

Assessment of Inclusion in Upper Basic English Language Curriculum in Nigeria

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Abstract:- The study assessed the current English language curriculum at the upper basic level in Taraba state with particular emphasis on the relevance of the content to the English language inclusive curriculum needs. Two towns and 7 public schools were selected for the study through purposeful sampling method. Thirteen English language teachers at the upper basic levels in the schools responded to a 22-item questionnaire titled 'Inclusive Education Curriculum Needs Questionnaire' (IECNQ). Mean and standard deviation were used to answer the research questions while t-test statistic was used to test the hypotheses. The study revealed that the current curriculum falls below expectation in catering for the demands of English language inclusive curriculum needs. Teachers of English language at the upper basic level in Taraba state for instance, possess little or no knowledge about inclusive learning and what it means for a student to be language impaired. It is therefore necessary that there be a review of the English language curriculum at the upper basic level to cater for the needs of the English language inclusive curriculum. The stakeholders of the field of education in Nigeria will have to take drastic steps in enlightening the English language teachers at this level the concept of inclusive education if the goal of equal educational right to every Nigerian child will be achieved.

Keywords:- *Inclusive Curriculum Needs; Learning Disabilities, Speech Impairment, Language Impairment; Language Disorders.*

I. INTRODUCTION

The English language plays a vital role in the life of every learner in a school system. It is used as a medium of instruction and taught as a subject. After completion of studies at any level (upper basic, senior secondary or tertiary), interaction with the wider world in a multiethnic society like Nigeria, search for job and functionality in the society will depend to a great extent on how versatile and proficient an individual is in the use of English language, because at this level, all the skills of the language that had been acquired will be put to practical usage. In the light of this, it is an effort worthwhile to have a critical look at the broad philosophy and goals of education in Nigeria among which are; the development of the individual into a sound and effective citizen and the acquisition of appropriate skills and the development of mental, physical and social abilities

and competencies as equipment for the individual to live and contribute to societal development, and discover how well formal education at the upper basic level, has contributed to the fulfillment and total realization of these laudable goals. It is essential to critically look at the degree of knowledge available to learners irrespective of any innate challenge such might be facing, since on the long run, the child of today is the adult of tomorrow and will be expected to perform his/her role as a citizen and also be self-dependent.

Education, in the wisdom of national philosophy, is set to foster the worth and development of the individual, for each individual's sake and for the general development of the society. The National Policy of Education (2014) edition states that every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability. It further stresses the need for functional education for the promotion of a progressive united Nigeria. These goals can be achieved when school programs are relevant, practical and comprehensive in the light of individual citizen needs.

The goals and programs in schools are drawn from the curriculum made available by the government of such a nation which is a product of the wisdom behind the country's educational philosophy based on the need to develop an individual into a sound and effective citizen with equal access to educational opportunities for all citizens at all levels of learning. Under the able leadership of the Honorable Minister of Education, Mallam Adamu Adamu, part of the mandate of the Basic and Secondary Education, Federal Ministry of Education (FME, Abuja) is to generate policy framework and supervise implementation of policies for the provision of basic education for all children of school age including children with special needs. As part of the Federal Ministry of Education contributions to repositioning Nigeria's education system for global competitiveness, is the formulation of National policy on Special Needs Education (A publication of Basic and Secondary education, FME, Abuja, August, 2017).

A curriculum according to Wikipedia is the totality of students' experiences that occur in the educational process. Curriculum can also be seen in the light of the units, lessons that teachers teach, assignments, projects given to students, books materials, videos, presentations, readings, tests assessments and other methods used to evaluate learning - edglossary.org (2015). Curriculum can refer to the entire

program provided by a classroom or school. It can be defined in the light of the goals, methods, materials and assessment of teaching and learning and the sum total of all the learning experiences offered to the learner under the guidance of the school and the framework of educational process (Iyekekpolor, 2015). The lesson and academic content taught in a school or in a specific course or program, the learning standards or learning objectives students are expected to meet are also the concerns of curriculum. It further encompasses a wide variety of potential educational and instructional practices. Every curriculum of the English language at the various level of education is focused on the aims, goals, objectives, methods and materials on the accumulation and acquisition of the four language skills which are listening, speaking, reading and writing as well as different levels of language: phonetics and phonology, morphology, system, lexis and semantics Amuseghan (2007). Materials that are used in the teaching of English language has been mentioned as one of the sources of unachieved teaching of English as a second language (Amuseghan, 2007), meanwhile these materials are derivatives of the curriculum in use, it is therefore necessary to examine the content of this document-curriculum. Udosen & Jude (2013) posits that curriculum reflects society's needs and that it keeps changes as the society grows, when a situation arises the curriculum is reviewed and updated to meet current imperatives so it can be of utmost usefulness to the development of the citizen of such communities and ultimately the society itself. In a nutshell, it portrayed curriculum as a structural series of interacting forces through which educational institutions seek to translate the hopes, aspirations, needs and visions of the society in reality.

Assessment according to Cambridge English dictionary is the act of judging or deciding the amount, value, quality or importance of something. It can be referred to as a review, an appraisal or an analysis of something. Collins dictionary views it as a consideration of something and its judgment.

Inclusive education is that form of education which welcomes all students of school age in a neighbourhood school into regular classes and supports them to learn, contribute and participate in all aspects of the school life. It involves development of schools, design of schools, classrooms activities, and programs to give room for all students to learn and participate together. This form of education has a lot of benefits. It gives room for development of individual strengths and gifts with high and appropriate expectations for each child. It provides opportunities to learn about and accept individual differences thereby reducing impact of harassment and bullying. It brings about friendship with a wide variety of other children, who have individual learning needs and abilities. The role of inclusive education cannot be overstressed as it helps to fulfill major goals of the philosophy of Nigerian policy on education. Students learn, play, grow and are nurtured together thereby giving room for positive impact as each child in the school community appreciates diversity. Inclusive education takes place when

students with and without learning disabilities/impairment participate and learn together through planning, support and commitment in the same classes. Initially children with learning disabilities/impairment were educated in separate classes and in separate schools, this practice made many people to feel that special education meant separate education. Obani (2006) observed that students who have learning disabilities and are taught separately, are made to feel inferior and are exposed to limited curriculum. However, research had revealed that when a learner with disabilities attends classes alongside peers who do not have disabilities, positive academic and social outcome occurs for all the children involved. Inclusive education is based on the simple idea that every child/student is valued equally and deserves the same learning opportunities and experiences. Inclusive education bothers on children with learning disabilities/impairment whether this is mild, moderate or severe, hidden or obvious and their participating in everyday activities like they would have been there not to be any form of learning disabilities or impairment. It is about the learning impaired building friendship and membership. It is an education that enables the student with learning disabilities to have access to the general education curriculum. In order to make this possible, specially designed materials or technology can help and assistance received from friends or teachers also improves the chances of positive learning impact on the learning impaired students. Unfortunately, Mai'Adua (2010) observed that many people have no idea about the meaning of the word autism (inability to speak in certain social contexts/ lack of ability to deliver speech spontaneously) which is one of the symptoms of the learning impaired.

Students that are the focus of inclusive education are those with learning disabilities or learning impairment, this group of learners achieve at unexpectedly low levels particularly in reading and writing (Hardman, Drew & Egan, 2002) the trio further submit that people with learning disabilities manifest a highly variable set of behavior and needs, which poses a great challenge to teachers. Specifically, it is a condition in which one or more of the basic psychological processes in understanding language are deficient. According to National Joint Committee for Learning Disabilities (1998) cited in Hardman, Dew & Egan 2002, learning disabilities is a general term that refers to a heterogeneous group of disorders that is manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. The Committee further stressed that learning disabilities is different from handicap conditions like emotional disturbance, sensory impairment and mental retardation or insufficient/inappropriate instruction or cultural differences. The use of the word 'heterogeneous' is relevant because learning disabilities is a general umbrella terminology used to describe particular conditions that falls within the broad category of learning disability like academic difficulty in spelling, reading or mathematics and other disabilities that are behavioral or related to nature. Learning disabilities that are related to areas such as reading and writing are regarded as learning disorder (Hardman, Dew & Egan 2002) people with these traits manifest

difficulties with word recognition, word knowledge and the use of context in learning to read. This group of learners are faced with certain learning needs that need to be addressed as stated by German & Baker, 1998 cited in Hardman, Dew & Egan, 2002 a specific focus on learning strategies can help these students. Teaching them skills such as organizing and summarizing using mnemonics, problem solving and relational thinking can offset their difficulties and enhance their academic performance. The curriculum dictates to the teacher the content to deliver in the classroom and gives suggestion of learning resources to help the teacher in facilitating the task of imparting knowledge, if the learners faced with these disorders are in the class with the normal learners which is the goal of inclusive education, then the curriculum in use must of a necessity take care of their learning needs.

Specifically, this study examines the curriculum that is in use at the upper basic level in the light of meeting the learning needs of students suffering from learning disorders which is a significant delay in the use or understanding of spoken or written language. This term encompasses terms such as speech disorder/ speech impairment and language disorder/ language impairment. According to Project IDEAL, 2013, speech and language impairment is a communication disorder that adversely affects the child's ability to talk, understand, read and write. Speech impairment or disorder refers to significant difficulties in spoken language ability without any obvious accompanying conditions such as mental retardation, neurological damage or hearing impairment (Child Assessment Service, 2007) Speech impairment is manifested in three ways which are; articulation, fluency and voice. Each of these disorders is revealed in different ways. A learner that suffers from articulation disorders commit errors in the production of speech sounds such as omissions, substitutions and distortions of words or sounds, one with fluency disorders displays difficulties with the rhythm and timing of speech which is characterized by hesitation, repetitions or prolongation of sounds, syllables, words or phrases. Voice disorders are reflected in the quality or the use of voice characterized by abnormal pitch, loudness or hoarseness (Project IDEAL, 2013). Language disorders is evident when a learners is slow in acquisition of speech and language, unable to make the physical sounds associated with language production, fails to make sense out of words spoken or written words, unable to speak under certain social circumstances, unable to recall known words or transformation of words or sounds while speaking. The child learner has problems expressing needs, ideas or information and / or in understanding what others say (NICHY, 2011).

The needs of these learners are divided into two parts in accordance to the disabilities/ impairment that poses as a challenge to each learner. There are needs in respect to receptive skill- listening and reading skills and needs in respect to productive skill- speaking and writing skills. English language learners who have learning disabilities can have most if not all of their learning problems taken care of, if they find themselves in positive school and positive classroom context that accommodates individual differences

and where learning is guided by positive curriculum. There is the need from the foregoing, to put in place an English language curriculum that will be inclusive in nature. A similar suggestion was made by Mba(2013) in respect to inclusion of themes on climate change into the English language curriculum, since the curriculum is to cater for the needs of society as earlier posited, it will not be out of place that issues related to education of learning impaired student be included in the English language curriculum if they are found wanting within the current English language curriculum that is in use at the upper basic level. Various bodies have tried to define a suitable curriculum for this purpose. An inclusive curriculum is one where all students entitlement to access and participate in a course of learning is anticipated, acknowledged and taken into account. It can also be defined as curriculum design or delivery and assessment which reduce the need for individual learner's adjustment. It is the anticipation of general and collective requirements of learning impaired people and thereby when possible, routinely designing generic solutions into programs. Furthermore, inclusive curriculum is defined as an approach to a course unit design and to teaching and learning practice which aims at improving access and successful participation in education of groups that are traditionally excluded from one form of formal education or the other (Australian Catholic University; Teaching Academy)

Makeinde & Tom-Lawyer (2008) carried out a study on evaluation of Junior secondary English language curriculum and discovered that success of students in the subject depends highly upon proper implementation of the curriculum. The implication of this fact to this study is that, since proper execution of the content of curriculum is instrumental to students' success in English language, then if the curriculum lacks in any area of what a learners needs to fit into the society functionally, firstly the teacher will not be aware of this and consequently will not be able to meet learner's needs. Therefore, if needs of inclusive education are not stated in the curriculum a learner with disabilities will be at loss in the midst of his peers in the class. A study executed by Oribabor (2014) on evaluation of current English language curriculum in Nigerian secondary schools with main focus on the cultural relevance of the contents to the students being taught using the document, suggested a total revision of the new English language curriculum. In the same vein it is essential to examine the English language curriculum at the junior secondary level in the light of inclusive curriculum needs as a step forward in fulfilling one of the broad goals of the national policy of education Amuseghan in 2007 earlier recommended a critical re-appraisal of the English language curriculum when it was observed that the materials such as textbooks used in the teaching of the subject has not contributed significantly to learners' acquisition of English language; as evident in the inability of students to communicate competently with the language in social contexts beyond the school system after 9 years of their interaction with it. Adeneye (2012) highlighted the benefit of the review of mathematics curriculum at the advent of the 9-year basic education program in 2011, amidst other advantages; it was observed

that the new mathematics curriculum takes care of emerging issues such as HIV/AIDS and encouraged the use of facilitative teaching and learning. Ifanc&Wales,rtvd, 2017, posits that all learners need to be encouraged and supported to improve writing skill, those with additional learning needs will need extra encouragement and support and that it is essential that teachers meet the needs of all learners in their classes. The assessment of the contents of the English language Junior secondary school curriculum in the light of inclusive education peradventure may bring to light facts that will be in favor of the learning disordered students.

The evaluation of curriculum of English language teachers in training was carried out by Tom-Lawyer (2014) in order to establish its effectiveness in their training, this further strengthens the need for constant assessment of the English language curriculum at all levels. As early as 2009, Onuigbo, recommended the upgrade of educational facilities and equipment when a study titled 'an appraisal of the educational service delivery for the sensory impaired in the universal basic education programme in Enugu state in Nigeria'. A curriculum that will be inclusive in nature will have the following features: It will feature components that relate to placement, retention, progression, employability, practical lessons and group work. It must feature provision for inclusive environment for learning which anticipates the varied requirements of learning impaired students, make provision to ensure that students feel equally valued in the learning environment, inclusive of gender, culture, differences related to disability and experiences of all students. Students with learning disorders are in need of curriculum that will take care of their challenges in respect to receptive skills and productive skills.

Watson (2016) posits the invaluable role of assistive technology in form of WordQ Predictive Writing Software, software that can help writers by suggesting words as they write. Another one is SpeakQ which is a speech recognition plug -in for WordQ, during use, the computer speaks back whatever it understands that has been said, this gives room for revisions if needed. Pictures, artifacts, presentations on interactive whiteboard, audio-visual equipment with appropriate CDs, DVDs etc, word walls, sufficient information and communication technology resources to allow learners to create texts, combining print, images and sounds including computers, digital camera and access to internet. The arrangement of the classroom also contributes to efficient execution of the inclusive curriculum; therefore, the teacher arranges the class to give room for one-to-one work with support, perhaps from a learning support assistant (Ifanc & Wales, retrieved August, 2017).

➤ *Statement of the Problem*

The goal of the Nigerian stakeholders of education is to make room for all its citizens to have equal opportunities to learn irrespective of any learning disabilities. English language has become a tool for facilitating unity and for building a virile economy through communication with immediate and local communities who though have other languages the international world. The means of instruction

from the primary school is English language and most books on other subjects are written in English language and most lessons apart from indigenous languages are delivered in English language; internal and external examinations are written in English language, applications and interviews for jobs written and conducted in English language, with these proven realities staring at the face of the Nigerian child, with or without learning challenges and the fact that acquisition of English language is that which takes place through instruction in a formal class whose activities are guided by the curriculum, the question then arises, is the current English language curriculum used at the junior secondary level actually planned to take care of the learning needs of learners with specific learning needs in regards to their imperfect ability to listen, think, speak, write or spell words correctly? Does the curriculum make provision for the use of modern ways by which learning impaired students can be included in a normal class without a feeling of inferiority complex? Is there special way provided in the English language curriculum for the evaluation of the language disordered student?

➤ *Objectives of the study*

The aim of this study is to assess the inclusive curriculum needs of the English language at the upper basic level in Taraba state. Specifically, the study sets out to:

- Identify aspects of the English language curriculum that caters for inclusive education needs at the upper basic level in Nigeria as a whole using the English language national curriculum.
- Establish the level of understanding English language teachers at the upper basic level in Taraba state have about inclusive education,
- Find out the extent to which English language teachers at the upper basic level in Taraba state practice inclusive education.

➤ *Research Questions*

To guide this study three research questions were raised, they are:

- To what extent does the English language curriculum used at the upper basic level in Nigeria cater for the English language inclusive curriculum needs?
- To what extent do the English language teachers at the upper basic level in Taraba state understand inclusive education?
- To what extent do the English language teachers at the upper basic level in Taraba state practice inclusive education in a typical English lesson?

➤ *Research Hypotheses*

Two hypotheses were formulated and tested at 0.05 level of significance

Ho1: There is no significant difference in the mean response of teachers who agree that the curriculum used at the upper basic level cater for the English language inclusive curriculum needs and the response of teachers who disagree.
Ho2: There is no significant difference in the mean response of teachers who agree that there is practice of the English language inclusive education in a typical English

lesson at the upper basic level in Taraba state and the mean response of those who disagree.

II. METHODOLOGY

The study adopted a descriptive survey design this is design that uses sample data to document, describe and explain what is existent on the present status of a phenomenon that is under investigation (Ali,2006) it is a research design that gives description of the characteristics of individuals or a group as posited by Kothari & Garg, 2014. The population of the study consists of teachers of English language at the upper basic level in Taraba state. Purposive sampling method was used to select the two towns where the study took place and the 7 public schools that were involved in the study. A total of 13 English

language teachers currently teaching at the upper basic levels in the schools responded to a 22-item questionnaire tagged 'Inclusive Education Curriculum Needs Questionnaire' (IECNQ). Data were collected by the researcher through the help of research assistants. The research questions were answered through mean and standard deviation at the benchmark of 2.50, while t-test statistic was used to test the hypotheses at 0.05 level of significance.

III. RESULTS

➤ Research Question One:

To what extent does the English Language curriculum used at the upper basic level in Nigeria cater for the English Language inclusive curriculum needs?

Table 1: The Extent to Which the English Language Curriculum Used at the Upper Basic Level in Nigeria Caters for the English Language Inclusive Curriculum Needs

SN	Item Statement	Mean	SD	Decision
1	The curriculum I use for the teaching of English language caters for inclusive education	2.85	0.90	A
2	There are aspects of the curriculum that take care of dysgraphia learners	2.15	0.99	D
3	There are aspects of the curriculum that take care of dyslexia learners	1.92	1.04	D
4	The curriculum I use takes care of children with autism	1.92	1.19	D
5	The curriculum I use for lesson planning caters for developmental language disorder	2.23	1.36	D
6	The curriculum I use for teaching gives cues on how to identify children with language disorder	2.23	1.01	D
7	The curriculum I use caters for how to teach the mentally retarded child	1.85	1.14	D
8	The curriculum I use gives cue on how to help a child with receptive language	2.54	0.98	A
9	The curriculum I use gives cue on how to help a child with expressive language delay	2.69	0.95	A
10	The curriculum suggests technical materials that can aid the language disordered learners	2.54	1.13	A
	Grand Mean	2.29	1.07	D

A= Agreed; D= Disagreed; Benchmark mean= 2.50

From the data presented in the above Table 1, items 1, 8, 9 and 10 with means of 2.85, 2.54, 2.69 and 2.54 with standard deviations of 0.90, 0.98, 0.95 and 1.13 respectively shows agreed given that their means that are above the benchmark. Items 2-7 with means of 2.15, 1.92, 1.92, 2.23, 2.23 and 1.85 and Standard Deviation of 0.99, 1.04, 1.19, 1.36, 1.01 and 1.14 shows disagreed given that their means are below the benchmark of 2.50. The grand mean of 2.29 shows disagreed because it is below the 2.50 benchmark. Therefore, it is clear that English Language curriculum used at the upper basic level in Nigeria does not cater for the English Language inclusive curriculum needs.

➤ Research Question Two:

To what extent do the English Language teachers at the upper basic level in Taraba state understand inclusive education?

Table 2: The Extent to Which the English Language Teachers at the Upper Basic Level in Taraba State Understand Inclusive Education

SN	Item Statement	Mean	SD	Decision
1	I understand inclusive education	3.08	0.76	A
2	I can define inclusive education	2.00	0.00	D
3	I know who a dysgraphia student is	2.00	0.00	D
4	I know who a dyslexia student is	2.00	0.00	D
5	I know the meaning of children with autism	2.08	0.28	D
6	I know what developmental language disorder is	2.00	0.00	D
7	I know materials that can aid the language disordered learner as stated in the curriculum I use	2.00	0.00	D
	Grand Mean	2.17	0.15	D

A= Agreed; D= Disagreed; Benchmark mean= 2.50

Table 2 above shows that English Language teachers at the upper basic level in Taraba state do not understand inclusive education. This is evident from the grand mean of 2.17 which shows disagreed because it is below the 2.50 benchmark. While item 1 showed that teachers accepted they understood inclusive education based on the high mean of 3.08 with an SD of 0.76, all the other items from 2-7 showing different components of inclusive education were not understood or known to teachers based on their low means of 2.00, 2.00, 2.00, 2.08, 2.00 and 2.00 with SDs of 0.00, 0.00, 0.00, 0.28, 0.00 and 0.00 respectively.

➤ *Research Question Three:*

To what extent do the English Language teachers at the upper basic level in Taraba state practice inclusive education in a typical English lesson?

Table 3: The Extent to Which the English Language Teachers at the Upper Basic Level in Taraba State Practice Inclusive Education in a Typical English Lesson

SN	Item Statement	Mean	SD	Decision
1	As an English language teacher, I practice inclusive teaching	2.77	0.83	A
2	I assist students who find it difficult to understand what others are saying in the class	3.38	1.04	A
3	Teaching aids suggested for inclusive learning needs are available in class	2.23	1.17	D
4	A special corner exists in the class for inclusive learning	2.15	1.14	D
5	Textbook used by both teacher and students is a reflection of inclusive learning needs	2.77	1.09	D
	Grand Mean	2.66	1.05	A

A- Agree; D= Disagree; Benchmark mean = 2.50

The data on table 3 indicated that English language teachers at upper basic level in Taraba state accepted that they practice inclusive teaching, assist students who find it difficult to understand what others are saying in the class and that textbook used by both teacher and students is a reflection of inclusive learning needs as represented by items 1, 2 and 5. The means of these items: 2.77, 3.38 and 2.77 with SDs of 0.83, 1.04 and 1.09 are above the bench mark and thus accepted. On the other hand, items 3 and 4 with means of 2.23 and 2.15 with Standard Deviation of 1.17 and 1.14 shows disagreed as result of their being below the benchmark. This implies that teaching aids suggested for inclusive learning needs are not available in classes and that there is no special corner in the class for inclusive learning as represented by these items 3 and 4. However, the grand mean of 2.66 is above the benchmark mean of 2.50 and thus accepted. Therefore English Language teachers at the upper basic level in Taraba state claim that inclusive education is practiced in a typical English lesson.

➤ *Hypothesis One*

There is no significant difference in the mean response of teachers who agree that the curriculum used at the upper basic level cater for the English Language inclusive curriculum needs and the mean response of those who disagree.

Table 4: T-Test Analysis of the Significant Difference in the Mean Response of Teachers Who Agree and Those Who Disagree that the Curriculum Used at the Upper Basic Level Caters for the English Language Inclusive Curriculum Needs

Response	Mean	SD	T-Value	Df	Sig.	Decision
Disagreed	1.90	0.24	-4.76	11	0.00	Significant
Agreed	2.92	0.53				

Significant at 0.05

The result of the study as presented in Table 4 shows the t-test analysis of the significant difference in the mean response of teachers who agree that the curriculum used at the upper basic level cater for the English Language inclusive curriculum needs and the mean response of those who disagree. Result shows that a t-value of -4.76 with a degree of freedom of 11 and a significant value of 0.00 were obtained. Since the significant value of 0.00 is less than 0.05 set as level of significant, the null hypothesis which stated that there is no significant difference in the mean response of teachers who agree that the curriculum used at the upper basic level cater for the English Language inclusive curriculum needs and the mean response of those who disagree is rejected. Inference drawn therefore is that, the mean responses of teachers who agree that the curriculum used at the upper basic level cater for the English Language inclusive curriculum needs and the mean response of those who disagree is statistically significant.

➤ *Hypothesis Two*

There is no significant difference in the mean response of teachers who agree that there is practice of the English Language inclusive education in a typical English Lesson at the upper basic level in Taraba state and the mean response of those who disagree.

Table 5: T-Test Analysis of the Significant Difference in the Mean Response of Teachers Who Agree and those Who Disagree that There is Practice of the English Language Inclusive Education in a Typical English Language Lesson at the Upper Basic Level in Taraba State

Response	Mean	SD	t-value	Df	Sig.	Decision
Disagreed	2.12	0.11	-4.09	11	0.00	Significant
Agreed	3.17	0.56				

Significant level 0.05

The result of the study as presented in Table 5 shows the t-test analysis of the significant difference in the mean response of teachers who agree that there is practice of the English Language inclusive education in a typical English Lesson at the upper basic level in Taraba state and the mean response of those who disagree. Result shows that a t-value of -4.09 with a degree of freedom of 11 and a significant value of 0.00 were obtained. Since the significant value of 0.00 is less than 0.05 set as level of significance, the null hypothesis which stated that there is no significant difference in the mean response of teachers who agree that there is practice of the English Language inclusive education in a typical English Lesson at the upper basic level in Taraba state and the mean response of those who disagree is rejected. Inference drawn therefore is that, the mean response of teachers who agree that there is practice of the English Language inclusive education in a typical English Lesson at the upper basic level in Taraba state and the mean response of those who disagree is statistically significant.

Table 6: Assessment Table of the Current English Language Curriculum at the Upper Basic Level in Nigeria and What Ought to be in an English Language Inclusive Curriculum

Aspects/Skill	Materials for instruction as stated by the curriculum in use	Teaching & Evaluation strategy as stated by the curriculum in use	Aspect/Skill	Expected materials for instruction for the learning impaired	Expected teaching and evaluation strategy for the learning impaired
Reading (receptive skill)	Magazines, news paper cuttings, red images, maps, sketches, invitation cards, posters, video clips, pictures, tape recorded stories	Anyone to read in the class and answer questions Implication/Danger: not specific about the learning impaired, can call on any member of the class this will make the language disordered learner to be passive in class Due to lack of proper comprehension of the passage read	Reading (receptive skill)	Recorded tape, highlighter, shared reading, audio book and actual book, picture book	Assign passages to the students ahead of other class members hence he/she will read ahead of the class. Learner is at liberty and not forced to answer questions in the class unless he volunteers to. Teacher is in touch with the home in respect to assignment so the learner can be helped at home. Reading Task given at home. Teacher allows learner to write answers down and helps to read to peers. Teacher dictates assignment so it could be registered on the mind of the learner. Link with the learner's home.
Continuous writing (productive skill)	Model essays, sample letters, Newspapers, Real objects	Students asked to identify types of and write composition of their choice Implication/Danger Not conscious of how these will write backwards letters in words	Continuous writing (productive skill)	Assistive technology, predictive technology, Text-to-speech software, WordQ, SpeakQ, Note-taker, Magnetic marker board, spelling	Oral composition in place of written. Note taker support assistant team work. Co-writer Link with the learner's home

Test of orals (productive skill)	Magazines, newspaper, recorded tapes, radio broadcast, language games, flash cards, sentence strips, relevant passages	Students to retell stories, summaries Students to produce sounds Implication/danger Not conscious of inability of students to speak in some social contexts student therefore will be passive	Test of orals (productive skill)	checker Focus on articulation, fluency and voice disorder in specific words, colos to identify sounds. Fluency tutor	Individualized teaching patient with pupil, Do not call student to speak in class
Structure (reading/receptive skill)	Language games pictures/drawing substation table, newspaper Sentence strips	Students to identify features of various parts of speech given in exercise and generate appropriate sentences as illustration of part of speech being treated. Implication/danger Students problem will hinder identification of the features of grammar, hence tendency of being passive exists	Structure (reading/receptive skill)	Program that uses graphic presentation with individualized speech-to- teach high frequency noun	Individualized teaching link with the child's home
Vocabulary	No specific provision, i.e not given its place in the curriculum	No specific provision in the curriculum at this level Danger/implication The student will further have problem coping with writing skill, as the ability to generate new words from existing ones is low	Vocabulary	Objects, cardboards	Phonemic cue, e.g. for the word 'four' the teacher can articulate the sound/f/ Semantic cue e.g. in supplying words to complete sentences 'you put juice in a – (cup, car, cap) Link with the child's home

Courtesy: Junior Secondary School Curriculum, English Studies Jss 1-3 a publication of National Educational Research and Development Council (NERDC) 2012 edition & Reference materials on learning disabilities

IV. FINDINGS

The findings of this study revealed that the curriculum used at the upper basic level in Nigeria does not cater for the English language inclusive curriculum needs. The current English language curriculum in use does not cater for lesson delivery and evaluation strategy for the acquisition of reading skill as shown in table 6, does not cater for lesson delivery and evaluation strategy for the acquisition of writing skill at all, lesson delivery and evaluation strategy for the acquisition of speaking skill, lesson delivery and evaluation strategy for vocabulary building. It disclosed that English language teachers at the upper basic level in Taraba state do not understand what inclusive education means neither do they have knowledge of learning disabilities and correspondent terminologies like dyslexia, dysgraphia, autism etc the terms were strange to them this confirms the

position of Mai'Adua (2010). Teaching aids that ought to be used in an inclusive education class, were not available in the schools. The teachers made efforts to hide facts, but the truth was unveiled as a result of the fact that they could not define inclusive education so that the claim that they practice inclusive education was discovered to be untrue. Facilities were not available as revealed by mean of items 3 and 4 in table 3 which are below the benchmark mean and neither were the teachers familiar with peculiar terms associated with learning disabilities as revealed by the mean of items in table 2.

V. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

- There should be an immediate review of the upper basic English language curriculum to accommodate inclusive curriculum needs if the nation will be able to match up with the definition of literacy according to UNESCO as the ability to identify, understand, interpret create communicate and compute using printed and written materials associated with varying contexts and if the goal of the national policy of education will be realized.
- Stakeholders need to furnish the classrooms with facilities that will enhance the practice of inclusive education with particular attention paid to English language because most learning problems can be taken care of if students find themselves in positive school and classroom contexts that accommodate individual differences.
- English language teachers at the upper basic level in Taraba state need to undergo a refreshers course to make them aware of current trends in education and to specifically learn the art of teaching the subject in an inclusive classroom.
- Teachers should be reminded of the importance of sincerity in the teaching profession as this will help to proffer the right solutions to problems of teaching and learning.

VI. CONCLUSION

Based on the findings of the study, the English language curriculum at the upper basic level does not cater for the language needs of students. The study revealed further that teachers of the English language at the upper basic level, possess minimal knowledge about inclusion and as a result do not the practice inclusiveness in the teaching of the various aspects of the English language. There is the need for a quick review of the English language curriculum to accommodate peculiarity of various learners and cater for the language needs of the learners. Teachers of the English language require the knowledge of inclusion so as to be equipped with the skills necessary for the practice in the language classroom. The review of the curriculum will inadvertently facilitate a transformation of the English language classroom to reflect inclusion.

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