

**ENGLISH TEACHERS' PEDAGOGICAL COMPETENCE IN
TEACHING ENGLISH LANGUAGE TO IMPLEMENT
"KURIKULUM MERDEKA" FOR STUDENTS WITH SPECIAL
NEEDS IN INCLUSIVE CLASS**



Thesis

Presented as partial fulfillment of the requirements for Master Degree in English
Education

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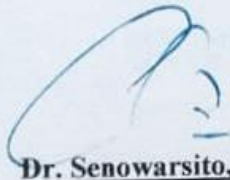
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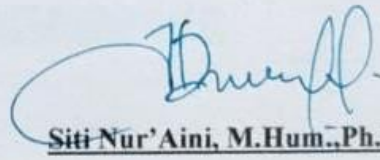
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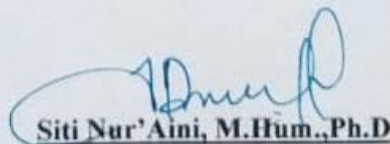
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RATIFICATION

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ENGLISH TEACHERS' PEDAGOGICAL COMPETENCE IN TEACHING ENGLISH LANGUAGE TO IMPLEMENT "KURIKULUM MERDEKA" FOR STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE CLASS

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DECLARATION OF ORIGINALITY

I affirm that this thesis entitled “English Teachers’ Pedagogical Competence in Teaching English Language to Implement “*Kurikulum Merdeka*” for Students with Special Needs in Inclusive Class” is entirely my own, except the words or ideas of other writers are specifically acknowledge according to accepted citation conventions. I have revised, edited, proofread, and ensured that this thesis is free of plagiarism.

CERTIFICATION OF AUTHORSHIP

I certify that I am the author of this thesis and that my assistance I received in its preparation is fully acknowledged and fully disclosed in this thesis (examination).I have also cited my sources (footnotes and endnotes) from which I used data, ideas, theories, or words, whether quoted directly or paraphrased. I further acknowledge that this thesis has been prepared by myself specially to meet the requirement for the degree of Master in English Education.

Semarang, Desember 23rd 2024

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MOTTO AND DEDICATION

MOTTO:

Longlife Learning Makes Better For Life

DEDICATION

This thesis is dedicated to:

Universitas PGRI Semarang

SMP Negeri 42 Semarang

ABSTRACT

Rahajeng, Rumeintan Dwi. 2023. English Teachers' Pedagogical Competence in Teaching English Language to Implement "Kurikulum Merdeka" for Students with Special Needs in Inclusive Class. Thesis. Advisors: Dr. Senowarsito, M.Pd; Siti Nur 'Aini, M. Hum, Ph.D

Teaching English language for students with special needs cannot be equated with students in general. One of the problem is that teachers do not have competencies that match the students' needs. Analyze the teachers' pedagogical competence and how to implement *Kurikulum Merdeka* in teaching English language for students with special needs in inclusive class were the research purpose. Using the research instrument composed of observation and interview; data were gathered from two English teachers in inclusive school. Descriptive statistics were used to analyze the data. Finding of the research is the pedagogical competence of English teachers for students with special needs in inclusive classrooms includes mastering the physical, moral, social, cultural, emotional, and intellectual characteristics of students; learning theory and educational principles; developing a curriculum; using information and communication technology; facilitating the development of students' potential; conducting assessment and evaluation; being able to use the results of assessment and evaluation and take reflective action. The Implementation "*Kurikulum merdeka*" for students with the special need in inclusive class for slow learner uses contextual teaching learning but Attention deficit hyperactivity disorder uses Total Physical Response (TPR) approach. Teaching modules by applying a personal approach, used contains special differentiated material. Uses a project-based model and applied of the Pancasila student profile. The researcher has suggestion that teachers need to have pedagogical competence to implementing the "*Kurikulum merdeka*" for Students with special needs in inclusive class. Recommendation for inclusive schools is need to provide training for teachers who teach students with special need.

Keywords: English Language, Teacher Pedagogical Competence, Students with Special Needs, Inclusive Class.

ABSTRAK

Rahajeng, Rumeintan Dwi. 2024. Kompetensi Pedagogik Guru Bahasa Inggris dalam Pengajaran Bahasa Inggris pada Kurikulum Merdeka untuk Siswa Berkebutuhan Khusus di Kelas Inklusi. Tesis. Advisors: Senowarsito, M.Pd; Siti Nur 'Aini, M.Hum, Ph.D

Pengajaran bahasa Inggris bagi siswa berkebutuhan khusus tidak bisa disamakan dengan siswa pada umumnya. Salah satu permasalahannya adalah guru tidak memiliki kompetensi yang sesuai dengan kebutuhan siswa. Menganalisis kompetensi pedagogi guru dan bagaimana menerapkan Kurikulum Merdeka dalam pengajaran bahasa Inggris bagi siswa berkebutuhan khusus di kelas inklusif adalah tujuan penelitian ini. Dengan menggunakan instrumen penelitian yang terdiri dari observasi dan wawancara, data dikumpulkan dari dua guru bahasa Inggris di sekolah inklusi. Statistik deskriptif digunakan untuk menganalisis data. Temuan penelitian adalah kompetensi pedagogik guru bahasa Inggris bagi siswa berkebutuhan khusus di kelas inklusif meliputi penguasaan karakteristik fisik, moral, sosial, budaya, emosional, dan intelektual siswa; teori pembelajaran dan prinsip-prinsip pendidikan; mengembangkan kurikulum; menggunakan teknologi informasi dan komunikasi; memfasilitasi pengembangan potensi peserta didik; melakukan penilaian dan evaluasi; mampu menggunakan hasil penilaian dan evaluasi serta melakukan tindakan reflektif. Penerapan “Kurikulum merdeka” bagi siswa berkebutuhan khusus di kelas inklusif, bagi siswa yang lamban belajar menggunakan pembelajaran kontekstual, sedangkan Attention Deficit Hyperactivity Disorder menggunakan pendekatan Total Physical Response (TPR). Modul pengajaran dengan menerapkan pendekatan personal, digunakan memuat materi khusus yang dibedakan. Menggunakan model project based dan menerapkan profil pelajar Pancasila. Saran dari peneliti adalah guru perlu memiliki kompetensi pedagogik dalam melaksanakan “Kurikulum merdeka” bagi Siswa berkebutuhan khusus di kelas inklusi. Rekomendasi bagi sekolah inklusi adalah perlunya memberikan pelatihan bagi guru yang mengajar siswa berkebutuhan khusus.

Kata kunci: Bahasa Inggris, Kompetensi Pedagogik Guru, Siswa Berkebutuhan Khusus, Kelas Inklusi.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

All citizens have the right to education under Article 32(1) of the 1945 Constitution (Patil, 2021: 42). Through education, a person improves their physical, mental and emotional capacities so that they can function better in society (Rosdiana, 2020: 2). Furthermore, Law No. 23 of 2002 on the Protection of Children, in particular Article 51, states: “Children with physical and/or mental disabilities shall be given equal opportunities and shall have access to general and special education. shall be given.” Children with special needs have the same right to education as regular children (Lazar, 2020: 100).

Special education is education for students with disabilities. The purpose of this training is to promote the skills, independence and social participation of students with special needs. Special education is implemented in various forms such as resource rooms, special classes (both in mainstream schools and inclusive classes) and special schools called “special education schools”(Puspitasari, 2019: 38). The aim of inclusive education in *Kurikulum Merdeka* is to provide the widest opportunity for all students who have physical, emotional, mental and social disabilities, or have the potential for intelligence and/or special talents to obtain quality

education according to their needs and abilities; and realizing the implementation of education that respects diversity and is not discriminatory for all students (Mulyani R et al., 2023).

Teaching and learning languages, especially foreign languages, are something that is not easy to do for students with special needs. Teaching students with special needs in an inclusive classroom poses unique challenges. Moreover, previous research has found that teaching language in an inclusive classroom is difficult, with unique challenges that necessitate specialized treatment (Apriliyanti, 2023: 133).

. The goal of teacher instruction is to give all students, not just some, full control over the material (Wibowo, 2016: 151). In the teaching and learning process, teachers base their teaching solely on meeting the needs of the average student, while students with fast and slow learning needs tend to be ignored. This can cause groups of kids (early/late) to repeat grades or drop out of school. According to (Khoiri, 2021: 73), meeting the learning needs of students is the right step to take now. This also includes English classes. Today English is one of the lessons that students must master. The process of teaching English presents unique challenges for students with special needs. English teachers must have the ability to teach English to comprehend students.

According to Permendiknas No. 16/2007 teachers must possess four competencies. educational ability. individual ability. social skills and professional competence. When it comes to teacher competence, the success of content-related materials is influenced by competence (Jabri, 2017: 62). Ideally, teachers should have good teaching skills and demonstrate good character and social skills. Good pedagogical competence can be confirmed through the teacher's teaching and learning process. Teaching and learning processes should be adapted to the student's condition and facilitated by innovative teaching methods (Taniredja & Abduh, 2016: 264).

However, empirical evidence indicates that some teachers are not flexible enough in their teaching approach and have difficulty distinguishing between teaching and learning activities for students with special needs in inclusive education (Chan, T.&Yuen, 2015) in (Murni, 2019: 70). A struggling student should have a hard time getting materials. In fact, these students turn their teachers must be able to go beyond their verbal competence to teach students with special needs. A student's skills can be hands-on or verbal transfer, and vice versa. If students have difficulty speaking, they can transfer it to writing skills, moving house, or other activities that distract from their problems.

Researchers found in preliminary research that most English

teachers who teach students with special needs do not have the skills their students need. This is also reflected in the learning process. English teachers still treat students with special needs like any other students. The teachers had a hard time teaching English. The teacher's English instruction is difficult, and the learning goal cannot be achieved as expected. Based on the problem, the research will conduct the research entitled “English Teachers’ Pedagogical Competence in Teaching English Language to Implement “*Kurikulum Merdeka*” for Students with Special Needs in Inclusive Class”.

1.2. Statements of the Problem

Statement of the problems of this study can be formulated as follows:

1. What is the English teachers’ pedagogical competence in teaching English language for students with special needs in inclusive class?
2. How does English teacher implement “*Kurikulum Merdeka*” for students with the special need in inclusive class?

1.3. Purposes of the Study

The purpose of the study as follows:

1. To describe the English teachers’ pedagogical competence in teaching English language for students with special needs in

inclusive class”.

2. To describe English teacher to implement “*Kurikulum Merdeka*” for students with the special need in inclusive class.

1.4. Significance of the Study

The significance of the study is beneficial for 2 aspects; First, theoretically, this study could be a reference for further research about teachers’ competence in teaching English language for students with special needs and inclusive class.

Second, practically this study would be beneficial as a reflection for other English teachers especially for those who teach in an inclusive class. Learning is not only based on the wishes of the teacher but carries out the learning process in class to meet the individual learning needs of each student or differentiated learning.

CHAPTER II

REVIEW OF LITERATURE

2.1. Teachers' Pedagogical Competence

According to Constitution No. 14 of 2005, the competencies that all teachers must possess are “teaching competencies, personal competencies, social competencies, and leadership competencies including professional competencies acquired through vocational education” (Republik Indonesia, 2008) in (Nurchalis, 2020: 160).

Educational competence is generally understood to mean the minimum professional standards necessary for an individual to assume a particular educational role (Channa & Sahito, 2022: 2927). Pedagogical competence is the willingness and ability to regularly apply the attitudes, knowledge and skills that best support student learning (Apelgren & Giertz, 2010: 30). The Indonesian Constitution, in Article 28, Section 3 letter a of the National Education Standard, explains that pedagogical competence covers the following sub-competences:

Teacher's ability to understand students; Teacher's ability to plan teaching and learning processes; Teacher's ability to carry out teaching and learning processes; Teacher's ability to assess student's learning; Teacher's ability to develop student's

abilities (G, 2022: 322)

Indonesian Government Decree No. 74 of 2008 on Teachers and Instructors defines the pedagogical competence of teachers as the competence of teachers in managing the learning of learners. There are six components of pedagogical competencies that teachers must possess. Understand the subject matter of English lessons, understand students, have the ability to set and execute lesson plans and learning strategies, have the ability to create interactive educational and interactive learning, use learning technology , have the ability to assess learning outcomes (Rosdiana, 2020: 2).

2.2.Implementation Pedagogical Competence of *Kurikulum merdeka* for Students with Special Need in Inclusive Class

According to Lewis (2018), students with special needs can be classified into at least 11 categories. The first is a deaf student who is hard of hearing. The second is a visual impairment that makes it difficult to see clearly. Third, severe learning disabilities that make it difficult for students to learn. Fourth: Pervasive and complex learning disabilities. It's like hard learning, but at its worst. Fifth, Down's syndrome is a genetic disorder that causes abnormal division. Sixth, autism spectrum disorders are disorders that begin in early childhood. Seventh, children with ADHD have difficulty paying attention and controlling impulsive

behavior. Eighth, dyslexics have trouble reading, writing, and spelling. Ninth, movement disorders are disorders that affect the ability to plan and process motor tasks. The tenth social, emotional, and behavioral difficulty (SEBD) is a person's behavior or emotional response that deviates from generally accepted norms. The 11th moderate learning disability (MLD) is a child who is academically weaker than other children or who has difficulty understanding lessons. Finally, "Low Achievement" refers to the students with the lowest grades. ”

Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 70 Tahun 2009 pasal 3 describes the goals of implementing inclusive education. These goals are: (1) to ensure that all children, regardless of whether they are ordinary children or children with special needs, have access to effective, appropriate and appropriate education; Ensure that you create a learning environment. Inclusive education is a process that increases student participation and reduces gaps between cultures, curricula and school communities, so that all children participate in the learning process (Kementerian Pendidikan Nasional (Kemendiknas) RI Tahun 2007) in (Puspitasari, 2019: 34)

A comprehensive educational curriculum can be created in a number of ways, including duplication, modification,

omission, and replacement (Arriani et al., 2021). Using these four models, the curriculum used can be adapted to the student's general situation and learning needs. For learning to meet the learning needs of all students to achieve set goals (Aryani, Purnamawati, & Kurniawan, 2022: 112).

Kurikulum merdeka focuses on core content and student development. (b) more independence; Schools also have the authority to develop and manage curricula according to educational units and student characteristics. (c) more relevant and interactive; It must be understood that no matter how good the curriculum is, the success of its implementation really depends on the quality of the teachers themselves (Retnaningrum et al., 2023: 437).

Teachers should have a deep and thorough understanding of the concept of the *kurikulum merdeka* syllabus and understand what the *Kurikulum merdeka* syllabus is, how it is structured and how it works within the system. We need to change our attitude towards reform. Teachers' desire to innovate and evolve in the face of curricular change must also be considered. If teachers are unwilling to change and fail to practice the principles contained in this curriculum, the expected educational goals will not be optimally achieved (Tricahyati & Zaim, 2023: 99)

Each student has different abilities and potential, so

development activities must be based on the needs and abilities of those students (Isnawati, 2021) in (Wulandari, Sari, Anshori, & Rohmah, 2023: 61). The story of differentiated learning goes hand in hand with adapting learning to student needs. Characteristics and profiles of students from different backgrounds lead to different learning needs (Hidayati et al., 2022; Lubaba & Alfiansyah, 2022; N. Rachmawati et al., 2022, (Digna, Minsih, & Widyasari., 2023: 256). Not only that, teachers treat students differently when they have different levels of intelligence. Students with different needs need to have differentiated learning in the classroom. Differentiated learning is learning that gives students the kurikulum merdeka comfortably according to their potential, personality and circumstances so that they feel comfortable in the learning atmosphere created by the teacher. (Fitra, 2022; Lestarinigrum, 2022, in Digna et al., 2023: 256).

Differentiated instruction is an approach that allows teachers to strategically plan to meet the needs of each student. If we look at the typical classroom as a collection of learners with diverse abilities, temperaments, and interests, we can come to the conclusion that teachers who do not discriminate in their teaching methods are teaching only a fraction of their students. (Chamberlin & Power, 2010; Koeze, 2007).

Therefore, by implementing DI, educators can meet the needs of individual students with different skill levels in the same classroom (Smit & Humpert, 2012; Tomlinson & Imbeau, 2010, in Onyishi & Sefotho, 2020: 137).

2.3. Teaching English Language for Students with Special Needs in *Kurikulum merdeka*

Students with special educational needs (SEN) also should learn English besides the other lessons. Teachers need to make an appropriate lesson plan for them. The lesson plan should be planned based on some criteria:

- a. the methodology used in teaching English should be made appropriate for students with SEN
- b. the teaching material should be catchy and attractive, but also appropriate
- c. the teacher should plan extra working time with the child
- d. the curriculum should be adapted for students with SEN (namely, the pressure to cover the entire curriculum should be excluded and the focus should be on developing a few skills)
- e. the teacher along with the inclusive education specialist should draw up an individual study plan for students with SEN The English lesson should be very interactive; emphasis must be placed on singing, playing, dancing, drawing (Suyanto in Puspitasari, 2019: 40)

Curriculum transformation in Indonesia shows that digital education is on the rise in the country. In response to the challenges of education in the digital age, the government introduced Merdeka Her Curriculum. In addition, Merdeka's curriculum is also motivated by students' low literacy and numeracy skills. The 2018 PISA (International Student Assessment Program) survey found that average scores in literacy and numeracy among Indonesian students are below average. The government wants to improve the literacy and numeracy of Indonesian students by “improving” the curriculum (Hartono, Yuliasri, & Fitriati, 2022: 1038).

The implementation of the kurikulum merdeka curriculum, which consists of a variety of intra-curricular and extra-curricular activities, enhances the visibility of Pancasila students. This Kurikulum merdeka syllabus is included in the curriculum and does not affect the teacher's lessons. In addition, the Kurikulum merdeka curriculum is also flexible, allowing local classrooms to incorporate local content into their learning (Kemendikbudristek, 2022 in (Aryani, Purnamawati, & Kurniawan, 2022: 111–112).

The *kurikulum merdeka* program is a strategy of the Minister of Education and Culture of the Republic of Indonesia to develop human resources for the Fourth Industrial Revolution

(Industry 4.0). Students and teachers see *Kurikulum merdeka* as a bridge to a future education system that will increasingly rely on communication technology. In this case, teachers and students need to adapt to the rapid development of communication and information technology in order to achieve educational goals (Yuhastina, 2020: 734).

Inclusive classroom curricula are developed considering the needs and conditions of each child. The curriculum used is therefore a modification of the curriculum and a statement of child-friendly schools (Sebrina & Sukirman, 2019: 98). It turned out that inclusive schools were not ready to introduce the *kurikulum merdeka* for various reasons. These include the fact that the existing *kurikulum merdeka* materials are still not consistent with an adaptive and comprehensive curriculum; It included that the curriculum was not adapted in such a way. According to interviews with some respondents, this was due to a lack of information and knowledge on the part of teachers about the adaptive and inclusive education curriculum (Aryani et al., 2022: 115).

The impact of changes in the English curriculum has promoted the use of English in Indonesian schools. In practice, however, the application of English subjects in these schools is far from successful, and students are often not encouraged to acquire foreign languages. In practice, we often encounter teachers who tend to teach content in terms of English theory rather than English skills (Isadaud, 2022: 53), which includes

learning English in inclusive classes.

2.4. Teaching English Language Procedure for Students with Special Needs in *Kurikulum merdeka*

As with previous curricula, English is increasingly encouraged to be taught from early primary school. This is driven by three factors:

(1) Necessary English for all children in Indonesia, (2) Harmonization of English Curriculum, and (3) Equitable Distribution of Learning Quality. Knowledge of English is a basic need for all Indonesian children to communicate across cultures and nations and play an active role as an international community (Kodrat, 2021) in (Irawati et al., 2022).

Hallagan (2005) states that teachers in all areas of learning who teach children with special needs in inclusive settings must have knowledge of learning disabilities, their causes, assessment and management increase. Regarding English language teaching, schools must make various provisions regarding aspects to be developed in English language teaching, such as whether English is used only as an introductory subject or whether specific curriculum goals are set. These starting rules and agreements can be used by teachers as guidelines for determining methodologies, methods, approaches, designs, materials, and classroom operations.

Determining the appropriate learning design for teaching English students with special needs starts with identifying the obstacles they struggle with and their biggest barriers to learning. Effective communication with teachers on the Inclusive Mentoring Team is one of the main keys to the success of integrating the teaching mission and can influence the success of the program. Learning design is the overall design of the learning process, a system of analysis, design, development, implementation and evaluation activities (Sunanto, 2016)

As a teacher, there are many things that must be possessed in preparation for the implementation of the Kurikulum merdeka (Fitriyah et al., 2022) in (Nurzen, 2022: 315). Lesson plans serve as a guide and basic reference material for teachers to teach. Consistent with what several sources have said, learning planning is an important step that teachers must prepare before learning begins (Vicky, 2022: 78).

In *Kurikulum merdeka*, the format of the lesson plan was transformed into a teaching module. In contrast to the lesson plan, this teaching module only requires him to give one lecture per session. The education module lists several components as indicators of the Ministry of Education, Culture, Sports, Science

and Technology. These parts are: General information (e.g. identity of module authors, initial competencies, Pancasila student profiles, facilities and infrastructure, target learner groups, learning models). Core components (e.g. learning objectives, assessment, meaningful understanding, question triggers, learning activities, reflection by students and teachers). Appendices (e.g. student worksheets, supplemental and supporting materials, teacher reading materials, glossaries and reference materials) (Ferdaus, Novita, Program, & Sidoarjo, 2023: 301).

Teaching modules are new to his lesson plan language, but there are significant differences in content between teaching modules with lesson plans. Some schools develop a Unit of Instruction Curriculum before the first study begins, in which items such as learning objectives and learning objective flow are defined (Maulinda, 2022: 134). Globally teaching modules have the following components: a) Components general information; b) Core components; c) Attachments.. The general information component includes several points, namely:

- a. Identity of the author of the module, the institution of origin, and the year the module was formed, level school, class, time allocation,
- b. Initial competence,

- c. Profile of Pancasila Students,
- d. Facilities and Infrastructure,
- e. Target Students.,
- f. Learning Model.

The core elements of the teaching module include learning objectives, assessment, meaningful understanding, question triggers, learning activities, and student and teacher reflection (Maulinda, 2022: 135–136).

Based on Decree of the Head of Standards, Curriculum and Assessment Agency Education Ministry of Education and Culture Number: /008/H/KR/2022 concerning Achievements Learning in PAUD, Basic and Secondary Education Levels in Independent Curriculum. Learning English focuses on enhancing her ability to use English in her six language skills: listening, speaking, reading, viewing and writing, and giving integrated presentations in different types of texts. The text-based approach consists of her four phases that run when discussing the same topic :

- a. Building Knowledge of the Field (BKOF)
- b. Modeling of the Text (MOT)
- c. Joint Construction of the Text (JCOT)
- d. Independent Construction of the Text (ICOT) (Kemdikbud, 2022).

Successful inclusive educational practice can be achieved with policies which provide clear guidelines and a commitment to the principle of inclusion (Harvey, 1998) as cited in in Esther, (2007) :

a. Teachers' Attitude

One of the most important environmental factors influencing inclusion practices is teachers' attitudes towards disability and inclusion. Teacher attitudes are influenced by teacher characteristics such as educational context, teaching experience, class size, participation in classes with students with disabilities, lack of funding, workload standards, and lack of trainers in inclusive practice. There is a possibility.

b. Training

Another factor influencing the outcomes of inclusive practices is teacher training. The inclusive program was successfully implemented. It is promoted as the teacher's proficiency level increases. Therefore, there should be opportunities to take courses related to the IE program, especially for those who lack experience or training in special education.

c. Inclusive Curriculum

A flexible approach to education is necessary to accommodate the diverse abilities and needs of all learners. However, when curricula and teaching methods are rigid and

appropriate materials are lacking, teachers feel that their responsibilities are limited. Generally, in an inclusive environment, curricula designed for able-bodied children may also be suitable for visually impaired children. However, "some adjustments need to be made to learning materials and teaching methods to meet the learning needs of visually impaired children" (Dhawan, 2005: 5).

d. Resources

Successful accommodation of students with special needs "depends not only on appropriate organization, laws and regulations, but also on the availability of resources in mainstream classrooms and the way teachers differentiate resources among students." also depends" (Pijil, Sip Jan, 1997: 10). In this case, when implementing inclusive education, one of the challenges is the provision of equipment and funding sources.

e. Assessment and Evaluation

In outcome-based curricula, a learner's progress is measured relative to the general outcomes expected at the end of each learning process, such as general skills, competencies and values. This is an on going evaluation that provides feedback on the children's learning, the teacher's choice of appropriate teaching methods, and the need to adjust the pace

and style of teaching. This ensures that all learners are judged on their own performance rather than comparing themselves to other learners.

Assessment should be done in a flexible way and when learners acquire new knowledge, new skills and abilities, as well as new attitudes and values, when teachers have completed teaching specific content, and in normal teaching situations can be done in good time.

f. Instructional strategies

Some students have particular difficulties with language learning and may need help in developing strategies to improve their weaknesses and overcome their difficulties. In this case, deaf or blind students may require alternative communication systems to compensate for the difficulties they face using spoken and written language. In this case, teachers should be encouraged to take special measures to facilitate access to learning for students with special educational needs. According to Davis (Davis, 2004: 27–28), teachers should offer a range of options for students in need. Some of them are: “Use texts that students can read and understand. Use various forms of visual and written materials, such as large print, symbolic texts and Braille. Use of ICT, other technical tools and recorded materials.

In the area of teaching strategies, classroom teachers build deep knowledge bases and identify student learning to ensure student understanding and to be able to provide consistent and ongoing support to individual students, tools should be developed to articulate learning expectations. Teachers are responsible for utilizing a variety of technical resources and incorporating them into lesson design to meet each student's individual learning needs.