

Importance of Linguistics Diversity in Inclusive Education: A Study of District Lower Chitral Pakistan

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ARTICLE INFO		ABSTRACT	
Article History:		<i>This study's aim is to investigate the importance of language diversity in inclusive education within the district Chitral. The study is quantitative in nature. The population of the study is all the male and female students in district lower Chitral. Using simple random sampling techniques, a random sample of 300 participants (150 males and 150 females) was selected for data collection. The collected data were fed into SPSS latest version 29 and analyzed. The findings revealed that 88% of the respondents experience challenges such as shyness, frustration, discouragement, and difficulty in understanding due to language barriers. Moreover, the study underscores the significance of inclusive education in various regions of Lower Chitral, where diverse languages are spoken. Notably, students who are not proficient in the national language often feel hesitant to participate in class. Based on the findings, the study recommends that teacher training is essential to equip educators with the skills to include students with diverse linguistic backgrounds. Additionally, it suggests that the curriculum should be designed to reflect the diverse cultural context, necessitating a fair and comprehensive approach to education.</i>	
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Introduction

Inclusive education means providing education to all children in the same classroom and the same school. The process of collaborative learning, valuing diversity, reducing barriers, and fostering a sense of belonging is known as inclusive education. In the 1960s, the process of inclusive education was developed to include students with disabilities. However, the policies on inclusive education were made formally in 1990 for developing countries. Inclusive education promotes social equality, students' learning outcomes, and preparation for an inclusive world. Inclusive education is the process where children's rights, individual differences, teacher training, and contributions of parents and societies are ensured and fulfilled (Armstrong et al, 2007). Inclusive education is a changeable process. It changes according to situations like students' needs, abilities, and diversity. Respecting and accepting diversity means stepping forward towards inclusive

education (Alexiadou et al, 2016). The education system will be strengthened if all students are encouraged to participate. All children should be aware that education is their basic right. Providing equal opportunity for all children, equality in society will be enhanced (Elder 2015). In simple terms, inclusive education means including those who need additional support regardless of their ability, caste, language, culture, etc. However, many countries have made policies and laws for inclusive education (Kirschner 2015). Nowadays, schools and communities are aware of the importance of inclusive education, and they try to involve all students to ensure inclusion. Everyone in the community wants to serve for their community, including those who are disabled or belong to different cultures with different languages. So they need to be encouraged to participate, and we should provide opportunities for them. Inclusive education without different students in the same classroom is not possible. Especially those children who are generally excluded from the school and society. Inclusion of Children with disabilities and diverse language students should be a priority. Language diversity is nowadays general in all countries, as many cultures are migrating towards urban areas. It is the teacher's responsibility to deal with every student according to their needs (Byrnes, et.al, 1992). Without including diverse language students, inclusive education is impossible. Both are interrelated terms and are typed together in search engines (Walton, 2015). Language diversity refers to the variety of languages in the same setting. Language diversity increased due to immigrants, and their language was ignored and totally focused on the official or native language (Rumbaut et al, 2013). To ensure inclusive education, the school's activities should be child-centered. Teachers need to encourage children and use the best approaches that suit different cultures, languages, disabilities, and other students' needs (Ajuwon 2008). There are many hurdles to understanding language diversity. However, language count provides insight and will help to understand it (D Nettle, 1998). Newly appointed teachers don't have the skills, knowledge, and experience to deal with diverse language students. Teacher training should ensure inclusive education for multilingualism and cultural diversity. Students with diverse languages were usually ignored in classroom settings. Educators need to focus on language diversity and try to include them in a classroom environment (Smitherman et al, 2003). Language diversity means not only different languages but also different families. Each family has different ways to express words. However, some schools use different languages to teach different students (S Sierens, P Van Avermaet, 2014). Teachers' perceptions play an important role in understanding diverse languages and using the best teaching methods to involve diverse students (Rodríguez-Izquierdo et al., 2020). We need to use different languages and consider language diversity as the best source for learning, and we should deal with children who speak different languages in a way that would be beneficial for them (Nieto, 2010). Educational policies have affected the equality and equity of society. Especially those students who do not understand the dominant language were more affected (Tollefson and Tsui 2014). There are many types of diversity, but language diversity is more crucial than other types of diversity, like emotional, attitude, background, ability, etc. However, many psychologists are not aware of language diversity (N Evans, SC Levinson, 2009). Minority Language speaker are considered suppressed as compared to dominant language speakers. However, there are many issues regarding language diversity that need to be tackled (TG Wiley, 1996).

Overall, inclusive education is crucial for social justice, reduced inequalities, promote equality and enhance students' learning outcomes. Language diversity is an important aspect of inclusive education. Inclusive education is achieved when children with disabilities are treated the same as others, and it should be linked with the concept of special education policy (Azmat, Asad 2025). Especially in rural areas and primary schools, where children don't understand advanced language. There are 17 languages spoken in Chitral, and it is considered the most diverse area, despite the

importance of inclusive education and language diversity. Educational Institutions fail to provide support to students with diverse language backgrounds and equal access to education.

Research Hypothesis

Students in diverse languages face difficulty in the learning process and less participate in activities as compared to students in monolingual classrooms.

Research Objective

To explore the importance of language diversity in inclusive education.

Method and Material

The study is quantitative in nature designed to analyze the importance of diverse language in inclusive education. The population consists of all the males and females students, in district lower Chitral Pakistan. Using simple random sampling techniques from different regions such as Rumbur, Berir, Bumbrate, Drosh, Chitral town, Garam Chashma and other areas of district lower Chitral. three hundred (300) participants (150 males and 150 females) were selected. Research tools were closed-ended three-point Likert scale questionnaire provides three distinct options Agree, Disagree and Neutral. The collected data is fed into SPSS and analyzed by means of statistical package for social sciences earlier version 29.

Data Analysis and Interpretation

Graphical representation of data analysis

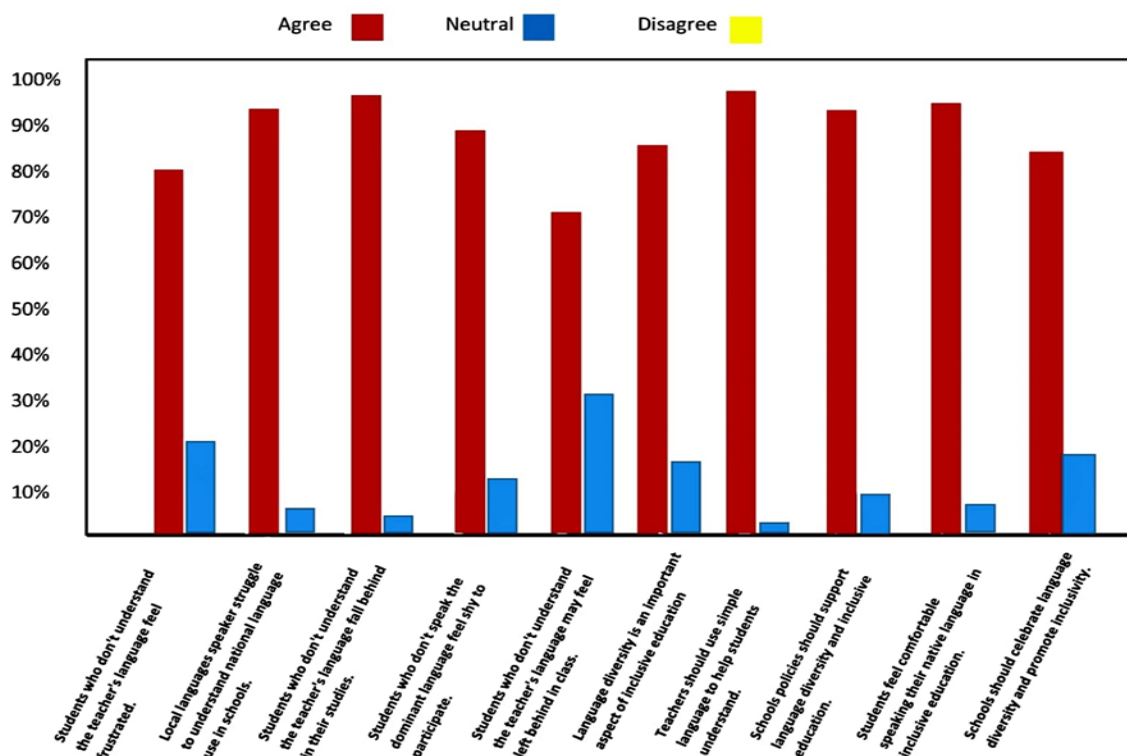


Table: 1

S/no	Statements	Disagree	Neutral	Agree
1	Students who don't understand the teacher's language feel frustrated.		20%	80%
2	Local languages speaker struggle to understand national language use in schools.		6.70%	93.30%
3	Students who don't understand the teacher's language fall behind in their studies.		4.70%	95.30%
4	Students who don't speak the dominant language feel shy to participate.		10.70%	89.30%
5	Students who don't understand the teacher's language may feel left behind in class.		30%	70%
6	language diversity is an important aspect of inclusive education		15.30%	84.70%
7	Teachers should use simple language to help students understand.		3.30%	96.70%
15	Schools policies should support language diversity and inclusive education.		8%	92%
14	Students feel comfortable speaking their native language in inclusive education.		5.30%	94.70%
10	Schools should celebrate language diversity and promote inclusivity.		16.70%	83.30%

Table 1 show that 80% of the respondents agreed with the statement that Primary school students who don't understand the teacher's language may feel frustrated and discouraged. However, 20% were undecided. (S/No 2) 93.3% of the participants were sure that Students who speak local languages may struggle to understand the national language used in school. However, 6.7% were not sure. (S/No 3) 95.3% of individuals accepted that Primary school students who don't understand the teacher's language may fall behind in their studies. While 4.7% were neutral. (S/No 4) 89.3% of individuals confirmed that school students who don't speak the dominant language may feel too shy to participate in class. However, 10.7% of the members were undecided. (S/No 5) 70% of respondents agree with the statement that Students who don't understand the teacher's language may feel left behind in class. While 30% were undecided. (S/No 6) 84.7% of students support the statement that language diversity is an important aspect of inclusive education. However, 15.3% were neutral. (S/No 7) 96.7% of the participants showed consent that Primary school teachers should use simple language to help students understand. 3.3% were not sure. (S/No 8) 92% of members adopt the idea that Schools should have policies in place to support language diversity and inclusive education. However, 8% were not sure. (S/No 9) 94.7% of the participants were sure that, due to inclusive education, Students feel comfortable speaking their native language in the classroom. While 5.3% were undecided. (S/No 10) 83.3% of members acknowledged that educational institutions should celebrate language diversity and promote inclusivity. While 16.7% were neutral.

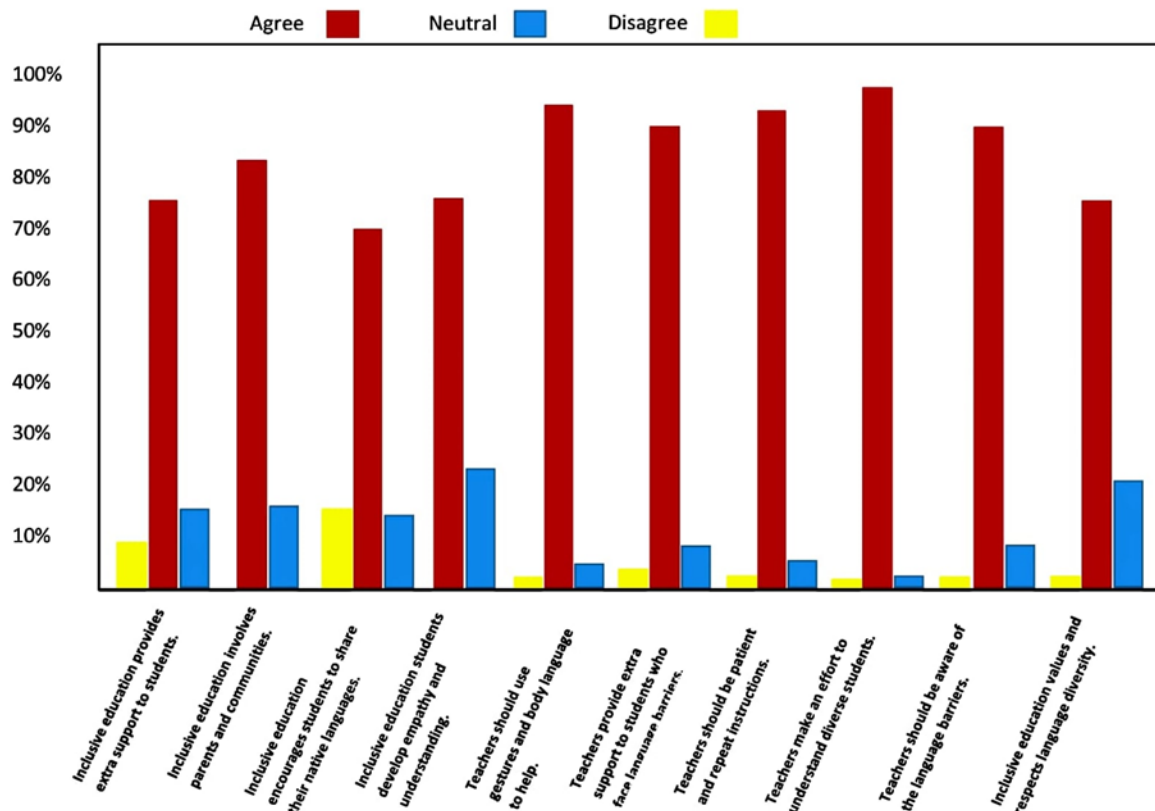


Table: 2

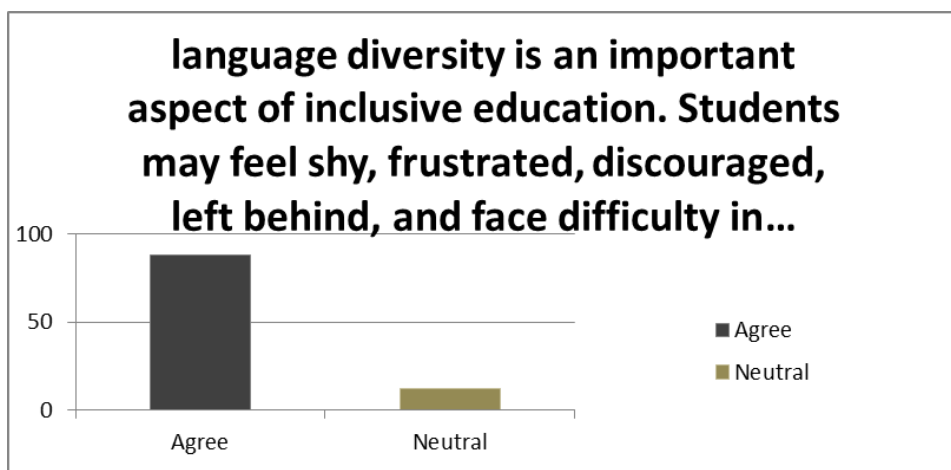
S/no	Statements	Disagree	Neutral	Agree
1	Inclusive education provides extra support to students.	8.7%	15.3%	76%
2	Inclusive education involves parents and communities.		16.7%	83.3%
3	Inclusive education encourages students to share their native languages.	15.3%	14.7%	70%
4	Inclusive education students develop empathy and understanding.		23.3%	76.7%
5	Teachers should use gestures and body language to help.	2%	4%	94%
6	Teachers provide extra support to students who face language barriers.	3%	8.7%	89.3%
7	Teachers should be patient and repeat instructions.	2%	4.7%	93.3%
8	Teachers make an effort to understand diverse students.	1%	2%	97%
9	Teachers should be aware of the language barriers.	2%	8.7%	89.3%
10	Inclusive education values and respects language diversity.	2.7%	20.7%	76.7%

Graph and Table 2 (S/No 1) describes that 76% of the volunteers ensure that inclusive education provides extra support to students who speak local languages to understand complex concepts. While 15.3% were undecided and 8.7% disagreed with the idea. (S/No 2) 83.3% of the contributors confirm that inclusive education involves parents and communities in supporting students who face language barriers. Furthermore, 16.7% were neutral. (S/No 3) 70% of the respondents agree that inclusive education encourages students to share their native languages and cultures with the class. (S/No 4) 76.7% of the volunteers agree that Inclusive education helps primary school students develop empathy and understanding towards peers from diverse language

backgrounds. Whereas, 23.3% were not sure about the statement. (S/No 5) 94% of the volunteers confirm that Teachers should use gestures and body language to help students understand. Furthermore, 4% were neutral, and 2% disagreed with the theory. (S/No 6) 89.3% of the attendees were sure that Teachers should provide extra support to students who face language barriers. While 8.7% are neutral and 3% disagree. (S/No 7) 93.3% of the members agree that Teachers should be patient and repeat instructions to ensure students understand. While 4.7% were neutral. 2% deny the idea. (S/No 8) 97% of the volunteers agree that Teachers make an effort to understand diverse students in their native language. However, 2% were neutral and 1% disagreed. (S/No 9) 89.3% of participants endorse that Teachers should be aware of the language barriers faced by students and adapt their teaching methods accordingly. Whereas 8.7% were neutral and 2% disagreed (S/No 10), 76.7% of attendees ensured that Inclusive education values and respects diverse languages spoken by students. However, 20.7% were neutral, and 2.7% disagreed with the idea.

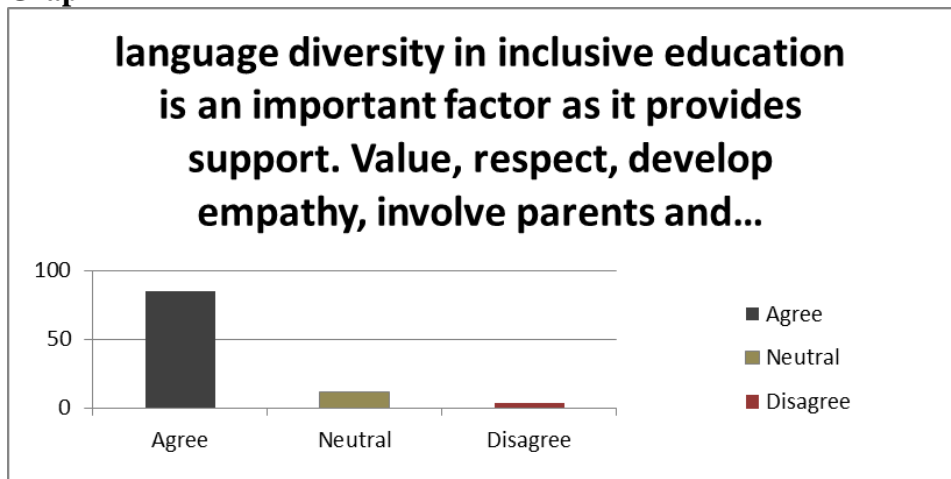
Findings and Recommendations

Graph 1



Graph 1 show that an average of 88% of respondents agrees that language diversity is an important aspect of inclusive education. Students feel shy, frustrated, discouraged, left behind, and face difficulty in understanding. School policies should support and celebrate language diversity and inclusive education; therefore, students feel comfortable speaking their native language.

Graph 2



Graph 2 shows that an average of 84.5% of respondents endorse that language diversity in inclusive education is an important factor as it provides support. Value, respect, develop empathy, involve parents and community and encourage students to speak their own language. Therefore, teachers should use gestures, provide extra support, be patient, repeat instructions, and be aware of the barriers faced by diverse language students. However, 12% of the participants were not sure, and 3.5% disagreed.

The hypothesis 'Students in diverse languages face difficulty in the learning process and less participate in activities as compared to students in monolingual classrooms' is accepted because the majority of respondents' responses show that students feel shy and left behind in the classroom if they don't understand teachers' language.

The findings of this study indicate that Inclusive education is crucial in district lower Chitral, especially in (Rumbur, Berir, Bumborate, Drosh, Chitral town and Garam Chashma) where different languages are spoken. Children who don't know the national language feel left behind and shy in class. Teacher training is crucial for teachers to ensure the inclusion of diverse language students. There should be special teachers for minority students at the primary level. Schools should provide an environment where students feel included and express themselves. Last but not least parents and communities should collaborate with educational institutions to ensure inclusion. The research area play a significant importance on the language diversity in inclusive education further research should be based on expert opinions.

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