Exploring On Individualised Language Plan (ILP) For Children With Cochlear Implant In Inclusive Education System

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Abstract

The ideology on Language Planning varies from country to country, with distinct terms like Individualized Language Acquisition Plan (ILAP), Individual Learning Plan (ILP), Integrated Learning Programme (ILP), Individual Learning Plan for English Learners (ILPEL), Individual Language Development Plan (ILDP), Individual Academic Plan (ILAP), Language Policy and Planning (LPP) and Language Planning (LP). In general, it is called as Individualized Language Programme, each schedule is known as Individualized Language Plan. The first step in ILP preparation is understanding the strength and weakness of an individual student through assessment. Based on the child's language level further planning is processed. This article details on history of ILP, ILP components, steps, and need and importance of preparing ILP for Children with Cochlear Implant in mainstream schools.

Key terms: Individualised Language Plan, Children with Cochlear Implant, Inclusive Education

Introduction

As envisaged in NPE (1986), Individualised Learner Plan plays an important role towards academic achievement of a student. A committee was constituted by MHRD in 1991 to prescribe minimum level of learning (MLL) at primary stage to fulfil the commitment made in the NPE (1986). This committee has enlisted nine basic skills required in learning any language namely listening, speaking, reading, writing, reading comprehension, functional grammar, self-learning, language usage, and vocabulary control. The ideology on Language Planning varies from country to country, with distinct terms like Individualized Language Acquisition Plan (ILAP), Individual Learning Plan (ILP), Integrated Learning Programme (ILP), Individual Learning Plan for English Learners (ILPEL), Individual Language Development Plan (ILDP), Individual Academic Plan (ILAP), Language Policy and Planning (LPP) and Language Planning (LP). In general, it is called as Individualized Language Programme, each schedule is known as Individualized Language Plan. The first step in ILP preparation is understanding the strength and weakness of an individual student through assessment. Based on the child's language level further planning is processed. Reading the history of language planning helps to understand better about its need, importance, implications in education, and association in language planning for children with cochlear implant in the current inclusive education system.

History of Individualised Language Planning

Timeline of Language Planning lined from the establishment of language in academics which was started from 15th century in Florence (1582), France (1634), Spain (1713), and Sweden (1786) aiming at spreading of literacy in Europe, America, India and other countries. https://www.egyankosh.ac.in. Genetti, (2014) documented that undergoing many political changes in centuries, Eastman in 1983 listed the history of language planning from 1960 to 1980 as Planning for Problem-Solving in 1960s, Planning for Change in 1970s, Focus on Evaluation in 1980s, and Critical Reflection in 1990s. The book written by Kaplan & Baldauf (1997) titled 'Language Planning from Practice to Theory' classified Language Planning under National and Human resource development planning in which government agencies, education agencies, non-quasi government agencies and other organisations were played major role in the Language Planning process. The definitions in connection with Planning for Problem-Solving: Language Policy and Language Planning were elaborated under four headings namely political definitions, social definitions, educational definitions and popular definitions. The political definitions includes language for communication, pan-regional languages, national languages, official language(s), literary language, regional languages, and religious languages. The social definitions includes educational languages, majority language, first language, second language, creole/pidgin, foreign languages, vernacular community heritage, and classical/historical languages. The educational definitions includes foreign languages, second languages, mother tongue, non-standard varieties, community languages and heritage languages. The popular definitions includes foreign languages, native language, foreigner languages, and pidgin (simplified language developed by native speakers). It is important to notice the educational languages and educational definition elements. The four non-spoken languages namely Latin, Greek, Hebrew and Sanskrit were thought in academic sectors of universities during medieval period. The methodology of teaching and objective of language learning activities were admitted to the highly intellectual students. The modern languages namely French, German, and Spanish were introduced in tertiary curriculum for brightest students in universities. In India, the Macaulay minute in 1835 laid the ground work for English as administration and higher learning language.

Types of Language Planning

Singh (1992) outlined the types of Language Planning namely Status Planning vs. Corpus Planning, Comprehensive Planning vs. Partial Planning, Global Planning vs. Local Planning, Imperative Planning vs. Indicative Planning, Centralised Planning vs. Decentralised Planning, and the three-fold classification given by Srivastava (1987) was Intrinsic Planning, Extrinsic Planning, Intrinsic-cum-Extrinsic Planning, and other Acquisition Planning by Prator, (cited by Cooper 1989;31) Prestige Planning by Haarmann (1990), Micro Planning vs. Macro Planning. The language policy and planning from government at macro-level national planning to group or micro-level planning at individual level was proposed by Fishman in 1974 under the study 'Advances in Language Planning'. Here connects the individual level of language planning. Nahir (1998) in the Hebrew Revival study, mentioned that Macro Language Planning is carried at government level, whereas Micro Language Planning at local levels with small group of individuals. The group includes language pedagogues, other activists like parents, school superintendents, and local leaders. Measures taken by the government towards language policy as bilingualism or multilingualism. The ideology of Language Planning Theory states about the language planning, language policy and approaches namely Neoclassical and historical-structural approach. Internal and external factors influences in language planning and affects the goals at macro level and micro level. The policy and planning of language started from government at macro-level national planning to group or micro-level planning at individual level.

Components of Individualized Language Plan

In general, receptive and expressive language are the core components to develop in the language learning process. The goal setting is towards listening, speaking, reading, and writing. The language elements consists of learning vowels, consonants, combination of vowels and consonants, vocabulary development, parts of speech, grammatical components, formation of words with meaningless and meaningful, sentence construction, single word meaningful, two words, three words, four words, fives words in a sentence construction, questioning, framing negatives in sentence, writing, spelling, vc, cv, cvc, vcv, cvvc, etc., based on the structure of the word formation as associated with speech production and correction, language and communication development of an individual with hearing impairment, speech and language impairment, learning disability, and those facing difficulty in language acquisition which will be great support in learning. The ILP team members must understand about the current level of a child, and process the teaching learning methods.

The process of Individualized Language Plan

It is initiated by the language teacher or special educator or as a teamwork. The foremost process is to do assessment in the areas namely speech, language and communication and academic areas like listening, speaking, reading and writing to be planned. Keeping in mind that whether it is going parallel with academic or in language programme separately. Assessment is done by using standardized tools and the ILP is processed by setting goals for long or short terms. Framing objectives for specified components of a language will help the teacher and individual to proceed step by step in acquiring language elements.

Steps in ILP

The first step in ILP preparation is understanding the strength and weakness of an individual student. Based on the level of child's language achievement further planning is processed. To ensure the effective language learning in CwHI/CI, a structured approach with ILP steps are followed by gathering student information, assessment of language proficiency, language learning achievable and measurable goals with long and short term objectives, appropriate instructional methods and strategies, utilization of support service, monitor the progress, modify or adjust the plan, collecting feedback and communicating with the team members. The following are the steps in ILP:

1. Assessment (using standardized scale)
2. Collecting student's Demographic details
3. Listening / Auditory
4. Speaking
5. Reading
6. Writing
7. Vocabulary development
8. Verbal/non-verbal
9. Comprehension level
10. Student strength and area of growth
11. Teaching and evaluation strategies
12. Feedback (student, teacher, parent, team)

The performance level of the students and remarks can be noted down. In inclusive education system it is less chance in the classroom to give full attention to the level of individual in a group/classroom, but to some extent teacher can handle the student level and support or guide from student's performance level to next level. If not in all the components in one plan at a time, focus can be given to the core components which is really required by the student. Home based language programme can be designed by the team for acquisition of language or sign language as per need.

As similar like Individualised Education Plan in special education ILP has its important role in developing language among children with hearing impairment / cochlear Implant. ILP plays a vital role in the language acquisition programme. Each plan has its crucial role to achieve language components by the individual. It is necessary to prepare ILP for children with cochlear implant for speech, language and communication development. General teacher and special educators must provide in-service training in ILP preparation and awareness to the parents and team members to get the outcome result fruitfully, after spending time and money for cochlear implantation by severe or profound category individuals. ILP serves as an academic tool and language developmental tool to achieve language. Parents can also understand better about their children, learning pace, style, home based assignments, and individuals can get support and guidance from the team members wherever required. The totality of learning experience gained by the students will be expected to the maximum and bring out best and to make them independent in living with the gain of language learning.

Role and responsibilities of language teachers in preparing ILP for Children with Cochlear Implant (CwCI) in inclusion

The para-professionals like audiologist, speech and language pathologist, develops speech, language and communication plans for children with hearing impairment in the auditory training process or AVT therapy. The implication of language planning includes understanding the main concept like to whom, what is needed, and how to process. The planner should ask these questions before the development of language planning. Ensuring the success of CwCI in inclusive education rests in the hands of team members in the Individual Educational Plan (IEP). Executing the plan inside the classroom helps the children with CI brings achievements in education and employment in their life. Collier, (2018) outlined that the top most responsibility is, teaching for understanding and motivating and evaluating the understanding levels among children with hearing loss. Teachers have to recognize the problems, plan and manage the life changing methods to ensure that all children with special needs learn without any barrier. The teachers have to plan and implement carefully to achieve the goals and undoubtedly the teaching for understanding by the teachers will transform the learning experience of the children with cochlear implant in inclusive classrooms.

- The teacher should take care about seating arrangement and environmental sounds in and around the classroom.
- As they depend on visual mode providing visual support is more important to make children to understand the abstract concept.
- Preparation of teaching learning materials.
- Supporting to learn language in connection with other subjects.
- Curriculum adaptations for primary and secondary levels help to understand better about the contents.
- Coordinating the provisions of support services for CwCI.
- Ensuring the CwCI joins in the school activities with other students.
- Utilization of available special educators for updating the information.
- Maintain the data base of the children and periodical meetings with parents and other professionals.

Language Planning for CwCI in Primary Level

The teachers in the classroom should get trained in handling CwCI at the primary level. Getting started with Ling's Six Sound tests, trouble shouting and care and maintenance of Cochlear Implant, taking care of the child during playtime, the seating arrangement in the classroom are important. Preparation and implementation of Individual Educational Plan (IEP) and Individual Language Plan (ILP) were strongly recommended to the primary level teachers who are dealing with CwCI mentioned by Joshi, (2004). Providing sensory integration of learning language should be scheduled by the language teachers with the involvement of parents. The team of members like audiologist, speech therapist, parents, teachers, language teachers, peer groups should work together in the development of speech, language and communication services in inclusive education. Various teaching strategies can be initiated in the learning process. Role-play and storytelling activities help in the improvement of language and communication skills. Introducing functional grammar parts like a noun, adjective, verb, adverb, pronoun, conjunction, preposition, interjection in a language helps the child to learn at his own pace. Patience in handling the child for the development of receptive and expressive skills is important. Techniques like waiting, prompting, fading etc., benefit the child to express at the sound, word and sentence level in the acquisition of language. Facilitating functional language and communication skills and working with the child's learning speed is the best way to provide better learning experiences. In the primary level, the foremost requirements of CwCI are the attainment of speech, language and communication skills. The teachers' input and their observation in the classroom regarding CwCI helps the audiologists in mapping, hence improving their hearing and listening skills.

Secondary Level

The educational needs of CwCI vary at different levels. According to the age, ability and interest of the child's teaching and learning process also varies. Primary education act as a platform in the learning process, whereas secondary education is a ladder for children to travel further a step towards setting goals and objectives in their life. From the primary level to secondary level CwCI may or may not have a language gap. The development of language leads to cognitive enhancement. The curriculum comprising scholastic and non-scholastic activities that are provided at the secondary level takes the children to travel according to their curiosity and assist them to choose relevant subjects in higher education as per their vocational needs. An appropriate assessment helps the team members for the successful move towards secondary education. The subjects offered in secondary education stimulate self-learning and improves critical thinking.

Language Planning for CwCI in Secondary Level

Students with Cochlear Implant should be encouraged to share their goals and concerns by actively participating in IEP and ILP Meetings. (Technical Assistance Paper, 2007). Teaching about form, content and usage of elements in the language is a great challenge for the teachers and parents. The educational needs of the CwCI at their adulthood level should be carefully planned and implemented by the team members. Peer group support also results in bringing the best outcomes of the CwCI. Newton (2014) emphasized that understanding cannot be transmitted; the connections have to be made by the learner. Teaching at the secondary level should mainly focus on comprehension rather than gaining scores as it helps CwCI to learn speech, language and communication skills and academic subjects without stress. To attain the complete knowledge of the content, CwCI should be supported by visual, tactile and kinaesthetic based adaptations. Students and teachers should integrate various forms of technology in teaching learning-process. Make use of technology like a smart board, apps and software for speech, language, communication and syllabus assists the students with impaired hearing can bring positive results (Westwood, 2014). Special attention should be given to CwCI with learning disorders or any associated conditions. Krista (2007) pointed out placing the child with a Cochlear implant in the mainstream is not enough rather adequate support systems must be in place to ensure that each child is developing cognitively, academically, communicatively, socially and emotionally. Adaptation in contents, learning environment, teaching-learning materials, instructional strategies and evaluation procedures should be carefully handled by the teacher. Understanding the learning style of learner drives a positive way in knowledge and skill enhancement. "Whatever the approach used, whether oral, sign bilingual and total communication methods predominate aim is to provide the fullest access to the curriculum". (Farrell, 2008).

Factors that may affect a student's success in Inclusive Education

Variety of factors involved in the rate of success. The ability to use a cochlear implant by the individual is the prime factor. Psychological support from the parents and family members play an important role in the success of the students. Moral support from relatives and neighbours would bring good learning experience in acquiring communication skills. Early identification and intervention, involvement and motivation from the teachers and peer group and support from school management will help in their achievements. Setting educational strategies for CwCI in the classroom by the teachers is not an easy task. Total communication is the best option for CwCI to start hearing, listening, language, and communication services though there might be many contradictions in the usage of other methods like an oral method or sign language. Ann Geers et al. (2003) studied long term outcomes of CwCI in the preschool years from elementary grades to high school. Results showed that good in language score and less in reading score compared with normal development. Though the difference exists in language level among students in the classroom the teachers' efforts definitely ends in moral learning outcome. So the success rate of child is influenced by a set of factors which can be slowly overcome by the team of members in IEP and ILP.

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