Inclusive Education at the Heart of Mainstream Language Pedagogy: Perspectives and Challenges

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ARTICLE INFORMATION	ABSTRACT
	This research aimed to fill the research gaps surfaced by the dearth of research on implementing inclusive education with regular students in the mainstream language classroom where learners' diversity and differences exist, and the pedagogical practices and skills of teachers in the delivery of inclusive instruction. It specifically determined the perspectives of the language teachers in explicating their insights about inclusive education which shape the pedagogical practices they employ in the mainstream language classroom amidst the challenges they encounter with regard its implementation. This was further corroborated by the language learners during the cross-validation process of the research. It is an empirical qualitative study that utilised structured interviews crafted through a priori coding as a research instrument. In the data analysis, data member checking for the veracity of interview text was conducted prior to the cool and warm analyses and thematic analysis for the development of codes, themes, or categories essential in the logical arrangement of the information elucidated in this research. The participants' perspectives highlighted the direct relationship of inclusion and diversity of learners in all aspects. The course facilitators' pedagogical practices emphasised the close association of inclusivity with learner-centered instructional approaches employed in a nurturing climate achieved through inclusive language and threat-free learning atmosphere. The constraints in implementing inclusive education revolved around language, teacher factors (i.e. lack of awareness or inadequacy of training, favoritism or preference, heavy teaching load, etc.), lack of educational resources and facilities, and curriculum.

1. Introduction

Inclusivity has been gaining prominence in the educational arena even before the turn of the century. Armstrong and Barton (2008) even stressed that "inclusive education became – and remains – a flagship idea which has inspired many local education authorities, schools, teachers and communities to engage in projects to transform cultures and practices in schools in celebration of diversity" (p.5). In reality, the issue of inclusion is regarded as an immense challenge facing school systems worldwide (Ainscow, 2005). This does not exempt the way the concept of inclusivity penetrates the realm of language instruction. As inclusive education seems aboard on a more general sense, this study was deliberately situated on how this pedagogical concept was implemented in a mainstream language classroom. This is because inclusivity is perceived in distinct ways depending on the subject matter or field of specialization in which this is imparted.

Consequently, this study looked into how inclusive education is integrated in the mainstream language instructional process considering teachers' and learners' knowledge and course facilitators' instructional skills from setting of objectives down to the assessment per se, and the challenges they encounter amidst its implementation. As such, this study trailed an empirical qualitative design to explicate the teachers' and learners' perspective and/or knowledge about inclusive education at the mainstream language classroom through a semi-structured interview crafted by means of a priori coding. To this end, this study was only focused on the perspectives and/or insights of the language teachers and learners concerning their pedagogical

practices of inclusive education implementation (i.e., setting of objectives, teaching methodologies, learning activities, medium of instruction, technology integration, and language classroom atmosphere). Also, the research was only carried out with a few research participants as it is the sample size required in a qualitative research design.

2. Literature Review

There are numerous definitions associated with the word inclusion and/or inclusive education which was put to different contexts for everyone to understand its aims. Most of the time, it is always linked to how the special educational needs (SEN) and learning disabilities and difficulties among students are dealt with in the mainstream classroom or general education settings. However, looking at it from global lens, it is perceived as a reform that encourages and embraces diversity amongst all learners (UNESCO, 2001, as cited in Ainscow, 2005). Hence, this gives us an insight that inclusive education is not only integrated with a classroom where students with special needs and regular learners meet, but even in mainstream classes so long as diversity or individual uniqueness occurs. The vast of literature on inclusive education discloses that diversity of learners is one of the pressing issues a course facilitator must address (European Agency on the Development of Special Needs Education, 2006 as cited in Florian & Rouse, 2009; Wilczenski, 1992). Essentially, several studies explored how students with SEN are appropriately and responsively treated in the mainstream classroom as this is the usual denotation of inclusive education, but few studies ventured on how to implement inclusive education with regular students in the mainstream classroom where learners' diversity and differences also exist. Hence, a research gap is present in this research situation.

Moreover, teachers who desire to develop inclusive practice struggle on how to promote inclusion amidst challenges. Basically, inclusion involves the use of educational support, instructional techniques to accommodate individual differences during whole-class teaching, and the use of specialist knowledge (Florian, 2008). Thus, Garuba (2003) concluded that the remarkable point of inclusion depends on the emphasis on reorganising the entire school programs and practices. This leads us to reflect on the macro and micro-level pedagogical measures instigated by the key government officials and educational stakeholders to cling to inclusive education tenets.

Considering the concerted efforts of the trifocal systems of education, Article 14, Section 1 of the Philippine Constitution which states that "the State shall protect and promote the rights of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all" has been at the heart of their respective operations. In fact, the implementation of R. A. 10533 (Enhanced Basic Education Act of 2013) and R. A. 10931 (Universal Access to Quality Tertiary Education Act) at the national level adheres to the principle of inclusion. However, how inclusion penetrates the local context has been the central challenge among educators. In fact, an individual may not fully understand the intricacy, multidimensionality and challenges of inclusive education, unless he is confronted with its practical implications (Berhanu, 2011). Furthermore, Timmons (2008) suggested the investigation of the development and enhancement of pedagogical tools and skills, and the various ways of addressing the concerns of teachers with regard to their preparedness to meet the diverse needs of all learners in inclusive classrooms since these are some of the research areas that are not yet explored in the context of inclusive education. Hence, this suggested a dearth of researches on the pedagogical practices and skills of teachers in the delivery of inclusive language instruction.

3. Research Problem

The study sought to determine how inclusive education was integrated in the mainstream language instruction based on teachers' and learners' perspectives, course facilitators' instructional methods, and challenges amidst its implementation.

4. Methodology

This research is an empirical qualitative study about teachers' and learners' perspective and/or knowledge of inclusive education. According to Creswell and Creswell (2008), qualitative approach to research seeks to create a meaning of a phenomenon based on participants' perspectives. Relating it to the study, it utilized a structured interview as research instrument to determine the perspectives of the participants in explicating their insights about inclusive education. Furthermore, their views actually shaped the pedagogical practices they employed in the mainstream language classroom amidst the challenges they encountered with regard its implementation.

The researcher made use of a structured interview as a research instrument which was crafted through a priori coding to ensure its alignment to the central problems of this research and to eventually gather the aforementioned focus of the study. It was made up of five (5) information questions to require protracted answers from the respondents of the study. The five questions covered the teachers' and learners' perspectives about inclusive education, the teachers' instructional methodologies and the challenges they met in promoting inclusivity in the mainstream language classroom, as validated by the perceptions of their students.

The respondents were composed of two (2) language teachers, and four (4) language learners who were also the students of the language teachers for the cross-validation process. They were chosen via deliberate sampling to ensure that relevant data would be gathered for the study.

At the outset of gathering the needed data, the respondents were requested to be interviewed online to ensure the accommodation of the interview process in their respective schedules. After giving their consent, the researcher sent them the five (5) questions for the interview and she gave them ample time to answer or respond to these. Also, the respondents were informed of their rights to withdraw should there be problems during the course of study, and were assured of data protection, anonymity, and confidentiality of answers to safeguard their personal interests.

With regard to the analysis of data, when the respondents' answers were already transmitted, the researcher transferred these to a word document to come up with an organized interview transcript, and to facilitate the analysis of the interview text. Thereafter, the researcher conducted data member checking to ensure the veracity of the interview transcript through the approval of the interviewees. Then, she applied cool and warm analyses to identify the significant statements that would explicate the focus of the study. After this, thematic analysis was also conducted to develop codes, themes, or categories essential in the logical arrangement of the information elucidated in the analysis and discussion phase of this research.

5. Results and Discussion
5.1. Perspectives on Inclusive Education
Perspectives shape the way an individual takes action and develops interests and motives on something. It serves as a blueprint to which their intentions are built and their progress and undertakings are patterned from. Hence, language teachers' and learners' viewpoints on what inclusive education shapes the way they run a language course and their pedagogical practices in the language classroom.

Inclusivity in the mainstream language classroom is a promotional tool of learners' diversity in academic, social, physical, emotional, and intellectual aspects, even in gender, ethnolinguistic and linguistic backgrounds, and socio-economic status. In fact, it is seen as instrument to realize and guarantee equal access to education for all types of learners, as proven by the following interview extract:

> *Inclusiveness for me means that any student, from whatever culture, no matter what gender preferences they have, their social status, race, whether disabled or gifted, should have equal opportunity to learn. I learned that from Banks. Inclusive education is about guaranteeing equal access to quality education for all students by means of catering their diverse needs responsively and supportively. (Participant 2)*

This is based on the presumption that the goal of inclusive education is to eradicate social exclusion as a repercussion of responses and attitudes regarding differences in terms of social class, ethnicity, race, religion, ability, and gender (Vitello & Mithaug, 1998, as cited in Ainscow, 2005). Hence, inclusion is, indeed, a basic human right that creates the pillar for a more unprejudiced community (Ainscow, 2005), and a strategic tool for the realization of a democratic instruction (Slee, 2008). Likewise, inclusivity puts forth the concept on community-based schools 'without walls', that is, the practice of education depends on the philosophies of equality and participation including the opportunities recognizing the diversity and aspirations of learners (Armstrong & Barton, 2008).

Teachers' belief, orientation, or knowledge about a concept greatly affect how she would transform her language instruction to what she thinks is the right thing to do. In actual fact, their orientation plays a vital role in understanding the pedagogical practice she brings in during instructional delivery. Thus, out of her perspective on inclusive education, her attitudes and behavior towards this notion are consequently developed. Teacher attitudes and behaviors are key factors in the implementation of successful inclusive education (Lindsay, 2007). These dictate her the appropriate instructional methodologies, and pedagogical techniques she would consider in setting attainable and learner-focused objectives, instructional delivery and assessment.

5.2. Pedagogical Practices in the Implementation of Inclusive Education
With regard to setting of objectives, all of the respondents concurred that learning objectives should consider the diverse needs and different levels of the learners to ensure that these are attainable. Moreover, they further characterized objectives as S(pecific)-M(easurable)-A(ttainable)-R(realistic)-T(ime-bound) to ensure that these are responsive to the principles of inclusive education.

Proceeding to the execution of lessons, the respondents suggested a variety of instructional methods in the delivery of language instruction. Actually, they gave emphasis on learning atmosphere as a key factor in the successful implementation of inclusion in the mainstream language classroom, as attested by the interview extract below:

Yes, we have an active class I can say, and that is because our teacher has already built a friendly atmosphere in our class since inclusivity is one of the big factors that she considered. We can share insights and have freewill to express our ideas without being threatened because we all know that our teacher is ready to embrace us including our flaws and as we observe that she will not reject our answers that easy even we are wrong, she will help us and find a way for us to get the correct answer like rephrasing questions and many more. (Participant 3)

A threat-free, conducive, welcoming and nurturing learning atmosphere could boost the sense of belongingness that learners feel in the language classroom despite their diverse nature, needs and learning styles. It can also make the class environment responsive and developmental to some extent to address their learning and academic needs. It could actually relieve their tensions, fears or anxieties, and apprehensions while learning and could actually promote fun while learning. Thus, Mina (2009) stressed the importance of having a developmentally appropriate environment to make learning easy and fun and nurture and nourish the learners. This is how inclusivity is felt in the learning atmosphere: it values the freedom of each learner to express themselves and show off their performance and eliminates any feeling of inhibition and negativity about their differences to others.

To further strengthen the sense of belongingness that learners feel despite their differences with others, language teachers use varied inclusive languages to ensure that understanding of the subject matter and of others are guaranteed to take place during the teaching-learning process. They are flexible enough to shift from one language to another to cater the needs and level of the learners, as proven by the following interview extract:

It depends on who my students are and the subjects I teach. When I handle General Education Courses, I allow my students to use the Tagalog language. In my Philippine literature class, I allow them to use Ilocano. However, in my English class, though I do not impose English only speech, I usually encourage them to use it. (Participant 2)

Additionally, activities that promote higher order thinking skills (HOTS) are also used during the delivery of the lesson since the learners do not have special educational needs, and are prepared for their future career or profession. However, to ensure that the principle of inclusion is still observed despite the employment of this intellectually challenging technique, language teachers make adjustments from time to time and in any part of the academic discussion so everyone could still catch up and understand the lesson.

Taking into account the assessment measures employed in the mainstream language instruction, a lot of assessment strategies and/or activities were reported by the language teachers and validated by the student respondents. The assessment techniques employed in the mainstream language instruction are contained in the following interview extracts:

Of course, I always observe student-centered teaching practices and approaches since this is akin to inclusivity...in terms of assessment, I usually give my students a lot of collaborative tasks. So I will explain again to them the principle of outcomes-based education, even constructivism which is almost the same with inclusivity. I use differentiated activities aligned with the topic. I give collaborative tasks and small group discussions. These strategies ensure that every learner are included in the teaching-learning process. Even the slow learners may have the opportunity to share their knowledge in a small group, wherein they will be given chances to share their ideas or boost their morale and be motivated to perform certain tasks. (Participant 1)

Finally, in the assessment part, I usually employ a variety of assessment tools like flexible or cooperative groupings, or even paired learnings. I also encourage them to have peer tutoring and student-led demonstrations (especially they are soon-to-be teachers). These learning tasks could actually lessen their learning anxiety and could give them support through their peers in bringing out the best in them. Language learning seems to promote enjoyment while they learn so to tickle more their interest, I usually use video clips, movies, and other forms of technology in my classroom to cater the needs and learning styles of my students, especially they are digital natives. (Participant 2)

All the respondents agreed on the implementation of differentiated activities during the evaluation part of the language lesson to cater and address the diverse needs and individual uniqueness of the learners. Some learner-centered instructional methods are also highlighted like collaborative learning and group dynamics, even paired learnings and peer tutoring to ensure that learners are builders of knowledge and autonomous in their learning, especially regular students. Inclusive education comes in when students are grouped or paired as they are given equal rights and status to carry out their respective tasks; hence, the responsibility of learning is put on every group member's shoulders. The authoritativeness of teachers is also diminished as student-led demonstration is also employed as a pedagogical technique in the language instruction. This puts forth the emphasis on learners' role in exploring and discovering things based on their own pacing, and considering their diverse ethnolinguistic, linguistic, and social backgrounds, and even their distinct prior knowledge. Indeed, these are the ways of schools to adhere to the principles of inclusion and to "replace rigid academic practices left over from the prior pedagogic model with

fresh ideas such as constructivism, autonomous learning on the part of students and interactive teaching methods and procedures" (Parrilla, 2008, p. 24).

Furthermore, technology integration nowadays is an indispensable part of language instruction, especially that learners have been tagged as millennials and Generation Z due to profound proclivity to the cyber world. Looking at the learning outcomes of students, the use of multimedia presentations and films is just one of the manifestations of technology integration in the mainstream classroom. Inclusivity is also observed in this pedagogical practice since multimedia resources promote multisensory approach to teaching students. These are not limited to visual and auditory materials to serve only a few learners, but usually encompass all learning senses so that students, regardless of their learning styles, preferences and needs, can easily comprehend the concepts being discussed.

The aforementioned instructional practices cling to the notion of inclusivity since inclusion is a significant part of learner-centered education. In fact, the teaching pedagogies that are proven effective for students with special educational needs can also be utilized with students without the said special condition (Cook & Schirmer, 2003, & Norwich, 2005, as cited in Florian, 2008) especially when learner-centered methodologies are used since these cater the needs of students with varied cognitive or learning conditions.

5.3. Challenges in the Implementation of Inclusive Education and Its Implications

Inclusive education has just recently received great attention in the light of education, and is continuously proving its significance in all spheres of the world. Hence, the nature and extent of assistance and/or support that teachers can extend to meet the inclusive agenda remains an urgent and perennial issue, and a challenge that goes along with the demanding nature of schoolwork. The following interview extract reveals one of the constraints in the implementation of inclusive education in the mainstream classroom:

> *One time, my student asked me why I speak English to think that our subject is Filipino, I suddenly felt ashamed but I always explain to them why I use Taglish. Considering this scenario, language seems to be a barrier especially if learners have expectations on where situations they will exclusively use a language. The usual notion is that they use English for English, Mathematics and other subjects, and Filipino for Filipino and Social Sciences subjects. That is why I always tell them that it is okay to shift from one language to another to ensure that understanding is achieved at the end of the learning session. Besides, it is the skills and knowledge they need to acquire that we need to emphasize as teachers, hence we should deliver these learning items in an inclusive language so we can meet our learning objectives. (Participant 1)*

Language could actually be a threat or barrier to the successful implementation of inclusive in the mainstream language classroom especially when comprehension of the subject matter and understanding each other's views are felt nonexistent. Thus, it is important to use various languages depending on the kinds of learners you have, whatever subject matter you teach. Basically, imposing a language to be limitedly used in academic discussions may hinder students' freedom of expression, and extinguish their enthusiasm to learn—a violation of inclusive education—because a bounded and strict use of language signifies restricted ways of learning things, constrained self-expression and intentional negligence of the needs of the learners who find difficulty with the imposed medium of instruction or communication in the language classroom. Hence, shifting from one language to the language understood by students better is a good instructional technique to inject the principle of inclusion in the language instruction. The use of translanguaging or even multilingualism, therefore, is an effective teaching device to deliver the subject matter in understandable terms to every distinct learner.

In addition, the ones expected to deliver inclusive instruction in responsive terms may also serve as a hindrance to the promotion of inclusivity in the language classroom. This is corroborated by the following interview extract:

> *Actually, there are so many challenges that come along with the promotion of inclusive education in the language classroom. First, the attitude of the teachers that when they are able to assess the level of their learners (i.e. bright, average and less capable), they tend to discriminate unconsciously the slow learners because they think they pose burden on them in the execution of their lessons. Thus, they resort to talking to the bright ones to have a better and livelier discussion in class just to achieve her learning objectives. This simple act of favoritism is already a threat to the implementation of inclusivity in the classroom. Second, this may be due to the lack of trainings of teachers in handling students with diverse levels and needs. I just hope there will be more trainings and workshops on this matter so everyone would be enlightened on their roles as givers of guidance and understanding and not instigators of prejudice and discrimination in the classroom. Third, this may also be due to the heavy workload of the teachers which refrains them from thinking of multidimensional teaching approaches or strategies. Thus, their time to plan for a better, more inclusive and responsive learning activities in class is limited.*

Teachers are expected to play the vital role of implementing the inclusive agenda in the classroom, but sometimes they may go against their role in unconscious ways. Giving more consideration and or preference to bright students, lack of training resulting from lack of awareness or limited understanding of the concerns of inclusion, and heavy teaching workload are just some of the identified challenges in integrating inclusive agenda in the classroom.

Teachers' lack of knowledge due to inadequate training is one of the focal barriers to inclusion (Forlin, 2001, as cited in Florian, 2008). Other factors are their lack of confidence about the adequacy of their professional preparation, special educator assistance, expertise, and resources (Timmons, 2008) and their wide variations in terms of attitudes, lack of information and awareness about disability and their inability to respond and address effectively the needs of their students (Lowe & McDonell, 2008). Likewise, unintentional attitudinal barriers are reported to be constraints in the promotion of inclusive education since this relates to inadequate knowledge, understanding, education, or effort on the concerned educational system or staff (Pivik, et al., 2002).

To further support the abovementioned challenges to inclusive education, "the large number of students in the class, budget shortages, the teachers' work load, and difficulties in standardized evaluation" (Vaughn, et al., 1996 as cited in Ali, et al., 2006, p. 39), and lack of teamwork and guidance in dealing with students with special needs (Danne & Beirne-Smith, 2000 as cited in Ali, et al., 2006) were reported as other reasons why teachers raise their objections to inclusion. Moreover, based on the interview transcripts, language learners think that the level of learners, especially the less capable ones, poses problem on the part of the teachers as this demands them to devote their greater attention or assistance to them. The students also think that cultural differences or diversity appear as a challenge among language educators as this requires them to think of multidimensional or integrative pedagogical approaches to effectively address this issue.

To remedy the aforementioned challenges, many researchers have proposed the conduct of trainings among teachers (Timmons, 2008; Barton, 2003; Avramidis & Kalyva, 2007), which are termed in various ways like exposure to the nature and demands of special needs (Garuba, 2003; Ali, et al., 2006), sensitivity and disability awareness training and methods for making school subjects more inclusive (Pivik, et al., 2002), development of inclusive thinking and practice (Barton, 2003), critical professional development courses (Avramidis & Kalyva, 2007), and administrative support (Ali, et al., 2006). Aside from this, language learners suggested the need of a specialist or expert, or any form of assistance that would help the teachers in addressing the diverse needs of the students. Thus, Ali, et al. (2006) stressed on the critical role played by the support and active involvement of schools' administrators in the implementation of inclusive education program. They suggested then that experienced teachers can guide the new educators through internal training dealing with pedagogical alterations to foster a collaborative teaching between the mainstream and special education teachers and reinforce a cooperative spirit in implementing inclusive education. Consequently, Alharbi (2019) recommended the conduct of training courses and mentoring programs to give the novice teachers the support they need especially in facing difficulties in language teaching. The above cited recommendations entail the conduct of continuous capacity building (i.e. seminars and workshops, symposia, for a, conferences), either local or national level, among all educators to deepen their understanding of the concerns of inclusive education and enhance their competence in dealing with learners' diversity and learning conditions.

As argued in the previous part of the paper, technology integration is one of the pedagogical practices that addresses the needs of diverse learners. Hence, absence of this may also pose a threat to the implementation of the inclusive agenda in the language instruction. This is proven by the following interview extract:

> *Lastly, funding for educational resources and facilities could actually be a threat also in the promotion of inclusive education. The fact that we are catering to digital natives nowadays, it is just right to have more interactive forms of technology in the classroom like interactive boards, TV, etc. Sad to say, only projectors are available in the office, as a manifestation that somehow, technology is integrated in the classroom. (Participant 2)*

The above cited claim justifies that inadequacy of educational resources and facilities may hinder the effective implementation of inclusivity in the language instruction. Instructional materials are salient as other parts of the language pedagogy such as setting of objectives, lesson execution and assessment. In fact, physical resources which include Information and Communication Technology (ICT) and other teaching materials are important in the integration of inclusivity in the language classroom (Marshall, et al., 2002 as cited in Lindsay, 2007). Hence, language learning tasks and objectives are better carried out and attained when aided by learning resources and facilities as these smoothen the language teaching-learning process.

On the other hand, everyone should bear in mind that "inclusion is not about funding, it is about ideology, changing attitudes and challenging assumptions" (Alur, 2008, p. 104). No matter how limited the learning resources are, educators should not think that inclusivity could not penetrate in the corners of language classrooms. To foster change means considering the existing resources (Alur, 2008) and coupling them with teachers' determination, creativity and resourcefulness in the delivery of language instruction as these can already augment the inadequacy of educational resources and facilities. Likewise, teachers' willingness to

accept students with special needs is regarded as the hallmark of inclusive education (Ali, et al., 2006). Alur (2008) further accentuated the differences of every situation, especially on the various ways to realise the ideology of inclusion as every country is advised to develop its own practice on this matter. Thus, he concluded that inclusive education is not a recipe for affluent countries since inclusive education programs tend to be more successful in countries with relatively little investment in segregated educational provision for children with special needs than those that have vast material resources. Hence, the lack of fund for educational resources should not restrain the implementation of inclusive education in the classrooms as this can be carried out in various and resourceful ways.

Seeing the issue at a broader lens, the curriculum, which serves as the overall blueprint of the language educational process, may also affect how the inclusive agenda is put into pedagogical practice. This is validated by Florian and Rouse (2009) who reported that learning and participation barriers are usually rooted from inflexible or irrelevant curricula, as well as inappropriate assessment and examination system. Also, transforming the curriculum to respond to learners' diversity is perceived as the greatest challenge of the decade (Armstrong & Barton, 2008). This is further supported by the following interview extract:

> *Moreover, the necessity to have an inclusive curriculum for a relevant themes in teaching-learning process is a challenge. It should adapt the curriculum to the learning styles of children with special education needs. This is to have a supported curriculum in teaching-learning process to deliberate and employ learning in all kinds of method. (Participant 6)*

Seen in this light, it insinuates then that language curriculum should be tailored according to the diverse nature, needs, styles, preferences, social, ethnolinguistic and linguistic backgrounds, academic, cognitive, emotional and physical conditions of the learners to warrant their satisfaction in every language course they take up. Hence, course syllabi should be presented to learners at the outset of the language course to allow for negotiation to give them voice to speak out their needs that language educators need to cater, so they can make the necessary adjustments and modifications to craft a more need-specific and responsive learning guide for all types of learners.

6. Conclusion

This study delved into how inclusive education was integrated in the mainstream language instruction based on teachers' and learners' perspectives, course facilitators' instructional methods, and challenges amidst its implementation. Diversity should be regarded as a positive element rather than a problem (Flem, et al., 2004). The multipronged discussion above shows the multi-dimensionality that inclusive education has to offer---from teachers' and learners' perspectives that shape their attitude and behavior towards inclusivity in the mainstream language classroom, course facilitators' instructional methods to put the principle of inclusion at the very core of their pedagogical practice, and to the challenges that educational stakeholders come across in the promotion of the inclusive agenda in the language instruction. Their perspectives highlight the direct relationship of inclusion and diversity of learners in all aspects. The course facilitators' pedagogical practices emphasise the close association of inclusivity with learner-centered instructional approaches employed in a nurturing climate achieved through inclusive language and threat-free learning atmosphere. The constraints in implementing inclusive education revolve around language, teacher factors (lack of awareness or inadequacy of training, favoritism or preference, heavy teaching load, etc.), lack of educational resources and facilities, and curriculum.

The fact that numerous issues revolve around the implementation of inclusive education in the mainstream language classroom, this necessitates the collaboration of all educational stakeholders as these challenges cannot be resolved by the language teachers alone, or even the school heads only. In fact, Ajuwon (2008) accentuated that teachers, students with and without disabilities, law-makers, administrators, and other school personnel, and even parents must be cognizant of the responsibility of educating all students for them to reach their fullest potentials. Indeed, it calls for a "multiagency, community-based partnership approach" (Armstrong & Barton, 2008) since accepting learners' diversity and investigating and understanding discriminatory and exclusion factors that prevent the inclusive agenda to be realized are everyone's concern. A serious and continual process of examination and re-examination of these factors is essential in the effective implementation of inclusive education in all types of language classrooms and instigate the complete adherence to learner-centeredness as it continues to dominate all processes in the language education arena.

To this end, this study is limited to the perspectives and/or insights of the language teachers and learners concerning their pedagogical practices of inclusive education implementation and the challenges that come along with it. Hence, since this study is more exploratory in nature, its research results could serve as basis in crafting a more defined survey questionnaire on inclusive education at the heart of the mainstream language pedagogy. This can be done to instigate large-scale studies on this matter and to increase the generalizability of research results on this research topic, especially the research was carried out with a few research participants as it is the sample size required in a qualitative research design. In the same manner, as inclusive education at the mainstream language classroom is explored qualitatively in this research, other researchers may opt to initiate quantitative studies on the pedagogical practices on inclusive education (i.e., setting of objectives, teaching methodologies,

learning activities, medium of instruction, technology integration, and language classroom atmosphere) to validate if it would yield similar results or reveal other interesting outcomes worth investigating.

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