A Study Focuses on the Usage of ICT in English Teaching-Learning for Students with Special Educational Needs in an Inclusive Classroom Settings

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Abstract
The current study focuses on using information communication and technology (ICT) in English teaching-learning for students with special educational needs (SwSENs) in an inclusive classroom setting. In ensuring the most effective methods of English Teaching-Learning, it is vital to examine pedagogical approaches. Globalization has led to a more entangled interaction between the digital and physical worlds. Our increased reliance has significantly impacted our daily lives on technological devices. Thus, it stands to reason that SwSEN is becoming constantly excited about using ICT in the teaching-learning process in inclusive classrooms. Every modern culture that can survive relies on ICT. This will impact education and other aspects of one’s life. Students of English who don’t speak the language natively now have easy access to many resources because of its technology. In the meantime, many higher education institutions cannot function efficiently without the help of ICTs. ICT enhances the teaching-learning process. Use it to expose students to new learning opportunities. Teaching-learning English has been reinvigorated by using ICT in the inclusive classroom. ICT is essential for ensuring that SwSENs access high-quality English language learning opportunities. As an outcome of the study, new strategies for teaching-learning English in inclusive settings may be developed. Today’s global society demands that the teaching-learning of English as a second language adapt and evolve. This study highlights the positive benefits of ICT on SwSENs in an inclusive classroom setting to keep up with today’s technologically sophisticated society. In this context, the function of ICT in English language teaching-learning will be examined. Teaching English as an additional language is concerted and coordinated to the ever-changing demands of a technologically advanced society. Whether or not ICT can enhance English language teaching and learning has been debated for several centuries. ICT is being actively adopted in today’s academic institutions, particularly those offering English language programs for SwSENs in an inclusive classroom setting. ICT is increasingly being used to teach English as a Second Language in academic institutions. Having such environments in place for both
teaching-learning must be investigated if we are to determine how ICT is being used for SwSEN in an inclusive classroom setting.

**Keywords:** Usage, ICT, English Language, Teaching-Learning, SwSENs, and Inclusive Classrooms.

**INTRODUCTION**

English language teaching-learning is seen as a challenging task. New educational technologies should be able to simplify such a complex subject as soon as possible. The rapid development of the Internet has brought technological advances to every facet of our lives, especially in teaching-learning, which has grown more reliable. ICT is becoming more common in English language teaching and learning as more teachers use it. In education, ICT allows for a more student-centered learning environment. Furthermore, as the globe moves toward digitized media and information, ICT in education is becoming more critical, and it will keep growing in the twenty-first century (Ul-Amin, Syed, Noor, 2013).

More or less, many educational institutes have integrated ICT in English language teaching-learning. Therefore, it is essential to assess the value of ensuring an ICT-based teaching-learning environment in inclusive classroom settings to better understand the current scenario of ICT teaching-learning among SwSENs in inclusive classroom settings. The Internet has recently grown in popularity in English language teaching-learning, causing more teachers and students to be upset. There’s no disputing that ICT has impacted the quantity and quality of teaching-learning in traditional and remote academic institutions. Because of the dynamic and information readily accessible, ICT can increase teaching-learning and provide actual possibilities for customized training (UNESCO, 2002).

The impact of ICT on the quality and variety of the teaching-learning process is undeniable. It’s a combination of technology tools for engaging with, creating, disseminating, and transferring information. To properly recognize the benefits of ICT in English language teaching-learning, it is essential always to understand ICT. Information and communication technology is represented as ICT. ICT has been increasingly important in the teaching-learning process in recent years. The teacher is supposed to be both traditional and contemporary in their teaching-learning process. The teacher must integrate ICT into the learning system. While interactive technology is standard in today’s world, it is still rare in language schools (Dr. Raval, M. R, 2014). Since it provides new, flexible, and exciting information and the opportunity for tailored instruction, ICT can benefit both teachers and students. The modern classroom is very different from the previous conventional setting. Knowing and practicing basic ICT concepts and abilities is now regarded core curriculum in many nations (Daniels J.S., 2002). On the other hand, regional integration has had a significant effect on all areas of human life, particularly education.

In a technological era that has reduced the world to a bit of hamlet, use ICT in education to assist in developing a new style of English teaching-learning. ICT has changed every part of government and the private sector in the previous two decades. As an outcome, it's no wonder that Sweden is more passionate about integrating technologies into the teaching-learning process in inclusive classrooms. ICT in the inclusive classroom has revitalized English teaching-learning. ICT must be used in the school to continue
providing successful language teaching-learning possibilities for SwSENs in 21st-century inclusive educational settings.

**Teaching Strategies for Students with SENs**

Every learner is different, and their personality impacts their learning styles. Students are calm and thoughtful in interpersonal connections, and they learn by listening and watching. Interpersonal learners are outgoing and eager to converse in English. The teacher’s job is to give a wide range of activities and carefully crafted material and practice chances to accommodate different learning styles. Nind and Wearmouth (2005) look at a study conducted in mainstream classes to help students with SENs participate in these settings. These studies looked at the benefits of using a study to influence instructional practice in academic and social settings.

This research examines educational adaptability, resource adaptation, assessment adaptation, and classroom environment adaptation, peer tutoring, and peer group interactive team teaching. Writing has become a more standard term for the need to situate children with SENs education within inclusive practice and policy, with an effort to enhance the entire learning environment and the combination of teaching and learning processes relevant to all children; a strategy that should prevent some children from needing special educational needs recognition. When a child has SENs, knowing their learning style isn’t enough to ensure academic achievement. Teachers should consider a student’s skills and any learning difficulties, such as a short attention span or a slower rate of learning, which might easily discourage a young player from learning English. Teachers can help the child by encouraging them to practice a specific language structure as many times as needed (in a well-structured exercise), being patient and not interrupting the child, and promoting, celebrating, and boosting their confidence. Rather than correcting the student, the teacher should show the technique’s purpose or let the student shadow the recorded text. As per the study, concerns about whether a separate special education pedagogy occurs are helpful in the current policy environment. The more important goal is to build a pedagogical that includes all learners used. The study will be looking at how the strategies that have been recognized as having the potential to improve performance may be organized into a typology that can be used to create a multi-method system for teaching students with SENs.

**The Concept of Information and Communication Technology**

ICT stands for information and communication technology. ICTs are technologies that enable digital transfer, creation, storage, display, teamwork, and transmission. This broad definition of ICT includes radio, television, video, DVD, telephone (both fixed-line and mobile phones), communications satellites, computer network software, and hardware, as well as products and infrastructure associated with these technology solutions, such as videoconferencing, email, and blogs (UNESCO, 2007). The term "ICT" is defined as "forms of technology used for creating, presenting, storing, altering, and sharing information" (Meleisea, 2007, Nguyen, Williams & Nguyen, 2012). ICT refers to computer-based technologies such as desktops, laptops, tablets, smartphones, and programs, and web-based technologies such as email, webpages, and social networking sites for this study (Davies & Hewer, 2009). Rural and remote populations, minority groups, girls and women,
SwSENs, the elderly, and anyone else who cannot enrol in school due to the financial or following actions can benefit from it.

At this time, ICT has an impact on every element of humanity. They can be found in various settings, including the workplace, trade, education, and recreation. Many people consider changes in working conditions, information systems and exchange, educational methods, learning methods, knowledge production, and ICT accessibility to be agents of societal change. In this digital age, ICT in the classroom is critical for students to learn and apply the necessary 21st-century skills. Since their role as educational environment builders, teachers are urged to use ICT to improve teaching-learning. Teachers may use ICT to provide engaging and accessible instruction to students at all school levels. ICTs have advanced the process of change. They affect all aspects of life. In schools, the effects are more evident. Society drives schools to respond successfully to this technological transformation since ICTs allow students with SENs and teachers to adjust learning-teaching to specific needs. On the other hand, ICT is deeply integrated into people’s lives and plays a crucial role in education. A significant amount of funding was given to the school’s ICT and SwSEN training. In many nations, the debate over ICT in education focuses on the technology’s potential impact on teaching-learning and the policies that must be adopted to ensure that ICT’s potential to enhance students’ learning experiences is realized in 21st-century inclusive educational settings.

**ICT in Teaching- Learning**

In the twenty-first century, the term "technology" has become a significant feature in various fields, especially education. In most nations, technology has become the primary means of knowledge transfer. Technological advancements have altered how people think, work, and live in today's world (Grabe, 2007). ICT integration in education is related to teaching-learning technologies in classrooms. Teaching-learning technology in schools is related to ICT integration in education. ICT integration in schools, especially at the school, is essential since students are comfortable with technology and would learn better in a technology-based setting. This is because adopting technology into the classroom significantly affects academic outcomes. Using ICT will improve teaching-learning with the aid and support of ICT elements (Jamieson-Procter and colleagues, 2013).

As an outcome, schools and other educational institutions tasked with preparing pupils for a "knowledge society" must implement ICT into their programs (Ghavifekr, Afshari & Amla Salleh, 2012). While ICT integration is meant to improve a system’s quality, accessibility, and cost-effectiveness for students, it also refers to the benefits of integrating learning communities to solve current global problems (Albirini, 2006). Instead of a single event, ICT adoption is a series of steps that properly support teaching-learning and information (Young, 2003). ICT integration in education refers to adopting computer-based communications into the classroom teaching process. Teachers are seen as key players in incorporating ICT into their regular classes and educating pupils about the digital world. It's because ICT may assist in the creation of a very proactive teaching-learning setting (Arnseth & Hatlevik, 2012).

Using ICT to teach and learn has several benefits. Moreover, motivation and learner involvement play a role in language development (Young, 2003), and language learners require a high level of drive and autonomy to use technology in education effectively. As per Jacobs and Farrell (2003), English language teaching-learning has undergone a
paradigm shift, with one of the most significant shifts being the focus on independent learning. Students, they believe, should have a say in what is included in their education. ICT in the classroom impacts both students with SEN and teachers. It provides several choices for expressing English language acquisition by using computers and internet programs. It influences pupils' attitudes toward language learning and motivation and teachers' practices in inclusive classroom settings.

**ICT Usage in English Language Teaching-Learning**

Human life is directed by language, which functions as a mirror. Language is used to express man's uniqueness. It is a global method of reaching a large audience. For various emotions, English and ICT have become essential tools in everyday life. Because of its varied roles and advantages over many other languages worldwide, English has become a global language. English has spread throughout the world. Technology is essential. Education has also entered a new era as a result of technological advancements. Students respond poorly to traditional teaching methods. Technology has turned into a tool for motivating students with SENs to learn and inspiring them to be creative. To compete against native English speakers. In English lessons, learners use several ICT programs.

Collis and Moonen (2001) divided ICT systems into three groups: "learning resources," which included educational software, online resources, and video resources; "instructional organization of learning," which included software and technology tools for lecturing in the classroom, course management systems like Moodle, and computer-based testing systems like Hot Potatoes; and "communication," which included email systems and websites that provide communication. According to the New Medium Consortium, the following technology domains could potentially contribute to the issue of education. The first is Extended Learning, which incorporates modern communication technology such as Facebook, Twitter, blogs, wikis, and text messaging into teaching-learning. Another way, social networking websites have allowed students to communicate outside of the classroom in a communicative setting, allowing for cooperative conversation, idea sharing, and critical analysis (Cheng, 2012). Pervasive Wireless, the second topic, is concerned with the "widespread deployment of wireless connections" (Jung, 2006), which allows students to be more flexible in their learning by using portable or mobile devices such as laptops, tablets, smartphones, and other similar technologies. Intelligent Searching, the third category, allows students to seek, organize, and recall information faster.

Educational gaming, which encompasses games and simulations, is seen as a way to boost motivation, communication, critical reasoning, and problem-solving abilities (Jung, 2006). The studies' benefits of ICT in language development have been thoroughly examined. According to Darasawang and Reinders (2010), a computerized language aid system will improve autonomous learning. It also serves as a source of motivation. Children benefit from multimedia technology, which incorporates visual assistance, music, video clips, animations, and other features (Kuo, 2009). Furthermore, learners can use the Internet to access a wide choice of materials, making English learning more pleasurable (Dang, 2011). Intelligent Searching, the final category, allows students to search, organize, and recall information more quickly. Educational gaming aims to enhance motivation, communication, critical thinking, and problem-solving skills (Jung, 2006). Despite its compelling and engaging character, ICT offers the potential to meet the needs of students with SENs by allowing them to direct their learning and seek knowledge. ICT can help
students learn any subject, including English. ICT's role in worldwide communication has become critical in the twenty-first century. ICT has become an essential part of classroom teaching-learning. Teachers and students can use it to increase educational quality while simultaneously addressing the demands of today's knowledge society. As an instrument for educational transformation and development, ICT has gained importance in English teaching-learning for children with SENs in an inclusive classroom setting.

**English Language Teaching-learning in Inclusive Classrooms**

To address the various learning needs of the disabled as effectively as possible, teachers should utilize good teaching techniques and procedures, choose relevant content, construct work assignments, and employ proper classroom management skills. Teachers who work with students with SENs should be aware of the problem's nature, causes, assessments, and treatment options (Hallahan et al., 2005). This affects English language learning, and the public school system has yet to accomplish its goal of fostering welcoming, inclusive classroom settings. The goal is to refute misconceptions that keep disabled children out of public schools and reduce discrimination toward students with SENs. Because of inclusive education, students from all backgrounds can participate in traditional classrooms. Several factors must be considered when teaching learning English as a second language. First and foremost, whether these skills are effectively conveyed, match with the curriculum's planned objectives, taking grade levels into account; what strategy or methods might be employed to put them into practice; and what challenges might occur during the change effort.

This study aims to provide insight into inclusive education, which strives to make it simpler for children with SENs to learn English in an inclusive classroom setting. Sweden students can now attend school with their peers. They now must learn English as a second language. However, teaching and learning in an inclusive classroom can be difficult during the teaching-learning process. English teachers face various challenges. Teachers, especially those who work with SwSENs, should be aware of their challenges and devise strategies to address them. It would be essential for teachers to teach English as a foreign language to children with SENs in an inclusive setting. In this scenario, teachers must focus on regular maintenance in enhancing non-English speaking students' school achievement.

The classroom teacher must also be innovative, creative, and competent in initiating active learning to get an inclusive education. Finally, children with special educational needs must participate in activities that stimulate critical thinking and problem-solving. These exchanges must be a component of the students' long-term, trustworthy, and personal relationships with each other and the teacher. In an English language teaching-learning classroom, students with SENs must be able to learn at their speed, with adjustments and other evaluation methods in place to meet their specific needs. Learning goals must be both apparent and reachable and require some effort on the part of students for them to succeed in 21st-century inclusive classroom settings.

**CONCLUSION**

The study investigates how ICTs are employed in English teaching and learning. It's tough to distinguish between old English teaching ideas and practices and current technologies. These free ICT resources might help you learn a language. It becomes helpful in teaching English when it is in the hands of imaginative and talented language teachers.
The application of ICTs in English language teaching-learning has not been adequately investigated. Teachers must also improve their skills in teaching English to children with disabilities. They need to be trained in effective special education teaching methods and resources. Lastly, it is not primarily the responsibility of teachers to educate students with SENs. All partners, including teachers, schools, parents, and the government, must work together. ICT in inclusive classrooms can improve English language teaching and learning by promoting meaningful English language discussion in accessible formats and increasing students’ desire to compose texts. In the inclusive classroom, teachers should encourage and guide students in their use of ICTs and identify materials that can help them improve their language abilities. In terms of increasing the use of ICT in English language programs and promoting higher efficacy that is made more fully operational through new information technologies, English Teaching is an essential addition. Both students and teachers can profit from and give to them. One must also examine the impact of ICTs on children’s and learners’ motivation and the fact that ICTs are versatile in their use, allowing them to be used with both struggling and non-struggling students, enhancing their educational value. On the other hand, teachers must realize that their career is constantly changing, and they will need to learn how to use all of the new technologies in teaching-learning English to students with SENs in an inclusive classroom setting.

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