*.
- Rouse, M., & Florian, L. (2012). Inclusive practice project: Final report. 4, 5.

- RPH, (2017). Koleksi Fail Rekod Persediaan Mengajar Terbaik. Retrieved from <https://www.pendidik2u.my/fail-rekod-persediaan-mengajar/>
- Rutgers, The State University of New Jersey. (2009). Strategies for effective collaboration with parents, schools and community members. Retrieved from <http://sdfsc.rutgers.edu>
- Saad Supiah, I. K., Hamid Siti Rafiah Abd. (2014). Knowledge of learning disabilities among pre-service and in-service trainee teachers in Malaysia. *IJUM Journal of Educational Studies*, 2(2), 22-39.
- Saimi, A., & Amat, S. (2011). Kesediaan dan keperluan latihan kepada kaunselor sekolah dalam program pendidikan khas. *Journal of Special Education*, 1(1), 129-141.
- Sarniak, R. (2015). 9 types of research bias and how to avoid them. from Quirk's Marketing Research Media <http://www.quirks.com/articles/2015/20150825-2.aspx>
- ASEAN Human Rights Declaration 2012 (Jakarta: ASEAN Secretariat) (2012).
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*: Teachers college press.
- Selamat, A. (2011). Teaching and learning mathematics and science in english in primary schools in the state of Johor, Malaysia. *Journal of Education*.
- Selamat, A. (2017). *Higher Education 4.0 : Current Status and Readiness in Meeting the Fourth Industrial Revolution Challenges*. Retrieved from <https://www.mohe.gov.my/muat-turun/awam/teks-ucapan-dan-slide/2017/redesign-higher-education-4-0/379-higher-education-4-0-current-status-and-readiness-in-meeting-the-fourth-industrial-revolution-challenges/file>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Sim, C. (2015). National Library Board Singapore 2015.
- Singal, N., Mahama Salifu, E., Iddrisu, K., Casely-Hayford, L., & Lundebye, H. (2015). The impact of education in shaping lives: reflections of young people with disabilities in Ghana. *International Journal of Inclusive Education*, 19(9), 919.
- Social Welfare Department. (2009). Program Pemulihan dalam Komuniti [Community-Based Rehabilitation]. <http://www.jkm.gov.my/>
- Sofi, M. (2003). English language teaching in primary schools: Policy and implementation concerns. *IPBA E-Journal*, 1-14.

- Soodak, L. C. (2002). Implementing Inclusive Early Childhood Education A Call for Professional Empowerment. *Topics in Early Childhood Special Education*, 22(2), 91-102.
- Stake, R. E. (1995). *The art of case study research*: Sage.
- Starr, L. (2015). Parents and Teachers Working Together. *Education World*. Retrieved from http://www.educationworld.com/a_curr/profdev/profdev124.shtml
- Street, B. (2009). The Future of 'Social literacies'. In M. Baynham & M. Prinsloo (Eds.), *The Future of Literacy Studies* (pp. 24). London: Palgrave Macmillan UK.
- StudyPortals. (2016). 4 Essential Skills in Language Learning. from <http://www.languagelearningportal.com/articles/en-GB/1062/4-essential-skills-in-language-learning.html>
- Tawie, J. (2012). No English Science, Maths books, *FMT News*. Retrieved from <http://www.freemalaysiatoday.com/category/nation/2012/12/28/no-english-science-maths-books/>
- Teo. (2010). Will Malayisa Ever Be Ready? A Qualitative Study on Teacher's Attitudes towards Inclusive Education and Factors that may Influence the Implementation of Inclusion in the Malaysian Education System.
- Terzi, L. (2014). Reframing inclusive education: Educational equality as capability equality. *Cambridge Journal of Education*, 44(4), 908-925.
- Thulasi, S., Ismail, F. B., & Salam, A. R. B. (2015). Role of Model Essays in Developing Students Writing Skills in Malaysian Schools: A Review of Literature. *Mediterranean Journal of Social Sciences*, 6(2 S1), 56.
- Tin, C. S. (2012). Benefits of Oku Cards for PWD. *Ministry Of Health, Malaysia*.
- Tomlinson, S. (2008). Gifted, talented and high ability: selection for education in a one-dimensional world. *Oxford Review of Education*, 34(1), 59-74.
- Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The qualitative report*, 15(3), 754.
- Unesco. (1994). *The Salamanca Statement and Framework for action on special needs education: adopted by the World Conference on Special Needs Education; Access and Quality. Salamanca, Spain, 7-10 June 1994*: Unesco.
- Unesco. (2008). *Inclusive education: The Way of the Future*. Geneva: Retrieved from http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/CONFINTED_48-3_English.pdf.
- UNESCO. (2009). Policy Guidelines on Inclusion in Education.

- UNICEF. (2014). Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission. In U. N. C. s. F. U. 2014 (Ed.).
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the development of children*, 23(3), 34-41.
- Vygotsky, L. (1995). Vygotsky's paradigm for special education. *Educational Psychologist*, 30(2), 77-81.
- Wah, L. L. (2010). Different Strategies for Embracing Inclusive Education: A Snap Shot of Individual Cases from Three Countries. *International Journal of Special Education*, 25(3), 98-109.
- Walker, T. J. (2012). Attitudes and Inclusion: An Examination of Teachers' Attitudes Toward Including Students with Disabilities.
- Watkins, C. (2000). Feedback between teachers. *Feedback for learning*, 65.
- Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *The qualitative report*, 12(1), 82-101.
- Woolfolk, A. E. (2010). *Educational Psychology 11th ed*: Prentice Hall.
- Yamat, H., Fisher, R., & Rich, S. (2014). Revisiting English language learning among Malaysian children. *Asian Social Science*, 10(3), 174.
- Yap, D. M. (2014). Of kids and inclusive learning. *The Star Online*, Deputy Education Minister.
- Yin, R. K. (2003). Case study research design and methods third edition. *Applied social research methods series*, 5.
- Yin, R. K. (2009). *Case study research: Design and methods 4th ed*. Paper presented at the United States: Library of Congress Cataloguing-in-Publication Data.
- Yin, R. K. (2013). *Case study research: Design and methods*: Sage publications.
- Ysseldyke, J. E. (2006). *The legal foundations of special education: A practical guide for every teacher* (Vol. 2): Corwin Press.
- Youssoof, O. (2008). Speech given at UNICEF's support for children with Special Educational Needs. Paper presented at the Second National Early Childhood Intervention Conference, Sabah, Malaysia
- Yunus, M. M. (2013). Malaysian gifted students' use of English language learning strategies. *English Language Teaching*, 6(4), 97.
- Yusof, N. M. (2010). Influence of family factors on reading habits and interest among level 2 pupils in national primary schools in Malaysia. *Procedia-Social and Behavioral Sciences*, 5, 1160-1165.

Zigler, E., & Hodapp, R. M. (1996). *Understanding mental retardation*: Cambridge University Press.

Zuki, M., Husna, N., Rahman, N. A., & Suryani, N. (2016). Challenges Malaysian teachers face in the inclusion of autistic students in the normal classroom.

Universiti Malaya