

Importance of Special Education and Early Childhood General Education Teachers' Attitudes toward Culturally Linguistically Diverse People

Dr. Shiju K.K¹, Minakshi Breja², Nibedita Mohanty³,
Dr. Rajesh Ramachandran⁴, Dr. Indrajit Patra⁵

Received: 24- June -2023
Revised: 27- July -2023
Accepted: 21- August -2023

¹ Asst. Professor, Inter-University Centre for Disability Studies, Mahatma Gandhi University, India
dr.shijukk@gmail.com

² Teacher Assistant, School of Education, Lingaya's Vidyapeeth, India
brejaminakshi83@gmail.com

³ Associate professor, Department of Medical-surgical Nursing, Kalinga Institute of Nursing Sciences, KIIT University, India
nibedita.mohanty@kins.ac.in

⁴ Rehabilitation Officer, Service & Programmer, NIEPMD (Institute), Chennai, Tamil Nadu, India
rajram42004@gmail.com

⁵ An Independent Researcher and Ex Research Scholar at NIT Durgapur, Durgapur, West Bengal, India
ipmagnetron0@gmail.com,

Abstract

This article has aim to identify the attitudes of the teachers toward families with **CLD** or, Culturally Linguistically Diverse and have limited proficiency in English. It has shown the experiences of cross-culture and the attitudes among the people of other languages, those studying abroad, and traveling. It has been seen that there is significant growth in the number of students from linguistically and culturally diverse backgrounds. It is important to educate children with special education. This study further reflects on the need for special education in early childhood and also the role and attitudes of teachers towards this education system. Today's generation is evolving much rapidly which is beyond imagination, this is the reason it is important to be open-minded and accept all irrespective of any differentiation. This research article is based on the secondary qualitative data analysis method. The main aim of this study is to understand the need for special education in early childhood and the perspectives of teachers.

Keywords: Early Education, Diversity, Inclusive Education, Inclusion, Cultural Diversity.

1. Introduction

The linguistically and culturally diverse term is used broadly to describe various communities with diversity in ethnic background, diverse language, traditions, societal structures, and nationalities. Attitudes of teachers about linguistically and culturally diverse students in the classrooms of works as key factors to educate the students. There found an increase in linguistic diversity among the people in the U.S. and thus need to call services for early education among **CLD** children along with the members of their families. Responsive practices of culturally linguistic are important for the professionals of early childhood as there is a clear focus on the partnership and involvement of the family. It is important for the children to provide educational experiences along with early interventions to all the young people in the linguistic community. Children perform better in school during the involvement of family members in the education of the children. There are initiatives of current policies and that is important for the strong research and family to have a strong role in their education. Teachers often face several cultural biases and dissonance during the address of educational needs for students with **CLD** and their families. Additionally, there are various challenges faced by the teachers to work with students with **CLD** and their families. This ensures that the practices of evaluation are responsive to the families and the students with **CLD** with the evaluation of the background of the students. Disabilities and individual education require that the team of evaluation take count of the proficiency status of the English language among them. Multicultural education faces different challenges and many of them remain the services from the teachers and their preparation. Various linguistic and cultural gaps between the **CLD** students, preservice teachers, and their families face major issues in

the education of the teachers. The beliefs among the teachers are important as the beliefs influence the achievement of the students along with decision-making and their behavior in the classrooms.

2. Literature Review

This research study examines the attitudes of the teachers towards the families of *CLD* and also understands the factors that influence the responses of the students. Especially the relationship between the attitudes of *CLD* families and pre-service teachers is examined with the experience of their cross-culture and limited proficiency in English. This research has focused on the identification and establishment of the priorities of students from the background of *CLD*. The majority of teachers need to be aware of the challenges for the student of becoming an immigrant or having isolated in the classroom. Thus need some programs related to multicultural education for teachers. There are three components such as experimental base, cultural and linguistic base, and theoretical base [1]. The theoretical base establishes the foundation of self-identity and issues related to the programs of multicultural. Cultural and linguistic bases provide competencies for the acquisition of a second language. Preservice teachers have through several programs to gain knowledge about the ethnic and linguistic multicultural. Teacher's attitude about the linguistically diverse students in a nation helps to educate and motivate them to know the value of multicultural.

Attitudes of Preservice Teachers towards the *CLD* through Programs of Multicultural Education

Formal education is dependent on both professional preparedness and the attitudes of the teachers. Ethnic or, racial composition among the teacher in the U.S. is less diverse, though the students of America become more diverse [2]. There has not found a remarkable increase in the research in past decades and this occurs due to the multicultural education's marginalization in colleges and schools. Less interest from the educational institutes toward the families and students of *CLD* limits the research. There are few teachers that are capable of teaching multicultural programs in the educational sector. The professors from the background *CLD* are reluctant to incorporate several contents of multicultural in their programs. Various effectiveness of the courses of multi-culture are responsible for the preservice of teachers is examined toward the attitudes of *cultural linguistically diversity*. Attitudes and efficiency of the preservice teachers are taken in the program to measure the seven phases of the program [3]. Those phases included the first semester's beginning and taking for special education along with general education. Phase two belongs to the taking of special education for introductory courses in general classrooms. The third phase belongs to the starting of additional fieldwork on the schooling session that focuses on the disabilities of the children. In order to enter into the first practice as a professional teacher this fourth phase. The fifth and sixth phases include the continuation of the professional practice and engagement of special education for disabled children consecutively. After performing one week in the seminar, the teacher is teaching full-time on a university campus in the seventh stage. Preservice teachers uphold the belief of professionalism through the preparation courses. Though the professional beliefs, regarding diversity change through the programs of education for the teachers. The analysis of the narratives of multicultural helps the teachers in preservice to understand diversity and multicultural issues deeply. Multiculturalism is important for increasing the acceptance and awareness that impact the curriculum, learning, and teaching [4]. Generally, preservice teachers have better critiquing conflicts than providing some solutions using inclusiveness and diversity approaches. Though the preservice teachers feel comfortable with the learning issues among linguistic diversity but feel discomfort with the issues of religious diversity and racism. Generally, teachers have a vision of idealistic education of multicultural and their notations focuses on these factors that are external. Teachers lack the knowledge of linguistic people and thus need education programs to educate them on their knowledge.

Linguistically and culturally diverse students

Linguistically and culturally diverse students are a learners group in terms of their socioeconomic status, cultural traditions, educational background and literacy of their native language. Linguistically and culturally diverse students utter different languages and come from cultural, economic and diverse social backgrounds. These students' requirements are much more complicated than just the language. Understanding the methods of cultural differences impacted on the process of teaching is important to giving responsive instruction. Development of professionals focused on the knowledge of a teacher of a deeper understanding relating to language and cultural influence on the academic performance of students. Collaboration between educational professionals is needed

within the settings of inclusive to give equal opportunity to all linguistically and culturally diverse students [5]. There are many investigated perceptions of teachers about their efficiency in teaching these students within the settings of inclusive. Culturally approachable teachers develop classroom atmospheres that make students feel successful and empowered in respect of linguistic or cultural differences.

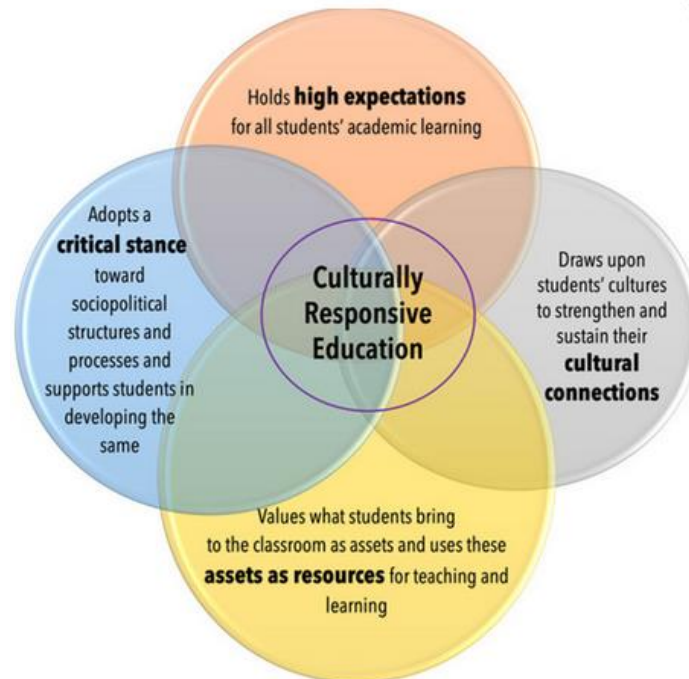


Figure 1: Factors of culturally responsive education [5]

They also locate different ways to cheer the involvement of family, an important stage that can promote the further success of the school for all their students. The diversity of teaching reveals students to different social and cultural groups, putting together students to be better citizens within their community. These teaching strategies that are culturally responsive will help the teacher to encourage diversity within the classroom. This helps to enhance the inclusion, awareness and appreciation of children within diverse cultures and beliefs [6]. Teachers also can encourage family members to reveal their children to “*their minority language*” via dances, songs and community activities. When children are provided with cultural knowledge, they submerge within a “*culturally rich environment*” and reveal “*culturally basic material*”. They might learn the additional language with more comfortably as their knowledge of background about the culture of the second language will construct learning less difficulty.

Teachers’ experience and self-efficiency

Different studies have stated that there is a significant relationship between teachers’ attitudes, experience and self-efficiency towards inclusion and the outcome is quite inconsistent. Teachers with many years of experience have a more positive influence towards special education other than teachers with fewer years of experience. The efficacy of teaching is an important factor that has influences towards teachers’ attitudes in special education. Teaching efficacy is a level of teachers' competency and confidence to generate learning successfully [6]. Many studies stated that teachers who have higher self-efficacy are much more inclined to encounter students’ requirements with learning issues within their classrooms. Self-efficacy is related to the attitudes of teachers, for example, they grow more productive attitudes.



Figure 2: Different attributes of diversity [7]

Cultural diversity within young children’s early education includes children from various cultures mingling and mixing with each other in the same place. Here students also learn more about other cultures’ acceptance and differences. Teachers have to be involved in different perspectives within their instructions and make sure that the pictures displayed within classrooms present a broader diversity range. Teachers should ponder problems in class, gender, ethnicity, and race [7]. The curriculum of inclusive assists students and teachers in understanding various perspectives encourages others’ strengths and develops empathy. Teaching culturally responsive could also assist teachers to reflect on their own experiences and identity affects their teaching practices and attitudes. Culturally responsive or relevant teaching is instruction grounded in skill or cultural competence practice of teachers at the time teaching within a multi-cultural or cross-cultural setting.

3. Methodology

Research methodology indicates to the experimental method of the research study and states following which process the research have been conducted. It is the primary part of the research study and an important approach that needs to be endorsed for getting the whole information of this study. On the other side, the assessment of an adequate research methodology mainly assists to recognize a deeper and better research topic examination. Furthermore, the methodology also assists to attain a proper procedure that would be put in this procedure of research. There are total two important types of research methods such as “*qualitative research method*” and “*quantitative research methods*”. “*Quantitative research method*” is a specific frequent investigation and systematic method phenomenon by gathering and collecting the performing statistical and mathematical data via some proper techniques [13]. “*Quantitative research data*” collecting procedures can be assessed by online polls, surveys, and questionnaires. Moreover, the outcome of qualitative research is hugely conducted in the social sciences by using some methods of statistics. On the other side, methods of “*secondary qualitative research*” are the usages of qualitative information collected via any already present research data or someone else. In simple words, “*qualitative research methods*” mainly concentrate on the present information and data. However, the methods of qualitative research mainly collected related information from different online sites such as Google Scholar, newspapers and journals. The main aim of choosing this data analysis process is to gather authentic data which helps to complete this research article.

This “*secondary qualitative data analysis*” method also follows the inductive way of data gathering. The approach of inductive is a systematic method for detecting qualitative data where the procedures are more likely to be conducted by proper evaluation objectives [12]. An approach of deductive within research is a significant method that researchers mainly connect with the investigation in a scientific way. This is a complicated and time-consuming process though it provided some authentic sources of data. At the time of doing this “*research article*”

it has been made sure that all the collected information and data has been taken from authentic articles, journals, and other kinds of research papers.

4. Findings and Discussion

In this overall study, the effects of “*students’ social behaviour*”, attitudes of teachers toward inclusion and management of the classroom based on students’ social obtaining within the inclusive classroom were analyzed. The special extent to which attitudes of teachers into inclusion impacted the efficiency of teachers in classroom management also analyze here in this study. This research study donates to a clear understanding of the effects of teachers’ attitudes and practices of learning in the classroom. This study also gives much evidence for the teachers’ role that helps in boost social acceptance within the classrooms of inclusion. The speedy enhancement of a number of students from linguistically and culturally diverse backgrounds carries a phase in today’s school landscape [11]. An irregular number of students can be seen as either underrepresentation or overrepresentation within a proper student population. This study concentrated on understanding basic education to the skills and knowledge of teachers’ perception of pre-referral models and culturally responsive practices. There should be fostering awareness and inclusion around “*multi-cultural education*” and considering an approach that is culturally responsive to the teaching advantages of all students. Inclusion assists students with various needs and backgrounds to succeed yet it inspires acceptance and assists make ready students to thrive within an exponentially diversified world [8]. Diversity out and in the classroom will be increasing with time; this is the main reason that it is necessary to prepare students to adapt to the evolving and changing world. It has been found that there are different kinds of cultural diversity can be seen within the premises of the classroom. Every student is distinctive, it is important to understand the different needs of students that encourage and motivate them to study in a more comfortable atmosphere. Teachers have to understand all the various kinds of diversity that they might encounter within their classroom background. The diversity includes ethnicity, religion, race, language, socioeconomic status, gender identity and sexual orientation. There are many ways administrators and teachers can make sure that both curriculum and classroom environment are reactive to enhancing society’s cultural diversity [9]. These various strategies will motivate cultural awareness of students as well as enhance the identity sense of students and generate inclusion within the community of the classroom. The strategies are teachers have to get to know their students, maintain proper communication, practice sensitivity to diverse cultures, and respect and acknowledgement of every student irrespective of their caste, sex or gender. Other strategies also include encompassing diversity within the everyday lesson plan and giving every students’ flexibility along with freedom.

It is much more important to recollect the essentialities of cultural and diversity awareness within the classroom. Teaching diversity reveals students to different social and cultural groups, making students to be better citizens. These teaching strategies that are culturally responsive are crucial in all classrooms and the impacts of these on students will help them to go long run in their future. The advantages of this special education help students be more empathetic, gain better knowledge of people and lessons and they become open-minded. This also helps them to feel safer and more confident along with they become aware of a diverse workplace. Developing personal connections and promoting awareness of diversified cultures within the classroom can sustain students from growing prejudices in their later life [10]. At the time of learning and working with people from different cultures and backgrounds attending in the classroom, they gain more diversified knowledge of the various subject matter. It also helps teaches students to utilize their own perspectives and strengths to donate within a diverse environment of working.

By exhibiting students with a varied range of cultural backgrounds, opinions and thoughts, teachers inspire them to be prejudice-free. When students are revealing themselves to diversity along with learning cultural awareness within their classroom setting, it bounds them to flourish more in the future. The environment of the classroom is essential to foster cultural awareness yet teachers should make sure that diversity is present within the lesson plan [6]. Socially acceptance of students is important to the development of students. At the time students rejected by their own classmate outcome in negative academic and socio-emotional results. There is proof that acceptance of social is nurtured by the student’s social behaviour. Giving an environment of optimal learning for the socio-emotional and academic development of students is an important task of teachers.

5. Conclusion

From the above study, it can be concluded that teachers are identified as the main social actors within the flourishing “*implementation of inclusive education*”. Hence attitudes of teachers into inclusive education have a significant character in teaching. Revealing teachers of pre-service to proof-based practice might assist them in identifying strategies for effective teaching. Different effect of conceptualization enhances the inclusive practices and policies in the education system. In order to introduce inclusion in classrooms different actors such as parents, students, teachers and other groups have specific roles. All of them are also considered as influencing and important variables for victorious inclusion over a long time. Teachers who desire to introduce inclusion in the classroom have to consider their practices of teaching and the obstacles they main experience by utilizing parents to meet the requirements of students. The meaning of inclusion within early childhood is not quite different from the meaning of inclusion that is generally made[14]. “*Early childhood inclusion*” is a basic placement of services of special education to a substantial children number. Inclusive education within early childhood indicates to the children’s inclusion irrespective of their economic, cultural, faith, language, ethnicity or any physical barrier status. Educational inclusion is a quite clear concern that perfuses present discourse of pedagogical, comprising a necessity and interest at both educational and social level. The feedback that teachers and schools permit to a diversity of students is important to the identification of the interests, needs and abilities of students.

References

1. Heim, E. and Kohrt, B.A., 2019. Cultural adaptation of scalable psychological interventions. *Clinical Psychology in Europe*, 1(4), pp.1-22.
2. Heilig, J.V., Flores, I.W., Barros Souza, A.E., Barry, J.C. and Monroy, S.B., 2019. Considering the ethnoracial and gender diversity of faculty in United States college and university intellectual communities. *Hisp. JL & Pol’y*, p.1.
3. Cormier, D.R., 2021. Assessing preservice teachers’ cultural competence with the cultural proficiency continuum Q-sort. *Educational Researcher*, 50(1), pp.17-29.
4. Shume, T.J. and Blatt, E., 2019. A sociocultural investigation of pre-service teachers’ outdoor experiences and perceived obstacles to outdoor learning. *Environmental Education Research*, 25(9), pp.1347-1367.
5. Garrote, A., Felder, F., Krähenmann, H., Schnepel, S., Sermier Dessefontet, R. and Moser Opitz, E., 2020, October. Social acceptance in inclusive classrooms: The role of teacher attitudes toward inclusion and classroom management. In *Frontiers in Education* (Vol. 5, p. 582873). Frontiers Media SA.
6. Krischler, M., Powell, J.J. and Pit-Ten Cate, I.M., 2019. What is meant by inclusion? On the effects of different definitions on attitudes toward inclusive education. *European Journal of Special Needs Education*, 34(5), pp.632-648.
7. Schwab, S., Resch, K. and Alnahdi, G., 2021. Inclusion does not solely apply to students with disabilities: Pre-service teachers’ attitudes towards inclusive schooling of all students. *International Journal of Inclusive Education*, pp.1-17.
8. Boveda, M. and Aronson, B.A., 2019. Special education preservice teachers, intersectional diversity, and the privileging of emerging professional identities. *Remedial and Special Education*, 40(4), pp.248-260.
9. Brown, M.R., Dennis, J.P. and Matute-Chavarria, M., 2019. Cultural relevance in special education: Current status and future directions. *Intervention in School and Clinic*, 54(5), pp.304-310.
10. eric.ed.gov.Cultural Identity and Special Education Teachers. Available from: <https://files.eric.ed.gov/fulltext/EJ1139164.pdf>. Accessed on: 10.05.2023
11. usfca.edu.2021.Early Childhood Special Education Teachers’ Attitudes TowardEarly Childhood Special Education Teachers’ Attitudes Toward Inclusion: A Qualitative Study on a School’s Transition From Segregated Classrooms to More Inclusion ClassroomsSegregated Classrooms to More Inclusion Classrooms. Available from: <https://repository.usfca.edu/cgi/viewcontent.cgi?article=1595&context=diss>. Accessed on: 11.05.2023
12. Newman, M. and Gough, D., 2020. Systematic reviews in educational research: Methodology, perspectives and application. *Systematic reviews in educational research: Methodology, perspectives and application*, pp.3-22.
13. Ruggiano, N. and Perry, T.E., 2019. Conducting secondary analysis of qualitative data: Should we, can we, and how?. *Qualitative Social Work*, 18(1), pp.81-97.
14. Vanita Suthar. (2022). Benefit of Tulsi for General and Dental Medicine. *Journal of Pharmaceutical Research and Innovation (JPRI)*, 2 (2), 29-35.