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The Journal of Issues in Special Education (ISSE) is published twice a year by Federal College of Education (Special), Oyo. The journal emphasizes articles that report original research, authoritative and comprehensive reviews, as well as concept and practical position papers that offer new directions and effective assessment and intervention, methodologies and service delivery system.

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All manuscripts shall be submitted to the Managing Editor two copies and must conform with the following type of presentation.

1. **Length:** Articles should not be more than 10 pages; (A4 Paper) table and references inclusive.
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5. Illustrations/Pictures should be submitted to form suitable for publication.
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Journal of Issues in Special Education (ISSE)
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EDITORIAL COMMENT

Another edition of Journal of Issues in Special Education, Volume 13 No. 1, December, 2014 has come up in a dynamic way to add credence and value to specialized areas of rehabilitation and special needs education.

This brand of volume as a matter of fact, has in its volume myriad of topical issues which amongst are Techniques of Reporting Minutes and Speech Writing in Nigerian Tertiary Institutions, A Critic of Inclusive Educational Programme in Nigeria, English Language Problems of Students with Hearing Impairment, Challenges Facing the Preparation of Pre-service Teachers with Special Needs in English Language and Literary Studies, Effective Lesson Planning and Classroom Management for Learning Disabilities, Role of the Library in Inclusive Education, Teaching of Oral English to the Visually Impaired Learners: Implication and Challenges.

Some others are Inclusive Physical Education in Nigerian Schools: Problems, Prospects and Implication for Physical Education Teachers, Administrative Consideration for the Gifted and Talented, Educational Innovations: Implication for Education of Persons with Intellectual Disabilities, just to mention a few.

This editorial package goes a little further in rendering professional assistance to many others particularly non-teachers or persons with special needs but as stakeholders in academic institutions. This edition is highly innovative, informative and richer in all ramifications. At this juncture, we commend all our contributors and assure all our readers a success reading.

However, we cannot but appreciate the support obtained from Tetfund for providing the means to publish this volume and to our college for being a conducive environment in promoting academic exercises.

E. O. Adeniyi, Ph.D
Editor-in-Chief

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TECHNIQUES OF REPORT / MINUTES AND SPEECH WRITING IN NIGERIAN TERTIARY INSTITUTIONS

BY

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─────Abstract─────
As tertiary institutions are growing faster in the Nigeria Nation, the role of report/minutes and speech writing is becoming very crucial. Documentation of activities are very important in any organization, and as institutions and staff are going through the ranks, it becomes very necessary that administrative and executive officers are still informed about report/minutes and speech writing this paper discuses the concepts of report, minutes speech and how to be successfully involved in them. It makes some recommendation including clarity of thought and expression, accuracy and courtesy among others with a view to equipping administrative and executive officers with the required skills.

Introduction

Administrative and executive officers are very vital in the administration of government establishments, especially tertiary educational institutions. By virtue of their schedules and duties, they occupy strategic positions and play strategic roles in the day to day administration of institutions and establishments. They deal with official documents, correspondences and vital organizational policies and decisions.

In all establishments, administrative officer are, by rules and regulations, secretaries of Statutory and Standing Committee as well as Secretaries at various meetings. Meanwhile, official memoranda also emanate from Registries of establishments and releasing official memoranda also fall within the purview of their duties.

The need for Administrative and executive officers to master the art of good minutes and memo writing cannot, therefore, be over-emphasized.

Consequently, this presentation is put together to bring to the notice of officers, hints and rudiments that guide good minutes and memo writing. A sound knowledge of this will no doubt improve the quality of service delivery in general and minutes and memo writing in particular.

What is a report?

Report/Brief: The two words sound differently but have similar meanings and, in some cases, are used interchangeably. A report is the summary of a subject or a vivid description of given subjects prepared for the consumption of a superior officer with a view to eliciting reaction/decision from the authority (Ogundipe, 2011).

Features of a Good Report

According to Kolawole (2010),
The features of a good report are as follows:
- It is a summary of multiple meetings
- Its Language is in indirect speech
- Minutes and appendices are often attached
- It addressed a topical issue permeable observation
- Recommendation are essential
- It is endorsed by all members of the committee (in most cases).

The Meaning of Minutes

a. Minute is an official record of the proceedings or business that took place at a meeting. (Onifade, 2004).

b. The minutes of a meeting is an accurate record, in summary form, of what took place at a meeting. (Montgomery & Odepidan, 1984).

c. Minutes are kept like other records for reference, legal requirement and decision making. Minutes do not record everything that was said at a meeting, or even all the various points made by the different speakers: only the essential points are recorded. (Montgomery & Odepidan 2004). To Lawton Dan and Standing(2007) meeting is an assembly of people for a lawful purpose or the coming together of, at least, tow persons for any lawful purpose.

Preparations of a Secretary in Recording/Taking minutes at a Meeting

1. A good Secretary should have settled down at the Venue with his/her writing materials before the commencement of the meeting.

2. In the course of the meeting, he/she is normally not expected to participate in any activities other than paying rapt attention and making jottings.

3. The Secretary should flow with the deliberations of the meeting. He /she should ensure maintenance of eye contact with all members as they contribute to deliberations to be able to match them with their names.

4. In the course of the deliberations, he /she should be able to decipher when certain actions have been arrived at, especially in a controversial and prolonged deliberation on an issue. Essentially, he /she should be able to know when an issue has been resolved and how.

5. Where he/she is not clear about any issue discussed which may lead to improper recording, the Secretary should feel free to seek clarification.

6. The Secretary should ensure that attendance sheet is prepared, circulated (for members to sign) and retrieved.

Essential Features of Minutes

The Layout

1. The minutes must begin with a heading stating the title, date and venue of the meeting being reported e.g. 30th Regular Meeting of the Appointments and Promotions Committee (A &PC) of Council held on 26th of April, 2015 at the College Council Chamber, Ajewole College of Education, Odo-Oro.

2. A tabulated list of members present showing in what capacity they attended the meeting in descending order of seniority e.g.
   i.   Dr. S. A. Akinsola (Director)   -   Chairman
   ii. Dr. J. A. Feyeye (Council member)   -   Member
   iii. Dr. M. A. Yusuff (Head Audit Dept.)   -   Member
   iv. Mr. M. A. Ogundiran (Deputy Bursar)   -   Rep. of Bursar) Member
   v.   Mrs. B.O. Okeniyi (Assistant Registrar)   -   Secretary

3. List members that were absent in ascending order of seniority, under the sub-heading" MEMBERS ABSENT". Those who were absent with notice are to be listed under the heading "ABSENT WITH APOLOGY"

4. List of Officers in attendance (if any). The Officers in attendance are those who are not (statutorily) members but whose attentions may be needed for obvious reasons. They are not to contribute to deliberations unless their comments/opinions are sought when necessary.

5. The main body of the minute must clearly show the following:
   a. A brief introduction (commencement of meeting). This should indicate the time the meeting commenced, the motion for commencement, if any and the person who said the opining prayer.
   b. The purpose of the meeting where applicable. This is to come under the sub-heading "Chairman's Opening Remarks".

   c.   Matters discussed showing clearly in separate paragraphs and with suitable headings, following the adopted agenda for the meting.

        Decisions reached should also follow immediately the paragraphs in which the matter was considered. Decisions reached at the meeting must be clearly indicated with words like "After an extensive deliberation, it was resolved that …. Be implemented, revered, cancelled, established etc or the meeting unanimously agreed to …."

6.   Place, date and time of next meeting should the case arise.
7.   Reserve a space for signature of the Chairman or in some cases two spaces for the Chairman and the Secretary (Fehintola & Oladapo, 2011)

Development, Production and Presentation of Minutes

1.   Except for minutes which will serve as a working paper for another meeting to be held with the next two days, which has to be develop almost immediately, the Secretary should commence the development of minutes of a meeting within 48hrs (at most) after the meeting. His/her mind will still be fresh as to what transpired at the meeting. This could be a resource in additional to his /her jottings.
2.   As said earlier, contributions of members on an issue need not be recorded and fleshed in the development of the minute. This may however be done if any and only if the meeting had a turbulent session on a very controversial issue. Otherwise, only decisions reached on issue are reflected.
3.   The Vocabulary
   a.   Decisions reached at meetings must be clearly indicated with sentences/phrases "after an exhaustive deliration, it was decided that…. " "it was agreed that…..", was resolved that…," "it was approved that …," "it was unanimously agreed that ….."
   b.   The Secretary should also be able to know when a matter was a piece of information which must be reported as "the meeting was informed that …, " the chairman informed that…" Or when a matter was merely taken notice of, which could be reported as "the meeting noted that…" An issue which was a mere observation should be reported as "it was Observed that…" . When a matter was an item of report, it should be reported as "it was reported that …, etc.
   c.   Essentially, verbs or reporting as stated above should be used to show specific actions taken at a meeting as against the content of deliberations.
   d.   Where you are not conversant with the technical area of some of the issues discussed at a meeting, consult relevant persons/members for the right vocabulary/appropriate language registers.
   e.   Avoid the use of 'journalese' (repetition and usage of nouns in apposition) and words or phrases which are capable of getting the reader off your points e.g. "It is not uncommon" instead of "it is common."
   f.   Get your typed draft ready enough. Read it over and over and effect corrections, including typographical errors. Make it available to the Chairman of the meeting for inputs/ cross checking of facts.
   g.   Make sure you sign your portion as secretary and author of the minutes before circulation after which the Chairman will append his /her signature upon adoption of the minutes.

Features/Essentials of Good Minutes Writing

According to Oladuntoye (2014), the following are more features of good minutes:
❖ It is written in past tense/past participle
❖ It is written in reported speech
❖ It must be accurate and brief
❖ It must be explicit if it will serve as permanent record
❖ It must not be ambiguous

❖ It must be completed to enable members who were not present have full details of the proceedings.

Do's and Don'ts of Minutes Writing

To avoid wasting time spent in meetings, be sure your notes and minutes answer these 10 questions:
(i)   When was the meeting?
(ii)   Who attended?
(iii)   Who did not attend? (include this information if it matters?
(iv)   What topics were discussed?
(v)   What was decided?
(vi)   What actions were agreed upon?
(vii)   Who is to complete the actions, by when?
(viii) Who is to complete the actions, by when?
(ix)   Were materials distributed at the meeting? If so, are copies or links available?
(x)   Is there anything special the reader of the minutes should know or do?
(xi)   Is a follow-up meeting scheduled? If so, when? Where? Why?

Do write minutes soon after the meeting – preferably within 48 hours. That way, those who attended can be reminded of action items, and those who did not attend will promptly know what happened.

Don't skip writing minutes just because everyone attended- the meeting and knows what happened. Meeting notes serve as a record of the meeting long after people forget what happened.

Don't describe all the "he said, she said" details- unless those details are very important. Record topics discussed, decisions made, and action items.

Don't include any information that will embarrass anyone (for example, "Then the Director of Works and Services was seriously scolded").

Do use positive language: Rather than describing the diction as heated or angry, use passionate, lively, or energetic-all of which are just as true as the negative words.

What is Speech?

Speech is in many ways like writing a paper, except that there is no penalty for spelling and punctuation errors. Try not to use words you are not comfortable pronouncing or don't know the meaning of because it can lead to a less fluently delivered speech.

Strategies Involved in Speech Writing

1. Assess how much time your speech should take. If you don't have a time limit, try to keep your speech brief yet informative.
2. Think about your audience and let your perception of the audience shape the tone of your speech as you write it.
3. Begin with an introduction that establishes who you are, what your purpose is, what you will be talking about and how long you are going to take. You may want to include some jokes anecdotes, or interesting facts to grab the audience's attention.
4. Organize your information into three to seven main points and prioritize them according to importance and effectiveness.
5. Delete points that aren't crucial to your speech if you have too many for your time frame.
6. Start with your most important point, then go to your least important point and move slowly back toward the most important.
7. Add support to each point using statistics, facts examples, anecdotes, quotations or other supporting materials.
8. Link your introduction, points and conclusion together with smooth transitions.

9. Write a conclusion that summarized each of your points, restates your main purpose and leaves the audience with a lasting impression (Adedapo, 2014).

Common Errors in Report/Minutes and Speech Writing

According to Adebayo (2011), the following errors in minutes and report writing

i. Your sentences must not be winding. It must not be too long to make it sentences. It must be straight forward.

ii. Do not use more than two conjunctions in a sentence e.g. "Although I left office early yet I got home late". Seun and Kehinde are friends".

iii Avoid disjointed and hanging sentences e.g. "the Dean directed that preparations for 2010/2011 First Semester Examination should commence immediately".   (He further directed that) questions and mark guides should be submitted latest next week Monday.

iv. Avoid repetition: it makes the sentences monotonous e.g. the Registrar has been (the Chairman) and (the Registrar) obviously could again become the Chairman.

v. When reporting, use past participles e.g. "The Deputy Registrar (junior Personnel) reported that the Unit had commenced action on 2011 promotion exercise".

vi. Avoid impressing readers with the use of difficult vocabularies, it makes the reports, brief or minutes difficult to understand.

vii. Focus your points and avoid irrelevances and unnecessary details. Instead of mentioning names of members and their contributions, you may briefly summit or summarize as e.g. The issue was extensively debated and it was unanimously agreed that the date of the meeting be shifted forward by one week".

viii. Avoid ambiguity e.g. "The Registrar directed that the Deputy Registrar should represent him at the meeting".

ix. The minutes must be numbered for easy reference.

Conclusion and Recommendations

Officer must be mindful of the accuracy, authenticity and brevity of whatever they write. The information must be complete, specific, accurate and appropriately conveyed. This is due to the fact that the reader will through the minutes/memo, assess the writer's level of education, ability and knowledge of the subject matter being reported. Consequently, the following must be noted:

a. Clarity of thought and expression: Say exactly what you wish to say in simple and direct language. Avoid repetitions.

b. Accuracy: Verify all facts and figures before writing.

c. Grammar and choice of words: Weak or indifferent grammar and or poor choice of words can mar the quality of a memo/minute.

d. Courtesy: We must be polite in all our communication to people inside or outside the public service. We show courtesy even while replying a discourteous writer.

e. Inaccurate Information: We must know intimately the provisions in government circulars, directives, pronouncement etc a conclusion based on obsolete precedent is likely to be misleading.

f. Stylistic or vernacular tainted construction. This must be avoided e.g. "return back", "he cannot be able", "the fault is not in my hand" etc.

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A CRITIC OF INCLUSIVE EDUCATIONAL PROGRAMME IN NIGERIA

BY

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─────────────────────────Abstract─────────────────────────
Nigeria is one of the signatory at the Salamanca 1994 lofty and laudable idea of including the excluded members of the society, especially in the area of education under the auspices of UNESCO. As exquisite as this idea is, researchers revealed that little or nothing is done in the area of implementation of this system in Nigeria. Schools where inclusive education is claimed to be in practiced are really practising integration/ mainstreaming. It was recommended that since the country finds it difficult to implement this system of education in its totality, inclusion should not be considered in the absolute; rather the whole plan of inclusion should be broken into phases and should be implemented gradually. The Salamanca report also supported this notion when it says "we call upon governments and urge them to adopt as a matter of law or policy, the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise".

Keywords: *Inclusion, Inclusive Education, Disability, Persons with Special Needs*

Introduction

Children with special needs are children who are unique in the types and characteristics, which distinguish them from normal children in general. This condition requires an understanding of the nature of children with special needs (slbypbbkarimun, 2012). Efforts in the education of persons with disabilities in Nigeria took effect in 1974 when the Nigerian government took on the responsibility of educating children with disabilities in public schools. Before this time, the education of individuals with disabilities was not considered an important investment and children with disabilities were educated in special schools. (Nigerian Embassy-Education 2000)

In many communities in the world today obstacles exist which alienate persons with disabilities. These hindrances also hamper the development of persons with disabilities thereby creating difficulties for their peaceful existence or in some cases denying them of their basic human rights and freedoms (Ocloo & Dogbe (2010). To break these barriers, the goals for "Education for all" were conceived at the Jomitien World Conference, in Thailand between the 5th to 9th March, 1990. This is with the aim of educating every-child, youth and adult. This idea underscores Article 26 (1) of the Universal Declaration of Human Rights, which states that "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit" (IFRA, 1994:8). This view is also in consonant with Nigeria's Philosophy of Education which among others is based on "the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels, both inside and outside the formal school system" (FRN, 2004:2).

Inclusion or inclusive education refers to the philosophy and practise for educating students with disabilities in general education settings, (Bryant, Smith and Bryant, 2008; Lipsky Gartner 1997; Roggers 1993; and Salend 2001). The practice anchors on the notion that every child should be an equally valued member of the school culture. In other words, children with disabilities benefit

from learning in a regular classroom, while their peers without disabilities gain from being exposed to children with diverse characteristics, talents and temperaments. The inclusive education model evolved out of the realisation that all children have the right to receive the kind of education that does not discriminate on the grounds of disability, ethnicity, religion, language, gender, or capabilities. UNESCO (2005: 12) defines inclusion as a "dynamic approach of responding to pupils diversity and of seeing individual differences not as problems, but as opportunity for enriching learning. Proponents of inclusion movement believe that the term inclusion is the idea of socialisation, acceptance and appreciation of individual differences; a means of combating discriminatory attitudes, creating welcoming community, building inclusive society and achieving education for all.

Most countries in the world have adopted an inclusive education philosophy and are committed to its implementation. Among many African countries such as Botswana, Uganda, Gambia, Sierra Leone, Zimbabwe, Kenya, and so on, Nigeria is signatory to most initiatives, especially the Salamanca 1994 initiative under the auspices of UNESCO which makes it incumbent for each state of the Federation of Nigeria to implement it. But what remains questionable is whether Nigeria interprets and implements inclusive education the right way. The premise for this study is to critic inclusive educational program in Nigeria.

Evolution of Inclusive Education Internationally

One of the greatest challenges facing individuals in most societies throughout the world is exclusion from participation in the economic, social, political and cultural life of communities (UNESCO, 2005). 'Inclusion' in education is not a new idea when it is considered that various terms such as integration/mainstreaming had been used to advance the philosophy of Inclusive Education, since the 1970s. Indeed, (EENET, n.d.:52) reported that Inclusive Education could be traced to the work of Elizabeth Burgwin in Britain and other pioneers elsewhere in Europe who championed the cause of children's welfare in the late 19th and early 20th centuries. Burgwin was particularly interested in the inclusion of children with disabilities into ordinary schools through adaptations to the physical environment. Inclusive education has evolved as a movement that seeks to challenge exclusionary policies and practices. It can be regarded as part of a wider struggle against the violation of human rights, and unfair discrimination. It seeks to ensure that social justice in education prevails.

Inclusion has been indirectly advocated since the United Nations Declaration (UN) in 1948 and has been cited at all phases in a number of key UN Declarations and Conventions (UNESCO, 2005: 13 -14). These include:
- The 1948 Universal Declaration of Human Rights which ensures the right to free and compulsory elementary education for all children.
- The 1989 UN Convention on the Rights of the Child, which ensures the right to receive education without discrimination on any grounds.
- The 1990 World Declaration on Education for All (Jomtien Declaration), which set the goal of Education for All (EFA).
- The 1993 UN Standard Rule on Equalisation of Opportunities for Persons with Disabilities, which not only affirms the equal rights of all children, youth and adults with disabilities to education, but also states that education, should be provided in "an integrated school settings" as well as in the "general school setting."
- The 1994 Salamanca Statement and Framework of Action on Special Needs Education, which requires schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.
- The 2000 World Education Forum Framework for Action, Dakar, EFA and Millennium Development Goals, which stipulates that all children have access to and complete free and compulsory primary education by 2015.
- The 2001 EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion.

The 2005 UN Disability Convention which promotes the rights of persons with disabilities and mainstreaming disability in development. It is estimated that more than 300 participants, representing 92 governments and 25 international organisations, met in Salamanca in 1994 under the auspices of UNESCO and the Spanish Government to further the objectives of Education for All (Ainscow, Farrell & Tweedle, 2000; Dyson, 1999, Enabling Education Network [EENET], 2004; Peters, (2004); UNESCO, 2005). The Salamanca Statement on Principles, Policy and Practice in Special Needs Education was drawn together with the Draft Framework for Action (Peters, 2004; UNESCO, 1994, UNESCO, 2005). The statement proclaims five principles that reflect the rights in respect of education that are enshrined in the Universal Declaration of Human Rights (UN, 1948) and the United Nations Standard Rules on Equalisation of Opportunities for Persons with Disabilities (UN, 1993). These include the following:

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;
- Every child has unique characteristics, interests, abilities and learning needs;
- Educational systems should be designed, and educational programmes implemented, to take into account the wide diversity of these characteristics and needs;
- Those with special educational needs must have access to regular schools, which should accommodate them within a child-centred pedagogy capable of meeting these needs.
- Regular schools adapting this inclusive orientation is the most effective means of combating the discriminatory attitudes, creating welcoming communities, building inclusive society, and achieving education for all; moreover they provide an effective education to the majority of children, and improve efficiency and, ultimately, the cost-effectiveness of the entire educational programme (UNESCO, 1999).

Concept of Inclusive Education

The term inclusion means different things to different people in different contexts. The following authors; (Dyson, 2001; Florian, 1998; Forlin, 2004; Green, 2001; Swart, Engelbrecht, Eloff & Pettipher, 2002; Mitchell, 2006; Swart & Pettipher, 2005). Dyson (1999: 37) gave multiple definitions of inclusion to "different discourses through which different theoretical notions of inclusion are constructed." He refers to the ***rights, efficacy, political and pragmatic discourses.*** Dyson argues that the discourse of politics is concerned with the extent to which a particular school realizes and protects the rights of its students and monitors power distribution accordingly. This discourse is concerned with the eradication of injustice in schools. Laying credence to this same discourse, Engelbrecht (1999) sees inclusive education as a proposed strategy for achieving a democratic and just society. Swart and Pettipher (2001), also regard inclusion as the development of an inclusive society where all members participate optimally and contribute in a democracy.

The discourse of efficacy on the other hand is about the cost-effectiveness of educational services. In other words, more emphasis is on cost-effective ways of providing educational services. In India for instance, because of limited resources, special education is unaffordable, and hence inclusion is the only option (Mani, 2001).

Pragmatics discourse is more interested in the effectiveness of the school. This focused on what an inclusive school should look like in practice i.e how inclusion should be practiced and it cultures should look like within a school community. Ajuwon (2008), opined that supporters of inclusion use the term to refer to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the ancillary services to the child, and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).
Garuba (2003) gave a brief summary of the assumption of Inclusion as follows:
- The original place of the child with special needs is in the regular classroom. Therefore, no condition should be allowed to remove him/her from that environment.

- All children have the right to learn and play together. Inclusion is thus a fundamental human right. For instance, the Nigerian constitution makes a provision for suitable education for all children (*Constitution of Federal Republic of Nigeria 1999*).
- Denying opportunity to children to learn under the same roof with other children is devaluing and discriminatory.
- Exclusion is inhuman and indefensible.

Inclusive Education Versus Integration/Mainstreaming: The Nigeria Concept

Despite the fact that Nigeria is a signatory to the ideal of inclusion, what exist in most schools where inclusive education is claimed to be in place (for instance Lagos State) is integration or mainstreaming system of education which is not different from what obtains in Methodist Grammar School, Bodija Ibadan. Integration or mainstreaming as Huston (2007:2) explained refers to the selective placement of special education students in one or more "regular" education classes. This situation does not feature a continuous period of education with non-disabled peers from the beginning in primary one- for instance to primary six.

Rather the disabled person's needs and severity of condition determines whether he or she is to be a member of a unit of the class, or a special class or participate in a resource room with others, depending on the knowledge or skill to be acquired. It is therefore clear that this concept is similar to the traditional forms of special education service delivery. Meanwhile, Huston (2007:2) further explains inclusion as a term that expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom the learners would otherwise attend. This involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

Full Inclusion on the other hand, means that all students, regardless of handicapping condition or severity, will be in regular classroom full time. All services must be taken to the child in that setting. Given this explanation, Article 96, c (1) of section 10 of the National Policy on Education (FRN, 2004:43) requires some clarification because there is a difference between inclusive education and integration. It states:

> *All necessary facilities that would ensure easy access to education shall be provided; e.g. inclusive education or integration of special classes and units into ordinary/public schools under the UBE scheme.*

Nwazuoke (2014) in a seminar discussion in the department of special education, faculty of education university of Ibadan on the 18th of February 2014 listed twelve (12) factors that must be in place according to the UNESCO standard before any nation can boast of operating full inclusive educational system. He stated that there must be;
1. The program must be implemented in regular settings because inclusive education is the business of the regular teachers.
2. It has to be in a neighborhood school.
3. The environment must be disabled friendly.
4. Curriculum modification: Method of instruction must be modified according to the needs of the child that teaching and learning must be child centered.
5. Appropriate facilities
6. The environment must be disability friendly
7. There must be support personnel
8. Care giver should accompany this program
9. There should be the involvement of itinerant teachers, among others.

Critiquing Inclusive Education in Nigeria

Experts in the educational sectors are of the opinion that inclusive education has not taken place in Nigeria. Below are some of their criticisms; in Nigeria of today, special education still battles with fundamental problems such as; lack of adequate guidance services for the parents

and the nature and extent of special education facilities available for special children, location of special schools in urban centers, just like we have in Ghana (Occlo 2010) inadequate plans for the identification of children with disabilities, illiteracy, negative attitude towards person with disabilities, begging**,** among others. Given the above prevailing challenges facing special education, how realistic is the adoption of inclusion as a strategy, in an environment where special education has to contend with these problems?

Garuba (2003) stated that "given the nature of the environment of special education in the country (Nigeria), one will have to exercise caution in the attempt to implement inclusion, especially full inclusion. Even in the United States, from where the concept originates, many special educators like Kaufman and Hallan (1995) and Zigmond (1995), are still sceptical about its practicability.'

Fakolade, Adeniyi and Adeyinka (2009), assert that the inclusive schools lack adequate technology equipment and incentives needed to provide special needs education in Nigeria.
At policy level, integration remains the focus of planning educational programmes for persons with special needs. One has reservations on whether the general educational system designed and implemented in its present form, has the adequate ability to cater for the special learning needs of exceptional children in Nigeria today (Garuba 2003).

Amakievi (2013), stated that the National Policy on Education (FRN, 2004:43) requires some clarification because there is a difference between inclusive education and integration. It states:
> *'All necessary facilities that would ensure easy access to education shall be provided; e.g. inclusive education or integration of special classes and units into ordinary/public schools under the UBE scheme.'*

Ogbue, (1995) reported an interview conducted in Lagos State on the issue of inclusion of special need children in general education classroom. Her findings were that of the 200 regular primary school teachers interviewed, 60% of them rejected inclusion, while 35% of them would want inclusion provided they were adequately trained. The remaining 5% were undecided on the issue.

In a study by Fakolade, Adeniyi and Adeyinka (2009), in Oyo state on teacher's attitude towards inclusive education, it was gathered that female teachers have more positive attitude towards the inclusion of special needs students than their male counterparts. Furthermore, the results reveal that significant difference exists between married and single teachers in their attitude towards special need students. Professionally qualified teacher tends to have a more favourable attitude towards the inclusion of special need students than their non-professional qualified teachers.

Garuba (2003), opined that the readiness for acceptance of inclusion varies across countries and continents of the world. While countries within the advanced economies have gone beyond categorical provisions to full inclusion, Nigeria and most countries in Africa, are still grappling with the problem of making provision for children with special needs especially those with handicaps, even on mainstream basis. In line with Garuba opinion, Amakievi (2013) stated that Rivers State is not in a position to implement inclusive education given her dismal performance in providing and promoting education for the disabled.

In their study, Fakolade, Adeniyi and Adeyinka (2009) explained that in practise, it is only one state out of over thirty states that has actually started the implementation of the inclusive education at the primary school levels, other states of the federation in Nigeria are just starting up by creating a unit in each of the schools for their inclusive classrooms. The actual state alluded to by these researchers was not mentioned. This study presumed that the state alluded to is Lagos state. What Lagos state claimed to be inclusive education is not difference from integration programmed practised in Methodist grammar school Bodija Ibadan where there is a unit for students with hearing impairment in a regular school.

An interview with some of the teachers at primary and secondary schools in Lagos state revealed that the only different between what Lagos state practises as inclusive education is that they have differently able students such as the intellectual disabled, hearing impairment and those with physical disabilities in a unit of regular schools. This is from the primary to the junior secondary section. It was also gathered that students with visual impairment still have problem with this educational system in Lagos state because of the special technicalities in the mode of teaching and writing (Braille). Therefore, the pupils/students with visual impairment are referred to Pacelli School for the Blind, Lagos. Moreover, experts in hearing impairment coped or double as teachers of other students with disabilities such the physically disabled, and those with intellectual disabilities. This show that presently in Nigeria, the ideal inclusionary practices still remain in the realm of theory and far from practice.

Eleweka (2008), stated that although Nigeria's National Policy on Education (1981) recognized inclusion as a desirable form of educational provision for deaf and other individuals with special needs, evidence indicates clearly that inclusion is not being satisfactorily implemented in the country.

Garuba (2003), stated that special needs education in Nigeria is still grappling with problems of policy implementation, an environment that is not conducive for practise and a lackadaisical attitude of the people and government. Implementing inclusion in such an environment may be unrealistic and counterproductive.

The philosophy and gains of inclusive education are lofty, ideal and laudable, yet intensive and extensive plans are lacking which could dictate its collapse during implementation in Nigeria (Amakievi 2013).

Lack of effective organizations of persons with disabilities coupled with inadequate provision of information and policies impede the effective practice of inclusive education in many parts of the country including Nigeria.

Rivers State, for example, there are two Universities, two Colleges of Education and one Polytechnic but none offers courses/trains teachers for educating the disabled. Paucity of teachers for students with special needs would negatively affect progress in the practise of the Inclusive Education in the State. At present there is a dearth of qualified teachers in the Special Schools in the state. Political will, adequate funding and the people's commitment to achieve the objectives of inclusion education are critical to inclusive education, which is yet to commence in Rivers State, as part of Nigeria (Amakievi 2013).

He further stated that Rivers State situation is likely to mirror what obtains in other states of the Federation. Consequently, adequate plans should be made before legislating on and implementing inclusive education in Nigeria. For Rivers State, Inclusive Education is a theory, the principles of which are yet to be practised. Inclusive Education especially for the hearing and speech impaired, the visually handicapped, the mentally retarded and those with other forms of disability is yet a mirage. Oladele and Ogunwale (2014) conducted a similar study on inclusive education for persons with disabilities in Nigeria. How far? The scope of the study covered the following states in Nigeria Oyo, Ogun, Osun, Kwara and Lagos. The following were their findings:

(i) The participants in their study who are suppose to be custodians of inclusive education are barely aware of the concept, the modalities for its practices and implications for persons with disabilities.

(ii) The attitudinal response of participants towards inclusive practices as discovered in their work is not encouraging as many of the respondents believed persons with disabilities should be educated in special school. Teaching them in regular school according to the respondents translates to more work and more worries for regular education teachers. Many respondents claimed that teaching persons with disability could result in having children with disabilities.

(iii) Appropriate equipment and materials needed to make inclusion practicable are not in place.

(iv)   Participants as indicated in their study are not aware of ongoing efforts by policy makers to modify the present curriculum being used by primary school teachers to accommodate inclusionary practices. They are also not aware of early intervention strategies being propounded by policy makers for early identification of persons with disabilities.

(v)   Support staff such as itinerant teacher's, resource room personnel and note takers are not on ground if inclusive education were to be a project that will start very soon in Nigeria. It should be noted that the support staff who are on ground in Nigeria for example special educators hardly collaborate with regular teacher. The basis for collaboration neither has nor arisen because Nigeria government at all levels is yet to see the need for inclusionary practices.

These researchers concluded that inclusive practices in the Nigerian system are still at the theoretical realm. It is however worrying to note that Nigeria, a developing country in Africa is yet to 'catch the bug' where inclusionary practices are concerned. Nigeria is still excluding persons with disabilities, partial or full inclusion is yet to take off in all the states where their study was carried out and the situation is the same for all other states in Nigeria. This is year 2014; Nigeria cannot meet the 2015 deadline of "education for all goals" where inclusionary practice and persons with disabilities are concern.

Delta State Ministry of Education (2012), explains inclusive education as the education of the challenged learners in a normal classroom environment alongside the normal children, instead of isolating them in their own special schools. In other to practicalised this system of education the Ministry established three schools at Anglican Girls' Grammar School, Asaba and Unity School, Agbarho for the blind, while Dom Domingos College, Warri is for the deaf. The researcher in this study observed that in the area of implementation the Ministry only put to practice or implemented integrated/mainstreaming system of educating persons with special needs by having learners with visual impairment in Anglican Girls' Grammar School, Asaba and Unity School, Agbarho, and learners with hearing impairment in Dom Domingos College, Warri. The Ministry should note that inclusive education means having all the different persons with disabilities learning in general education setting where they would have been if their condition didn't occur with their non-disabled colleagues.

In a study conducted on "Regular Schools' Needs for Creating an Inclusive Learning-Friendly Environment" in Enugu State, Onuigbo (2012) came up with the following findings:
1.   that the regular primary schools in Enugu State do not have a learning-friendly environment required for inclusive education and,
2.   that most of the public schools are inadequately equipped with the necessary infrastructural facilities and resources that promote inclusive learning-friendly environments.

She concluded that some of the challenges of the regular schools in creating inclusive learning-friendly environments include government's reluctance in policy implementation and teachers' lack of awareness of what an inclusive learning friendly environment entails.

Nigeria like many other West African countries is yet to fully initiate inclusion in theory and in practise (Ajoku 2006).

Promoting Inclusion in Nigeria

Inclusive education is beneficial not only to persons with special educational needs but also to the pupils/students in the general education setting. For persons with special needs, inclusion will mean including the so called "normal" into their world. Garuba (2003) highlighted the following prospects of inclusive education in Nigeria;
(1)   Inclusion enhances the attainment of the objectives of EFA. Education cannot be for all until it is received by all (Garuba 2001). A system that excludes some people cannot be for all and should therefore give way to one that is accommodating of all. It has been argued, "A system that serves only a minority of children while denying attention to a majority of others that equally need special assistance need not prosper in the 21st century (Obani 2002).

(2)   Inclusion promotes a sense of cooperation and the feeling of togetherness in the learner.

(3)   It promotes favourable competition among school children of different abilities, endowments and backgrounds.

(4)   In addition to its direct benefit on learners with special needs, inclusion allows for the resources of special education teachers to be tapped to the fullest, since they could be used as regular school teachers. It should be noted here, that special education teachers have the unique ability to teach in both the special and regular schools. Inclusion thus presents an avenue for full utilisation of the resources of all the members of the community.

(5)   Inclusive education provides a means of building a cooperative school community, where all are accommodated and able to participate.

(6)   Inclusive schooling is cost effective, as all the learners are accommodated in the same environment using virtually the same facilities. Unnecessary duplications of cost that are associated with segregated arrangements are avoided in inclusion.

Garuba (2003) suggested means of facilitating inclusion in the Nigerian setting thus;

▪   Adequate planning which must be proactive (4) and realistic and take into consideration the peculiar and undeveloped nature of special education in Nigeria.

▪   Campaigns to enlighten all the stakeholders in the education of children with special needs. This should be done in addition to aggressive awareness campaigns to reach out to parents of normal children who need to be receptive of special needs children.

▪   More exposure of regular teachers to the nature and demands of special needs. Although the education policy provides for a compulsory component of Elements of Special Education for all teacher education students, there are still some teacher education institutions (especially in the universities) which are yet to implement this important policy provision. In addition to getting these institutions to implement the projects, more course units on special education should be made compulsory for all teachers-to-be, especially those going to teach at primary and secondary school levels.

▪   Adults with disabilities living on the streets, need to be rehabilitated and gainfully engaged.

▪   The Government needs to mobilize people to form more NGOs, to pursue the cause of people with special needs.

Conclusion

Inclusion is about people who have been excluded from the mainstream. It is the business of the regular teachers, while special teachers provide professional support. It's evident from all the examined works on the concept and practice of inclusive education in Nigeria that most if not all the institutions of learning has a wrong conception of the practical implementation of inclusive education. What many of the institutions' managements, Ministries, and policy makers practice in the name of inclusive education is mainstreaming/integration. Therefore, efforts are yet to be made to actualise the practical implementation of inclusive education in Nigeria educational institutions for the benefit of learners with disabilities. Lack of attention by the government in recognizing the importance of special needs education is one of the hindering factors for a successful inclusive education in Nigeria. There is need for collaboration between qualified special needs teachers and mainstream teachers as successful inclusion requires that personnel from general and special education collaborate as team members

Recommendations

The complexity and diversity of the country requires more intensive mobilization of resources and information dissemination before inclusion can be institutionalized.

❖   Therefore there should be awareness creation about the benefits of inclusion in Nigeria and the world at large.

❖   Establish collaborative funding, maintenance and sustenance of all resources needed.

❖   Explore and establish networks on Inclusive Education for enhancing quality inclusive education.

❖ Establishment of monitoring mechanism for proper implementation of Inclusive Education.
❖ For Inclusive Education to thrive in Africa in general and Nigeria in particular, stakeholder participation is imperative for its success.
❖ There should be adequate plan before legislation on and implementation of inclusive education for lofty objectives and aims come to reality at the end in Nigeria.
❖ There should be proper clarification between inclusive education and integration/ mainstreaming in the Nigeria National Policy on Education (FRN, 2004:43)
❖ Teachers should attend seminars and conferences to improve their knowledge about ways of practising and accepting inclusion for a better tomorrow for our special needs children in Nigeria Fakolade Adeniyi and Adeyinka (2009).
❖ Inclusion should not and must not be considered in the absolute. The Salamanca report said as much in the following statement, "we call upon governments and urge them to adopt as a matter of law or policy, the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise". As far as Nigeria is concerned; presently there are enough compelling reasons to treat implementation of inclusive education with caution. There have to be restraints, lest one ends up assisting the special needs children and they finally learn nothing. Instead, it is suggested that there be a phased implementation of inclusion. This will mean gradual implementation, commencing with the first phase which is to identify and remove all the potential and actual obstacles to the implementation of inclusive schooling. The next phase would be to establish the required infrastructure and then get on to the final phase which is the actual implementation (Garuba, 2003).

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ENGLISH LANGUAGE PROBLEMS OF STUDENTS WITH HEARING IMPAIRMENT

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─────────────────Abstract─────────────────
Language is acquired through plentiful exposure to meaningful linguistic interaction in early childhood. For persons with hearing impairment, language acquisition is clearly a different process from the ways in which hearing people develop language. English language is the second language for most students with hearing impairment. However, these students are unable to learn English the way a native speaker learns English because they cannot be immersed in the language due to their auditory dysfunction. Therefore, mastering English is a lifelong struggle for many deaf people. This study discussed language problems and students with hearing impairment: English language- areas of difficulties and strategies in teaching English Language to students with hearing impairment.

Introduction

Language encompasses all means we employ to convey our ideas, wants or feeling to others. It is a whole of words and symbols used by a people, a nation or a race. Through language man acquires, interprets and visualizes his heritage of ideas and ideals discover his place in the history of mankind - past, present and future. It put man's mind into operation in the service of society. The frustration of being without words to express or convey one's ideas, feeling, or want could be better imagined than experienced. It is not unlikely that ideas and thoughts flow ceaselessly in the mind of people with hearing impairment, as they do in the minds of the hearing. However, without words to express what goes on in the mind, the person with hearing impairment is often misunderstood and believed to be as thoughtless as an idiot (Ademokoya 1994).

Mba (1981), observes that the process of language development in a normal hearing child is parallel and symbolizes the stages of language acquisition by humanity as a race. This means that from birth to 4 years old, the child symbolically goes through the stages that the primitive man went through in developing and refining language, until he became perfect. Hearing impairment is a term used to cover the whole range of hearing loss. The RNID (Royal National Institute for Deaf people) uses the term to cover people who are: deaf, partially deaf/partially hearing, deafened, deaf/blind, hard of hearing, and tinnitus sufferers. Hearing is critical for the development of speech, language, communication skills, and learning. The earlier that hearing loss occurs in a child's life, the more serious is the effect on the child's language and general development. Language development in a hearing child proceeds from auditory decoding – hearing and understanding speech to auditory encoding-speaking and from visual decoding (reading) to visual encoding (writing) (Schmitt, 1970). A child with hearing impairment on the other hand does not have the facilities for both auditory decoding (hearing speech) and auditory encoding (speaking). Mba (1981) stress that a child with hearing impairment develops language from birth to 9 months, receptive language between a month to 12 months and expressive language between 1 year to 2 years. According to Barness (2010), language acquisition for persons with hearing impairment be it severe or profound deafness is clearly a different process from the ways in which hearing people develop language. Language is acquired through plentiful exposure to meaningful linguistic interaction in early childhood. Severe deafness

drastically reduces both the quantity and the quality of linguistic input available and accessible to the deaf person which tells on their academic achievement in school.

English language is the third-most-common native language in the world; it is widely learned as a second language. It is being treated as a world language because of its vast presence all over the world. In terms of globalization, it is necessary to learn English language which is the means of instruction in most schools. For many pre-lingual students with hearing impairment, those born deaf in England, English language is their second language; British Sign Language being their first, while in the case of students with hearing impairment in Nigeria, America sign language is their first language and English language is their second language. However, unlike other students who do not have English as their first language, pre-lingual deaf students are physically unable to learn English the way a German or French native speaker learns English. They cannot be immersed in the language around them for they cannot hear it.

In addition, since sign language is entirely visual, students with hearing impairment do not have a written or spoken language on which to base their second language learning. Corroborating this point Charrow (1981) points out that one of the primary causes of difficulty with English literacy is that English is a language that deaf people have not heard or have heard only in a limited way. Thus, for them, American Sign Language (ASL) or another form of manual communication is the most accessible language because of its visual properties.

Mastering English is a lifelong struggle for many deaf people. Deaf individuals typically experience English language difficulties at all levels of linguistic knowledge (Berent, Samar, Parasnis 2000). Their difficulties with acquiring literacy in English are considered to have linguistic, cultural, and educational rather than pathological roots (Charrow, 1981; Johnson, Lidell, & Erting, 1989; Padden & Humphries, 1988). English language development is rarely natural and automatic for students with hearing impairment, but is instead a laborious process with numerous obstacles and pitfalls. However, a sound knowledge of English is a critical factor in students' academic success and the attainment of gainful employment for deaf students in the United States. At the National Technical Institute for the Deaf (NTID) in Rochester, New York, Vice President Robert Davila and Dean Alan Hurwitz have re-emphasized the importance of English for enhancing students' success by calling for the infusion of English teaching principles not only in the English language courses that students take, but throughout the college curriculum (Davila & Hurwitz, 1999). For students--both deaf and hearing--in non-English-speaking countries, English language skill development is also becoming a critical educational need. A good, functional knowledge of English is essential in these countries for accessing the wealth of English-language information disseminated via the World Wide Web and through other educational and technological sources.

Areas of Difficulties on English language by Students with Hearing Impairment

It is not surprising that deafness often leads to linguistic problems. Difficulties manifest themselves most obviously in written work, where mistakes may be found with sentence structure, verb tenses, word omissions etc. Allen,(1986); King and Quigley, (1985) asserted that in spite of concerted efforts by educators to facilitate the development of literacy skills in deaf individuals, most deaf high school graduates read English at roughly a third or fourth grade level as determined by standardized reading assessments. In their writing, they often make vocabulary and structural errors that include omitting or confusing articles, prepositions, and verb tense markers, and they have difficulty with complex structures such as complements and relative clauses (Swisher, 1989).

Wexler (1994) reported that very young children exhibit an "optional infinitive" stage during which they use non-finitve (infinitival) forms of verbs as well as finite forms in clauses where the adult grammar requires the use of the finite form.

For deaf children and adults tense marking is a persistent area of difficulty and individual variable (Paul and Quigley, 1994). Dinner (1981) reported that tense errors were the best discriminator of deaf children and Berent, et al (1997) reported that sentences involving **DO**

were rated as among the grammatical items expected to show the largest difference between deaf students and hearing. Deaf individuals exhibit difficulties learning grammatical structures and other domain of English language knowledge (Berent et al 1997)

English forms, structures and usage patterns are areas of English language difficulties which span the full spectrum of English language knowledge; including difficulties at the phonological, lexical, morphological, syntactic, semantic and pragmatic levels (Berent 1988, 1996a: Mogford, 1993: Paul & Quigley; 1994; Quigley and King 1980). Examples of incorrect overgeneralization appears in morphological rules such as the plural or past tense yielding forms like *"bringed", "shutted", "goed", and even "wented"* in students with hearing impairment productions. Wilbur argued that deaf children over generalized the placement of a morphological ending onto a syntactic contribution the infinitive. One of the reasons for this is that deaf students receive only limited input (all modalities combined), as a result, when they learn English syntactic rules, they learn some of the details incorrectly and do not have enough input and experience with using the structure to realize their mistakes.

Deaf students are frequently taught in isolated sentences, which does not provide adequate information for them to learn all the situations in which a structure is used and all the constraints on it usage. Nolen and Wilbur (1985) found that for some difficult structures such as relative clauses, deaf students' comprehend in a meaningful context than when it was presented in an isolated sentence.

Another difficulty that deaf children have learning English is related to teaching; choice must be made concerning which structure to teach because it is impossible to teach everything all at once. In a given year, a particular structure may or may not be covered. Students with deafness are much more affected by what is presented in class because they lack extensive contextual and interactional experience(s).

Object–object Deletion: If two sentences share similar subjects or objects, a number of unusual omissions occur. For example: "The boy hit the girl" and "the girl hit him back" might be rewritten as "The Boy hit the girl and hit him back" where the second subject has been deleted because it is identical to the first object (object –subject deletion) Wilbur, Quigley,& Montanelli; (1975)

Berent, et al (1997), rated the comparative difficulty of 30 English grammatical structures, usage patterns and language knowledge domains on 28 teachers of English to deaf college students, the result suggest that deaf individual might altar the typical pattern of competency orders with many grammatical structures and domains of language knowledge remaining in place in the difficulty hierarchy created by deafness alone in English. When one considers a lifetime of not hearing articles, determiners, word endings and prepositions the mistakes become more understandable. To exacerbate the problem, carrier language, all those words which tie language together (it, them, and, with etc.), is often "hidden" in fluent speech and therefore impossible to lip-read. The lack of audition and auditory memory severs the means by which to rehearse what is put down on the page. It denied them access to incidental information such as eavesdropping, passive or active listening to TV or radio, participating in discussion etc which unconsciously helped to build up skill necessary for learning.

The overall difficulty that deaf children have learning English has been very well documented (Quigley and Kretschmer 1982; Quiley and Paul, 1984; Wilbur 1979, 1987) as a general observation by age 18 deaf students do not have the linguistic competence of 10 year old hearing children in many syntactic structures of English (Fruchter Wilbur & Fraser, 1984; Quigley, Montanelli; & Wilbur 1976; Quigley, Wilbur & Montgnelli 1974; 1976; Wilbur 1980; Wilbur, Goohartt; & Fuller, 1989)

Poor education system hamper understanding of English grammar and result in a limited vocabulary and more restricted literacy skills for many students with and without hearing impairment. A deaf student will not have heard many of the words that fill the classrooms and lecture rooms around them. Unfamiliar words, or words which have not been specifically

introduced to the student, cannot be lip-read. Consequently, deaf students often have to research not only the technical jargon relating to the subject, but also carrier language which is commonplace for hearing peers.

According to Wilbur (1980), one problem that deaf students have is that they incorrectly over generalise strategies that they learned for understanding basic sentence. These general strategies are based on the student's familiarity with English sentences that have a subject, verb, and direct object. From such familiarity the student learn that the understanding of a sentence involves interpreting the 1st noun as the agent the verb as the action, and the 2nd noun as the recipient of the action.

Strategies for teaching English Language to Students with Hearing Impairment

Nadezhda Varbanova Tsonneve and Ivelina Nedelcheva Makrieva highlight the following helpful strategies in teaching English Language to students with hearing impairment
1. **Facilitative Strategies, these involves:**
   a. The use of visual aids. This can be so helpful since vision is the primary source of receiving information by these students.
   b. The use of written instructions and direct translation
   c. Be flexible in your teaching and ensure that learning materials are within the range of students learning needs
   d. Obtain regular feedback from the students in order to check their level of understanding.
   e. Maintain eye and physical contact during teaching classes
   f. Slow down if necessary
   g. Look directly at the students
   h. Use facial expression and body language, these also convey information
2. **Grammar Learning Strategies**
   a. Relate their knowledge needs to their learning goals
   b. Reduce the amount of grammar
   c. Teach simple grammar tenses, simple tenses structures
   d. Teach simple coordinating conjuctions (and, but, so)
   e. Avoid modifying forms such as relative clauses and prepositional phrases
   f. Use defining relative clauses in sentences where relative pronoun (who, which, that) was next to the word it modified.
   g. Use new models for each new grammar structure because they facilitate understanding
3. **Memory Strategies**
   a. Study the words with a pictorial representation of its meaning
   b. Connect the new word to a previous personal experience
   c. Group words according to a topic
   d. Group words together within a storyline
   e. Studying the spelling of the word.
   f. Connect the words with its synonyms and antonyms
   g. Use semantic map of new words.

Conclusion

It has been established that students with hearing impairment have problem in language acquisition ditto "English language" as a result of impaired auditory organ(s) creates inability to hear and be heard. Persons with hearing impairment exhibits discrepancies between receptive and expressive language, use inappropriate syntax, do not understand idiomatic expression, have difficulty in expressing idea and give inappropriate verbal response, difficulty interpreting non verbal clues, maintaining a topic and change topic inappropriately, limited vocabulary, difficulty with words order and complex language, omit word ending and so on. However, the degree of impairment and the background training of these students must be considered before

teaching at advance level could begin. Facilitative strategies, grammar learning strategies and memory strategies are effective strategies in teaching English language to students with hearing impairment.

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CHALLENGES FACING THE PREPARATION OF PRE-SERVICE TEACHERS WITH SPECIAL NEEDS IN ENGLISH LANGUAGE AND LITERARY STUDIES

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───────────────────────────Abstract───────────────────────────
This paper looks into the different challenges facing special needs students being prepared to teach English language. The focus is on students with visual, hearing and physical impairments in the Department of English in Federal College of Education (Special), Oyo. The paper observes the specific structure of some of the different courses in the Department which requires both visual and auditory training which prepares future teachers for effective and efficient handling of English language as a subject. It is the opinion of the paper that the type of structure that is presently on ground does not cater effectively for the adequate training of this set of students. The paper submits that there should be a revision of the present programme of study of English language and Literary Studies in order to equip them for teaching this subject later in the different schools where they will find themselves. Emphasis is also laid on the importance of collaborative activities among the different professionals who cater for these students in the college.

Introduction

The Department of English in the Federal College of Education (Special) is one of the first six departments when the then Advanced Teachers' College, Oyo under the Federal Ministry of Education before being transformed into a full fledged college of education in October 1977. The College was established as a major intervention in the education of persons with special needs in Nigeria. It offers a three-year academic training programme leading to the award of Nigeria Certificate in Education (NCE) in special education which is combined with several teaching subjects from which students are free to choose according to their basic secondary school qualification.

According to Adeniyi (2008) "the College has the largest concentration of handicapped students that can be found in any tertiary institution in Nigeria". This establishes the fact that students with various handicapping/ challenging conditions are found in most of the departments in the college. This includes the Department of English which is the focus of this study.

Records show that the Department of English has different special-needs students every session. They fall (more often) into the hearing, visually or physically impaired categories. These categories of students are expected to attend lectures, participate in seminars, tutorials, teaching practice, practical classes (in some cases), and every other activities, both curricula and co-curricula, that students who do not have these aforementioned challenges are involved in.

They are also expected to have fulfilled, all the objectives of NCE English before they graduate as stated in the Minimum Standards for Nigeria Certificate in Education for Languages (4th edition, 2008). The Minimum Standards states that:
      "The objectives of the NCE English are to:
(a)   Help students to develop the four language skills- listening, speaking, reading and writing.

(b)   Help students to become confident and competent in the use of spoken and written English.
(c)   Enable students to develop interest and acquire critical skills to appreciate literary works.
(d)   Equip successful students to teach English effectively at the primary and secondary school levels.
(e)   Prepare students for further studies in the subject.

Whether one likes it or not, more effort on the part of those involved in teaching the students with special needs in the department must be put in place, if this set of students would benefit maximally from lectures and be at par with their mates who do not have their type of challenges.

It is highly encouraging that the periods of societal practices which were directed at eliminating the handicapped as recorded by Wallin (1955), Doll (1962), Coleman (1964) and Hewett and Foress (1973) are over. The realization of the inherent abilities and potentialities in handicapped persons has paved way for different types of arrangements which help bring out their hidden potentials. They are no longer condemned to a lack-lustre, dependent and hopeless life. This realization changed people's perception and hence the new common nomenclature– persons with special needs. This explains the fact that what this set of individuals need is arrangement, attention, treatment and empowerment which move a bit beyond the common and ordinary for them to live their lives to the fullest. This is in line with Ajobiewe's (2000) submission that "disability should not be seen as a barrier to rich life, full or warm friendships and interesting acquaintances" (p. 36).

Giving the special-needs people the opportunity to bring out their potentialities will not only benefit them but also assist the nation in gaining more man-power within the discipline where these people find themselves.

Students with Special Needs in the Department of English and their Peculiarities

As mentioned earlier, most students with special needs in the Department of English, Federal College of Education (Special), Oyo fall into three categories over the past years – the hearing impaired, also called deaf, those with visual impairment, also called visually impaired and blind and the physically impaired (these are most often found on wheel-chairs and on crutches).

Each of these categories requires particular attention and arrangement for them to benefit from every departmental activity, especially the academic activities. Arrangement which goes beyond the ordinary classroom one is a prerequisite for fully integrating these students with special needs into the stream of activities.

The Hearing Impaired

This category of students is those (both male and female) who have lost the sense of hearing to a degree that they need an intermediary during lectures in order for them to benefit from class activities. He or she could either be deaf or hearing impaired (hard-of-hearing) depending on how severe his/her hearing loss is. The severity of the hearing loss of the deaf is put at ranges between 65dBHL and onward (Bakare, 1988). A person with hearing impairment on the other hand has sustained a hearing loss ranging between 25dBHL and 45dBHL. This last category can benefit from some amplification devices (hearing aids) or some other therapeutic exercises.

Whichever of the above categories a student falls into he/she is excluded from the hearing environment of the normal hearing students. This explains the presence of the sign language interpreter at every lecture in the department, just like in other departments in the college where these groups of students are found.

Over the years, none of the hearing impaired/deaf students had been coming to lectures with hearing aids. This is an indication that they can only benefit from class activities through the sign language interpreters who were always there at lectures. The linguistic competence of the interpreters is called to bear on the different concepts which they encounter during lectures in

both language and literature courses in the department. These set of students with impairments relies on the interpreter's explanation since they get across to the lecture through him or her.

Sometimes in technical and practical oriented classes like Introduction to Phonetics and Phonology (ENG 112), Basic Reading Skills (ENG 113) and Practical Listening Skills (ENG 111), the auditorilly challenged face a great challenge which requires special attention from not just the Department of English but from higher body beyond the Colleges of Education.

The minimum standard in use neither actually caters for nor considers the special nature of the learning needs of these students in this regard. The course, Practical Listening Skills, for example, has the following as part of its content:
(i)   Listening for information on Nigeria Television Authority (NTA), Radio Nigeria, British Broadcasting Corporation (BBC), Voice of America (VOA), Cable News Network (CNN), and so on.
(ii)   Listening to recorded dialogue between good models.
(iii)   Listening to academic talks, speeches, lectures, and so on.
(iv)   Listening for appreciation/evaluation, and so on.

Also, the real essence of Introduction to Phonetics and Phonology (ENG 112) only comes out when students participate in the practical sessions of the course. Part of the course description includes the following:
(i)   Stress: word-level and its effect on pronunciation.
(ii)   Stress: sentence level-emphatic and normal speech (NCE Minimum Standard 2012 Edition).

The design includes a note of lectures which runs as follows "lecturers are to note that even though this course has a strong theoretical component, practical drills/practice are an essential part of the teaching. The use of language laboratory under the supervision of a Language Laboratory Technologist should be emphasized.

Furthermore, ENG 121 which is titled Speech Work 1 includes a lot of practical drills and exercises. Its course description includes:
▪   Drills in consonant and consonant contrasts.
▪   Minimal pairs/set drills in syllable initial, medial and final position.
▪   Drills in vowels and vowel contrast, minimal pair drills.
▪   Rhythm practice.
▪   Intonation (contrasts with tone in students' MT/L1).
▪   Intonation drills for sentence meaning/speakers' attitudes.
▪   Aural/oral discrimination practice.
▪   Listening to models of English speech and practice in oral discrimination in the language laboratory or on recorded cassettes.

Lecturers are advised to ensure that actual practice and drills are the essence of ENG 121 and should permeate their teaching NCE Minimum Standard 2012 Edition).

The three courses described above are just a few of the practical-oriented courses which the students with hearing impairments in the Department of English have to grapple with. The nature of their disability does not have room for an adequate grasping of the essence of these practical courses since the courses rely on oral performance and practices which this category of students lack. No matter the competence of both the interpreter, the lecturer or the laboratory technician (which the Department does not have presently anyway) these students cannot benefit much from these courses unless some measures which take note of the nature of their disabilities are put in place.

For these teachers-to-be with special needs to realize the objectives of the Department as stated in the minimum standards for NCE certificate quoted earlier and for them to become competent teachers of English language at both the primary and secondary schools and even

for them to undertake further studies in the discipline, the present stipulations, at least in the mentioned courses, will need to be adjusted to cater for these students.

Mba (1991) acknowledged the fact that breakdown in communication process is the most notable handicap of hearing loss. The deaf has difficulty in speaking, perceiving and understanding spoken words. Thus he/she suffers some education retardation, a consequence of his/her hearing disability.

But the fact remains that they are expected to have mastered these courses before their graduation as they are expected to teach related subjects and topics at the lower levels of the secondary schools and at every level of the primary schools. Their preparation as future English language teachers will not be complete until adequate measures are taken to give them a better support in dealing with the demands of these practical oriented courses.

The Visually Impaired

This category of students with special needs in the Department of English are either partially sighted or totally blind. They have also been members of the students' body of the Department. The nature of their disability differ from the aforementioned, thus their needs in the different courses are quite different.

The students with visual impairments stand a better chance of active participation in oral practical classes than their counterparts with hearing impairments. In fact, most of the time they exhibit the fact that what they lack in sight, they make up for in hearing. This may be due to the fact that their attention does not get divided during lectures and other classes.

The courses mentioned above do not pose much challenge to them. The main challenge which they face lies in the Literature components of the departmental courses. The courses require reading a lot of literature texts which the course lecturers are at liberty to choose and prescribe as deemed fit and necessary for the courses.

It has been observed that getting these literary texts for their use has always been a big problem as they need them in brailled forms. These students rely sometimes solely on the discussion of the texts done in the classroom by the course lecturers. This is not enough to give them the essence of these literature courses.

The literature courses are expected to enhance the linguistic capabilities of these students. They are to equip them to become better teachers of English language later on. Babajide (2001) aptly captures the effects which the enhancement of one's linguistic capabilities can do. In his words, "A man's linguistic proficiency and rhetorical powers can make him excel in any given language situation". Thus, one can boldly say that the literature courses are in themselves tools with which the students equip themselves for better performance in language.

The course Modern African Poetry (LIT 122), is such that requires students to study the physical components of poems. Certain aesthetic values of such writings are to be derived from such study, but the visually impaired lack the necessary visual tools to do such.

Most texts which are prescribed are not in brailled form, as noted earlier. One would expect that there should be measures which would address this.

Apart from the foregoing, one other means through which the visually impaired can benefit maximally from lectures in literature courses is through recording gadgets which they can bring to the classroom to record explanations and discussion which might have been missed during note-taking, but these students hardly do this. It might be due to the fact that there are not strict rules compelling them to do this. More often than not, they rely on other students who have read the prescribed literature texts to retell what they had read to them. This reliance does not help them much as they are at the mercy of such student who might not be able to do justice to the text in that way. Literary texts go beyond relaying the story in the text.

The Physically Impaired

This third category of students in the Department of English are most times not as many as the other two groups. Sometimes they are not present at some levels. For instance, the 2010/2011 set of part three students did not have any of this category, the same goes for the immediate session before this.

When they are found at all, they are usually on wheel-chairs and sometimes on crutches as in the case of the two who are presently in 200 level. They are both girls. Unlike the visually and hearing impaired, they benefit normally and as expected from the activities in the department, especially the academic activities. But their problems lie majorly in mobility.

Getting in and out of the classroom sometimes poses a big challenge to them. The manner in which the ramp leading to the lecture-room is constructed does not give room for easy accessibility by these students. Also, the offices of the lecturers of the Department are constructed in a manner that does not cater for the needs of these wheel chair-bound students. This may constitute a hindrance to their performance and attendance at lectures. They also sometimes face the problem of getting assistance to various destinations within the campus. This is as a result of bad roads leading to these various areas. This is likely to tell on them psychologically and also affect their performance in their studies.

Equipping Future Special Teachers of English Language with Skills for the Teaching of English Language

Ododo (2010) opined that it is an encouraging realization that disability is no longer a barrier to the performance world. He further noted that students with disabilities have become better empowered and no longer need the wall of sympathy that people often build around them. Other critics, Ismaila (2010) and Ajobiewe (2000) emphasise that what is needed is an accordance of required acceptance and relevance. These become effective when the right methods are employed by their teachers and necessary actions are directed towards better performance.

The importance of interventional activities and measures and an evaluation of the implementation of the strategies which will bring out their potentialities cannot be overemphasized. For this to take place, there is a need for all concerned to come together in collaboration to ensure that every potential ability to these disabled students is tapped to the fullest.

Collaboration by all will ensure that these groups of students with special needs move smoothly from the mainstream of the classroom into the social mainstream where the society expects them to put into adequate practice that which they have been equipped to do.

The idea of collaboration here suggests that different people with diverse areas of expertise come together to find a solution that will creatively fit into the problem.

Friend and Cook (1996) outlined six major issues that will enhance this type of collaboration. The issues are:
(i)   Shared responsibility for participation
(ii)   Mutual goals
(iii)   Voluntary participation
(iv)   Parity among participants
(v)   Shared responsibility for participation and decision making
(vi)   Shared responsibility for outcomes and shared outcomes

Collaboration has become a familiar concept among professionals who desire to bring out the best in their learners irrespective of their inherent disability. Thus they form an interdisciplinary team which works towards this same goal. Students benefit a lot from this type of arrangement as each gap which can create a missing link in their education is bridged by all concerned with their studies.

These categories of disabled become better integrated into the Department when every professional hand is on deck to give them the best that can be offered. They become better motivated and empowered to derive maximum benefit from both theoretical and practical oriented courses so that they will not feel disadvantaged in the midst of able students. Through the collaborated efforts of their lecturers, interpreters, braillists, language laboratory technician they have opportunities for active participation in all their courses.

Conclusion

There had been calls by individuals and bodies for the Nigerian government to increase the number of universities and other higher institutions that cater for higher learning in special education. Also noted by Ismaila (2010) is the advocacy for a university of education of persons with disabilities. But the establishment of more higher institutions of learning in this areas of education is not a paramount importance now but critical assessment of those which are already on ground with a view of putting in place a structure that will enhance the goals for which they are set up.

To a large extent, a conducive learning environment exists for the students with special needs in the Federal College of Education (Special), Oyo and in the Department of English which is under the focus of this paper. In order to take care of the noted areas of need of these students the paper recommends the following as interventional measures for better placed students with special needs of the categories we have mentioned in the Department of English.

Recommendations

The Federal College of Education (Special), Oyo should, as a matter of urgency, put a committee in place which will take a critical look into the specific peculiarities of the different teaching courses in all the departments of the College. As stated earlier on in the paper, the particular needs of the special needs students as it pertains to these courses should be noted and actions taken to pave way for them (students) to derive maximum benefits from each course. Of course, this must, as a matter of importance, include representatives from each teaching area department and Special Education.

The Department of English (in the School of Languages) should collaborate with the Department of the Education of the Visually Impaired (in the School of Special Education) so that prescribed texts for literature courses would be brailled for the students with visual impairments in time for their use every semester. This will go a long way in enhancing a better performance of this set of students with special needs in literature courses which form a substantial part of their studies. The texts might be added to the main library of the college and the departmental library which the Department of English runs.

The college should endeavour to provide portable hand-held recording devices for each of the students with visual impairment in order to facilitate a better after-class review of lectures received as it has been discovered that most of these students do not come to lectures with the gadgets. Particular explanations which they may fail to grasp in note-taking during class will be better understood and caught when they review and listen to such recorded lecture later. This will help the College management in making their attendance at lectures with their recording devices compulsory without any excuse from the part of the students under question.

The Department of English should as a matter of importance, encourage students with special needs in the Department to express their needs as it relates to the Departmental courses to the department in order to make progress in their studies. Assigning particular lecturers to each special needs students will not be out-of-place (More so there are not always many of these students at a point in time). This will assist them to make known their areas of difficulties in any of their teaching courses and interact better with the Department through such lecturers. Also, the students' adviser in the Department can use his office to facilitate this relationship.

Special training programme should be organized for the academic staff of the Departments in the College with special emphasis on how each can respond to these students with special needs peculiar needs especially as it related to specific needs of particular courses.

The sign language training programme started by the College for members of the college community should especially be made compulsory for the academic staff to enhance better interaction between lecturers who are not conversant with sign language and their students with hearing impairments.

The structure of the pathways leading to both lecture rooms and lecturers' offices should be assessed with a view to solving the problem of uneasy access to these areas for the physically impaired, especially those on wheel-chairs. Of urgency is the situation of the Department of English which is under focus in this paper.

Assistance of governmental and private organizations which deal in matters of people with special needs could be sought in order to get assistance which can ameliorate the identified problems. This assistance can be approached from the level of college management of even the English Department.

The roles of parents cannot be overemphasized. Both the College and the department can consult with parents and guardians of this category of students in order to facilitate the effectiveness of the efforts of the College. Parents should be made to be aware of the importance of the various gadgets which can assist these students and provide them for their use.

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EFFECTIVE LESSON PLANNING AND CLASSROOM MANAGEMENT FOR LEARNING DISABILITIES

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Introduction

The historical antecedence of learning Disability (LD) dated back to 1896, when Morgan described a group of children who had disorders in the development of language, speech, reading and associated communication skills as learning disabled. Following Morgan's description, researchers started probing into the characteristics observed by Morgan with a view to confirming or refuting his descriptions. As a consequence, they decided to measure the intelligence Quotient (I.Q) of children with learning disability. It was then thought that the children who's IQs were below normal had learning problem. This gave rise towards the creation of segregated classrooms for children with learning difficulties.

In the bid to find solutions to the educational problem of such children, this led to many researchers exploring ways, plans, materials and strategies aimed at overcoming the problem that was later termed "Learning Disabilities". It should be noted that the principles for teaching and learning process of learning disabled children, is that teaching is not based on the syllabus, rather on the needs of the child. That is, it is based on diagnostic and prescriptive teaching. Diagnosis involves looking at the child and his environment in-depth to develop a treatment plan, and to ascertain the most appropriate service that the programme can render to the child. Prescriptive teaching process involves working with the child in a special class. It also involves that the teacher develops curriculum for the child. Such curriculum is expected to cover all the skill areas in which the child has problems.

It becomes imperative that practitioners in this area should be competent, adequately trained, armed with assorted methods, materials and techniques in order to design an optimal teaching and learning programme that would meet the needs of these categories of learning disabled persons.

Learning Disability (Defined)

Olabisi (2006) sees learning disability as a generic term that refers to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders according to Olabisi (2006) may be manifested by delays in early development and or difficulties in any of the following areas; attention, memory, reasoning, coordination, communication, reading, writing, spelling, calculation, social competence and emotional maturation.

Characteristics of Children with Learning Disabilities (LD)

In this paper we shall categorize these characteristics into three, namely:
1. The cognitive
2. Affective and
3. Behavioural (Belmont, 2006).

Cognitive Characteristics

Cognitive and Metacognitive Deficits: The metacognitive and cognitive processes of students ranked second and third as an influence on student learning. Metacognition refers to a learner's knowledge (awareness) of thinking processes or strategies (such as planning evaluating effectiveness of ongoing activities, checking the outcomes of effort, and correcting difficulties) and the ability to regulate or monitor these processes or strategies to learn successfully. Knowledge about a student's metacognition appears to hold promise for designing instruction.

Low Academic Achievement: Low academic achievement occurs in all areas (i.e language, reading, math, spelling, written expression and content subjects) and is a primary characteristic of students with disabilities. Language and reading problems are the most prominent. Because language skills and academic functioning are closely related, it sometimes is difficult to determine whether a student's major problem is language or reading.

Poor Memory: Many students with disabilities have difficulty remembering information presented visually or auditorially. Teachers frequently report that these students forget spelling words, math facts, vocabulary words, and directions. Some authorities maintain that these students do not spontaneously use techniques that facilitate member (e.g., rehearsal or forming associations).

Attention Problems and Hyperactivity: To succeed in school, a student must recognize and maintain thought on relevant classroom tasks and must be able to shift attention to new tasks. Students with attention problems are unable to screen out extraneous stimuli and are attracted by irrelevant stimuli.

Perceptual Disorders: Perceptual problems (such as inability to recognize, discriminate, and interpret sensation) become a factor in math learning for some students. Visual perceptual processes appear to be important to reading and math achievement at young ages and, in very subtle ways, relate to some later spelling, writing, and conceptual difficulties (Belmont, 2006).

Affective Characteristics

Poor Social Skills: Difficulties with social skills can be as debilitating as academic problems to students with disabilities. Examples of social skills in which some students with disabilities lack competence include greeting someone, accepting criticism, receiving compliments, saying no, and giving positive feedback. The social skills deficits of some students are caused by their inability to interact appropriately with teachers and peers, students with social skills deficits frequently have low social status among their peers.

Poor Self-Concept: Frustrated by their learning difficulties, many students with disabilities act disruptively and acquire negative feelings of self-worth. Rather than learning and developing attitudes about tasks they can do, youngsters with disabilities often learn what they can't do. This lack of positive self-regard often results in poor self-concept and self-esteem.

Poor Motivation: Given the repeated academic failure that many students with disabilities experience, it is not surprising that they are less motivated to perform than their peers without disabilities. When early attempts to succeed in school meet with failure, it is common for students to believe that success is beyond their abilities and efforts. Consequently many develop a learned helplessness and lose their intrinsic motivation to prove their competence.

Debilitating Mood States: Researches on the mood states of students with disabilities exist, however some researches on students with disabilities offers noteworthy findings. This research indicates that students with disabilities have higher levels of anxiety, worry, over sensitivity, minor somatic complaints, loneliness, and depression than students without disabilities (Belmont, 2006).

Behavioural Characteristics

Adaptive Behaviour Deficits: Students with disabilities frequently exhibit adaptive behaviour deficits that interfere with academic achievement and social relationships. Adaptive behaviour or adaptivity is a proactive process through which individuals organize their lives in purposeful, flexible, and advantageous ways to meet the demands of multiple environments. Generally speaking, it is how one copes in his environment. It is often divided in four domains: social coping, relationships, pragmatic language, and production.

Disruptive Behaviour: Disruptive behaviour may be result of social skills deficits or frustration over lack of academic success. Disruptive behaviour generally includes acts that interrupt or interfere with appropriate activities.

Withdrawal Syndrome: Bender and Smith report that some students with disabilities exhibit significantly more shy and withdrawn behaviour than do their normally achieving peers. Social withdrawal may result from the students' previous failures at interaction or a feeling of incompetence because of academic failure. Some students may become so socially isolated that they are unable to interact in a positive manner with peers and adults (Belmont, 2006).

Specimen Lesson Notes on Some Selected Skills for the Education of Learning Disabled Children

Skill: Ability to Speak English
Goal: Janet should be able to learn to express herself in fluent English

Short term objective	Teacher's Activities	Child's Activities	Materials needed	Date started	Date evaluate	Results of evaluation
When given the following colourful pictures of folk tale animals e.g Tortoise, lion, monkey, bird and hare, Janet should be able to use them in telling stories within 5 seconds	- Teacher provides pictures of animals. - Teacher motivates the child to talk and tell stories about each animal - Teacher and the child talk about the child's stories using parallel talk. - Teacher tells child stories using pictures of folk tale animals. - Teacher takes the child on a field trip to the school kiosk, zoo, and market place. - Teacher discusses the field trip experience with the child. - Teacher encourages the child to play with other children using toys. - Arranges flash card sentences - Circles the words.	- Child tells stories about the various animals. - Child draws pictures of the animals and talks about them - Child colours the pictures with crayon and explains her choice of colour - Child talks about the field trip and draws any fascinating picture on the visit. - Child retells the teacher's stories.	- Pictures of animals - Crayons - Drawing book - Pencil - Cleaner - Sharpener - Ruler - Flash card sentence on strips of cardboard. - Picture of tortoise lion, bird, hare and monkey, - Box with words - Magazine - Newspapers	(Mon. 8/6/2010) (Tue, 9/6/2010) (Wed.) (10/6/2010) (Thur.) (11/6/2010) (Fri. 12/6/2010)	12/6/2010	Janet was unable to express herself in fluent English. The lesson would be repeated next week.

Skill: Arithmetic Readiness
Goal: Musa should be able to associate numerals 1-5 with the quantity they represent

Short term objective	Teacher's Activities	Child's Activities	Materials needed	Date started	Date evaluate	Results of evaluation
Given the numeral 1-5 in random order one by one and some bottle tops, Musa should be able to match each card with the correct number of bottle tops.	- Teacher prepares numeral cards - Teacher provides bottle tops - Teacher calls a number while child jumps the number of times - Teacher draws objects representing each numeral. - Teacher counts the number before the child.	- Child draws and colours objects representing each numeral in sequential order and later in random order - Child plays sorting game. - Child plays matching game - Child colours drawing of objects representing each numeral.	- Bottle tops - Flash cards with numerals 1-5. - Draw objects and numeral cards on cardboard sheet - Matching and sorting box	(Tue)21/7/2 010 (Wed 22/7/2010) (Thur 23/7/2010) Fri 24/7/2010)	 12/8/10	Child was able to associate numerals 1-5 with the quantity they represent with the teacher's assistance, the lesson would therefore be repeated once more.

Skill: Arithmetic Readiness
Goal: Binta should be able to associate numerals 6-10 with the quantity they represent

Short term objective	Teacher's Activities	Child's Activities	Materials needed	Date started	Date evaluate	Results of evaluation
Given the numerals cards 6-10 in random order one by one and some counters (Stones), Binta should be able to match each card with the correct number of stones.	- Teacher prepares numeral cards - Teacher provides stones - Teacher calls a number while the child jumps the number of times - Teacher draws objects representing each numerals	- Child colours draw objects with numerals 6 and 7. - Child draws objects to represent the numbers 6 and 7 in sequential order and later in random order. - Child counts the numbers called with stones. - Child writes and counts numerals	- Stones - Drawing of objects and numerals on cardboard sheet - Flash cards with numeral 6-10	(Mon 27/8/10) (Wed 29/8/10) (Fri 31/8/10)	 31/8/10	Binta was able to associate numerals 6-10 with the quantity they represent with 5 seconds.

It is important to know that in teaching mathematic or any general subject to the learning disabled persons, certain basic guidelines should be considered:

(1) The broad educational goal for the LD is self-care, self-sufficiency and independence. Therefore, programme for them should be vocationally oriented.
(2) Academic and vocational programmes for the LD should stress practical skills needed for independent living.
(3) What is to be learnt should be broken into simple, short steps.
(4) The presentation should be given in a variety of ways with the help of suitable teaching aids.
(5) Repetition is necessary to ensure that the pupils have grasped the concept presented.

Effective Classroom Management for Learning Disabilities

What are Management and Classroom Management?

It becomes imperative to define management, so that we can narrow it down to classroom management. Adesina (1990) simply defined management as the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system. The effective administration, organization or management of 'human' and 'material' invariably influence the result to be achieved, the direction to be pursued and the priorities to be recognized.

From the above, we can then state or define classroom management as the organization of pupils or students within the classroom for effective teaching and learning process. The way and

manner a class is being managed depends on the competency, and managerial skills of the teacher. In this vein, the special educators require all the necessary managerial and organizational skills to be able to control pupils or students with disabilities.

Classroom Management for Effective Teaching and Learning Process for Persons with Learning Disabilities

To ensure effective classroom management for persons with learning disabilities, the following should be taken into cognizance:

1) ***Observation:*** The special educator should use his/her pedagogical skills to observe each child and their natural peculiarities.
2) ***Assessment:*** After careful observation, the teacher should be able to assess how each child learns. There should be individualization of instruction based on the needs, interest, and ability of each child.
3) ***Task Analysis:*** The teacher should give tasks each child can do. Each lesson should be brief because of the short attention span. It should also aim at achieving a specific objective. The child should be assigned a single task at a time and be reinforced appropriately when he/she has performed the task satisfactorily (Jatau, Uzo and Lere, 2002).
4) ***Establishment of ground rules:*** The teacher should lay down rules to check the movements and comportment of the pupils or students in the class in order to ensure discipline and control.
5) **The classroom Environment and facilities:** The teacher should ensure that enough chairs, tables and other facilities are provided in the class to ensure effective coordination. The physical setting of the class must be non-distraction.
6) ***Communication:*** The method of communication between the special educator and learning disabled is very crucial. It should be direct, simple and meaningful (Jatau, et al, 2002).

Conclusion

For any effective teaching and learning process for persons with learning disabilities, the teacher factor is important. The special educator must be well knowledgeable in the area of learning disabilities; he must possess certain personality characteristic like patience, love for pupils or students, accommodating, endurance, humble, kind and above all a good model.

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ROLE OF THE LIBRARY IN INCLUSIVE EDUCATION

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────────────────── Abstract ──────────────────

This paper critically looked at the concept of inclusive education and the role the library plays in an inclusive education system. It is very important to note that there is the possibility of having learners with special needs in the same classroom with their non disabled counterparts and learning could still take place, but the truth is, in the present Nigerian educational system this is not possible. Therefore, this paper discusses the possibility of this concept and the role which the Library plays in ensuring that this becomes possible. Every pupil has the right to learn no matter their mode of special needs and they should not be separated from the other students. Education is the best legacy that can be given to any pupil, hence, efforts should e made to give children opportunity to learn no matter the kind of physical challenge they might be having; this will help in securing a good future for them.

Introduction

There are many students today, who need special attention and care when it comes to educational assistance, but the challenge is how best to disseminate quality and adequate information to these set of students. In this kind of setting, there are special trainers who are needed to help these children. In essence, this set of trainers are there to guide the students in the right direction.

Inclusive education is a form of approach, which is geared and centred on addressing the learning desires and interests of children and adults with a special attention on those who are prone to being marginalized or being excluded from learning environments. The concept of inclusive education was adopted at a world conference on Special Needs Education: Access and Quality (Salamanca, Spain 1994), to further ascertain the necessity of this education for special class of people, it was revisited again at the World Education Forum (Dakar, Senegal 200). This idea has been further supported by the United Nations Standard Rules on Equalization of opportunities for Persons with Disabilities, in the proclamation of participation and equality for all. This is to stress and affirm that, in no area of the developed and third world countries, should any set of people be left out of the educational system of their country, irrespective of their form or level of disability.

The Pakistani Government, under the auspices of the Ministry of Welfare and Special Education, International Non-Governmental Organizations, Non-Governmental Organizations and other donors in the country, have channelled their efforts and strengths into developing different policies and different system management techniques, which brings to bear the marginalization of those who are being excluded from participation in educational system of the country.

Library Education

According to Quadri and Maduagwu (2003), Library of the present century differ in a great way from Libraries in the past, in areas of services being rendered even to the physical structure i.e. the physical building. In their definition of the Library, they opined that a Library is a collection of print and non-print materials that are organized and kept in a building for use and usually administered by Librarians who are professionally equipped and trained, also possess the technical-know-how and ready to serve the users.

Aside from the Librarians there are other staff members who also work together with the Librarians to serve the purpose of disseminating of information to the users.

Laws of the Library

There are five basic laws as posited by Dr S.R. Ranganathan the famous Indian librarian who was also referred to as the father of Library Science in India.

- *Every book is for use*: There are no new materials that are acquired by the Library that is meant to be left without being consulted. It is expected that the users come into the Library to gain more knowledge in a particular subject area they were thought.
- *Every user his/her book*: Every user that comes into the Library is expected to have a book to be consulted. It is not in the best interest of users to come into the Library all with the mind of using just one material at the same time. *Every book its user*: This is in a way related to the second law of the Library, but where the difference occurs is in the concept that, these materials that are being acquired by Library are not just there for safe keeping, rather these materials are meant to be consulted by the users, for research purposes.
- *Do not waste the time of the user*: Every potential user in the Library is important, irrespective of their age, class, personality, physical impairments or personal differences, as such they should not be undermined, when they visit the Library or seek for assistance from any of the Library Assistants or Librarians.
- *The Library is a growing organism*: Growth is one constant issue that is inevitable; the Library is not left out in this too, because the Library management deems it fit at some point in time to acquire more materials for the Library. Hence there is the addition of new materials to the stock already in the Library collection; this implies that the Library is a growing organism.

Rules of the Library

The rules of the Library include:

- Al l intended Library users must complete a registration card, permit card and borrowers ticket, which is renewable every session before usage at the Library can be allowed. All registered users (members of the College community, Staff and students) are issued with permit card, which they are required to bring along whenever visiting the Library.
- Permit card and readers ticket are not transferrable but must be carried to the Library and produced upon demand.
- All borrowed books are to be returned before the date due.
- All Library users, while leaving the Library must subject themselves to proper security checking at the appropriate point.
- Naked fire is prohibited in the Library thus making smoking a forbidden act.
- Food and drinks should not be brought into the Library.
- Bags and baggage of users including umbrellas must be dropped at the entrance of the Library at the owners' risk.
- Loss of Library tickets should be reported immediately.
- A reader can renew books up to three (3) times consecutively, if not demanded for by other users.
- Assault on Library books, serials and other information materials is considered a grievous offence which is punishable.

The Library and Inclusive Education

The library is an environment where knowledge can either be transferred or gotten, it contains different types of information materials that users consult at various points in time. In addressing the issue of inclusive education therefore, the library has a very important role to play.

Using the Federal College of Education (Special), Oyo as a case study, the library in this institution operates what is known as bi-focal system, having two main broad sections "The

Technical Section" which is restricted to students and opened to just member of staff who have been equipped to work with the technicality of the unit and the "The Reader Services Section" which is open to all and has different reading rooms where users can go and consult materials of their choice. Also, the library has been equipped to a point where it can carter for the educational challenges of users (students) with special needs. Looking at the structural edifice, it was designed in such a way the users with wheelchairs can easily navigate their ways to various reading sections of their choice. The various sections include;

- ***The Collection Development Section***: This is the section that deals with purchase and acquisition of materials in the library. These purchases could be direct purchase, could be through donations, gifts or through different interventions like the TETFUND (Tertiary Education Trust Fund), MDGs (Millennium Development Goals). Before these purchases could be made, consultations would have been made to the different Schools to know the kind of materials they need through the publishers catalogue.

- ***The Cataloguing and Classification Section***: This section takes over from the collection development section. After the books have been purchased and processed they are transferred to the cataloguing and classification section, where they are catalogued and classified into different subject areas. It is in this section that they are transferred to the various reading rooms depending on the subject discipline.

- ***The Reference Section***: In this section, the materials there are tagged "Not for loan" unless by the discretion of the College Librarian who feels that certain materials could be given out but conditions are attached to such actions. The materials in this section can just be consulted within the confines of the library. For example, encyclopedias, almanacs, directories, who is who, dictionaries, and subject dictionaries, among others.

- ***The Serial Section***: The serial section houses all the journal publications. These publications could be in various forms, they could be yearly, monthly, bi-annually, bi-monthly, and comes in different volumes. These journal publications are of different subjects. They could be loaned out for a specific period of time to certain users. This particular section also acquires newspapers and users can come to acquaint themselves of the happenings within and outside the country. Also, clippings are done in this section, that is extraction of very germane points from either magazines or the newspapers and are clipped to a particular surface which is another means of information dissemination. The section assists users who are familiar with journals to improve on their research skills.

- ***The Circulation Section***: The major work in this section is daily charging and discharging of information materials, also registration of users and loaning out of books. The section forms the basic entry point into the library and the onus falls on the staff present there to comport themselves well and attend to the users promptly not frowning at them.

- ***The Virtual Library Section***: This section deals with information technology of the library. It is a section where users can come and consult the internet for different kinds of information which can aid them in their research work. Also e-books can also be consulted to further boost their research prowess.

- ***The Audio/Visual Section***: This section is directed at assisting users either with special needs or active users. There are different types of information giving materials in this section. They could either be in record cassettes, like audio or video, there are also video cassettes, CDs and other forms of information dissemination materials. It should also be noted that this section also serve users with visual impairment and also users with low vision. The visually impaired users make use of audio cassette players, while the low vision users make use of what is called the smart view. The smart view is designed in such a way that it has a monitor and a surface where such documents are placed and increased to the point where such user can easily see what is being displayed on the monitor.

- ***The Reprographic Section***: This section consists of two major units, the photocopying unit and the bindery unit. The photocopying unit assists users to duplicate information materials that are deemed important and necessary to their specific line of research. The bindery section focuses on the repair of damaged books in the library and also binding of students' projects.

These are the various sections in the library and each one has been identified to perform one basic function or another. Looking critically at the area of inclusive education, the library should therefore provide a conducive environment for reading where all users can be carried along, and none will be left unattended to. In the sense that, there should not be any form of discrimination whatsoever, between users with any form of physical challenge and the active students.

Each user should be treated as part of the system, when a set of students are left unattended to they become withdrawn hence, learning becomes impossible, whereas when allowed to learn in the midst of the active students they would relate more to the subject instead being confined to a particular classroom.

Inclusive Education

Mashiya (2003), opined that the term "inclusive education in this study means the integration of children with special educational needs as part of the regular class. This is the type of education which will ensure that children with special educational needs are educated alongside with their non-disabled peers in an ordinary class setting. This implies that the provision of services and support is brought into the mainstrearn".

Primarily, inclusive education looks sternly at the fundamental shift from what has already being known into a definitive meaning and purposeful planning of young people and children, and restructuring of ordinary schools to become well befitting for young people and children who have one special need or another, as regards education.

In the concept of inclusive education, the attention given to the student with special needs, cannot be stretched out of proportion. It is imperative that such student should be introduced to the concept of Education to become productive in life, and also value to the environment and society.

Such students with special needs need attention that cannot be quantified. It is expected that the teachers and instructors of these students are well groomed and prepared to undergo such task. In the sense that, the different learning aids that I are needed should be well prepared for them, and also readily available, for learning to take place.

This concept of Inclusive Education is directed at schools, centres, and the different educational system which are accessible to all students, without looking at or considering their physical impairments. In order for this to happen, teachers, the school, and the educational system should develop policies and educational curriculum that will accept such kind of students in the educational setting.

Concept of Inclusive Education: Special Needs Education Approach

Inclusive Education accommodates all kinds of circumstances, the psychological balance and performance of the students, which also affect their responsiveness to attaining education. This encourages the provision of learning environment which will be good for early childhood education to the developmental stage where attention is not shifted from the students with special needs.

In his statement in the Salamanca Project, Major (1994) posited that, "Special needs education cannot advance in isolation. The future is not fated, but will be fashioned by our values, thoughts and actions".

Inclusive Education in Nigeria

The approach to the concept of inclusive education in Nigeria cannot be overemphasized. Teachers and instructors of learners who have one special need or another have been saddled with the responsibility of caring for such students.

In order for inclusion to actualize the germane objectives, all educational practices ought to be child-centered (UNESCO, 1994). This really shows that teachers need to find out the areas all of their students are socially, culturally, and academically stable to facilitate the best learning process (Gildner, 2001). A logical consequence of this realization is that these teachers will need to acquire skills in curriculum-based assessment, team teaching, mastery learning, assessing learning styles, cooperative learning strategies, facilitating peer tutoring, or social skills training. Given that children have varied learning styles or *multiple intelligences* (Gardner, 1991), both general and special education teachers must plan and coordinate classroom instruction to capitalize on each child's needs, interests and aptitudes.

The method and approach of the possible ways of disseminating information to educate children, mostly, the learners with special needs in developing countries, are greatly affected by external with less focus on the internal factors. This is due to the historical links that lies between the developed and developing countries. This kind of relationship has shaped Nigeria's policy on education in the recent years, which has clearly reflected on the most recent National Policy on Education having a strong view on inclusive education of children and youth with different types of special needs in schools (National Policy on Education, 2008). Also the education of these kinds of children will present to them some self worth and boost their morale in the location where they find themselves. Thus, the inclusive education paradigm in Nigeria (like that of other countries) has evolved out of the realization that all children have the right to receive the kind of education that does not discriminate on the grounds of disability, ethnicity, religion, language, gender, or capabilities.

The third world countries like Nigeria are now creating awareness to the fact that there are inequalities when it comes to educational opportunities for learners with special needs. Still, Nigeria and other countries in Africa, Latin America and Asia have, by principle, taken to different international protocols which may seek to improve equality in access to appropriate educational standard as directed in the Convention on the Rights of the Child (1989), the World Declaration on Education for All (1990), the Standard Rules on the Equalization of Opportunities for Persons with Disability (1993), the UNESCO Salamanca Statement for Framework for Action (1994), and the World Education Forum in Dakar (2000). Most importantly is the Salamanca Statement and Framework for Action (1994) which, states that:

> *Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all* (Salamanca Statement, Art. 2).

Conclusion

The library has a very important role to play when it comes to the issue of inclusive education, therefore, the library should be seen as an educational channel, where there can be interaction between the students with special needs and the active students. It is quite pertinent to note that every child at any given point has the right to education, not minding the state of any physical challenge whatsoever. Therefore, it becomes imperative for schools to ensure that there is no social stratum created among the students which may invariably affect the learning process of students with special needs. In essence, inclusive education should be practiced in schools and not discouraged.

Recommendations

The following recommendations were drawn:
- ❖ The students with special needs should be encouraged at every point to visit the library and make use of the resources available at their disposal.
- ❖ The librarians and the library assistants should not discourage the students with special needs by their attitudes, the rather they should be endearing towards them.
- ❖ At the point of using the library these set of users should not be separated but should be allowed to mix with other users.

❖ School administrators should be educated in such a way that they know that education is important for every child no matter the kind of physical challenge(s) they may have.
❖ Inclusive education should be encouraged in Nigerian system of education and exclusive education should be discouraged.
❖ Students with special needs will be able to relate more with other students and feel they are part of the system not ostracized from the community when inclusive education is practiced.
❖ There should be no form of segregation in the school system, where a class is created for learners with special needs and another for the non disabled students

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TEACHING OF ORAL ENGLISH TO THE VISUALLY IMPAIRED LEARNERS: IMPLICATIONS AND CHALLENGES TO LANGUAGE TEACHERS

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─────────────────────────Abstract─────────────────────────
When the young child's biological and psychological needs are satisfied, he feels physically and emotionally secured, resulting in a balanced personality. If the visually impaired child is properly handled in the important years, he adapts well and grows up a well-adjusted person who will accept his blindness with all its limitations and face life with confidence, courage and perseverance. If not, he may be maladjusted, dependent, ill-tempered, morose and unhappy. The future and hope of the visually impaired students depend largely on their educational background which includes the ability to have a good command of the English language. Interestingly, the English language is a subject that millions of people consider to be dreadful either due to the rules that guide sentences production in the language or mother tongue interference. More dreadful is the English phonology, which many students considered to be a 'monster' to be avoided if possible. Often students' performance get worsening in phonetics and phonology on yearly basis across educational levels. If this is the case with the sighted students, then the situation with the visual impaired learners can ever be imagined. It is on this premise that this paper examines the factors responsible for the poor performance of the usually impaired in English as well as the challenges for the teachers. Recommendations were offered for a better performance.

Introduction

Quite a couple of decades ago, the government realized that education would be the right of every Nigerian, and not just a privilege. This concept of universalization of education led to the launching of the Universal Primary Education Scheme in 1976, and followed soon afterwards by the declaration of the National Policy on Education, 1977. The policy spelt out clearly the need for the education of handicapped, gifted and normal children.

The National Policy on Education (2004), section ten, paragraph ninety-four defines special Education as a formal educational training given to people (children and adults) with special needs. The policy classified such 'people' into three main categories namely the Disabled, the Disadvantages and the Gifted and Talented.

"The Disabled" according to the policy refers to the people with impairments (physical, sensory) and because of these impairments/disability can not cope with regular school/class organization and methods without formal special educational training. In this category included the following:
a) Visually impaired (blind and partially sighted)
b) Hearing impaired (deaf and the partially hearing)
c) Physically and health impaired (deformed limbs, asthmatic)
d) Mentally retarded (educable, trainable, bedridden)
e) Emotionally disturbed (hyperatuctive, hypoactive/ the socially maladjusted/ behavior disorder.
f) Speech impaired (stammerers, stutterers),
g) Learning disabled (have psychological/ neurological, educational phobia or challenges).

h)   Multiply handicapped.

The policy further states the aims/ objectives of special education as follows:
(i)   To give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, sensory, mental, psychological or emotional disabilities notwithstanding;
(ii)   To provide adequate education for all people with special needs in order that they may fully contribute their own quota to the development of the nation;
(iii) To provide opportunities for exceptionally gifted and talented children to develop their talents, natural environments/traits at their own pace in the interest of the nations economic and technological development.
(iv)   To design a diversified and appropriate curriculum for all the beneficiaries. (N.P.E, 2004)

Obviously, the future of visually impaired students depends largely on their educational background which includes the ability to have a good command of the English language. The reason for this, is again obvious.

The English language is one of the subjects taught in our schools, and in addition, it is a compulsory subject to be passed (at least at a credit level) in gaining admission to study any course in any tertiary institution in Nigeria. Historically, through religion, trade and colonialism, English crept into Nigeria, first as a foreign language and later as an 'irreplaceable' functional language in the country. Hence, English assumed and remained the national language of communication, administration, politics, social life and education.

The Structure of English

The English language, like any other language cannot exist in a vacuum. Rather, the language has a structure that consists of a number of linguistic units. Such linguistic levels are phonology, syntax and semantics. Each level can be compared with the different supportive pillars of a building, the fall of a pillar, resulting in the near collapse of the entire building. Our focus in this paper is the phonological level, its teaching and learning processes, especially as it involves the visually impaired and the challenges as well as the classroom implications to language teachers.

The English Language Phonology: An Overview

Phonology is the description of the systems and pattern of sounds that occur in a language. It involves studying a language to determine its distinctive sounds and to establish a set of rules that describe the set or changes that take place in these sounds when they occur in different relationships with other sounds.

The smallest segments of sounds that can be distinguished by their contrast within words can be grouped together into phonemes. Phonemes (vowel and consonant sounds) are abstract units that form the basis for writing down a language systematically and unambiguously.

Written English and spoken English are obviously different things. Writing consists of marks on paper which make no noise and are taken in by the eye, whilst speaking is organized sound, taken in by the ear. In fact, there is a great discrepancies or inconsistencies between spoken English (phonology) and its written form (orthography). Take for instance, the following letters of the English alphabet and the way each of them assumes different pronunciation in different words or lexemes as exemplified below:

Example 1

Letter 'a' as in :
❖   father /a:/
❖   state /ei/
❖   many /e/

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❖ war / /
❖ village   /I/
❖ man _ ‾/ /

Example 2

Letter 'O' as in:
❖ pole _ / /
❖ move‾ /u:/
❖ love _‾/ /
❖ frog ‾/ /
❖ doctor‾ / /

English, like any language whatsoever using sound system is meant to be spoken comprehensibly all of the time if it is to play its vital role fully as a medium of communication between people. Consequently, the rationale for studying phonology (spoken English) as itemized below can not be over emphasized.

(i)   It helps the learners of English as a second language to overcome psycholinguistic problem like mother tongue interference.
(ii)   It assists the learners to be able to distinguish between wrong and right pronunciation.
(iii) It is a way to achieving comprehensibility and international intelligibility by being able to speak in a way that we will be understood wherever English in spoken in the world.
(iv)   The mastery of the first two basic language skills (listening and speaking) in a sine qua non to the study of phononetics and phonology, hence, this will help the learners to master the other two language skills: reading and writing.

Generally speaking, there is no much correlation between the way words are spelt (orthrography) and the way they are pronounced (phonology) in English. This is why it may interest a layman to observe the inconsistencies in the following sets of words as regards their spelling and pronunciation.

➤ 'cite,' 'sight', 'site' all are pronounced as
➤ 'bye', 'buy', 'by', all are pronounced as
➤ 'key' and 'quay' both are pronounced   as
➤ viscount
➤ plumber
➤ corps
➤ course
➤ know
➤ cadre
➤ suite
➤ colonel
➤ bourgeois
➤ amoeba
➤ canoe

In the same vein, it may be interesting to a non-linguist that the underlined letter(s) in each of the following words are silent and as such not meant to be pronounced.

often	debt	condemn
knit	empty	wrestle
yolk	gnash	psychology
listen	chalk	castle
bomb	walk	psalm, etc

A brief look at the English language consonant and vowel sounds gives an indebt knowledge of the technicality of Spoken English or Phonology and why this aspect of the language has remained a quagmire not only for the visually impaired but also for the sighted students.

The English Sounds and Letters

In phonology, there is need to differentiate between letters of a language and its sounds. Although the two both have the same broad categories i.e the consonants and the vowels, they have distinction. For instance, in the English Language we have 26 letters of the alphabet whereas there are 44 vocal sounds while the letters of the English language have 21 consonants and 5 vowels, the sounds have 24 consonants and 20 vowels.

Another distinction between sounds and letters is in the symbols used to represent sounds on paper. In English, it is not every letter that has the same representation in speech. For example, the word spelt 'c-o-m-e' in pronounced /   / (note that sounds are always put in between two slanting strokes) the four letters have thus been transformed into speech sounds. Interestingly, one will notice that the letter "C" in "come" has become /k/ in speech. The same thing happens to letter 'C' in "cane" "cup" , 'coup', "cock", "cake" , etc. On the other hand, the same letter "C" is pronounced /s/ in words such an "nice" , "lice", "ice", etc. All these clearly show that the English letters and sounds do not have a one-to-one relationship as we have in most Nigerian languages.

The English Consonants

The consonants differ from the vowels in one important way: when a vowel is produced, air flows from the lungs without any obstruction but when a consonant is pronounced, the flow of the air from the lungs in interrupted somewhere in the vocal cavity (mouth) A consonant is, therefore, a speech sound which is produced with the obstruction of air stream. The obstruction could be "partial" or "total". Three factors are usually considered in the classification of consonants. These are "place of articulation", "manner of articulation" and "state of glottis". The chat below shows the classification according to these features.

Table I: English Consonants

Manner of articulation	*State of Glottis*		*Place of articulation*
	Voiceless	*Voiced*	
STOP (PLOSIVE)	p	b	bilabial
	d	d	alveolar
	k	g	velar
	f	v	labio-dental
FRICATIVE	ө		dental
	s	z	alveolar
			palato-alveolar
	h		glottal
AFFRICATE			palato-alveolar
LATERAL		l	alveolar
LIQUID		r	alveolar
SEMI-VOWEL		w	bilabial
		j	palatal
NASAL		m	bilabial
		n	alveolar
			velar

Classification of Vowels in English

A vowel sound is a speech produced without any obstruction of the airstream flowing from the lungs to the mouth. The vowels in English are classified into two main groups: pure vowel (also called monothongs) and diphthongs. The pure vowels are sub-classified into short vowels and long/tensed vowels. The diagram below shows the classification clearly.
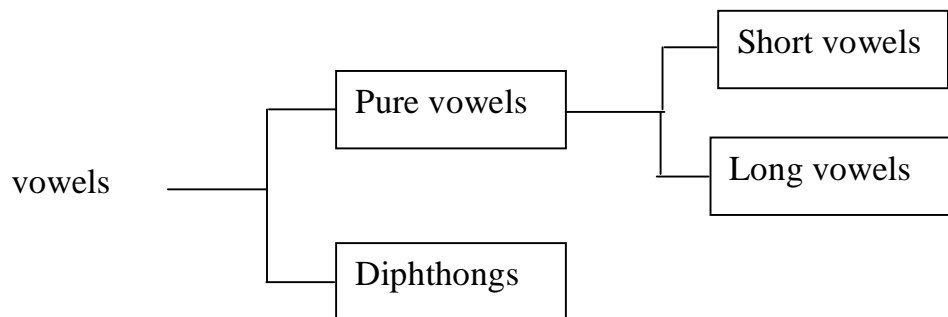
Fig 2: classification of the English vowels

The pure vowels are as follows:
1. /i:/ as in beat, see, key
2. /I/ as in kick, sit, kit
3. /e/ as in key, bed, hen
4. / / as in cat, plaint, cap
5. /a:/ as in car, part, bard
6. / / as in pot, cock, lot
7. / / as in port, war, sought
8. /u/ as in put, foot, good
9. /u:/ as in woo, soon, two
10. / / as in hut, blood, jug
11. /3:/ as in girl, herb, bird
12. /ə/ as in above, alone, baker

Diphthongs

The diphthongs constitute eight out of the twenty vowel sounds of the English language. A diphthong is formed by the combination of two pure vowels. In its production there is a movement or glide from one vowel to the other. Serially, they are presented as follows:
13. /eI/as in mail, pay, cake
14. /əu/ as in home, wad, coal
15. /aI/ as in eye, high, I
16. /au/ as in how, cow, loud
17. / / as in boy, joy, oil
18. /Iə/ as in tear, hear, here
19. /e ə/ as in pair, care, hair
20. /u ə/ as in poor, sure, tour, etc.

The Challenges of Teaching Spoken English to the Visually Impaired

The English Language is a subject which millions of people consider to be dreadful either due to the rules that guide sentence production in the language or mother tongue interference. More dreadful is the English phonology which many students across all educational levels would love to avoid at all cost if possible. Often, students consider phonetic symbols as being mysterious while phonetic transcriptions to them appear terrifying. If this is the case with the sighted students then the situation with the visually impaired is better experienced than imagined. Little get wonder then that students' performance get worsening yearly in public examinations in English. Even at a level above secondary school ladder, the performance of the visually impaired students is not all that encouraging. Below is a comparative performance of a group of visually impaired students in the Department of English, Federal College of Education (Special) in some phonology related courses and others. The results were for 2011/2012 and 2012/2013 sessions. The phonology related courses include the following:

Course Code	*Title*
ENG 112	- Introduction to phonetics phonology
ENG 121	- Speech work
ENG 214	- Phonetics and Phonology

The non-related phonology courses include :

Course Code	**Title**
ENG 211	- The Structure of English
ENG 222	- Composition
ENG 223	- Varieties of English

Table 1: Performance in Phonology related courses

Candidates	*Course code/ score*	*Grade*	*Course code/ score*	*Grade*	*Course code/ score*	*Grade*
NUMBER	ENG 112		ENG 121		ENG 214	
A XXX97	46	D	51	C	37	F
B XXX40	43	E	63	B	50	C
C XXX41	40	E	55	C	53	C
D XXX55	55	C	45	D	36	F
E XXX61	62	B	47	D	37	F
F XXX75	52	C	41	E	34	F
G XXX69	40	E	51	C	27	F
TOTAL	338		353		274	

Analysis

From the above table, the individual performance of each candidate/student is self-explanatory as each score/ mark obtained is out of 100. The overall percentage performance of the group in Eng 112 is 48.3%, in Eng 121, 50.4% while the group had 39.1% in Eng 214. The group performance in non-phonology related courses can only be said to be fair and not much better. The table below presents the results.

Table 2: Performance in non-phonology related courses.

Candidates	*Course code /score*	*Grade*	*Course code/ score*	*Grade*	*Course code/ score*	*Grade*
NUMBER	ENG 211		ENG 222		ENG 223	
A XXX97	43	E	42	E	48	D
B XXX40	67	B	44	E	45	D
C XXX41	74	A	61	B	71	A
D XXX55	51	C	51	C	44	E
E XXX61	50	C	66	B	50	C
F XXX75	43	E	40	E	46	D
G XXX69	56	C	52	C	42	E
TOTAL	354		356		346	

Analysis

From the table above and for brevity, the overall percentage performance of the group in ENG 211 is 55%, in ENG 222; 51% and in ENG 223,49.43%. With the exception of candidate "C" whose performance was singularly impressive other candidates fall on the border line; even in non- phonology related courses. However, it has been established and should be noted that comparatively visually impaired students perform worse in phonology related courses.

The main reason for the general low performance of the visually impaired students in English is not far fetched. The visually impaired students received lectures along with sighted learners in

the same classroom environments. Most often, they were given the same assignments. To make matters worse, evaluation is carried out with the same barometer or yardstick for both groups of students.

Ifeska (1999) has also asserted that the cause of poor performance of the visually impaired students in English is partly as a result of inaccessibility of the training of regular teachers who found it difficult to teach effectively this category of learners.

Again, lack of collaboration between the vision teachers and the ESL teachers is another contributory factor. It is not frequent seeing lecturers in English Department consulting the visually impaired lecturers about topic or aspect of English they want to teach the visually impaired learners. Consequently, the ESL teachers often teach the class as if all the students were sighted. Furthermore, paucity of relevant brailed textbooks for courses like phonetics and phonology, Speech Work and practical listening skills also contribute to the low performance of the students. Since most of their lectures were abstract, the visually impaired learners were forced to memorise the speech sounds in order to scale through in the examinations. In addition, most lecturers are not familiar with the psychology and peculiarities of the visually impaired learners in the classroom. This has also contributed in no small measure to the students academic challenges.

Recommendations

The journal of the international Phonetics Association (2005) strongly advised that there should be phonetics instructor who would help the ESL teachers in explaining the rudiment of phonetics and sounds to the visually impaired learners. We strongly recommend that this suggestion should be put into use.

Secondly, updated brailed texts in Phonetics and Phonology should be made available in both the college and the departmental library for consult by person with visual impairments. The audio lingual and audiovisual sections in the college library should be well equipped.

Thirdly, modern inventions of tools that meet academic pursuit of the visually impaired learners should be made available. Such tools include Braille machine, Speech synthesizers, vibrotactile devices, sonic guide, tongue display units and other assistive technologies.

Conclusion

The loss of sight among the visually impaired students does not mean a loss of intellectual ability. In other words, visual impairment is a disability and not as such, an inability. In this paper, we have examined in brief, nature of English phonology vis-à-vis the performance of the visually impaired learners in phonetics related courses. The paper explores the factors responsible for the poor performance of this category of learners in English as well as the challenges for the stakeholders. It also submits that if qualified teachers use the best model of passing instruction to the visually impaired learners, in addition with provision of needed materials, better performance would be achieved among the visually impaired students learning oral English in Colleges of Education.

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TOWARDS EFFECTIVE IMPROVISATION AND UTILIZATION OF INSTRUCTIONAL MATERIALS FOR QUALITATIVE TEACHING AND LEARNING IN NIGERIAN SECONDARY SCHOOLS

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──────────────Abstract──────────────
A teacher needs instructional materials during the teaching process to help him achieve the stated goals and objectives. Dearth and inappropriate utilization of instructional materials in secondary schools today can be traced to teacher's lack of training and initiative in its improvisation and use. The resultant effect is poor assimilation which results in no learning and woeful performance on part of the students. This paper therefore focuses on the need for improvisation and utilization of instructional materials to enhance teaching and learning in secondary schools. The concepts of instructional materials and improvisation with their potentials in teaching and learning are explored. The basic skills and procedures in improvising some simple instructional materials and utilization techniques are presented among others. The paper recommends timely organizing of workshops, seminars and training for teachers on improvisation and utilization of instructional materials to improve their skills as well as teaching and learning in secondary schools.

Introduction

In teaching and learning contexts, teachers are expected to be imaginative, resourceful and creative. These processes involve the ability to observe measure, identify problems and evolve possible alternative solutions, discover inherent relationships in a problem situation; design and revise models; develop positive attitudes, and recognizing the limitations of different strategies employed. Adequate possession of these potentials would enable the teachers use their initiatives to improvise any material to improve the quality of instructional delivery in the classroom.

Empirical studies such as Ajibade (2007) and Ogunlade (2007) have shown that most teachers from the primary to the tertiary levels lack the basic skills needed for improvising and utilizing instructional materials. This could be attributed to the poor training they received in their colleges and universities. Where such materials are available, some teachers lack the technical know-how of proper use of such materials. This will be at the detriment of the students who are at the receiving end.

Availability and proper use of instructional materials in school depend on teacher's background and training in educational technology which is a compulsory course of study in teacher education programme. Unfortunately, despite the clarion call for professionalizing teaching profession, hackened and untrained teachers who are graduates of Polytechnics and other University faculties other than that of education littered the teaching profession. Teaching appointment at all levels is based on "man-know-man" and "who-is-who" while merit is thrown into the dustbin. These culminated into dearth of equipment and materials needed for teaching and learning in our schools. Couple with these is socio-economic and geo-political variables, limited industrial and technological experience, poor funding of education and non-challant attitude of our leaders to education because schools will only produce critics not contracts or twenty-five percent kick-back. Hence, this paper focuses on the need to develop teachers' skills

in improvisation and utilization of instructional materials to improve the quality of teaching and learning in Nigeria secondary schools.

Instructional Materials

These are devices and strategies adopted in the school to enhance teaching and learning. They are tools in the hands of the teacher to supplement the teaching ptogramme for introduction, presentation, revision, remediation or evaluation. According to Adeyannju (1999), instructional materials are designed to be used to meet the obligation of the teaching and learning process. Thus, they should be produced in such a way that in the absence of the teacher, the students can learn if they have access to the media that will present the information required. Instructional materials are educational resources that serve as tools for knowledge acquisition in a formalized system or education. If adequately applied, they can provide learning experiences. They can foster understanding and help learners remember what they have learnt.

Ajibade (2013) quoting Allen (1963) writes that instructional materials are devices which present a complete body of information and largely self-supporting rather than supplementary in the teaching-learning process. They are materials for problem solving approach in education, a way to bring home a complex idea and include a rational thinking about the wholesomeness of education. Hence, instructional materials are items or equipment, personnel and infrastructures which are used for teaching and learning activities.

According to Ajibade (2007), instructional materials are concerned with the whole process of acquiring knowledge. This process involves the learner, content, teacher, methods, materials (human and non-human) as well as other components of educating agencies. The integration of these various components not only enhances effective and efficient teaching and learning in the classroom but also promote self-directedness and actualization in learning outside educational need. They are what the learners may be directed to or turn to in the development of their ability to learn, think, feel, discriminate or create. They are range of materials and equipment or even people which make visual as well as aural impressions on the learners. They stand for wholesome materials for learning and teaching techniques of instructional design which include objectives, procedures and evaluation of teaching and learning activities. Instructional materials include anything which can be object of study or stimulus to the people or an aid to the teacher. They are developed to expand learning materials, beyond "talk and chalk, "teacher and textbook" and to enhance effective teaching and learning. Empirical studies have revealed that students learn better with concrete object than in abstraction. With the use of instructional materials, students would be motivated and learning would become permanent.

The focus of instructional materials in teaching and learning is to bring learners closer to the subject matter be it in pictorial representation or feeling the object so that by a close study of all, they may cultivate a sense of awareness and critical judgments hence, instructional materials are tools which emphasize the projected and non-projected aural to solve educational problems. They could be used to introduce a lesson and to present new materials, clarify a subject or discussion or summarize a lesson. Instructional materials could be seen as anything in the environment which may be of value in forwarding the thinking and understanding of learners. Examples include books, magazines, newspaper cuttings, real objects, specimens, models, toys, aquarium, radio, television, video sets, overhead projectors, film strip/slide projectors, chalkboard, flannel and magnetic boards, computers, flip chart, realia, puppet, maps and globes, etc.

The use of these instructional materials in teaching and learning parlance helps the learners to comprehend facts presented in abstract form. They permit the learners (young and old) to employ the various senses for an all-round development since they permit the learners to see, touch, hear, and smell and in some instance, taste. Some instructional materials enable learners to learn in the absence of the teacher, hence, they aid individualized instruction.

Instructional materials can be locally or commercially produced. The basic difference is that materials for local production are available in our immediate environment thereby making

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improvisation easy. For instances, mounted display, flipcharts, models and the like are easy and cheap to produce. The commercially produced ones are very costly but are easier to replicate, store and retrieve. Examples of such costly materials include computer, audio player, video recorder, 16mm/8mm movie projector, slide projector, filmstrip projector, overhead projector and the like. When instructional materials are adequately utilized, they remove the difficulty in the learning environment.

Benefits of Instructional Materials in Teaching and Learning

Instructional materials have the following benefits when properly used for teaching and learning purposes.
1. They develop a continuity of thought: this is especially true of motion pictures.
2. They supply a concrete basis for conceptual thinking and reduce meaningless word responses.
3. They provide experiences not easily obtained through other materials and contribute to the efficiency, depth and variety of learning.
4. They make learning more permanent.
5. They contribute to growth of meaning and hence to vocabulary development.
6. They have a high degree of interest for pupils.
7. They promote individualized instruction.
8. They offer a reality of experience which stimulates self-activity on part of the learners.
9. They can be used to arrest and sustain attention.
10. They can be used to guide thinking and induce transfer of learning.
11. Misconception and misinterpretation can be arrested if facts are presented through graphic materials like charts, posters and photographs (Hoban et al, 1949; Dale, 1954; Erickson, 1965; Abiodun, 1983; Adeyanju, 1985 and Ajibade, 2007).

Conceptualizing Improvisation

Improvisation means using locally available materials as substitutes for the original or factory made ones. Hence, to improvise means to substitute for the real thing. It is making of substitute from available material when the real equipment is not available. Akanbi (1993) conceives improvisation as a creative conceptualization, design and production of instructional materials as substitutes to an original type which might be too expensive to purchase, whose constituent element or structural make-up might be rare to find. Ogunlade (2007) quoting Ango (1985) sees improvisation as substituting something in place of another to serve a unique function; altering the shape or outlook of a thing to serve a function other than that originally a tool, materials or equipment into another form and devising an idea or materials as means of solving a problem in hand. From the foregoing, it could be said that improvisation is a matter of using both the head and the hands in constructing instructional aids from available local materials. A resourceful teacher can always look for alternative ways of achieving his objectives by using self-made instructional aides.

Objectives of Improvisation

The objectives of improvisation include among others;
1. To make available materials that is not costly but effective.
2. To make a suitable materials in place of the original which is not available or too costly.
3. To produce a durable material that can stand the test of time.
4. To ensure that learning is possible without the original instructional materials (Ajibade, 2009).

Reasons for Improvisation

Among the reasons for improvising instructional materials are;
i. Paucity of funds, materials and time.
ii. Differences in cultural setting.

iii. It encourages learning by participation.
iv. It will boost the ego or morale of the teacher and bring out the inherent skills in him.
v. It makes learning more realistic because it deals with things within the local environment (Akanbi, 1988).

A resourceful teacher can use improvised materials to make teaching and learning meaningful and as well re-models imported teaching aids to suit his local conditions.

Advantages of Improvisation

i. Useful in times of high inflation and shortage of money.
ii. It can inspire people to produce more products and equipment for their school.
iii. It can bring out the inherent skills in some people.
iv. It gives satisfaction and boosts the moral of the inventor.

Developing Improvisation Skills

There is no special skill or training programme than those learnt at the undergraduate level whether in the Colleges of Education or University, then later as a professional teacher on the field. Practice they say makes perfection. It is a great avenue for skill acquisition. What one participates in or learns through practical is not easily forgotten.
On the other way round, a teacher can follow some guidelines on improvisation as enunciated by Ojibara (1999) as follows;
(i) The teacher should be familiar with the content of the syllabus.
(ii) He should know the appropriate instructional aids to use in teaching various topics in the course.
(iii) He should be conversant with instructional aids or apparatus that are available and the ones that could be improvised.
(iv) He should decide which ones should be bought and the ones he could improvise.
(v) He should attempt to improvise even if an imported one is available.
(vi) He should explore the local environment such as the market, craft centers, blacksmith, workshops, rivers and the like to assess the availability of local materials for his work.
(vii) The teacher can consult books for guidance on how to carry out experiments and activities, e.g. laboratory manual.
(viii) As much as possible, students should be involved in the construction of improvised apparatus.
(ix) Individual initiative should be encouraged and students' efforts commended.
(x) He may not have necessary skills in the construction but can hire the services of the local craftsmen.

Improvising some Simple Instructional Materials

The new UNESCO source Book (2006) for teaching gives a list of likely resources as well as materials abound in rural areas for improvisation as follows: cages of animals, empty cans and tins, pond, vegetables and flower garden, building under construction, an abandoned farmland, an apiary for bee observation, a sawmill and a wood or forest. These materials are within reach by both teachers and students. It only requires a creative and reflective mind to put them into proper shape for instructional purposes. To ensure effective and appropriate improvisation of instructional materials, a teacher should do the following;

a. Identify the items to be improvised.
b. Study and understand the basic principles involved in improvisation of such material(s).
c. Design and draw a rough sketch of the items.
d. Make a list of the required materials for improvisation of such materials.
e. Collect the materials required.
f. Construct the item according to the given procedures (NERDC, 1987).

Examples of Improvised Instructional Materials

The following items and materials can serve as improvised materials for teaching and learning purposes either at the primary or secondary level of the education system.
1. Rain-gauge: medium size Bournvita/Milo container, funnel, small jar for bottle
2. Test tube: discarded syringe or tooth brush tube
3. Breaker: uncolored glass tumbler
4. Delivery tube: discarded biro
5. Pieces of magnet: from discarded amplifier
6. Scale pan: lids from can
7. Spirit lamp/kerosene burner: an empty jar bottle with the lid
8. Evaporating dish: lids from cans and cleaned with sandpaper
9. Alcohol: local gin (Ogogoro)
10. Dissecting needles: bicycle spokes cut to sizes

In improvisation with paper pulp/paper Mache, it is important to find old newspaper and do as follows:

Tear the newspaper into pieces and soak in water for sometime. When it is soaked, squeeze out the water and put in a mortal or on a rock. Pound it properly. Pour and mix starch with it. Ensure that the starch is neither too little nor too much. Make sure that you knead it very well till it looks smooth. You can now mould into shape whatever materials you need such as mask, radio, circulatory system, world globe, television, chair, table, etc.

In addition, many audio-visual equipment use electricity; in the rural area where there is not power supply, a car battery can serve as substitute to show film and operate television. You may employ the services of an electrician who knows about wiring to make your materials work.

Modes of Improvisation

Improvisation can take the following forms:
a. Originality of idea: This is a creative invention where the teacher uses his original thinking for producing the materials he needs.
b. Adapting other people's idea: This involves manipulation or adapting materials already in existence in the environment to meet ones needs. It is called adaptive improvisation.
c. Making children educational material: The teacher can make use of learner to explain concepts or clarify things. For instances, a teacher may use male or female to explain the concept of marriage as well as types of family.
d. Using community and local resources: This includes visit to museums or places with important aspect of the society at the benefit of the pupils or invite resource persons such as the doctor, lawyer, artisan, soldier, civil servant, historian, politician, pastor and others to the class to deliver a lesson on the relevant areas of their jobs.

Utilization of Instructional Materials

According to Ajibade (2007), the following guidelines must be considered for effective use of instructional materials.
1. There is a need to familiarize oneself with the material before using them in the class.
2. There must be adequate preparation of the class for use of the materials.
3. Materials are to be used as an integral part of the lesson.
4. Prepare the follow-up activities and ensure that the class carries out the activities.

Adekomi (1998) itemized the vital guidelines on effective use of instructional materials as follows:
1. Use should be consistent with objectives.
2. User must familiarize themselves with the material content.
3. Materials must be appropriate for the instructional format (mode), capacities and learning styles

4. Materials must fit student's capabilities and learning styles.
5. No single resource is best for all purposes.
6. Materials should be assessed on the relevance and suitability.
7. Materials should be chosen objectively and not on the basis of personal preference.
8. The physical conditions that surround the uses of materials affect significantly the results obtained.

Based on the foregoing, it could be said that an important beginning point in the use of instructional materials is to specify the objectives or the purpose for using them. This could be to teach simple facts, identification of task, concepts, procedure or an attitude. They should be properly used and managed. Adequate care should be taken to ensure their safety and proper maintenance before, during and after use.

Conclusion

It is a bitter fact that the government cannot provide every need for teaching and learning, most especially instructional materials. Most equipment and materials needed for teaching and learning in our schools from the primary to the tertiary levels are in short supply owing to socio-economic and geo-political variables. A teacher has to be trained in the art of improvising and utilizing instructional materials. Hence, they must be creative, imaginative and resourceful. A resourceful and dynamic teacher can improvise a lot of instructional materials to make teaching and learning more meaningful. Improvisation is useful in times of high inflation and storage of money. It can inspire people to produce more products and equipment for instructional purpose. Improvisation can equally bring out the inherent skills in some people, hence, it gives satisfaction and boost the morale of the inventor.

Recommendations

Considering the laudable and indispensable roles of instructional materials in teaching and learning, it is hereby recommended that:
1. More emphasis should be on the practical aspect of educational technology as a course which every undergraduate students in Colleges of Education and Universities, Faculty of Education must offer.
2. Conferences, workshops and seminars should be organized on improvisation of instructional materials as in-service training programme for practicing teachers to improve their skills.
3. The government should make adequate fund available to purchase materials needed for improvisation of instructional materials and to buy imported ones.
4. The government should employ an educational technologist in each school whose major duty will be to design and produce improvised instructional materials for teaching and learning. He should also train the students to enable them develop the needed skills.
5. The government should give special treatment in form of special salary structure to educational technologists considering their roles in the teaching and learning parlance.

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INCLUSIVE PHYSICAL EDUCATION IN NIGERIAN SCHOOLS: PROBLEMS, PROSPECTS, AND IMPLICATIONS FOR PHYSICAL EDUCATION TEACHERS

BY

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─────────────Abstract─────────────

The focus of this paper is to stimulate deep thought and reflection (whatever stage of personal and professional development, one is i.e. a trainee teacher, recently qualified, experienced practitioner or somebody working in an advisory or leadership capacity in physical education) on ones current knowledge, understanding of inclusive delivery practices. The paradigm shift from adapted, through mainstreaming to inclusive movement is bound to produce some problems and challenges which has implication for the P.E teacher. The paper therefore examines some statutory responsibilities that are placed upon the physical education teacher in relation to including pupils with special education needs in their programmes.

Introduction

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) hinging on Salamanca world statement on special needs education call on all government to adopt the principle of inclusive education, that is enrolling all children in regular schools, unless there are compelling reasons for doing otherwise. The 1994 Salamanca statement established a set of belief and proclamation related to the notion that every child has a fundamental right to education. The statement identifies what are considered to be core principles of providing children with the opportunity to learn, in an education system designed to take account of diversity, access to regular child-centred education and acceptance of inclusive orientation as a means of combating discrimination to build an inclusive society.

Teaching is often referred to as both an art and a science and consequently requires a combination of creativity and innovation, matched by theoretical reflection and refinement (Vickerman 2007)

According to Avramades and Norwich (2002), teachers are recognised as the main agent of the implementation of inclusive policy. However since this critical success factor has been identified, there is need to review the currency of the teachers existing practices so that the requirement statutory inclusion statement will be met. For the physical education teacher there is additional responsibilities since their job involves teaching physical skills in addition to the teaching of theoretical concepts.

What is Inclusive Education?

Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adult with a specific focus on those who are vulnerable to marginalization and exclusion (UNESCO 2004)

The Centre for Studies on Inclusive Education (CSIE 2002) defines inclusive education as a programme for all children and young people with or without disabilities or difficulties learning together in ordinary pre primary provisions, schools, colleges and universities with appropriate network of support. The essential marks of inclusive education are that its clients are not limited

to exceptional children in the traditional delineation of the term, but indeed all children having problem with learning and the normal children as well (Okobah 2007)

Ozoji (2004) citing (CSIE 2002) states that inclusive means enabling all pupils to participate fully in the life and work of mainstream setting, whatever their need or physical/mental capacities are.

According to Okunrotifa (2006) Inclusive education means education that is non discriminatory in terms of disability, culture, gender or other aspect of student or staff that are assigned significance by a society. It involves all students in a community with no exception and irrespective of their intellectual, physical, sensory or other differences, having equal right to access the culturally valued members of age appropriate main stream classes.

From Adapted Mainstreaming Inclusion

Winnik (2000) suggest that adapted P.E. is a sub discipline of physical education that allows for safe personally satisfying and successful participation to meet the unique needs of students, an individualised programme of physical and motor fitness, fundamental motor skills and patterns.

The field of adapted P.E. encompasses three main types of program: adapted corrective and developmental (Jansma and French 1994). An adapted program focuses on he modification of regular activities to enable individual with disabilities to participate safely and successfully. A corrective programme which focuses on the rehabilitation of functional postural and body mechanics deficiencies, and a developmental programme which focuses on basic fitness and motor skills training to raise students skills and abilities to the point where they can participate with peers.

Inclusive education is a term used to replace earlier terms that seek to remove the segregation and discrimination of children with special learning needs. Inclusive does not only replace such earlier concept as a mainstream, integration, open education, normalization and equal educational opportunities but encompasses everything these earlier concept stand for. In Nigerian, inclusion is not new as it was practised with visually impaired children as early as 1940s in some parts of the country (Obani 2001) however it was then found to be bedevilled by problems that makes it non functional.

Problem and Prospect of Inclusive Education

The mere placement of person with special need in a physical location with other student do not mean that inclusion will follow, automatically number of problem have been bedevilling the practice for example:
➤ Teachers finding it difficult to adopt traditional methods of educational assessment to meet the needs and concern of individual students with disabilities.
➤ Teachers often lack the training and experience needed to understand the individual needs and abilities of children with disabilities.
➤ Inclusion in some situation may be more like exclusion.

According to Aikomo and Salaudeen (2003) citing Obani (2001) example are the highly gifted, whose need may not be met when appropriate services are not provided for him in regular classroom, and the learning impaired who are bond to receive the lesson through interpreter rather than through direct instruction. This made inclusive education very demanding and challenging.

Ajobiewe and Rafiu (2008) also discussed some doubt and problem of inclusive education when they opined that inclusion may sound theoretical than realistic because
❖ There may be the tendency for teachers to forget or underplay the special needs of the child.
❖ The needed intervention may not be provided in required quantity and quality.
❖ It may be difficult to provide full individualised education programme for special needs children.

However not minding these reservations, Inclusive education is believed to provide the best solution for a school system which can meet the need of all learners not only does inclusive education for children with disabilities bring improved academic functioning, it also offers them the opportunity for socialization with their peers without disabilities in general education classrooms (Mansel & Semmel 1997).

Implications for Teachers Generally

According to Avramades and Norwich (2002) teachers are recognised as the main agents of the implementation of inclusive policy. Ajobiewe (1993) also concluded that teachers competency, skills, experience knowledge ability and capability are the most essential factors in the provision of successful inclusion service to the disabled.

Teachers of inclusive education should at all times be able to think out of the box i.e be open to change, have open minds, and have high expectation of children with SEN and what they can achieve.

Sugden and Talbo (1998) suggest that teaching children with SEN is merely an extension of teachers mixed ability teaching. This flexibility of teaching and learning strategy is central to successful Inclusive P.E. in the same vein, the fundamental factors in a successful inclusive activity for pupil with SEN is a positive attitude, suitable differentiation and a readiness to modify existing practices within P.E. lessons.

Depauw and Doll Teeper (2000) call for review of existing practice and procedure in order to provide a systematic approach to inclusion. However they further asked whether real change will actually occur if agencies and teacher will merely get on the inclusion policy bandwagon rather than fundamentally reviewing any necessary adjustment in working practices. What then are the implication of all these for the physical education teacher?

Specific Implication for Physical Education Teachers

In order to produce positive P.E. experiences for children with SEN it is vital not merely to address issues at a superficial level but more essentially to make a difference through inclusive delivery in practice. There are no recipe for becoming an inclusive teacher or an Inclusive school. It is not a mechanized format (Kileiver 2001). Therefore, these are what the P.E. teacher will do to brace up for inclusive delivery service and effective teaching of P.E.
➢ Since inclusive curricular make considerable demand on teachers the P.E. teacher has to become involved in curriculum development at the local level and be skilled in curriculum adaptation in their own classroom. Hence there is need for curriculum differentiation and appropriate teaching strategy (Obani 2002)
➢ Need to select and use teaching approaches and style that will be beneficial to students, provide individualized and personalised instruction and opportunities and create a positive environment where student can succeed (Winnik 2000)
➢ In term of attitude, the P.E. teacher need to underpin their learning and teaching practice with integrity and a recognition that they value and believe in the adaptation and change that are made to the activities they teach.
➢ In terms of accessibility, it is the responsibility of the teacher to make P.E. lesson accessible and relevant to the child with SEN. This support the social model of disability (Reiser and Mason 1990) in which teacher adjust their teaching in order to accommodate the needs of individual pupil rather than the child's disability (medical model) being seen as the barrier to participation.
➢ Dyson (1999) concern is that the curriculum needs to focus on how outcomes can be differentiated and measured for each child rather than focusing upon philosophical definition of equality. Therefore the P.E. teacher will need to have different expectation of some pupils with SEN and/or will need to modify assessment in ways that offer children with opportunity to demonstrate development of their knowledge and understanding.

➢ In order for P.E. teachers to qualify to practice inclusion they are required to have a through appreciation of aspect of anatomy, physiology neurology and psychology so that they can assist effectively with the assessment and support of children with fundamental difficulties.

➢ Teachers of an inclusive P. E. class should be emotionally matured patient, have a good sense of humour, creative and imaginative kind and understanding in all situations, and be enthusiastic to teach P E to all regardless of their capabilities in the performance of physical skills.

Generally for the P.E. teachers to be inclusion complaint teacher training providers, statutory agencies, schools trainee teachers and practitioners should structure their future training and development around these three factors i.e. curriculum adaptation (changing what is taught instructional modification (changing how we teach) and human or people resources (looking at changing who teaches or support adapted aspect of P E)

Practical Examples of Inclusive P. E. for Pupil with SEN

There are different handicapped condition attempt to classify these condition are severe and diverse. However the, following classification emerged mentally retarded, visually impaired, hearing impaired speech impaired emotionally impaired physically handicapped and of course the gifted (Hutzler, Flies, Chacham and Auweelec 2002).

Individual that fall within these categories have equal right access to everything normal person enjoys including education. It becomes incumbent on the teacher to assist each child to achieve their goals. For this to happen, Ekeleme and Nwaogu (1985) contend that the teacher must devise ways (special methodology) and means (special material) to assist each child to completely overcome or drastically reduce his problem so that he can realise his educational potentials.

The most important issue to bear in mind when adapting and modifying tasks is that the teacher should ensure that:
❖ Any modification and adaptation to the task does not affect its integrity.
❖ Any modification to an activity does not affect its curriculum relevance
❖ Any modification to small-sided or modified activities should be planned with the intention of moving to the full activity and with the use of full equipment if possible
❖ If utilizing such a strategy, it is vital that all members of the group understand the need for such adaptation (Shniger and Sherill 2000) in order that they can play to this rule during the game.

Here are some specific examples
1. ***Mentally retarded***: Mentally retarded individuals have poor motor coordination, lack physical and organic fitness and suffers poor posture. They, show slow progress in skill development and find it difficult to think in abstract. They can enjoy swimming, climbing over obstacles and lead up games, dances, singing games, top circle games e.t.c. Progressive method which involves starting the skill from simple to more difficult and manual guidance should be employed
2. ***Visually impaired***: Games of low organisation e.g. "hide and seek game", "who is in the garden", "ball in the ring" and other top game are valuable. The teacher can utilize the audible sound materials such as rattles, drums, bells and whistle. Emphasis verbal communication identifies oneself and other around them and don't leave alone without telling them you are doing so. The partially sighted will need large, bright coloured balls, ropes and other equipment to perform. The visually impaired can also succeed in athletics especially running (the use of ropes, covered wires, hand guides and lane mascers can be of immense assistance to the blind. Tennis, squash and other games involving small balls and rapidly moving ones can hardly be comprehended by the visually handicapped person.
3. ***Hearing impaired***: Okunrotifa (1992) recommended manual communication which involves body gestures and lip reading to explain skills to these set of pupils and buddy system

which involves using experience person (deaf or normal) to assist in performing the activities. Demonstration method of teaching skills will be more rewarding and meaningful. The use of percussion instruments will be helpful in teaching dances and rhythmical activities, because they produce some vibrations. The teacher should however note that the deaf will naturally encounter some difficulties in performing activities that involve balance and coordination.

Generally for the games, the P.E. teacher can use larger/light balls, low goal/target, larger goals, varying balls or equipment, size and weight, colour or texture. The boundary or playing field could also be decreased; playing area can be adapted while pattern is simplified. As regards time and actions, tempo can be varied, number of actions can be reduced, and frequent rest periods can be provided.

Conclusion

Inclusive P.E. for children with SEN requires a recognition and commitment to modify, adapt and change existing teaching, learning and assessment strategies, policies and practices. Persons with special needs should be given opportunity to develop physically and socially to the highest degree possible in physical education programmes. This should be done through well-structured and balanced P.E programme for person with special needs in order to improve their physical fitness status, motor proficiency, self-concepts neuromuscular functions and confidence.

Recommendations

1. Government should enact laws that would help in the implementation of inclusive education
2. Teachers who wish to specialise in inclusive education should be encouraged and given scholarship
3. Provision of general and basic courses of about four semesters to all prospective teachers who will teach inclusive education in regular schools. The training can also include in service and on-the-job training.
4. Government should make available the necessary sport equipment and facilities that would stimulate the interest of the exceptional pupils e.g. wheel chair and gymnasium. Classes should be kept small in all inclusive schools

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ADMINISTRATIVE CONSIDERATIONS FOR THE GIFTED AND TALENTED LEARNERS IN AN INCLUSIVE EDUCATION SETTING

BY

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——————Abstract——————
The uniqueness of the gifted and talented persons requires a special administrative programme for the successful implementation of special education for the gifted and talented persons. Thus, this paper highlights the concepts of inclusion and the general administrative provisions in terms of pedagogue and support system needed for optimal intellectual development and high academic attainment in an inclusive education setting.

Introduction

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students (Allen and Schwartz, 2000).

Inclusive education differs from previous held notions of 'integration' and 'mainstreaming, which tended to be concerned principally with disability and special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the schools duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with special needs and upon respect for their social civil and educational rights. Inclusion gives students with special needs skill they can use in and out of the classroom, "students learn the importance of individual and group contributions and develop valuable life skills that are often unexplored in less inclusive settings".

Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together (http//lib.syntetics.com/hw).isbn=1557348804/LCJPG).

Two types of inclusion exist. The first is sometimes called regular inclusion or partial inclusion while the other is full inclusion. Inclusive education is not always inclusive but is a form of integration. For example students with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day (Bowe, 2008). Whenever possible, the students receive any additional help or special instruction in the general classroom and the student is treated like a full member of the class. However, most specialized services are provided outside a regular classroom, particularly if the services require special equipment or might by disruptive to the rest of the class (such as speech therapy), and the students are pulled out of the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and or physical therapy and social work (Feldman, 2008).

In the "full inclusion setting", the students with special needs are always educated alongside students without special needs, as the first and desired option while maintaining appropriate support and services. Some educators say this might be more effective for the students with special needs (Feldman, 2008). At the extreme, full inclusion is the integration of all students, even those that require the most substantial educational and behavioral supports and service to be of special, segregated special education classes. Special education is considered a service,

not a place and those services are integrated in to the daily routines and classroom structure, environment, curriculum and strategies and brought to the student instead of removing the student to meet his or her individual needs. However, this approach to full inclusion is somewhat controversial, and is not widely understood or applied to-date (Kavale, 2002).

Persons with giftedness and talents are among the categories of special need persons due to their superior intellectual endowment. Special educational provision for the gifted and talented persons came to life in Nigeria since the inception of the National Policy on education in 1977. The policy is clear and unequivocal on the question of education for the gifted and talented when it stressed that the corollary to the UPE is that special education arrangements must be made for the exceptionally gifted, emphasizing that one of the objective of special education would be providing "opportunities for exceptionally gifted children to develop at their own pace in the interest of the nation's economic and technological developments" (NPE, Pg. 36). Section 8, article 56, sub-section 6 states that "The ministries of education will in consultation with the appropriate bodies provide special programmes for gifted children, but within the normal educational setup. This is a testimony to the fact that the policy of inclusion is a statutory educational provision for the gifted and talented persons.

Inclusive educational programme should therefore:
- Recognize the right to education and its provision in a non-discriminatory way.
- Have a common vision that caters for all children of same age range.
- Have the conviction that school has a responsibility to educate all children regardless of their ability or disability (Adekunle. 2008).

Inclusive education should also:
- Address and respond to the diversity of needs of all learners, recognizing that all children can learn (Adekunle, 2008).
- Provide appropriate response to the spectrum of learners' needs.
- Place particular emphasis on those groups of learners who may be at risk of marginalization, exclusion and under achievement.
- Identify and remove attitudinal constraints and barriers to participation and learning process, enable teachers to see diversity as a challenge rather than a problem.

Advocacy for inclusive education does not erode the special needs to be specially catered for. Including them (the gifted and talented) in the regular school system poses a serious challenge to the facilitator if their natural gifts and talents are to be maximally developed. One way of supporting learners to overcome the challenges to learning in an inclusive classroom according to Department For Education and Employment (DFEE) and Qualification and Curriculum Authority Department (QCA) in the United States of America (1999) is effective differentiation of tasks and materials.

Pre-requisites for Appropriate Instructional Delivery to the Gifted and Talented Learners in an Inclusive Education Setting

Inclusive education will be more successful if appropriate measures are taken on its implementation. The following steps should be taken in favor of inclusive education for the gifted and talented learners.

1. *Identification:* Inclusive classroom is a combination of heterogeneous learners. The gifted and talented ones among them should be identified. Identification exercise will reveal the strength and weakness of the concerned learners. This also paves way for appropriate instructional delivery to the students.
2. *Characteristics*: Teachers who are very significant factors in education setting need to understand the nature and characteristics of these unique learners. Erroneous interpretations of the attitudes of these learners may be detrimental to their intellectual growth. Such a miss-interpretation may lead the teacher to taking a wrong decision against the innocent child.

3. ***Curriculum:*** This is another important area for consideration. Uniqueness of the gifted and talented learners is manifested in their superior mental ability. The regular education curriculum is inappropriate to meet the learning needs of these highly able learners. Curriculum differentiation thus becomes a ready tool to satisfy the veracity of these learners. The curriculum should be adapted to meet their learning needs.

4. ***Learning Style***: This refers to the method of processing information peculiar to an individual that is presumed to allow that individual to learn best. The interest and needs of the students should be determined and provided accordingly. When instructions are delivered to meet the ability of the students, the outcome is highly rewarding and successful.

5. ***Cost and Time***: Giftedness cut across all strata of socio-economic background. Children of both the rich and the poor, from rural or urban background can be gifted and talented. In this regard, children from low socio-economic background may be deprived of appropriate educational provision, their superior intellectual endowment notwithstanding, when the cost of providing for them is beyond the reach of the common man. Effective use of time is also very important when dealing with the highly able students. The gifted learns very fast, unnecessary repetition of instruction may be boring to them and will deprive them of learning at their own pace.

6. ***Personnel:*** This refers to the human resources available for implementation of gifted education in an inclusive setting. Inclusive education requires collaborative effort for its success. Different professionals like psychologists, physiotherapists, medical personnel, special educators and the likes are needed for success of inclusive education for the gifted and talented learners.

7. ***Assessment:*** This is another very important factor for consideration. The assessor should be a professional who understands what and how to assess. Conducive environment for assessment must be put in place. Good assessment must be adequately interpreted to produce reliable result.

Administrative and Curriculum Modifications used in Gifted and Talented Education Programs

Enrichment, acceleration and ability grouping have been advocated by various schools in various forms as administrative and curricular modifications to provide appropriate educational opportunities for gifted and talented learners at schools. Clark (2008) opined that in curriculum models design for gifted learners, a combination of enrichment, acceleration and grouping is needed. All program organizations and structures should make this modification part of their range of services.

Enrichment approaches commonly used include teaching Bloom's Taxonomy of Cognitive objectives (Bloom, 1956) as a conceptual framework and encouraging gifted students to focus on the upper levels of Taxonomy-analysis, synthesis and evaluation in their learning. Independent study and individually chosen projects often assigned with limited teacher or intellectual peer group support may be thought of as enrichment. Research skills, meta-cognitive skills, and multidisciplinary or thematic connections are often taught as a way to enrich programs for gifted learners (Clark, 2008).

Table 1.1: Taxonomy of Educational Objective Cognitive Domain

Area of Taxonomy	Definition	What Teacher Does	What student Does	Process Verbs	
Knowledge	Recall or recognition of specific information	Directs, tells, shows, examines	Responds, absorbs, remembers, recognizes.	Define Repeat List Name Label	Memorize record Recall Relate
Comprehension	Understanding of information given.	Demonstrates, Listens, Questions, compares, contrasts, examines.	Explains Translates Demonstrates Interprets	Restate Describe Explain Identify Report Tell	Discuss Recognize Express Locate Review
Application	Using methods concepts, principles and theories in new situations	Shows, facilitates, observes criticizes	Solves problems demonstrates, use of knowledge, constructs	Translate Apply Employ Use Practice Shop	Interpret Demonstrate Dramatize Illustrate Operate Schedule
Analysis	Breaking information down into its constituent elements	Probes Guides Acts as A resource	Discusses Uncovers Lists Dissects	Distinguish Calculate Criticize Debate Solves Analysis	Appraise Differentiate Experiment Compare Diagram Inventory Relate Examine
Synthesis	Putting together constituent elements or parts to form whole requiring original, creative thinking	Reflects Extends Analyzes Evaluates	Discusses Generalizes Relates Compares Contrasts Abstracts	Compose Propose Formulate Assemble Construct Setup Manage	Plan Design Arrange Collect Create Organize Prepare
Evaluation	Judging the values of ideas materials, and methods by developing and applying standards and criteria	Clarifies Accepts Harmonizes Guides	Judges Disputes Develops Criteria	Judges Evaluate Compare Score Close Estimate Predict	Appraise Rate Value Select Assess Measure

Source: *Adapted From Taxonomy Of Educational Objectives Handbook 1: Cognitive Domain (Pp201-207).B.S Bloom (Ed). New York: David Mackay. Copyright (1956)*

Fig. 1.2. Cognitive Taxonomy Circle
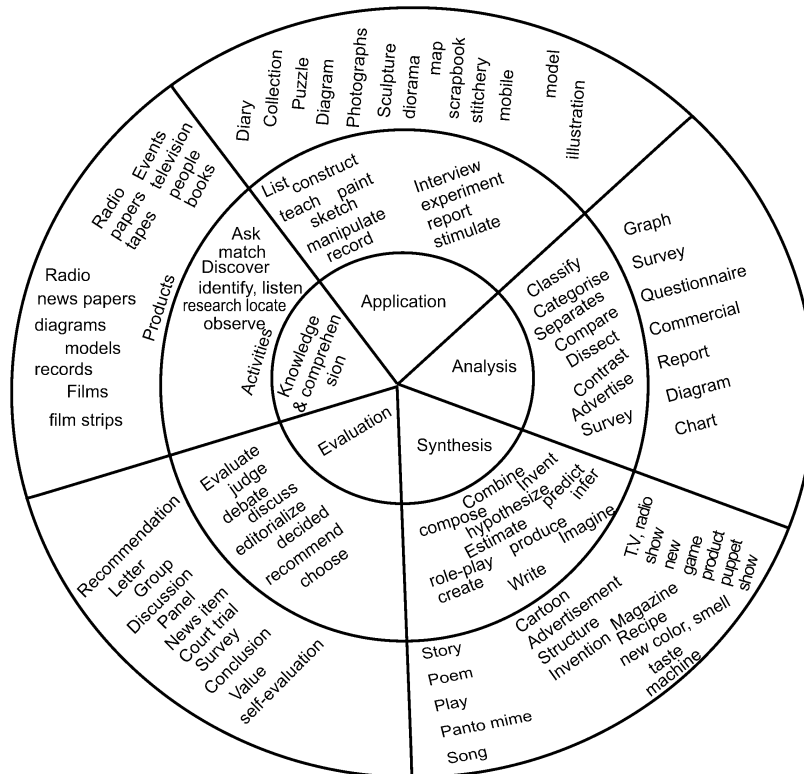
Note*: The wheel in this figure was developed by Barry ziff and a class of teachers of gifted students. They found it very useful in curriculum building (Clark, 2008).*

Acceleration

This is another strategy of curriculum modification for the gifted and talented learners in an inclusive setting. Acceleration can take many forms, including (1) moving through age-graded classes in less time by skipping grades, completing cross-age grouped or non graded classes in 2 rather than 3 years, or taking advanced placement courses; and (3) moving through curriculum materials, skills and concepts at an accelerated rate which could include compacting the curriculum, telescoping content or receiving credit by examination. However acceleration is implemented, it normally results in a student's completion of formal schooling in less time than is typically required. This program modification is more appropriate for gifted learner than as a part of the talent development program (Clark, 2008).

Clark (2008) reported the following research findings on acceleration:
▪ Neither the method of nor the age of acceleration appears to be of consequence.
▪ Acceleration can be used in any school.
▪ Acceleration allows capable students to enter their careers sooner, resulting in more productivity.
▪ A large proportion of students who are accelerated in elementary and secondary schools attend highly selective colleges than do gifted students who are not.
▪ Because they spend less time in school, gifted students' educational cost is lowered.
▪ Accelerated students do as well as and often better than the older students in their classes.
▪ There is less boredom and dissatisfaction for the bright student.
▪ Social and emotional adjustment is generally high- in most reports above average when accelerated.
▪ Gifted students are in dire need to select older companions because their levels of maturity are often more similar.

- To be successful, acceleration must be continuous and coordinated.

Grouping by Ability and Need

Grouping by ability or need is a provision that allows students to be placed with other students of similar ability so that their learning can be facilitated. The implementation can be by classes, special schools, magnet programs, special groups that meet before or after or summer school enrichment classes. Pull out or resource room programs, in which gifted students are separated for a given period of time during school hours and then returned to the regular program, is another example. At the secondary level, honors or advanced placement classes are often used to group students into classes based on academic ability (Clark, 2008).

Grouping alone is insufficient to have significant effects on achievement. The curriculum content and processes must also be modified so as to be more appropriate to the gifted learners. The result of this change will be significant and the longer gifted students are allowed to participate in intellectual peer grouping with appropriate modified curriculum in inclusive setting, the greater will be their gain.

Recommendations

Okoro (2012) recommends the following that:
- There has to be a serious orientation and training of especially the regular teachers as well as the special teachers.
- Teachers through workshops, seminars, symposium etc. should be exposed to the benefits of inclusive education so that they can be motivated to embrace it.
- Curriculum of teachers in training should incorporate inclusive education programmes.
- It will be necessary to review the structures of teacher education in particular. It will be necessary to set up a "hierarchy of training opportunities so that all teachers will become knowledgeable about barriers to learning and make some teachers to have the opportunities to develop further expertise.
- Special educators should be given access to in-service training which will help them to re-orient their readiness towards working in inclusive setting.
- Positive attitudinal change by the teachers should be encouraged.
- The government should provide opportunities for collaboration between special and regular school projects. Also, incentives like special allowances should be given to teachers to ensure their prompt response to practice inclusion.

Conclusion

The global recognition given to inclusive education notwithstanding, the situation in Nigeria on implementation of special education policy is very far below statutory provisions. Policies have been formulated with necessary statutory provisions on the implementation of such educational policies. However, lackadaisical attitude on the part of government on the implementation of such policies has been a serious threat to the successful implementation of such laudable educational programmes in the country.

If inclusive educational programme will be implemented for the gifted and talented learners, all the potential and actual obstacles to the implementation of inclusive schooling should be identified and removed. Thereafter, relevant infrastructure has to be put in place and adequate sensitization steps have to be taken to enlighten both the government and the general public on the implementation of the programme.

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EDUCATIONAL INNOVATIONS: IMPLICATIONS FOR EDUCATION OF PERSONS WITH INTELLECTUAL DISABILITIES

BY

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─────Abstract─────

Education is an instrument for developing an individual's intellectual and social ability. This has to be preceded by an educational innovation and revolution that involves application of better ideas that meets new requirements, matriculated and existing needs. Any transaction and improvement in the society usually comes through educational innovations. The special needs individuals in general and the intellectually disabled in particular are part of the larger society and thus are directly affected by any educational innovation and policy. Certain educational policies are thus considered in this paper as they relates to the education of children with intellectual disability. These are; Universal Basic Education Scheme, Guidance and Counselling, NCE as minimum requirement for teaching, Inclusive Education, Inclusion of Special Needs Education. The impacts that these policies are capable of having in the education of the Special Needs are critically examined. Also, the shortcomings of each of these policies and ways of improving on them were highlighted.

Introduction

In Nigeria, over the years, education has remained an effective instrument of social change and innovations which involves change in the structure of the society and the way people thinks and acts. This is justified due to the fact that changes are necessary in a society as they brings with them improvement in ways of doing things. The National Policy on Education (2004) clearly stated that any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational innovation and revolution. This shows that educational innovations are part of the necessary changes that is expected of our educational systems if we are to achieve our educational aims and objectives in Nigeria.

It can be said that the major focus of education is the development of the individuals through a continuous improvement in ideas, knowledge, skills and attitudes. Thus, there is the need for innovations in the field of education. Innovation can be simply defined as the application of better solutions that meets new requirements, unarticulated needs or existing needs. Thus, innovations are synonyms with the idea of doing something better using a new idea.

Educational innovation provides the basis for all educational transformation and improvements in our society. For instance, in the field of Special Needs Education, the adopted method of educating the special needs children is through inclusive/inclusion educational practice. This is a change from the old system of segregation and sometimes integration. The ideas behind the introduction of inclusion is that the special needs individuals will eventually be integrated into the society in the long run. Thus, to avoid a situation whereby discrimination and social stagnation will be promoted, they should be educated in an inclusive setting so as to prepare them for life after school. The children with intellectual disability fall into the category of children with special needs that can be educated in an inclusive setting. The intellectually handicapped/disabled are those with general learning disability before adulthood, usually characterized by significantly impaired cognitive functioning and deficits in two or more adaptive behaviors.

The major educational innovators that will be discussed in this write up are the Universal Basic Education (UBE), Nigerian Certificated in Nigeria (NCE) as minimum requirement into the teaching profession and Inclusive Educational System. This is due to the fact that every educational innovation carries along with it some challenges that need to be taken into consideration.

Educational Innovations and Inclusive Education

According to Oyekan (2000), education is a human right with immense power to transform as it involves physical, mental, social and moral transformation in such a way that will make the individual useful to himself/herself and the society. The special needs children, being part of the general society, deserves their full rights to education irrespective of their location and physical disability or any other special needs. The original idea of educating these children in a seclusive and segregated environment was eventually discarded by the special education experts and policy makers in conjunction with UNESCO in the year 1994 through the Salamanca declaration as well as the UN convention on Rights of Persons with Disabilities. (2006)

Today, the world is seen as a global village where any change and information affects the entire continents. Technological innovations and improvements in educational system thus is used for a change in the educational system for people with special needs. Inclusive education in this regard is the educational system that enables the child with special needs to enroll in a school of his choice, preferably the nearest school to him/her which such a child would have attended if the special need has not occurred. In such a setting, the teachers will be trained on the need to absorbs and integrate such a child into the regular classroom and subsequently into the society.

While such innovation is highly commended, the basic ingredients and tools for its success cannot be said to be fully considered before its adoption. The policy of inclusion was made more acceptable through the introduction of Universal Basic Education (UBE) scheme. The need for inclusion was emphasized on by Ekanem (2007), when he stated that modern day education have to accept the challenges of contemporary society to develop the total capabilities of a child so that such child will be equipped with skills, knowledge and physical stamina as well as emotional maturity to live effectively in the eve changing and highly complex society.

Thus, it can be said that it is not enough to introduce such a highly sensitive educational innovation such as inclusive education but to ensure that they are properly implemented by providing all the necessary instruments needed for the success of such policy, especially in regards to the needs of children with special needs.

Education of children with Intellectual Disability

Intellectual disability, also known as general learning disability is a generalized disorder appearing before adulthood, characterized by significantly impaired cognitive functioning and deficits in two or more adaptive behaviors. The term is synonymous with Mental Retardation (MR), although this older term is being used less frequently. The child suffering from intellectual disability is usually regarded as one with low intelligent quotient (IQ) below 70; although other factors may contribute to such low IQ. The signs and symptoms of this condition of Intellectual Disability are mostly behavioral and is usually characterized by
❖ Delay in oral language development.
❖ Deficits in memory skills.
❖ Difficulty learning social rules.
❖ Difficulty with problem solving skills.
❖ Delay in the development of adaptive behaviors.
❖ Lack of social inhibitors.

It can thus be said that children with intellectual disability learns more slowly than a typical child. In other words, they take longer in learning language, developing social skills, and taking care of their personal needs.

Education of children with intellectual disability falls into the category of education of children with special needs to be carried out in an inclusive setting. Given the symptoms of this condition as emphasized above, special consideration needs to be given to the educational needs of these children. The various symptoms mentioned clearly shows that these children are chronic slow learners. Thus, teacher should develop a kind of individualized educational practice for these children. Although IEP is a team effort, the teacher can make a lot of difference in this regards.

Tips for Coping with a Child in an Inclusive Educational Setting

Given the fact that inclusive educational setting involves all categories of children irrespective of their physical condition, age or disability; the intellectually disabled children can be found in our various schools. Thus, it is necessary for the teacher to know how to cope with such a child and his educational needs.

The following tips should be considered in this regard
- ❖ The teacher should recognize that he/she can make an enormous difference in the child's life by learning or have the student needs particular supports, create opportunities for success by emphasizing the child's strength and interests.
- ❖ The teacher should be an active participant in the child's IEP team. Although the team is usually set up by the school and the parents, the success has greatly in the teacher's participation.
- ❖ Providing support for the child in the classroom by giving the child extra time to complete an assignment, having the student work in a small group or with a partner, allowing the student responds in his/her own convenient way while being asked a question.
- ❖ The teacher should be concrete as much as possible by using concrete examples rather than complex examples.
- ❖ Going step by step while teaching new tasks. This can be done by demonstrating the steps for the child.
- ❖ The teacher should give immediate feedback while evaluating the child rather than delaying the feedback as this helps the students to make a connection between their answers, behavior and the topic under discussion.
- ❖ The teacher can aid the child's inclusion and integration by protecting him/her against bullying by other students.
- ❖ Efforts should be made to be in constant touch and communication with the child's parents by sharing information about the child.

Educational Innovations that affects Children with Intellectual Disabilities

The educational needs of children keep changing from time to time due to the various innovations taking place in the education sector. The innovations have direct bearing on the overall educational development of these children as a result of inclusive educational system being practiced. The education innovators includes; The Universal Basic Education Scheme (UBE), The NCE or its equivalent as minimum entry requirements into Teaching Profession, Guidance and counseling in school.

- ❖ Universal Basic Education (UBE) Scheme: This scheme was launched in May 1999 by the OlusegunObasanjo administration to correct the imbalance, social ills and provides the needed manpower for quick social transformation. The system emphasizes free and qualitative education for all categories of children irrespective of their location and physical condition. However, one inadequacy associated with the policy is that it gives little or no attention to education of special needs children such as the Intellectual Disabled. Given the symmetry between inclusive educational system and UBE, this gap need to be addressed by making sure that the teacher with qualifications in special education/education of the Intellectual Disabled, special needs educationequipment's among others.
- ❖ NCE as Minimum Requirements for Teaching: This innovation is very useful in filling the gap created by shortage of teachers for the UBE program. However, majority of these

teachers were trained in education of children without any special need. The quality of these teachers did not meet the standard required by the Inclusive Education System.

❖ Guidance and Counselling in School: Guidance and counseling in schools is also an innovation that can help the children with Intellectual Disability improves their academic capability. The programme was designated to encourage the gifted, improves the average and assists the dull children to actualize their academic potentials. It was however observed by Uwe (2000), that most of these counselors were not trained for the job. Moreover, majority of them were not trained to handle children with special needs. Particularly those with intellectual disability.

Inclusion of Education of the Special Needs in the Curriculum of Colleges of Education

This is one of the innovations aimed towards addressing the issue of inclusive education and integration of children with learning difficulties into regular classrooms. The strategy is to include a course on special needs education into the curriculum of the colleges of education. However, the areas being covered by this course is very scanty and incapable of inculcating the desired aims and objectives in the student's teachers. A single course cannot covers the various areas and aspects of special needs education. Rather this can be upgraded to cover six courses which are to be in the category of compulsory courses.

Inclusive Educational System: Another innovation aimed towards upgrading the standard of education available to children with special needs, particularly those with intellectual disability is the inclusive educational system. Inclusive education is aimed towards providing access to education for all categories of children irrespective of disability, gender, distance and needs. The system identifies the need to abolish the categorization of schools into special and regular schools. Rather, a child should be free to attend a school of his/her choice without any discrimination. On the other hand, no child should be denied access to basic education as a result of his special educational needs. One noble feature of this policy is that it willencourage the integration of people with special needs into the society. Also children with intellectual disability will be able to benefits from this system as seasoned and experienced teachers as well as quality teaching and learning materials will be made available. However, it is a pity that this policy is yet to be supplemented by most states due to lacks of a well articulated policy framework, human and material resources as well as inculcation of teachers, students and other stakeholders on the purpose, benefits and contents of inclusive educational policy.

Conclusion

Educational Innovation is a necessary tool in educational advancement and development given the changing face in education in Nigeria and the world at large.However, most of the educational innovations focus mostly on education of children without any special needs. There is need to adequately considers the educational needs of children with special needs such as those with intellectual disability while implementing such educational innovation policies. The absence of innovation in educational needs of children with special needs in general and those with intellectual disability in particular is reflected in the rejection of inclusive educational system by most states as the old practice of segregation is still being implemented in most of these states. The government itself is not helping the matter due to the fact that there is no policy guiding the implementation of inclusive educational system.

Recommendation

The following recommendations were hereby made to adequately cater for educational needs of children with intellectual disability through various educational innovations.

➢ Representations of the special needs people, special schools and teachers of the special needs children, especially the intellectually disabled should be fully involved in any educational innovations proposed. This will surely creates balance in educational development.

➢ Teachers in inclusive schools should be adequately trained in the education of children with intellectual disabled.
➢ Government should set up a body to ensure that all educational policies and innovations introduced by government adequately caters for the needs of children with intellectual disability and those with special needs generally.
➢ The policy of inclusion should be revisited and certain modifications made if necessary. Despite how laudable the concept of inclusion is, the shortfalls and inadequacies are too glaring to be ignored. The fact is that our educational system is not yet ripe for the total implementation of inclusive educational system. The teachers are not adequately prepared for this challenge and the society is yet to come to terms with the new innovation. Thus, these grounds need to be covered prior to the adoption of this policy.
➢ The inclusion of special needs education contents in the curriculum of Colleges of Education by the National Commission for Colleges of Education (NCCE) should be widened to cover different courses for the various special needs education areas such as Hearing Impairment, Visual Impairment, Learning Disabilities, Intellectual Disabilities, Rehabilitation, Gifted and Talented, e.t.c. This should cover the whole (3) years to be spent at the College of Education level and the University level.
➢ There should be a continuous research and development of innovations capable of improving the education of children with intellectual disability.

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THE RELEVANCE OF ENGLISH LANGUAGE IN ESTABLISHING JUSTICE AND PEACE IN NIGERIA

BY

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─────────────────── **Abstract** ───────────────────

Nigeria at present is bedeviled with injustice, unfairness, corruption, cruelty, man inhumanity to man etc. Consequently, the security of the nation degenerated and a host of criminal activities like illegal oil bunkering (oil theft), kidnapping, bokoharam insurgency etc. ensued. Citizens' rights are denied and injustice pervades Nigeria atmosphere. English which assumes the official and national role due to disparity amongst the ethno linguistic regions of Nigeria is employed for both general and specialized communications. Thus, Legalese, a specialized language is used essentially for justice. Legal language manifests old communicative competence or linguistic features. In the court room, legal terms majorly in old English are employed as communicative tools. However, this paper aligns with the opinion that state that litigants should switch over to modern English for intelligibility sake and uncomplicated passage of fairness and justice. Clarity and precision should be utilized for the purpose of justice and fairness which are the bridges to unity and peace.

Introduction

English language history is divided into three periods known as Old English (Anglo-saxon), Middle English, and Modern English. Old English which existed between 5th and 11th century did not sound or look like the English of today. About half of the most commonly used words in modern English have old English roots (Anglo-saxon). For instance, the words "be", "strong", "water" were derived from Old English. The period of Middle English extends roughly from twelfth century through the fifteenth (12th – 15$^{th Century}$). The influence of French and Latin upon the lexicon continued throughout this period…and many changes took place within the phonological and grammatical system of the language. (Mallory,2005; & Simek, 2007).

Mallory and Simek also asserted that the modern English spanned through sixteen century to date. The period experiences a sudden and distinct change in pronunciation, invention of printing and standardization of English. During this period, varieties of English like American English, Australian English, and Canadian English etc were created. Thus, English language has unarguably achieved global status. This present status is seen in the usage of English by religious leaders to address interfaith discourse. The statement below best support the above claim:

> whenever we turn to the news to find out what is happening in East Asia, or the Balkans or Africa or South America, practically everywhere, local people are being interviewed speaking to in English. To illustrate the point, when Pope John Paul I arrived in the middle East recently to retrace Christ's footsteps and address Christians, Muslims and Jews, the pontiff spoke not Latin, not Arabic, not Italian, not Hebrew, not his native Polish but English. (www.anglik.netlnglishlanguagehistory.htm)

It is believed that over one billion people worldwide are currently learning English. Bamgbose in Adedimeji (2013) asserts that "of all the heritage left behind in Nigeria by the British at the end of colonial administration, probably none is more important than the English language. It is now the language of government, business and commerce, education, the mass media, literature and much internal as well as external communications…" In Nigeria, English language is the most important legacy left by the British government. Jowitt (2012:15) asserts that

> standard English did not begin to play a significant part in Nigerian society until the nineteenth century. This is the period in which white men began coming to the country in steadily increasing numbers as missionaries and travellers and in the latter part of the century, as soldiers and government officials…

Invariably, Nigerians accustomed themselves with the usage of English language and this affected virtually all the strata of Nigerian society. According to Jowitt "if SBE (Standard British English) was a badge of the old administrative elite, the new administrative elite must wear it too. The same attitude was shared by the elite in general – lawyers, academics, leading journalist, bishops and …" Adedimeji (2013) opines that "whether we like it or not, call it language imperialism, colonial mentality, inferiority complex or pessimistic prognosis; the fact remains that the English language will continue to triumph and the language policy will continue to be a paper affair". According to Okoh (2002:11) "…the 20th century has witnessed a massive and phenomenal leap of English from being the exclusive possession of some tiny island called Britain to the world's foremost means of international communication".

A research by Seibert (2014) explains that "there are 646 spoken languages in Nigeria". There are numerous dialects as well. Other researchers have said that there are over 370 tribes in the country. Thus, English language plays prominent role in Nigeria. According to Obinna (2008), "there is mutual antagonism amongst the ethno linguistic regions of the country making the issue of the national language question a different one. On the other hand, each of the majority language asserts its supremacy over the others. The implication in adopting any Nigeria language as national language is quite political. A resort is then made to the use of the English language to meet our national communication need because of its neutrality in the country". Unarguably, this is the foundational role which English language plays in Nigeria as it unites different ethnics and accepted as an official language. Presently in Nigeria, English remains official and national language and plays political, economical, educational, social as well as religious roles. To succeed in Nigeria, in virtually all endeavors, acquiring enough fluency in it is compulsory. Possessing enough communicative competence in it is sine qua non to relevance and social acceptability in Nigeria.

Apart from the customary courts where interactions are done in mother tongues, English is the major communicative tool in adjudicating judgments in the courts of law in Nigeria. Thus the proposition of this paper is that litigants should comprehend basic communication skills and justly employ legalese or legal English in the court room; this will bring about fairness and justice to the clients. When fairness and justice exist in a community, peace and harmony and developments will manifest.

The Concepts of Justice and Peace in Nigeria Chaotic Situation

Justice according to Webster's dictionary (2010) deals with conformity in conduct or practice to the principles of right or of positive law. It has to do with moral principles by which actions are determined as just or unjust while peace is a state of quiet or tranquility, freedom from disturbance or agitation. Specifically, absence or cessation of war.

Nigeria, on January 1 2014 clocked 100years. Northern and southern Nigeria was amalgamated by colonial authorities. According to Baiyewu (2014), although Nigeria gained its independence from the British colonial rule on October 1, 1960, it has been a national entity since January 1 1914, that is, a century ago. He further asserts that the merger of the two protectorates which

had different socio-political and economic setting has been a major concern. To some people, the amalgamation was arbitrary as the two parties involved were not consulted in the process and neither was their consent sought before they were brought together. These people believe that amalgamation is the root of the ethno-religious conflicts in Nigeria today. Although right from the outset, Nigeria has its challenges, however, the rate at which the social ills have increased is alarming. Nigeria at present is bedeviled with injustice, corruption, cruelty, rape etc Consequently, the security of the nation degenerated and a host of criminal activities like illegal oil bunkering (oil theft), kidnapping, pipeline vandalisation, unlawful arms possession, Boko Haram insurgency ensued.

Obviously, the present situation in Nigeria is at variance with the concepts of justice and peace. Nigeria's daily events oppose justice and peace. Nigeria is bedeviled with cases of rape, torture, kidnappings, arson etc. In all these cases, justice is not meted out as expected. Human and civil rights are manipulated. Justice is denied due to executive influence on the judiciary which leads to chaos as expected. US congress report recently stated that Nigeria as a Nation has fallen short of their obligation to uphold human rights. According to Sabella (2014:59)"one of the countries the US Congress report looked at was Nigeria, noting that the most serious human rights abuses during the year were those committed by Boko Haram". Boko Haram's bloodshed had become a subject of discussion on the International scenes. The insurgency had claimed and still claiming lives. The newspaper headline of Wednesday, March, page 3 attests to this: Five policemen, 32 others killed in Borno and Benue attacks Ameh. Bokoharam bombs market, kills 29 in Borno. Ademola and Jude, Punch Monday 24 2014:2), Fidelis and Jude also write on the headline-Bloodbath continues as Bokoharam kills 35 in Mata Borno State. Sadly enough, the victims are usually left uncatered for.

Obviously, Nigeria is moving progressively, retrogressively. A contributor to the question on Nigeria raised by Osewa (2012) in Nairaland forum, an internet programme, listed Nigeria's problems as tribalism, corruption, sharia law, lack of free education etc and suggested capital punishment for all corrupt leaders. However the question is- How do we identify corrupt leaders? And when they are identified – how easy is their prosecution? Our leaders are self-centered and selfish opportunistic elites. Leadership role is perceived as a means to an end. Out of many instances, Ameh (2014) in Punch of wed 26 notified the public that "the house of representatives on Thursday passed a resolution to probe an alleged spending of #10bn by the minister of petroleum resources, Mrs Diezani Alison-Madueke to charter and maintain a jet for her personal use". It was later revealed that she even maintained a second and a third jet. An anonymous house of representative member desires to know the law which authorizes this type of extravagance. Maathia (1995) asserts that "if it is a crime to kill half million people in Rwanda in 1994, it should be a crime to steal millions of dollars from ordinary Africans thereby causing the death to millions of innocent people through sustained hunger and malnutrition, lack of adequate health care. She inquires "why is this type of a crime tolerated by the international community?" Why is the victim to blame while the culprit goes free and lives in comfort? Fagorusi (2014) while commenting on the National conference, pessimistically states that " I clairvoyantly fault whatever the implantation of the output of the national conference will be especially because it will take more than having a fantastic output to alter the wrong direction the country is presently headed…Is the country's leadership sincere enough to wield the bigstick when it needs to; and build enduring systems and institutions to make our laws binding on all despite the clear social stratification? All these are pointers to the fact that Nigeria as a nation smells of discrimination, injustice and partiality.

In Nigeria, human rights are violated, unfortunately the courts of law which is the last hope of common man betrays their trust. Justice is either delayed and eventually denied or thwarted outrightly. According to Maathai (1995), "…for the last three decades, many African states have hardly enjoyed peace and security. State oppression by dictatorial rulers especially during the cold war precipitated a prevalent culture of fear and silence which gave a semblance of peace in many countries…cold war was used by superpowers and their allies to justify the tolerance of political and economic oppression and violation of human rights".

The Relevance of English Language in Establishing Justice and Peace in Nigeria

English language has impacted almost every aspect of Nigerian society from educational to socio-cultural, moral and religion life of people. English has wielded and still wielding its strong weapons. English is employed for both general and specialized communication purposes. English for general purposes is used for conventional and everyday conversations while specialized vocabularies are terminologies used by different professions for the purpose of precision, distinction and specification. Thus, we have medical registers like obstetrician, caesarean section, child delivery, doctors; some computer registers are downloading, ipad, ipod, software, legal registers include court room, appellant, judge, plaintiff etc

Legal English or legalese relates to legal expressions. It is the style of English used by lawyers and other legal professionals in the course of their work. Legal language manifests old communicative competence or linguistic features and it is much more importantly used to defend litigant's clients in all matters of litigations either as a defendant or a plaintiff. It goes without saying that a lawyer's perfect mastery of legal English will in no small measure assist his profession. A judge that is well versed in stylistic and linguistics competence will find his profession easy and perform his judicial roles lawfully. However, Eades (2010) states that "in spoken legal contexts, the vocabulary and sentence structures typically occur in talk between lawyers and judges: it is a kind of 'insiders' language,' similar to the way in which computer technicians might discuss your computer problems, in their specialized register, in front of you." The quotation below by Gay perfectly describes legalese.

> "I know you lawyers can with easeTwist words and meanings as you please; That language, by your skill made pliant, Will bend to favour every client." (John Gay, "The Dog and the Fox." Fables, 1727 and 1738)

According to Tiersma (1999), "'Legal English' is a product of its history. It is a story of Anglo – Saxon mercenaries, Latin speaking missionaries, Scandinavian raiders and Norman invaders; all of whom left their marks not only on England but on the language of its law".   This implies that some of the legal language or expressions have their origins in Anglo-Saxon. Examples of such are goods, guilt, murder, oath, right, sheriff, steal, swear, witness, man slaughter, theft, ward, and unit.

Another Anglo-Saxon characteristic that left traces in Legal English is Alliteration. Alliteration is repetition of consonant sounds. It is poetic and makes phrases easier to remember. Hence legal English usually sounds poetic. Anglo-Saxon used not only old English as legal language but also Latin. English lawyers and judges were also prone to express sayings or maxims about the law in Latin. E. g. "caveat emptor", "lis pendens, or subpoena, "duces tecum", etc. Some French words are also found in legal English. Examples include appeal, attorney, bailiff, counsel, complaint, court, defendant, party, condemnee, expellee, detainee etc. It has been discovered that the word law itself is borrowed. Law is derived from the Norse word for "lay" and thus means "that which is laid down". However, according to Tiersma "one of the great paradoxes about the legal profession is that lawyers are, on the other hand, among the most eloquent users of the English language while on the other hand, they are perhaps its most notorious users. Why is it that lawyers who may excel in communicating with a jury seem incapable of writing an ordinary, comprehensible English sentence in a contract, deed or will? Tiersma illustrated this with an important document entitled "Last will and Testament" written by a lawyer. According to Tiersma, there is no difference between a will and a testament, so either term could suffice… or labeling it "last will" is absolutely ludicrous. Virtually every will traditionally bears this title, regardless of whether it is first, the last or somewhere in the middle. According to him, it would have been better to simply state that "I declare that this is my will and revoke any previous wills". He wondered why legal profession has tended to be quite conservative; he cannot explain why modern lawyers persist in using archaic jargon passed down over the centuries.

Tait and Sikora (2006) opine that "the court system rests heavily on the communication skills of and the communication between the various participants…litigants communication skills will determine his success; the communication choices will influence not only the amount and quality of the information you receive, it will affect the likelihood of compliance with your orders and ultimately, both the actual and perceived fairness of your court proceedings". This attests to the fact that a lawyer should comprehend and master basic skills of English. Listening, speaking, reading and writing skills are essential ingredients for exchanging ideas and expressing emotions in court rooms. For a lawyer to justly discharge his legal duties, precision and clarity of expressions is indispensable. Tait and Sikora (2006) assert that

> an effective communicator has a large repertoire of communication behaviours and can select these appropriately in a variety of situations. He or she is able to express ideas through oral and written language and non-verbals to achieve objectives and listen for understanding at multiple levels. In the court room, a judicial officer must be capable of sustaining productive communication, organizing and prioritizing ideas quickly and obtaining information while maintaining neutrality. He or she must also coordinate communication processes.

Litigants are filled with ambiguous expressions in the courtroom. The language usually includes complex linguistics practices of an ancient profession. Tiersma explains that some of the features of legal English are nothing more than worn-out habits that have outlived any useful communicative function… should be abandoned because they detract too much from the paramount goal of clear and efficient communication. It is obvious that lawyers prefer obscurity to clarity; this makes their expressions so difficult for layman to understand. Legal language ought to clearly communicate opinions express by courts to laymen. Without this, justice may be thwarted.

Legal English differs from Standard English in a number of ways. According to Wikipedia encyclopedia, legal English employs a great deal of technical terminology which is unfamiliar to the layman e. g. waiver, restraint of trade, restrictive covenant, promissory estoppels. Also, one aspect of archaic legal drafting is the conspicuous absence of punctuations. This arose from a wide spread idea among lawyers that punctuation was ambiguous and unimportant and that the meaning of legal documents was contained only in the words used and their context. Punctuation is an essential ingredient in writing; it empowers clarity and strengthens coherence. Thus, it should be adopted to make justice clear and transparent.

Also legal English portrays an unusual word order. This is as a result of influence of French grammatical structures. According to Tiersma, studies show that sentences in legal language are quite a bit longer than in other styles and also have more embeddings, making them more complex. For example, the expression "the provisions for termination hereinafter appearing or will at the cost of the borrower forthwith comply with the same."(Wikipedia encyclopedia) is a classic instance of over elaborate and ambiguous structure. Tiersma is of the view that lawyers should write more clearly, concisely and comprehensibly. Although they can communicate well enough when they want to. So why must so many important legal documents-documents that govern our rights and obligations as citizen, that allow a bank to repossess our house or that determine who is responsible for damage to a rental car be in virtually unintelligible? Legal terms such as applicant, judge, divorce order, court, and the like are a bit known but many are non-intelligible to non-professionals. To Rupert (2009), in the legal profession, a large number of difficult words and phrases are used which fall into some categories and discussed below:
a. Legal terms of art: Legal terms of art are technical words and phrases that have precise and fixed legal meanings and which cannot usually be replaced by other words. Some of these will be familiar to the layperson (e.g. patent, share, royalty). Others are generally only known to lawyers (e.g. bailment, abatement).
b. Legal jargon: Terms of art should be differentiated from legal jargon. Legal jargon comprises words used by lawyers which are difficult for non-lawyers to understand. Jargon

words range from near-slang to almost technically precise words. Well-known examples of jargon include boilerplate clause and corporate veil. Jargon includes a number of archaic words no longer used in ordinary English. These include annul (to declare that something, such as a contract or marriage is no longer legally valid) and bequest (to hand down as an inheritance property other than land).

It also includes certain obscure words which have highly specialized meanings and are therefore not often encountered except in legal documents. Examples include emoluments (a person's earnings, including salaries, fees, wages, profits and benefits in kind) and provenance (the origin or early history of something). Rupert opines that jargon words should be replaced by plain language equivalents wherever possible.

c. Legal meaning may differ from the general meaning. There are words that have one meaning as a legal term of art and another meaning in ordinary English. One example is the word distress which as a legal term of art refers to the seizure of goods as security for the performance of an obligation. In ordinary English it means anxiety, pain or exhaustion. Also, consideration in legal English means an act, forbearance, or promise by one party to a contract that constitutes the price for which the promise of the other party is bought. Whereas consideration in ordinary English means careful thought or a fact taken into account when making a decision. Construction in legal English means interpretation but construction in ordinary English means the action of constructing [e.g. a building] or the industry of erecting buildings. Redemption in legal English means the return or repossession of property offered as security on payment of a mortgage debt or charge while redemption in ordinary English usually means Christian salvation. Tender in legal English means an offer to supply goods or services but in ordinary English means among other meanings gentle and kind; food easy to cut or chew etc.

Conclusion

Language is a means to defend and provide justice in the nation and litigant's communication skills dictates the actual and perceived fairness of any court proceedings. Understanding linguistics features and foundational skills of English language is of paramount importance to defend litigant's clients in all matters of litigations. Essentially, lawyers should avoid perversion of justice via legalese in the court room. This will bring about fairness and justice to the clients. When fairness and justice exist in a community, peace and harmony and developments will manifest. Although deviation from conventional legal writing may be a mirage, lawyers should desist from justice perversion while sticking to their traditional style of writings and court room procedures. According to George Orwell, the following writing tips are essential for clarity of thoughts:

a) Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.
b) Never use a long word when a short one will do.
c) If it is possible to cut a word out, always cut it out.
d) Never use the passive where you can use the active.
e) Never use a foreign phrase, a scientific word or a jargon word if you can think of an everyday English equivalent.
f) If you break any of these rules, you will say something outright barbarous.

Recommendations

Based on the research, the paper thus recommends that
a. Litigants should acclimatize themselves with rudiments of communication skills for effective interactions in the court room and also for proficiency and fluency.
b. Punctuations should be applied in lawyer's writings for the purpose of clarity, stickiness of expressions and clients' easy comprehension of legal documents when necessary.
c. Court proceedings should be presented unambiguously; in clear terms. Code switching and code mixing should be avoided except in customary courts.

d. Nigerians' rights should not be denied. Human and civil rights should not be violated. To this effect, Nigerian government should uphold fairness and justice in the rule of law.

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STRATEGIES FOR TEACHING PHONETICS AND PHONOLOGY TO LEARNERS WITH VISUAL IMPAIRMENT

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───────────**Abstract**───────────
This paper is on strategies for teaching phonetics and phonology to learners with visual impairment. It discussed communication as an essential tool for presenting feelings, ideas, emotions, intent of one's heart to other person(s). It also highlighted an historical fact to the introduction of oral English dated back 1977 and which culminated into the introduction of this branch of English Studies to TC II and WAEC examinations. Emphasis was made to present the importance of the knowledge to learners with visual impairment as this scale is now limited to sighted learners alone. The paper later discussed materials for teaching phonetics and phonology to learners with visual impairments while recommendations were made.

Introduction

Communication is as essential as the food we eat. Nigeria has a country largely depend on English language as a means of communication both at the local and international level. Many speakers of English in Nigeria have little understanding as regards the ability to speak the language as linguists expect or do. While native speakers acquire some concepts naturally by intuition, Nigerian speakers of English, either with or without visual impairment have to learn them. Most times, many speakers of English language in Nigeria just take it for granted and think that speaking and understanding it will come naturally and thereby resulting into their poor use of English. Wong in Wei (2006) pointed out that even when the non-native speakers' vocabulary and grammar are excellent, if their pronunciation fall below a certain threshold level, they are unable to communicate effectively.

The quest for Standard English in Nigeria informed the introduction of oral English in 1977 as part of English language paper in the teachers' grade II certification examination in Nigeria. Presently this component of English language constitutes a sub-section in English language paper in NECO, TCII and WAEC examinations and also receives prominence in English language syllabuses especially in our secondary schools, Usman and Mustafa (2004). Despite the introduction of oral English into the school curriculum, observations over the year have revealed that English language in general and aspect of Oral English in particular, remains one of the major subjects that students generally do fail woefully at any level of examination. This scenario according to various researches is not unconnected with poor methodology, lack of language experts, influence of mother tongue and a host of other factors that affects performance of students in English language.

Aside from the above, it is worthy of note that the field of art which has English language and Literature as its crux subjects has been the most interesting areas where most individuals with visual impairment in Nigeria find their respective disciplines. For example, greater number of persons with visual impairment are found in disciplines like Mass communication, Communication and Language Arts, Law, English Language Studies, Linguistics, etc. while very minority are found in other disciplines outside arts. In other words, art has been a field of interest for most individuals with visual impairment; as a result, if they must be verse and

competent in their respective chosen career, sound knowledge of English language, particularly Oral English which encompasses phonetics and phonology is required.

Furthermore, not only do persons with visual impairment needs sound knowledge of Phonetics and Phonology for career development, there are ample of opportunities and benefits which the study of Phonetics and Phonology can deliver to an individual with visual impairment. First of all, the theoretical background of phonetics and phonology gives more confidence in expressing themselves during social interaction. In other words, offers the opportunity of meeting other people, access to cultural diversity, and also represents a source of personal fulfilment (Anonymous, nd.). It is interesting to highlight that sound knowledge of phonetics and phonology aids effective spoken communication in English Language could earn them employment opportunities either as receptionist, secretary, newscaster, etc. Not only this, it also aid their effective use of assistive technologies such as: Speech recognition software, voice command prompt, etc.

In addition to the above, it places them at upper arm in international relationship with the native speakers; as it helps them to overcome the barrier of differences in accent in understanding the native speakers.

Having stated all the above, it is germane to articulate that teaching phonetics and phonology requires a learner-centered methodology and materials. In other words, one cannot teach phonetics and phonology by way of lecture as other aspects of English such as grammar and composition. The learners have to participate in the teaching process with appropriate learning materials. For instance, mirror is being used for students with sight to observe the structure of their speech organ when a particular sound is being produced. However, for students with visual impairment, it is rather unfortunate that most of the methodology and materials used in teaching sighted students cannot be adopted for students with visual impairment due to the barrier imposed sense of sight, as a result; they require individualized teaching methodology and different materials to aid their learning.

In contrast to this, it is also disheartening to note that despite the accrued benefits of knowledge of Phonetics and Phonology, little or no attention is being paid to it by most language teachers of students with visual impairment; thus there is poor performance of students with visual impairment in this aspect of language. The experience is not unconnected with the fact that most language experts do not know how best to teach this concept particularly to students with visual impairment who cannot observe the organ of speech at the production of phonemes or sounds. It is in the light of the above, that this paper delves out of the writer's convention to xray the strategies of teaching phonetics and phonology to persons with visual impairment with the aim of promoting quality instructional delivery to the students.

What is Phonetics and Phonology?

Humans have a complex system of using sounds to produce language. The study of linguistic sounds is called phonetics while phonology is the study of systems of sounds, often the sound system of a particular language. Different authors have defined these two terms – phonetics and phonology with different words though the same meaning.

According to Wikipedia, (2015), phonetics is a branch of linguistics that comprises the study of the sounds of human speech. It is concerned with the physical properties of speech sounds (phones): their physiological production, acoustic properties, auditory perception, and neurophysiological status. Phonology, on the other hand, is concerned with the abstract, grammatical characterization of systems of sounds or signs. In his own words, Lodge (2009) refers to phonology as differences of meaning signalled by sound. In a nut shell, Phonetics is concerned with how sounds are produced, transmitted and perceived while Phonology is concerned with how sounds function in relation to each other in a language. In other words, phonetics is about sounds of language, phonology about sound systems of language. Phonetics is a descriptive tool necessary to the study of the phonological aspects of a language.

In summary, Phonetics deals with the production of speech sounds by humans, often without prior knowledge of the language being spoken. Phonology is about patterns of sounds, especially different patterns of sounds in different languages, or within each language, different patterns of sounds in different positions in words etc. Phonology is not only about phonemes and allophones, it also concerns itself with the principles governing the phoneme systems.

Teaching Phonetics and Phonology to Children with Visual Impairment

Teaching phonetics and phonology to children with visual impairment, unlike the sighted students, requires individualized approach with any of the following strategies. These strategies include but not limited to:

(a) **Use of Braille symbols:** Every phonetic alphabet has its braille equivalent. Therefore, just as sighted children use phonetic alphabets in phonetic transcription of words, children with visual impairment can also be taught to use braille equivalent of the Phonetic Alphabets to transcribe words in English Alphabet to Phonetic Alphabets. Below are examples of phonetics alphabets and either braille equivalents (Englebretson, 2008):

Phonetic Symbol	Braille	Articulatory Description
ɖ	4d	Voiced retroflex plosive
ɟ	9j	Voiced palatal plosive
ʈ	4t	Voiceless retroflex plosive
ɳ	4n	Voiced retroflex nasal
ɱ	6m	Voiced labiodental nasal
ɲ	=	Voiced palatal nasal
ʔ	2	Glottal plosive
ɽ	4r	Voiced retroflex flap
ɾ	6r	Voiced alveolar tap

(b) ***Alphabet Matching:*** Just as the conventional alphabet matching strategy for children in schools. This strategy can be used for beginners after the child might have learnt the braille phonetic alphabets. The teacher can braille each of the alphabets and words and contain the alphabet either at first syllable and ask the child to match together each word that has the sound of the alphabet given as its first syllable. This helps the child to be able to identify and distinguish sounds in various words.

(c) ***Use of explicit and repeated speech method:*** This common method involves the teacher pronouncing each word and ask the child(ren) to pronounce after him or her. This is done repeatedly until the child(ren) are able to pronounce the words correctly. When using this method, the teacher him/herself must be sure the right pronunciation is given to each word. It is often used in teaching phonetics.

(d) ***Concept of Word Games:*** Concept of word refers to the ability of a reader to match spoken words to written words while reading. In Word Games, a child with visual impairment is asked played a record of words either on Califone reader or any tape recorder one after the other and also presented brailled flash cards of those words and ask to pick each word as it is played one after the other. This method can be used to teach both phonetics and phonology at the same time. This is because, it will aid a child's phonemic awareness i.e. ability to recognise and distinguish sounds in a word.

(e) ***Rhyming Games:*** Rhyme is found in poetry, songs, and many children's books and games. Most children also love to sing and recite nursery rhymes. Words that can be grouped together by a common sound, for example the "-at" family — cat, hat, and sat — can be used to teach children about similar spellings. Children with visual impairment can use these rhyme families when learning to read and spell (Reading Rockets, 2015).

Materials for Teaching Phonetics and Phonology for Students with Visual Impairment

Learning about the sound structure of language requires covering a lot of ground. Some of the key topics are the anatomy, physiology, and acoustics of the human vocal tract; the nomenclature for the vocal articulations and sounds used in speech, as represented by the International Phonetic Alphabet; all of these requires a number of instructional materials, which often depend on the sense of sight and hearing, to aid the learning process. However, for students with visual impairment whose sense of sight is either loss or diminishes requires adapted instructional materials which are often in tactile form to complement their learning. Some of these materials according to Willings (2015) include but not limited to:

? **The Word PlayHouse kit:** This kit produced by American Printing House for the Blind, is one of the tools for teaching phonics activities. It has durable Velcro tiles can be used to create a number of activities that focus on phonics, spelling, and phonemic awareness.

? **Letter Tiles**: This letter tiles was being used with some minor adaptations prior to the production of Word PlayHouse Kit. They are made of indestructible plastic. Clear braille labels can be added to the front of the tiles while Velcro can be added to the back. The only challenge with this letter tiles is orientation i.e. correct placement for reading, however, a tactual dot can be placed in the top left hand corner of each tile to help students correctly orient the tile.

? **Turbo Phonics Kit:** The Turbo Phonics Kit is also a product of American Printing House for the Blind. It is a computer based phonemic awareness and phonics programme for young students who are preparing to develop reading skills. Student performance is tracked in a self-contained database that identifies skills the student has and areas where the student needs further assistance.

? **Califone Card Master Card Reader:** This device allows a teacher to record sounds and words for classroom instruction for children with visual impairment. It is refers to as one of those "oldies but goodies". When switch to teacher mode, it can record vocabulary words or simple sentences on memory cards which can be labelled in braille for easy identification. The student can listen to the card and practice reading it on their own. This is device is good for building fluency.

? **Adapted Expanded Dolch Word Cards:** Expanded Dolch Word Cards are braille/large print flashcards, available from APH, which consist of 220 sight vocabulary words and 95 words with pictures. The cards can be adapted by writing phonetic transcription of each words on the card for children with visual impairment to read both English alphabets and Phonetic Alphabets of each word. For example, a teacher can write the phonetic transcription of a word like "dog" on a braille sticker and place it on the card with the word "dog". This gives the child ample opportunity to learn the phonetic structure of each word represented. The cards can also be used for reading practice or an informal assessment of a student's ability to read words in contracted braille and to spell words in uncontracted braille.

Challenges of Teaching Phonetics and Phonology to Students with Visual Impairment

Obviously, teaching phonetics and phonology to children with visual impairment is sine-qua-non to their language, academic, and career developments. However, sound teaching and learning of phonetics and phonology by children with visual impairment is being hampered by some factors. Some of which include:

i. **Poor Background:** Sound knowledge in language, particularly in area of phonetics and phonology, requires good background knowledge in pronunciation right from the pre-school. There is little or no quality teaching of this aspect of language to children with visual impairment. This is not unconnected with the interaction of other factors as described below in this paper.

ii. **Interference of mother tongue:** Mother tongue simply put refers to the first language a child acquires in his immediate environment such as home. Nigeria as a multi-ethnic country has over seven hundred languages. In other words, where a child is born

determines the child's mother's tongue. Each of these mother tongues has influence on learning and correct pronunciation of English phonemes.

iii. **Unqualified teachers:** No doubt that the problem of non-qualified teacher found in classroom these days is not only affecting the teaching of language studies alone. It is a general phenomenon and a cankerworm to quality education at large. Even most language experts who combine education of learners with visual impairment do lack the appropriate pedagogy of teaching this aspect of language to children with visual impairment.

iv. **Poor teaching methodology:** In contrast to the problem of unqualified teachers, those who are found teaching this aspect of language lack the appropriate teaching methodology for this aspect of language. Their teaching methodology is often characterised with slogan such as "watch-me" "do as I do" "like this" "like that" which often demand the use of sight. As a result, children gain little or nothing when they are being taught.

v. **Lack of constant practice:** Practice makes perfect. Most children and teachers do not practice the correct way of pronunciation and phonetic transcription of words. This in turns makes them half-baked in this aspect of language.

vi. **Lack of orientation and facilities:** The understanding of the importance of teaching and learning phonetics and phonology is yet to gain ground in the heart of teachers and children/students with visual impairment in our education system. The present orientation is just to teach this aspect any how to fulfil all righteousness not knowing the advantages of teaching and learning this aspect of language very well as expected.

vii. **Shortage and limited accessibility to relevant books:** No doubt that accessibility to braille books is a fundamental and general problem in education of learners with visual impairment. Out of the available ones, very few percentage of it is on language with minor ones on aspect of phonetics and phonology. Cum this is the unavailability of adapted instructional materials for teaching and learning.

Recommendation

In view of the above challenges and the understanding of the enormous benefits of phonetics and phonology, the following recommendations are made:

1) Learners with visual impairment should be taught phonetics and phonology using appropriate Braille code.
2) Teaching phonetics and phonology to learners with visual impairment should be individualised.
3) Teachers should ensure the use of appropriate teaching aids and where these aids are not available, improvisation can be done.

Conclusion

This paper concludes that phonetics and phonology is fundamental to language learning of learners with visual impairment, hence it should be taught in schools using appropriate aids and methodology as suggested in the content of this paper.

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INCLUDING THE EXCLUDED: ENSURING EFFECTIVE CLASSROOM PARTICIPATION OF STUDENTS WITH DISABILITY IN NIGERIA

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────────────Abstract────────────
Education contributes to human capital formation and is thus a key determinant of personal well-being and welfare. Hence, excluding the children with disabilities from educational and employment opportunities, is retrogressive, because of its high social and economic losses in Nigeria. Many children and adults with disabilities have historically been excluded from mainstream education opportunities. In Nigeria today, children with disabilities experience barriers in accessing services that many of us have long taken for granted, including health, education, employment, and transport as well as information. The voices of children with disabilities themselves must be heard. Ensuring that children with disabilities receive good quality education in an inclusive environment should be a priority of all countries. Hence, this study examines the need to ensure effective classroom participation of students with disability in Nigeria; thus, including the excluded.

Keywords: *Children with disabilities, excluding, inclusion, effective and participative learning, school, teachers, parents,*
Word Counts: *135*

Introduction

More than one billion people in the world live with some form of disability, of whom nearly 200 million experience considerable difficulties in functioning. In the years ahead, disability will be an even greater concern because its prevalence is on the rise (United Nations, 2011). This is due to ageing populations and the higher risk of disability in older people as well as the global increase in chronic health conditions such as diabetes, cardiovascular disease, cancer and mental health disorders. Across the world, people with disabilities have poorer health outcomes, lower education achievements, less economic participation and higher rates of poverty than people without disabilities. This is partly because people with disabilities experience barriers in accessing services that many of us have long taken for granted, including health, education, employment, and transport as well as information (Crabtree, 2007).

Estimates for the number of children living with disabilities range between 93 million and 150 million (U.S. Department of Education, 2004). Many children and adults with disabilities have historically been excluded from mainstream education opportunities. In most countries early efforts at providing education or training were generally through separate special schools, usually targeting specific impairments, such as schools for the blind. These institutions reached only a small proportion of those in need and were not cost-effective: usually in urban areas, they tended to isolate individuals from their families and communities. The situation began to change only when legislation started to require including children with disabilities in educational systems.

Ensuring that children with disabilities receive good quality education in an inclusive environment should be a priority of all countries. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right of all children with disabilities both to be included in the general education systems and to receive the individual support they require.

Systemic change to remove barriers and provide reasonable accommodation and support services is required to ensure that children with disabilities are not excluded from mainstream educational opportunities (United Nations, 2011).

Agbenyega (2007) affirmed that the inclusion of children and adults with disabilities in education is important for four main reasons. Education contributes to human capital formation and is thus a key determinant of personal well-being and welfare. Excluding children with disabilities from educational and employment opportunities has high social and economic costs. For example, adults with disabilities tend to be poorer than those without disabilities, but education weakens this association. Countries cannot achieve Education for All or the Millennium Development Goal of universal completion of primary education without ensuring access to education for children with disabilities (Weber, 2009).

Educational Participation for Children with Disability

For children with disabilities, as for all children, education is vital in itself but also instrumental for participating in employment and other areas of social activity (Garuba, 2003). In some cultures, attending school is part of becoming a complete person. Social relations can change the status of people with disabilities in society and affirm their rights. For children who are not disabled, contact with children with a disability in an inclusive setting can, over the longer term, increase familiarity and reduce prejudice. Inclusive education is thus central in promoting inclusive and equitable societies (Kauffman & Landrum, 2009).

In general, Ajuwon (2008) assert that children with disabilities are less likely to start school and have lower rates of staying and being promoted in school. The correlations for both children and adults between low educational outcomes and having a disability is often stronger than the correlations between low educational outcome and other characteristics – such as gender, rural residence, and low economic status. Turning to country-specific examples, evidence shows young people with disabilities are less likely to be in school than their peers without disabilities. This pattern is more pronounced in poorer countries.

Barriers to Education for Children with Disabilities

Many barriers may hinder children with disabilities; these include but not limited to the followings:

1) *Weak legislation, policy, targets and plans in Nigeria:* While there are many examples of initiatives to include children with disabilities in education, a lack of legislation, policy, targets and plans tends to be a major obstacle in efforts to provide Education for All. The gaps in policy that are commonly encountered include a lack of financial and other targeted incentives for children with disabilities to attend school – and a lack of social protection and support services for children with disabilities and their families (Hammond & Ingalls, 2003).

2) *Inadequate resources:* Limited or inappropriate resources are regarded as a significant barrier to ensuring inclusive education for children with disabilities. A study in the United States found that the average cost for educating a child with a disability was 1.9 times the cost for a child without a disability, with the multiplier ranging from 1.6 to 3.1 depending on the type and extent of the disability. In most developing countries it is difficult to reach all those in need even when educational systems are well planned and support inclusion. National budgets for education are often limited and families are frequently unable to afford the costs of education. There are shortages of resources such as few schools, inadequate facilities, insufficient qualified teachers and a lack of learning materials (UNESCO, 2009).

3) *Curriculum and teaching problems:* Flexible approaches in education are needed to respond to the diverse abilities and needs of all learners. Where curricula and teaching methods are rigid and there is a lack of appropriate teaching materials. Assessment and evaluation systems are often focused on academic performance rather than individual

progress and therefore can also be restrictive for children with special education needs. Where parents have anxieties about the quality of mainstream schools, they are more likely to push for segregated solutions for their children with disabilities (UNESCO, 2010).

4) ***Inadequate training and support for teachers:*** Teachers may not have the time or resources to support disabled learners. In resource-poor settings classrooms are frequently overcrowded and there is a severe shortage of well trained teachers capable of routinely handling the individual needs of children with disabilities. The majority of teachers lack sign-language skills creating barriers for Deaf pupils. Other supports such as classroom assistants are also lacking. Advances in teacher education have not necessarily kept pace with the policy changes (Agbenyega, Deppeler & Harvey, 2005).

5) ***Physical barriers:*** Physical access to school buildings is an essential prerequisite for educating children with disabilities. Those with physical disabilities are likely to face difficulties in travelling to school if, for example, the roads and bridges are unsuitable for wheelchair use and the distances are too great. Even if it is possible to reach the school, there may be problems of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities (Ainscow & Miles, 2009).

6) ***Labelling, castigation and stigmatization:*** Children with disabilities are often categorized according to their health condition to determine their eligibility for special education and other types of support services. For example, a diagnosis of dyslexia, blindness, or deafness can facilitate access to technological and communication support and specialized teaching. But assigning labels to children in education systems can have negative effects including stigmatization, peer rejection, lower self-esteem, lower expectations, and limited opportunities. Students may be reluctant about revealing their disability due to negative attitudes, thus missing out on needed support services. This suggested that a label can lead to more negative attitudes and that adults' attitudes were critical in developing policies on the education of children with disabilities (Ainscow & Miles, 2009).

7) ***Attitudinal barriers:*** Negative attitudes are a major obstacle to the education of disabled children. In some cultures people with disabilities are seen as a form of divine punishment or as carriers of bad fortune. As a result, children with disabilities who could be in school are sometimes not permitted to attend. Negative community attitudes were also reflected in the language used to refer to people with disabilities. The attitudes of teachers, school administrators, other children, and even family members affect the inclusion of children with disabilities in mainstream schools. Ajuwon (2008) reiterated that some school teachers, including head teachers, believe they are not obliged to teach children with disabilities. Even where people are supportive of students with disabilities, expectations might be low, with the result that little attention is paid to academic achievement. Teachers, parents, and other students may well be caring but at the same time not believe in the capacity of the children to learn. Some families with disabled students may believe that special schools are the best places for their children's education (Mercer & Pullen, 2009).

8) ***Violence, bullying, and abuse:*** Violence against students with disabilities – by teachers, other staff, and fellow students - is common in educational settings. Students with disabilities often become the targets of violent acts including physical threats and abuse, verbal abuse, and social isolation. The fear of bullying can be as great an issue for children with disabilities as actual bullying. Children with disabilities may prefer to attend special schools, because of the fear of stigma or bullying in mainstream schools. Deaf children are particularly vulnerable to abuse because of their difficulties with spoken communication (Hammond & Ingalls, 2003).

Widening Inclusion Opportunities for Students with Disabilities

Ensuring the inclusion of children with disabilities in education requires both systemic and school level change. Garuba (2003) and Crabtree (2007) established that as with other complex change, it requires vision, skills, incentives, resources, and an action plan. One of the most

important elements in an inclusive educational system is strong and continuous leadership at the national and school levels – something that is cost-neutral.

1) *Legislation:* The success of inclusive systems of education depends largely on a country's commitment to adopt appropriate legislation, develop policies and provide adequate funding for implementation. Other factors leading to a low impact include insufficient funding for education, and a lack of experience in educating people with disabilities or special educational needs (Ajuwon, 2011).

2) *Policy:* Clear national policies on the education of children with disabilities are essential for the development of more equitable education systems. UNESCO has produced guidelines to assist policy-makers and managers to create policies and practices supportive of inclusion. Training in inclusive teaching was developed for teachers in schools, and for student teachers, with the help of specialists and people with disabilities themselves (Agbenyega, 2007).

3) *Funding:* There are basically three ways to finance special needs education, whether in specialized institutions or mainstream schools: through the national budget, such as setting up a Special National Fund, financing a Special Education Network of Schools, or as a fixed proportion of the overall education budget; through financing the particular needs of institutions – for materials, teaching aids, training, and operational support; through financing individuals to meet their needs (Garuba, 2003). The criteria for eligibility of funding can be complex. Whichever funding model is used, it should:
   - be easy to understand
   - be flexible and predictable
   - provide sufficient funds
   - be cost-based and allow for cost control connect special education to general education be neutral in identification and placement.

   The decline in resources for these categories may reflect higher drop-out rates for these groups, especially in the later stages of secondary school, implying that the system is not meeting their educational needs. Ensuring children with disabilities are able to access the same standard of education as their peers often require increased financing. Low-income countries will require long-term predictable financing to achieve this. Kauffman and Landrum (2009) emphasized that while the costs of special schools and inclusive schools are difficult to determine it is generally agreed that inclusive settings are more cost-effective. Inclusion has the best chance of success when school funding is decentralized, budgets are delegated to the local level, and funds are based on total enrolment and other indicators. Access to small amounts of flexible funds can promote new approaches.

4) *Recognizing and addressing individual differences:* Education systems need to move away from more traditional pedagogies and adopt more learner-centred approaches which recognize that each individual has an ability to learn and a specific way of learning. The curricula, teaching methods and materials, assessment and examination systems, and the management of classes all need to be accessible and flexible to support differences in learning patterns (Mercer & Pullen, 2009). Assessment practices can facilitate or hinder inclusion. The need to attain academic excellence often pervades school cultures, so policies on inclusion need to ensure that all children reach their potential. Streaming into ability groups is often an obstacle to inclusion whereas mixed-ability, mixed-age classrooms can be a way forward. The following principles were proposed:
   - Assessment procedures should promote learning for all students.
   - All students should be entitled to be part of all assessment procedures.
   - The needs of students with disabilities should be considered within all general assessment policies as well as within policies on disability-specific assessment.
   - The assessment procedures should complement each other.
   - The assessment procedures should aim to promote diversity by identifying and valuing the progress and achievements of each student.

Inclusive assessment procedures should explicitly aim to prevent segregation by avoiding – as far as possible – forms of labelling. Instead, assessments should focus on learning and teaching practices that lead to more inclusion in a mainstream setting. Individualized education plans are a useful tool for children with special educational needs to help them to learn effectively in the least restrictive environments (U.S. Department of Education, 2004). Developed through a multidisciplinary process, they identify needs, learning goals and objectives, appropriate teaching strategies, and required accommodations and supports. Creating an optimum learning environment will assist children in learning and achieving their potential. Information and communication technologies, including assistive technologies, should be used whenever possible. Some students with disabilities might require accommodations such as large print, screen readers, Braille and sign language, and specialized software (Agbenyega, 2007). Alternative formats of examination may also be needed, such as oral examinations for non-readers. Learners with difficulty in understanding as a result of intellectual impairments may need adapted teaching styles and methods. The choices regarding reasonable accommodations will depend on the available resources.

5) ***Providing additional supports:*** To ensure the success of inclusive education policies some children with disabilities will require access to additional support services. The additional cost associated with these is likely to be offset in part by savings from students in specialized institutions transferring to mainstream schools. Schools should have access to specialist education teachers where required. Teachers provide assessments, develop individualized education plans, coordinate services, and provide guidance for mainstream teachers (Weber, 2009). The services include assessments of students, instruction on an individual basis or in small groups, support for general education teachers, and speech and language therapy and similar services. Teaching assistants – also known as learning support assistants, or special needs assistants – are increasingly used in mainstream classrooms. Their role varies in different settings, but their main function is to support children with disabilities to participate in mainstream classrooms – they should not be regarded as substitute teachers (Crabtree, 2007). Their successful deployment requires effective communication and planning with the classroom teacher, a shared understanding of their role and responsibilities, and ongoing monitoring of the way support is provided. There is a danger that extensive use of teaching assistants may discourage more flexible approaches and sideline disabled children in class. Special needs assistants should not hinder children with disabilities from interacting with non-disabled children or from engaging in age-appropriate activities. Early identification and intervention can reduce the level of educational support children with disabilities may require throughout their schooling and ensure they reach their full potential. Children with disabilities may require access to specialist health and education professionals such as occupational therapists, physiotherapists, speech therapists, and educational psychologists to support their learning. Making better use of existing resources to support learning is also important, particularly in poorer settings. For example, while schools in poor rural environments may have large class sizes and fewer material resources, stronger community involvement and positive attitudes can overcome these barriers (Agbenyega, Deppeler & Harvey, 2005). Many teaching materials that significantly enhance learning processes can be locally made. Special schools, where they exist, can be valuable for disability expertise and as training and resource centres. In low-income settings itinerant teachers can be a cost-effective means of addressing teacher shortages, assisting children with disabilities to develop skills – such as Braille literacy, orientation and mobility - and developing teaching materials.

6) ***Building teacher capacity:*** The appropriate training of mainstream teachers is crucial if they are to be confident and competent in teaching children with diverse educational needs. The principles of inclusion should be built into teacher training programmes, which should be about attitudes and values not just knowledge and skills. Teachers with disabilities should be encouraged as role models. Teacher training should also be supported by other initiatives that provide teachers with opportunities to share expertise

and experiences about inclusive education and to adapt and experiment with their own teaching methods in supportive environments. Where segregated schools feature prominently, enabling special education teachers to make the transition to working in an inclusive system should be a priority. In extending inclusive education, special schools and mainstream schools have to collaborate (Kauffman & Landrum, 2009).

7) ***Removing physical barriers:*** Principles of universal design should underlie policies of access to education. Many physical barriers are relatively straightforward to overcome: changing physical layout of classrooms can make a major difference. Incorporating universal design into new building plans is cheaper than making the necessary changes to an old building and adds only around 1% to the total construction cost (UNESCO, 2010).

8) ***Overcoming negative attitudes:*** The physical presence of children with disabilities in schools does not automatically ensure their participation. For participation to be meaningful and produce good learning outcomes, the ethos of the school – valuing diversity and providing a safe and supportive environment – is critical. The attitudes of teachers are critical in ensuring that children with disabilities stay in school and are included in classroom activities (UNESCO, 2001). Fear and a lack of confidence among teachers regarding the education of students with disabilities can be overcome.

9) ***The role of communities, families, disabled people, and children with disabilities:*** Approaches involving the whole community reflect the fact that the child is an integral member of the community and make it more likely that sustainable inclusive education for the child can be attained. Community-based rehabilitation (CBR) projects have often included educational activities for children with disabilities and share the goal of inclusion (UNESCO, 2009). CBR-related activities that support inclusive education include referring children with disabilities to appropriate schools, lobbying schools to accept children with disabilities, assisting teachers to support children with disabilities, and creating links between families and communities. CBR workers can also be a useful resource to teachers in providing assistive devices, securing medical treatment, making the school environment accessible, establishing links to disabled people's organizations, and finding employment or vocational training placements for children at the end of their school education. Parents should be involved in all aspects of learning. The family is the first source of education for a child, and most learning occurs at home (Ajuwon, 2011). Parents are frequently active in creating educational opportunities for their children, and they need to be brought on board. Disabled people's organizations also have a role in promoting the education of disabled children – for example, working with young disabled people, providing role models, encouraging parents to send their children to school and become involved in their children's education, and campaigning for inclusive education. (Agbenyega, Deppeler & Harvey, 2005).

Conclusion

The voices of children with disabilities themselves must be heard, though they frequently are not. In recent years children have been more involved in studies of their experiences of education. The results of such child-informed research are of great benefit for educational planners and policy-makers and can be a source of evidence as educational systems become more inclusive. Child-to-child cooperation should be better used to promote inclusion. Audiovisual methods have been particularly effective in bringing out the views of children in a range of socioeconomic settings.

Recommendations

▪ Focus on educating children as close to the mainstream as possible. This includes, if necessary, establishing links between special education facilities and mainstream schools.

▪ Do not build new special school if no special schools exist. Instead, use the resources to provide additional support for children with disabilities in mainstream schools.

- Ensure an inclusive educational infrastructure – for example, by mandating minimum standards of environmental accessibility to enable access to school for children with disabilities.
- Accessible and convenient transport system for the children with disability is also vital, and must be ensured, both by the parents and the school.
- Make teachers aware of their responsibilities towards all children, build and improve their skills for teaching children with disabilities. Educating teachers about including children with disabilities should ideally take place in both pre-service and in-service teacher education. It should have a special emphasis on teachers in rural areas, where there are fewer services for children with disabilities.
- Support teachers and schools to move away from a one-size-fits-all model towards flexible approaches that can cope with students' disabilities.
- Increased awareness about the need for effective teaching of children with disabilities should be made to the parents and community members, so that they would be well-informed, and give the required supports to the school system.

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GUIDELINES FOR AUTHORS/CONTRIBUTORS

Format of Presentation
The following format of presenting research, review and position articles should be followed by all authors/contributors.

Research Articles: Title should be brief and reflect the main theme of the article.

Abstract: As described in manuscript guidelines.

Introduction: Explain the main focus of the article in not more than 1½ paper double line spacing.

Background: This section should include the:
- literature review;
- problem;
- purpose and significance of study; and
- objectives and/or research questions

Methodology
This section should cover the:
- research design;
- sample (describe how the sample was drawn and provide sample characteristics);
- research measures/instruments;
- procedure (explain how the data was collected); and
- data analysis.

Results
- Present results according to hypothesis or objectives or research questions of the study.
- Tables and figures should be informatively and succinctly presented.
- Present statistics in text and in tables according to APA convention.
- Avoid reproducing information already in tables.

Discussion
This section should
- interpret study's findings;
- present theoretical insights;
- present practical insights;
- present lessons learnt and
- not duplicate results.

Recommendations
Make suggestions on the implications of your study for Special Needs Education theory and practice. Make suggestions for future research.

Conclusion
The author(s) should here:
- delineate and draw main conclusion of their studies by focusing on the contribution made in terms of re-orientating Special Needs Education thinking and practice,
- present the unique contribution of studies to the field of Special Needs Education; and not duplicate material from the discussion section.

Referencing
The authors should:
- follow the APA format of citing sources of information in text and when preparing the list of references.

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INFORMATION FOR CONTRIBUTORS

Special Needs Education terms and concepts

Recognizing that countries in different parts of the world use differing terminologies to explain the same concept in Special Needs Education, there have recently been efforts to standardize terms internationally. This process reflects the internationalization of Special Needs Education and developments in the international disability rights movement, which in many instances has advocated for a change in language. The editorial committee of the Journal of Issues in Special Education (ISSE) believes it is in the interest of the international acceptability of the journal to refrain from using those terms which currently is limited to a particular country and instead adhere to the more widely accepted terminology and meanings of concepts. The attention of contributors to the journal is therefore drawn to the following explanation/definitions.

Special Needs Education

Current international usage favours use of the term *Special Needs Education.* This term gained prominence during the World Conference on Special Needs Education; Access and Quality in Salamanca, Spain, in June 1994. The rationale for the term is that "Special Education" suggests a "special", segregated approach to education, which is being challenged, by the new approach of inclusive education. "Special Needs Education" emphasizes that some children have special needs, which can be met in an inclusive learning environment.

Integration/Inclusion

Integration (or mainstreaming) has been advocated for and widely employed as an alternative for segregative school provisions for children with Special Educational Needs. There are different modes of integration, but they all involve the provision of educational services to children with special needs in the regular school system. Integration, however, still relies on a relatively small number of regular schools being equipped with the resources to admit children with special needs.

The principle of inclusion on the other hand, is that "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other needs" (Salamanca Statement 1994:6). The "school for all" ideology advocates for children with disabilities as far as possible. Hence, inclusion can be seen as a further step towards the normalization of children with disabilities in the education system.

Hearing Impairment: The terms hearing impairment, hard of hearing and deaf are understood differently in different places. The following definitions have now been agreed upon.

Hearing Impairment: An umbrella concept which includes all degrees of hearing loss.

Deafness: This refers to hearing impairment, which is so severe that the person cannot maintain adaptive contact with the surroundings. The person is unable to utilize his/her residual hearing.

Hard of Hearing: A person who is hard of hearing can utilize his/her hearing without a hearing aid to maintain adaptive contact with the surroundings.

Intellectual Disability: This is a term used to describe the condition of sub-average intellectual functioning that is present in learning, maturation, and adaptive skills. Persons with intellectual disabilities can be classified for educational purposes into Educable, Trainable and Totally Dependence. The concept of Intellectual Disabilities is the same as that of Mental Retardation.

Learning Disability: "Learning Disability" should not be confused with (specific) learning difficulties, which refers to groups of disorders caused by dysfunction in the nervous system.

Visual Impairment: As for Visual Impairment, the following have now been agreed upon. Visual impairment is the umbrella concept encompassing all degrees of visual loss. Blindness: a person who is blind cannot utilize his/her visual rests and does not have visual rests. The WHO defines as a visual acuity of less than 3/60 or corresponding visual field less in the better eye with best eye with possible correction.

Persons with disability should be described so as to put the person the disability and never solely in terms of the disability e.g. "person with visual impairment" not "visually impaired person" or "the visually impaired", "child with intellectual disability", not "mentally retarded child" or "the mentally retarded", etc. An exception to this is for persons who are deaf, since there is now a move towards seeing them not as disabled but as a cultural minority. For this reason, many persons who are deaf now refer to themselves as "Deaf persons".

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