

**“TICHEH. PLIS HELP”
CHALLENGES FACED BY AN INCLUSIVE STUDENT
WHEN LEARNING ENGLISH IN A MAINSTREAM
CLASSROOM: A CASE STUDY**

Seethaletchumi a/p S. A. Chelliah

Adelina Asmawi, PhD*

*University of Malaya
Malaysia

Inclusive education in Malaysia emphasises education for all children at every level of learning regardless of the differences or difficulties that may arise. This qualitative descriptive intrinsic case study uses purposeful sampling representing embedded units and explores the challenges that the inclusive student faced when learning English with the English language teachers in the inclusive classroom. Some of the challenges are the attitude of the English language teachers due to the lack of knowledge, the lack of support system to teach English and the implementation of two new education policies in 2016. Also, the inclusive students are weak in English due to interference of L1, insufficient practice, multiple medical conditions and low self-esteem. Data were collected from observations as field notes, semi-structured interviews, written exercises and Individual Assessment Progress Report. The findings would serve as a guide to reveal insights pertaining to challenges the inclusive student faced while learning English in a mainstream classroom and recommends for teacher training in TESL with special education area in local universities and teacher training colleges according to specification and identify areas of study which need further investigation on the importance of the support system needed by the inclusive students.

Keywords: Inclusive student, mainstream classroom, English learning

INTRODUCTION

An inclusive classroom is a general education classroom in which students with and without disabilities learn together. Heterogeneous classes that include students with special educational needs are increasingly becoming fixtures of the twenty-first century (UNESCO, 2001). In order to achieve vision 2020 and become a fully developed nation, education for all is important as emphasised in the first to tenth Malaysia Plan (Ng, 2011). Inclusive education in Malaysia supports “The Framework for Action of Special Needs Education” and the

Salamanca Statement according to the United Nations Educational, Social and Cultural Organisation (UNESCO, 1994).

INCLUSIVE EDUCATION

According to Harrisson, Soares, and Joyce (2018), the US Federal Law mandates for all to have access to general education and this mandate codifies a philosophical orientation of an inclusive environment with explicit evidence-based practices. While there is a dearth of empirical evidence both in the US and Malaysia, policies are in place to support and protect inclusive practices for individuals with emotional and behavioural disabilities. More so for a study on the need for specially trained teachers in Malaysia as the inclusive teachers assist the inclusive students in major subjects such as Malay Language, Mathematics, Science and English Language for a maximum of one or two thirty-minute periods in a week for any one of the four major subjects.

Every year there has been an increase in the number of children included in the inclusive programme in Malaysia (Hoque, 2013). There has been an increase to about 4554 for those who are included in the mainstream classes at primary level in 2019 and 3259 for those included in the mainstream classes at secondary level in 2018. These latest data represent statistical analyses from national schools – more are listed under the vocational and other types of schools in Malaysia (MAMPU, 2018). It should be noted that more than 2000 government aided primary and secondary schools currently conduct inclusive education programmes throughout Malaysia (MoE, 2018).

Inclusive students are generally weak in English; therefore, they need personal attention. In the current local context, primary schools integrated with the special education programme allocate only one inclusive teacher to teach all levels in the mainstream classroom (Susila & Loh, 2015). This lack of TESL trained special education teachers as a support system for the inclusive classroom is a major setback although inclusive education has been implemented 30 years ago. This is supported by the newly drafted vision for inclusive education, “Quality education for the development of excellent students with special needs is in line with the National Education System” (MoE, 2013, p. 15).

The lack of professionally trained TESL teachers has caused inclusive students to face tremendous challenges in learning especially in English Language (Kang & Supiah, 2015). As mentioned in Kang and Supiah’s research, Sariah Amirin, President of the Dyslexia Association of Malaysia (DAM) stated that 80% of children with dyslexia cannot read and write well (Kang & Supiah, 2015). As it is, course specification on TESL for special education has not been formulated in local institutions and teacher training colleges as yet and deserves special attention.

STATEMENT OF PROBLEM

In implementing an inclusive programme, five elements are highlighted by the MoE (2018). First is student criteria where a student is to pass an assessment before being qualified to be in a mainstream classroom. Second is student placement where a three-month trial period is given to a student where classroom size is no more than 35 students. Third is where mainstream teachers are to be professionally developed to manage such students in the classroom. Fourth is that the teaching and learning follow the national syllabus, where resources and approaches are to ease learning among these students. Specific needs and interventions should be included and recorded for these students. Fifth are the assessment of both curriculum and co-curriculum activities and a fair chance to sit for public examinations for such students (MoE, 2018).

Challenges have appeared in all these five elements in inclusive education. Passing assessments, large class size, lack of training among teachers, attending to individual learner differences, and curriculum and co-curricular activities assessments as warranted in the latest education policy are issues faced and this is especially so as Malaysia has yet to put the inclusive education programme into full practice. The nation still practices a dual programme – a special education system and a regular system – depending on students' level of disabilities.

As these challenges affect communication skills among such students, particularly the English language, and seeing the importance of the language for these students' survival skills in the future, there is a need to focus on the subject and gather empirical data on the area.

English Language is taught as a second language (L2) in all primary schools emphasising the need to enhance language acquisition in all the four skills. Generally, many mainstream teachers have not received the necessary training and so lack the pedagogical knowledge to teach in diverse situations (Jelas, 2012). The mainstream teachers are unfamiliar with medical jargon such as Dyslexia, Slow Learners, Autism, Down Syndrome and Attention Deficit Hyperactivity Disorder (ADHD) and other medical conditions which hinder the teaching and learning process in the classroom.

This situation brings into light the gap for research in this area, namely the need for TESL trained special education teachers as a support system for the inclusive classroom. It must be highlighted that the current curriculum assigns only one special education teacher on a yearly rotation basis to be an inclusive teacher to all inclusive students in the inclusive programme. Therefore, the inclusive teacher faces numerous challenges to teach all inclusive students at various levels, with different health conditions and different abilities within a specific period. The teacher's time table is arranged as such that each inclusive student gets only one period of 30 minutes of guidance from the inclusive teacher per week. This restricted time allocation is extremely insufficient for

English Language acquisition. Most English subject teachers are unable to give a one to one attention to the inclusive students because of the large class size, heavy workload and stress.

LITERATURE REVIEW

UNESCO describes inclusive education systems as those “removing the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics and that eliminate all forms of discrimination in the learning environment” (Yap, 2019, p. 1). The Malaysia Education Blueprint 2013-2025 defines special needs as students with “visual impairment, hearing impairment, speech difficulties, physical disabilities, multiple disabilities and learning disabilities such as autism, Down’s syndrome, ADHD, and dyslexia” (p. 25). While these are not exhaustive of what can be included as special needs, the goal is much sought after. According to the Ministry of Education (MoE, 2013), the goal in the Education Development Plan (Blueprint, 2013 – 2025) is to ensure that 75% of children with special needs are enrolled in inclusive education. The goal is a big challenge as many schools are unable to provide the fundamental baseline needed for inclusive education and, as such, many issues remain unsolved (Hashim, 2014). The lack of TESL trained special education teachers, as well as speech and occupational therapists is one of the major issues that deprives a majority of the students with special needs from opportunities to enter vocational training for employment and subsequently, prevents them from achieving economic and social independence (Yap, 2014).

Criteria for Selecting Students into Education Programme

The MoE in lieu with the second wave of the Malaysia Education Blueprint has proposed that 30%–75% of the special education students be integrated into the inclusive programme (Blueprint, 2015 – 2025). In addition, students who are able to follow classroom instructions, able to read and write will undergo tests (MoE, 2013). The School-Based Assessment (SBA) test papers for the First Semester and Second Semester (PKSR 1 and PKSR 2) are usually used as instruments to grade their performance (MoE, 2013). If students with special needs achieve a score of above 60% in all the four major subjects, then they are eligible to be integrated into the mainstream classroom with approval from the school’s headmaster (MoE, 2013). The inclusive students are usually placed in classrooms either fully or partially integrated according to their mental capacity. The process of integration into inclusive education usually takes place in Years 1, 2 and 3 (MoE, 2013). The unsuccessful candidates are placed in the special education unit, as shown in Figure 1.

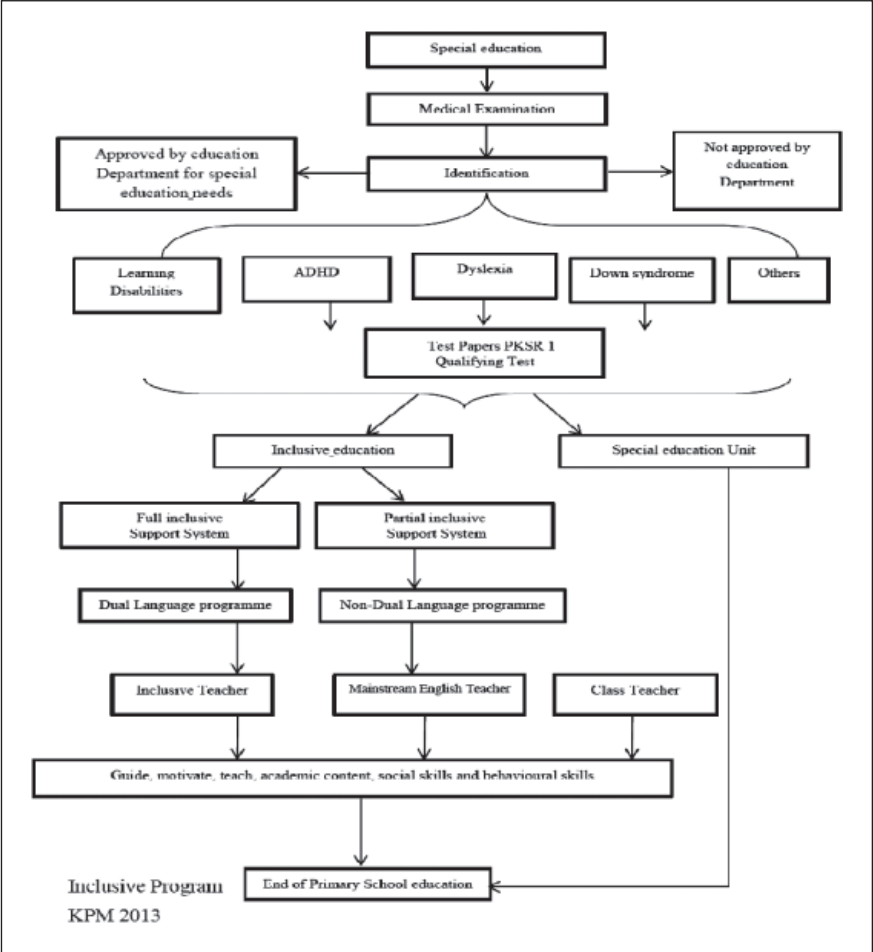


Figure 1. Placements of students into the inclusive programme.

Challenges in Teaching the Inclusive Malaysian Classroom

Inclusive education issues should be resolved with the implementation of co-teaching approaches (Rytivaara, 2012). Jelas (2012), who emphasised teacher involvement in the new paradigm of Malaysian education in which teachers should have basic knowledge of teaching students with special needs in the mainstream classroom, added that government needs to give high consideration to the policy (Jelas et al., 2010), where there are challenges in implementing inclusive education. According to Rytivaara (2012), implementation of co-teaching requires acceptance by administrators, teachers and parents to instil

acceptance in the school community, where teachers have a strong self-concept in implementing co-teaching. There is a need to prioritise student learning tasks and issues as opposed to a focus on teacher options and skills in subject matter. While this is debatable, a lack of empirical evidence suggests a need to carry out such a study.

What can be argued is the involvement of special education and mainstream teachers in the Malaysian inclusive classrooms which is still in its infancy. Acceptance of various student abilities in the inclusive classroom is a challenge yet to be addressed by teachers, administrators and parents (Kamens et al., 2013). Teacher's knowledge of the act and the provisions of law in implementing inclusive and co-teaching are also some aspects that require special attention from the Ministry of Education Malaysia and internationally (Hussin & Hamdan, 2016).

Teachers' preparation in getting the documentation ready and carrying out the monitoring of achievement also represents a new challenge (Ploessl & Rock, 2014). Recording procedures and conducting this observation also involve many parties. For example, in preparing the documents for the Individualised Education Plan (IEP), teachers need to cooperate to plan and conduct remedial and enrichment activities other than the provision of appropriate objectives (Friend, 2011; Rotter, 2014) besides cooperating with the multi-disciplinary team.

English Language in Dual Language Programme (DLP)

At the beginning of academic year 2016, the Year 1, Year 4 and Form 1 students were exposed to the new English Language syllabus under the Dual Language Programme (MoE, 2013). In the second wave of DLP, it is significant to the purpose of the study whereby Mathematics and Science subjects were taught in English Language in all Malaysian schools. This is in addition to English subject that is split into 2 test papers: Paper 1 and Paper 2 by the curriculum unit. Moreover, English Language is the second language (L2) for most inclusive students in the DLP programme. Thus inclusion in DLP demands collaboration among the TESL special education teacher, the English subject teacher and the inclusive students. DLP aims at strengthening English language and therefore one of its criteria is to have the support system of qualified professionals to teach English Language, Mathematics and Science in all the Malaysian schools.

Achieving compulsory 75% of participation of special needs students by 2025 would be an uphill task as: many inclusive students might be placed in the inclusive classes just to meet the target, neither the mainstream students nor the inclusive students will benefit gaining knowledge due to extreme abilities and diverse situations among students, the English subject teachers would be overburdened and might be unable to control the diverse class situation, experience overcrowding in the classroom and face acute shortage of resources. This situation might cause inclusive students to go into depression, lose confidence and stay away from school altogether. Many students with special

needs do not continue into the tertiary level because of the high dropout rate (Yunus, 2013).

Challenges Faced by Inclusive Students When Learning English

The challenges faced by inclusive students are shown in Figure 2.

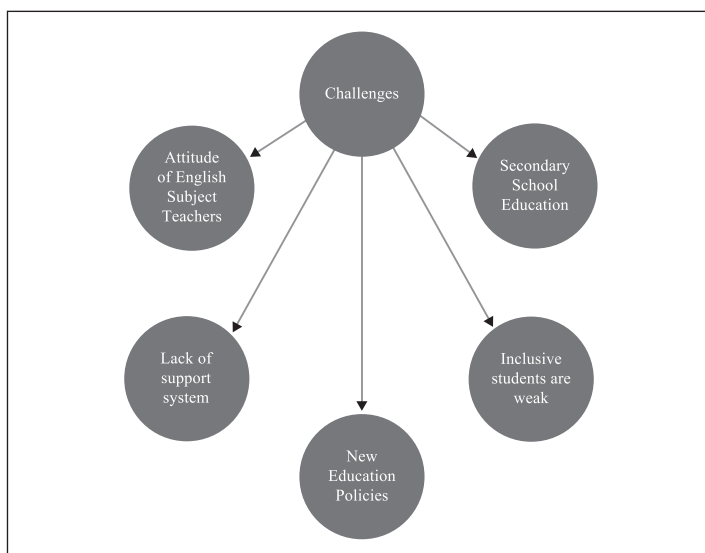


Figure 2. Challenges faced by inclusive students when learning English.

First challenge – Attitude of English Subject Teachers. Studies have shown that English subject teachers have a negative attitude to some inclusive children’s potential as they lacked the professional knowledge in handling them (European Agency, 2015). “Handling forty over students and managing some students with special needs all at the same time can be a scary vision” (Teo, 2010, p. 35). Moreover, the objective of every lesson plan in the teacher’s record book is focused on the mainstream students; so the inclusive student in the classroom is left out. One study related to the teachers’ attitudes on holistic inclusive education progress in Malaysia (Saad, 2013) showed that the English subject teachers had moderate level of knowledge on special education and students with disabilities, and this affected their teaching of such pupils.

Second Challenge – Lack of Support System. Inclusive teachers who are non-TESL trained guide pupils on a rotation basis and are unable to collaborate with the English language teacher and inclusive pupils during each and every English lesson. As inclusive pupils were not given sufficient guidance, they

could not do the given written exercises correctly. Hence, despite years of learning English in the inclusive education programme, the majority of these pupils failed in that subject in the School-Based Examination.

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

The two new education policies introduced in January 2016 were DLP and the compulsory 30% integration of pupils with special needs into the inclusive programme. Due to the sudden change in the curriculum, the inclusive pupils faced many challenges – mentally, physically, emotionally – as well as peer group pressure. Besides that, according to the DLP syllabus, the English test Paper is split into 2 papers, namely Paper 1(013) and Paper 2(014). Paper 2 which is in subjective form is strictly marked by TESL teachers because only TESL teachers attended courses pertaining to the specific format of the marking scheme. Therefore, many inclusive pupils failed in English Language Paper 2 in the School-Based Examinations where the research was conducted.

Fourth Challenge – inclusive students are weak in English Language.

The fourth challenge is that inclusive students are weak as they struggle with learning the basics of the language. Moreover, the breakdown in communication makes it difficult for the teachers to analyse the problems faced by inclusive students. This issue makes the English subject teachers develop a mind-set and attitude that the inclusive students are too weak to learn English and it is a waste of time teaching them (Nasir, 2014). In countries such as Ireland, it is compulsory for the special education trained teachers to undergo one year Masters in Education programme so that they are professionally trained to handle the students with special needs in the classrooms (European Agency, 2015) but Malaysia does not have such requirement for special education trained teachers.

Fifth Challenge – Secondary School Education. Pupils with special needs must sit for the Year six exams – UPSR – and then, an entrance examination to enter into an integrated Form 1 programme in secondary schools. They are usually given two years extra to prepare for the examinations. However, as most of them fail or worry about failure, majority of the parents would deny these children the chance at the two year privilege, and sitting for the examinations. Instead, they are enrolled into a special education programme in the secondary schools. The majority of the inclusive students do not sit for the UPSR Year 6 examination for fear of failure in most of the subjects. They would proceed to secondary schools disqualifying themselves entry into the inclusive education programme. This means a loss of two years of developmental years specially given to them by the ministry.

As most would go straight to secondary schools, it is therefore important for the inclusive pupils to learn all four language skills and grammar while in the primary school (Nasir, 2016). This is to prepare them to better cope with secondary school subjects.

The Four Concepts of Inclusion – Theoretical Framework

This study has incorporated concepts from theories concerning human development and aspects of ecology (Vygotsky, 1983), social learning and social development, transformation in thinking and teacher proficiency (Ainscow, 2013; Bandura, 1977; Vygotsky, 1978, 1995; Watkins, 2000). The writers captured salient views from these theories and have formulated these concepts into a framework that supports inclusive education and teachers' professionalism which are centrally portrayed by Watkins in his model of teacher competences.

The four concepts could be considered as the cornerstones for building professional developmental training courses for English teachers to upgrade their proficiency for teaching inclusive students especially in English language.

Concept 1: Human Development (Vygotsky, 1983).

The primary aim of introducing inclusion is for inclusive students to develop meaningful relationships with peers under the guidance of a skilled teacher during the process of learning together in the classroom. Generally, the inclusive students are timid and shy to interact in English with classmates and teachers which resulted in slow human development. Inclusive students should not be isolated or discriminated by being placed at the back row of the classroom.

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

The theory of social learning emphasises social experience, in the development of 'self-efficacy' which is a characteristic of teacher competence and readiness. A person's attitude, abilities and cognitive skills comprise self-system that plays a major role in how an individual perceives situations and responds to different situations with the help of a proficient teacher.

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

English language teachers have to direct their views toward believing that they are able to teach all students in a class of diverse students and adaptations are important in inclusive education (Tomlinson, 2000). In this model, the main idea developed in inclusive practices is to switch from the regular way of thinking to HOTS type questions.

Concept 4: Teacher Proficiency (Watkins, 2000).

Watkins (2000) through his model on "Teacher Competences" explains that competences are important for high level teaching and learning which help the learner to stimulate upward movement through the four skills in English. This model states the need for teachers to be professionally trained to be competent and proficient in inclusive settings (Watkins, 2000).

RESEARCH OBJECTIVE

The objective of the study is to identify the challenges the inclusive student faced when learning English under the English subject teacher.

METHODOLOGY

Since the researcher is interested in one specific case subject with embedded units, an intrinsic case study approach was considered. Data were collected and triangulated through observations, field notes, semi structured interviews, written exercises, test papers and IEP. The researcher accumulated about 11 field notes through 11 observations as one of the data collecting techniques to record research evidence of actual experiences of the English language teacher and Fahmi (pseudonym) in classroom situations.

The five main research participants who participated in eight sessions of semi structured interviews were: the researcher herself, the English subject teacher, the inclusive teacher and Fahmi's mother. Besides that, about six written exercises were taken from Fahmi's workbook, six lesson plans extracted from the English language teacher's record book, PKSR 1 and PKSR 2 English test papers and one individual assessment progress report were some of the resources that were used to provide useful information to triangulate and support this qualitative case study.

TRUSTWORTHINESS OF RESEARCH

Justifying the rigour of a qualitative case study can be challenging as it has to rely on arguments rooted in the methodological literature. The direct and indirect observations by the researchers on the English subject teacher are beyond reasonable doubt as implicit meaning was suggested and understood after explicit data collection. Based on this, the observations on the students' attitude and their performance as seen in the written exercises were in accordance with the lesson objectives. These provided an opportunity for the researchers to probe the teachers during the interview sessions as it was necessary to gain insights into the problems and challenges faced by the teachers and students. In recording these observations, the field notes produced qualitative research materials, recording and compiling the description of the settings and participants (Gay, 2009). There are two types of information, which are descriptive and reflective. Reflective field notes contain sentences that reflect on personal account of their situation that explains feelings, ideas, impressions; whereas the descriptive information describes what actually happens in a situation.

The researchers are aware and cautious about their own experiences and personal characteristics which may influence or cause biasness in the interpretation of the results. Therefore, in order to avoid inevitable influence on outcomes, various sources of data were used to triangulate as well as highlight subjectivity and reflexivity in the research process.

RESULTS AND DISCUSSION

The findings section is divided into seven main themes. These are issues concerning Fahmi's limiting language skills, classroom management, teacher attitude, Fahmi's learning challenges, need for a TESL trained teacher, policy implementation and Fahmi's parent perception and decision for the child with special needs. Fahmi, who is 12 years old is a child with Autism Spectrum Disorder. During one of the observations, it was noted that Fahmi likes to talk to himself and at times dozes off to sleep on his desk when he gets bored during the lessons. The field notes also record that the English language teacher pays more attention to the mainstream students and hardly on the presence of the inclusive students who sit at the back row of the classroom. An interview with the teacher reveals her thoughts and the classroom situation:

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

(Excerpt No: 5, 20 Jan 2019, Subject teacher)

The attitude of the English language teacher plays a vital role in human and social development; as Vygotsky stated, pupils learn better with the guidance of a teacher (1978). However, the absence of the support system instigates the inclusive students to copy answers from peers or write incorrect answers for the written exercises. The following excerpt shows a written exercise on punctuation (Use of capital letters when starting a sentence). Fahmi had used lower case to start a sentence. Knowledge of using capital letters and small letters is part of grammar which is taught in primary schools and not in secondary schools. At 12 years of age, Fahmi struggles with very basic punctuation in writing.

Based on the given pictures, give the correct answers in full sentences. Write your answers in the spaces provided.

1



Okay, Miss Noreen.

Answer: Please refer to the notes. [2 marks]

2



All right, I won't.

Answer: Don't drink cold water. [2 marks]

3



I'm fine, I'm just a little tired.

Answer: you all right Karmar [2 marks]

Figure 3. Grammatical errors made by Fahmi.

About three sessions of semi structured interviews were conducted with the English language teacher using open ended questions. During one of the interview sessions this is what was said openly by the English language teacher:

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

(Excerpt No: 9, Interview, 20 Jan.2019, Subject teacher)

She struggles and lacks skills to teach pupils such as Fahmi. Distribution of time among other pupils and Fahmi is also a challenge as pupils such as Fahmi require more attention and time. Additionally, here was what was mentioned by the inclusive teacher in one of the interviews carried out with her:

“Yes, I think it is time for the inclusive programme to have TESL trained teachers to teach throughout the year and not just any special education teacher on a rotation basis so as to avoid confusion. The TESL trained teacher enters the inclusive classes every day to help the inclusive students and not just for one thirty minute lesson, once a week as currently practised.”

(Excerpt No: 52, Interview, 25 Feb 2019, Inclusive teacher)

She also said that she is stressed to teach all the 11 inclusive students at various levels, for various subjects with various disabilities. Constant change of teachers can cause discomfort and confusion to the inclusive students (Susila & Loh, 2015). It was tedious for her to prepare various lesson plans according to the mainstream teachers' record books for each and every lesson throughout the year. She also has to be on her toes to gather information from the mainstream teachers before school is over so that she is able to prepare the lesson for the next day and this, along with the new implementation of policy, adds to difficulties in teaching the students.

The sudden implementation of DLP and 30% integration of students with special needs into the inclusive programme without sufficient support system also caused the inclusive students to be mentally challenged by peer group pressure. The inclusive students could not complete English Paper 2 essay in the School-Based Examination. Most of them failed in English Language Paper 2 (014) under the DLP syllabus. Fahmi, for example, scored 1 out of 25 marks in Short Essay Writing that requires 80-100 words.

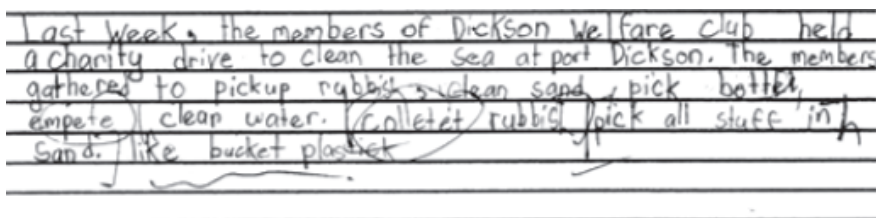


Figure 4. Sample of Fahmi's essay writing.

Test papers from PKSR 1 and 2 were used to gauge the performance of the inclusive students. Table 1 shows the scores obtained by six inclusive students in the school based examination, i.e. PKSR 1 at Lower Primary level.

Table 1

PKSR 1 Year 2019 Lower Primary Scores for English Language

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

Table 2 shows the grades and marks scored by five inclusive students in PKSR 2 at Upper Primary level.

Table 2

PKSR 2 Year 2019 Upper Primary Scores for English Language

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

All the 11 inclusive students who scored more than 60% marks in the qualifying entrance examination to the inclusive programme were unable to keep up with the pace of scoring 60% after three years in the inclusive education programme. Only 1 student managed to obtain a B that is 74% in English Language for PKSR 1. Fahmi managed to obtain 52% marks in Paper 1 and failed in Paper 2 by obtaining 30% marks. The inclusive pupils' performance was recorded in RPI for further action as in the form of remedial or enrichment activities. Based on the poor performance of pupils with special needs, most parents decide to send their children to the secondary schools instead of making them sit for the UPSR and taking up the two year privilege for examination preparation. Fahmi is one case representing others just like him; his parents do not think that his potential has been developed and thus, they were just getting him into the next system of secondary schooling.

An interview with Fahmi's mother revealed that she decided to send Fahmi to the secondary school to continue his studies with his friends as she wanted him to have a good education. She also said that "inclusive students would be more confident and would be able to cope with their studies better with the help of a TESL trained inclusive teacher" (Excerpt No: 5, Interview, Fahmi's Mother, 20 Nov 2018).

She also expressed her opinion that all the students would be able to gain knowledge with the benefit of collaboration among the two teachers teaching in a class, similar to what was argued for by Rytivaara (2012) and Hussin and Hamdan (2016).

CONCLUSION

Based on the findings and keeping in mind the policy of Education for All, it is highly recommended that local universities and teacher training colleges introduce a new job specification to train teachers in TESL with special education so that the target of 75% integration according to the Blueprint could be achieved by 2025. English language teachers also need to attend courses on special education to improve the quality of teaching. This is to ensure issues faced by students such as Fahmi and both mainstream and inclusive teachers can be addressed. Schools also need to look at the smooth transition into policy implementation especially where students with special needs are concerned; perhaps a consideration for TESL trained teachers to assist students with language issues so that they can integrate into society fully equipped with necessary communication skills to survive and lead a balanced life. More studies should be carried out on special needs education focusing on more participants and using quantitative methodology.

REFERENCES

- Blueprint 2013-2025. Ministry of Education. Retrieved from <http://www.moe.gov.my/userfiles/file/PPP/Preliminary-Blueprint-Eng.pdf>
- Friend, M. (2011). *Special education: Contemporary perspectives for school professionals* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Harrison, J. R., Soares, D. A., & Joyce, J. (2019). Inclusion of students with emotional and behavioural disorders in general education settings: A scoping review of research in the US. *International Journal of Inclusive Education*, 23(12), 1209-1231.
- Hashim, M. (2014). The relationship between teachers' self-efficacy and attitudes towards inclusive education in Pulau Pinang. *International Journal of Research in Social Sciences*, 4(7), 24-33.

- Hoque, K. E. (2013). Inclusive education into mainstream primary education: A comparative study between Malaysia and Bangladesh. *International Journal of Learning and Development*, 3(3), 81-92.
- Hussin, M. K. A., & Hamdan, A. R. (2016). Challenges of co-teaching in Malaysian inclusive classroom: Administrators', teachers' and parents' overview. *Procedia - Social and Behavioral Sciences*, 217(2016), 477-486.
- Jelas, Z. M. (2012). Learners' diversity and inclusive education: A new paradigm for teacher education in Malaysia. *Procedia Social and Behavioral Sciences*, 7(C), 201-204.
- Jelas, Z. M., Salleh, N. M., & Ali, M. M. (2010). Developing the foundation of inclusive education through university-school partnership. *The International Journal of Learning*, 17(6), 145-156.
- Kamens, M. W., Susko, J. P., & Elliott, J. S. (2013). Evaluation and supervision of co-teaching: A study of administration Practices in New Jersey. *NASSP Bulletin*, 97(2), 166-190.
- MAMPU. (2018). Statistik pendidikan Malaysia. Retrieved from https://www.data.gov.my/data/ms_MY/organization/ministry-of-education
- MoE. (2018). Quick Facts 2018, Malaysia educational statistics. Educational Planning and Research Division. Ministry of Education.
- MoE. (2013). *Guidelines to inclusive education*. Kementerian Pendidikan Malaysia.
- Ng, L. M. (2011). Employment of People with Disabilities in Malaysia: Drivers and inhibitors. *International Journal of Special Education*, 26(1), 112-124.
- Kang, P. P., & Supiah Saad. (2011). Dyslexic: Self-intervention. *Journal of Special Education*, 1, 7.
- Ploessl, D. M. & Rock, M. R. (2014). eCoaching: The effects on co-teachers' planning and instruction. *Teacher Education and Special Education*, 37(3), 191-215.
- Rotter, K. (2014). IEP used by General and Special Education Teacher. SAGE Open. April-Jun, 1-8. Plan (IEP) goals and objectives. *Journal of Early Intervention*, 23(2), 92-105.
- Rytivaara, A. (2012). We don't question whether we can do this: Teacher identity in two co-teachers' narratives. *European Educational Research Journal*, 11(2), 302-313.
- Susila Marimuthu, & Loh, S. C. (2015). Inclusive education for social transformation. *Procedia - Social and Behavioral Sciences*, 172, 317-322.
- Unesco. (2001). *The Salamanca Statement and Framework for action on special needs education: Adopted by the World Conference on Special Needs Education; Access and Quality. Salamanca, Spain, 7-10 June 2001*: Unesco.
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the Development of Children*, 23(3), 34-41.

- Watkins, C. (2000). Feedback between teachers. *Feedback for Learning*, 65.
- Yap, D. M. (2014, December 21). Of kids and inclusive learning. *The Star Online*. Retrieved from <https://www.thestar.com.my/news/education/2014/12/21/of-kids-and-inclusive-learning>
- Yap, N. (2019, July 29). An inclusive minefield. *The Star Online*. Retrieved from <https://www.thestar.com.my/opinion/letters/2019/07/29/an-inclusive-education-minefield>
- Yunus, M. M. (2013). Malaysian gifted students' use of English language learning strategies. *English Language Teaching*, 6(4), 97.