Article

The Pedagogic for Utilizing the KWL Chart to Enhance Children's Learning Engagement in Inclusive Education

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Abstract: This article mainly discusses the significance of inclusive education, the role of communication in it, and a teaching case of a 6-year-old autistic student. It also elaborates on how to use teaching strategies such as KWL charts to help these students improve their language expression, social interaction, and cognitive understanding abilities. The article points out that inclusive education aims to eliminate discrimination and exclusion, promote active participation of all students, and meet their different needs. Communication, as a key element in the learning process, can solve obstacles and problems, and establish connections. In inclusive classrooms, communication is particularly important as it can solve difficulties caused by different experiences, cultures, knowledge, and emotions.

Keywords: KWL chart; inclusive education; autism children; teaching method

1. Introduction

Inclusive education is intended to build an equitable and positive learning environment through the joint efforts of every member of the school. Ainscow et al, (2006) think that inclusive education concerned with all students in schools, it is focused on participation, a sense of belonging and achievement. In other words, inclusive is about facilitating active involvement and participation. According KWL chart (Appendix A) shows that in a diversified learning environment, students are more likely prone to break away from learning groups due to differences in cultural background, language ability or nationality. From personal learning experiences in DuLi (Language college), when I first time studied with students from different countries in an unfamiliar environment, I became very isolated due to my personality and language barriers, but my teacher tries to understand my situation through communication and helped me build self-confidence, which proves that communication as a method has positive impacts on inclusive education. It not only alleviates negative factors from students but also can gather all students toward a vigorous attitude.

This assessment will be decided into four parts. Firstly, I will illustrate the concepts of inclusive education. Secondly, I will elaborate on my understanding of communication. Moreover, it will show the interaction and relationships with both of them, to better support the significance of practice, And the fourth part is the application of personal framework in practice.

2. Inclusive Education

The number of students who drop out of school due to poverty and difference is increasing, this means that some students have lost their rights in such a harmonious society. Although there is no absolute fairness, there is a kind of education that is persisting to achieve this ideal education philosophy, inclusive education. Inclusive education was the most effective way to counter discriminatory approaches and different visions upon

students (UNESCO, 2008). Recently, with International legislation and policy, it has intended to challenge exclusion and focus attention on equity and access to the high quality of education for every student around the world, while respecting diversity (UNESCO, 2008). Furthermore, every student has different characteristics, interests and abilities in the classroom. As a teacher, there has a responsibility to accept every student, meeting the needs of different students and believe they have the ability to learn.

In addition, Shaddock and colleagues (2009) claimed that inclusion is not only an issue related to students with disabilities. However, inclusion means whether participation is an obstacle to any students, including disability, behavior, gender, poverty and etc. Indeed, inclusive education is about all students who suffered from marginalised and excluded become a disadvantaged group. It is precisely those students who need to have the opportunity to express their voice.

3. What is the Communication

Communication is a process in which people can send various information through their attitudes, values, knowledge and culture, the receivers will receive the message and decode it, resulting in a common meaning (Deniz, 2003). The sender and recipient will exchange information in the channel, and messages can be sent through many channels, such as message, facial expressions and face to face. Namely, communication is the sharing of ideas or thoughts through the interaction of information. Moreover, communication is divided into verbal communication and nonverbal communication, Velentzas, Broni (2010) defined that one is to establish contact through language, while the other is to communicate in body language, facial expressions or attitude. Consequently, they are both intend to promote interaction and understanding between people.

Communication is an essential element in education. Because it can be regarded as the approach to help students realize their learning potential from two aspects including psychological communication and knowledge communication. For instance, teachers can establish psychological communication in teacher-student relationships to better meet different needs at any time. A recent study further shows that according to the psychological perspective, exchanging information can help relieve stress and stimulate learning motivation (Birrer, Morgan 2010). Organizing students to act positive behaviors through different ways of communication which aim to establish a diversified learning environment to ensure the safe learning of each student.

4. The Relationships between Communication and Inclusive Education
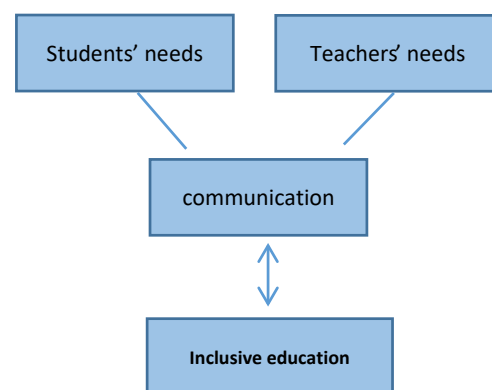

Figure 4-1. The relationships between communication and inclusive education, Personal production. (LIFan Xue)

The main purpose of communication in inclusive education is to accept disability or disadvantage, different ability and diversity through communication, as well as eliminate prejudice and inequality. In other words, the transfer of information and emotions between individuals and groups is beneficial to better spread the culture of inclusive education. Paulsen (2008) thinks that developing supportive and collaborative partnerships between students and teachers is crucial to inclusive education. For example, in language school, teachers will use group cooperation activities to help students who come from different nationalities to build up a sense of belonging from the class (Appendix A). Therefore, Communication as a bridge between students and teachers, connecting emotions, goals, needs, understanding and other factors with everyone. Inclusive education is inseparable from communication, likewise, communication requires interaction between teachers and students as shown in Table1.

Students' Voice: The voice of students is crucial in inclusive education. Spera and Wentzel (2003) emphasize that there are fundamental differences between students, and each student has a various view of the teacher's beliefs. For instance, Students may complain of being treated unfairly by their teachers, have obstructs in their studies and exclude out by their peers. Educators should have personalizing teaching methods for different students rather than just teaching in general, students who behave negatively or disadvantage in the class need to deserve more caring. The student's voice not only helps to better explain the reasons and nature of learning and behavior difficulties that the teacher may have overlooked or not mentioned but also, providing an opportunity to gain an insight into their behavior and relationships with others to help prevent feelings of helplessness and feeling of alienation (Hapner and Imel, 2002; Hamill and Boyd,2002). In summary, the voice of students is of great significance to inclusive education, which is also one of the strengths of communication.

Teacher's support: Throughout the process, the teacher is the promoter of inclusive education, the leader of students and the collaborator of parents. Therefore, communication as a teaching method is of great significance to teachers, developing mutual support, understanding and collaborative partnerships. which are essential to inclusive education (Paulsen, 2008). However, to establish these successful partnerships, teachers should have a deep understanding of students' diversity, teacher-student relationships and various needs through communication. Specifically, when students are found to feel frustrated, teachers should patiently understand the situation and provide psychological communication to reduce the negative effects or teachers need to provide scaffolding to support students when they have difficulties in learning. Moreover, communication not only occurs between students and teachers, but parents are also a very important part. Teachers need to communicate with parents to gain empathy and help.

Based on the above analysis, the relationship between communication and inclusive education is very close. It can exist in any form, method, pedagogies or "bridge".

5. Personal Framework Practice (Communication for Inclusive Education)

The personal framework is based on student-centered learning, the teacher is the secondary, mainly provides scaffolding teaching method and positive behavior intervention and support (PBIS), which from sender-receiver model of communication (Monk, 2008). Moreover, student-centered learning emphasizes that acknowledging students' voices is a core in the learning process (Crumly, Dietz and Angelo, 2014). Under the framework, partnerships can be easily established and facilitate the development of inclusive education.

From the perspective of practice, establishing effective communication to understand the various situation of different students is the priority. The main responsibility of the teacher in the teaching process is to listen to the students' voices about learning and personal difficulties, thereby, teachers try to build a "bridge" with students intend to allow students gain a sense of belonging and security. Hmelo-Silver and Barrows (2006) think

scaffolding means in a specific learning environment, teachers use communication modeling to support students' learning, and eventually, fading some of their support when students collaborate and participate in communication with peers. Appling in a comprehensive learning environment according to KWL chart, English language schools in western countries is a quite good sample. Language is not a barrier to prevent learning together. Everyone is different but everyone can learn. In the assessment of presentation, from my perspective that being an audience, students should listen carefully to the speaker's speech, without ridicule, talking and disrupting order, for showing respect and equality, as a speaker that students need to have confident, positive and interact with the audience, not just judge on the vocabulary or intonation. Furthermore, I will provide more opportunities for students to communicate, eliminate prejudice and discrimination among the students. For example, organizing peer feedback students in the group can discuss performance in the presentation. These are the pros or cons as well as Each group has the opportunity to exchange presentation skills with the teacher. I attempt to develop a learning environment where every student can learn, support students in their exploration, and gradually form an inclusive community. In addition, the parent also hopes my target of exchange information, because parents can better support students to study at home and at school.

6. A Case Study of a 6-year-old Autistic Student in Qingdao Limin Special School

Qingdao Limin Special School is a school dedicated to serving students with special educational needs, including students with autism. Ming (pseudonym), a 6-year-old autistic student, is a first-grade student at the school. Ming has significant difficulties with language expression, social interaction and cognitive understanding, which affects his learning progress and engagement. In order to promote Ming's learning and development, the teacher decided to use KWL-Chart (K stands for known, W stands for wanted to know, L stands for learned) as a teaching strategy to help him explore and understand knowledge more purposefully while improving His verbal expression and social interaction skills.

6.1. Preliminary Assessment and Preparation

Assess Ming's learning ability

Simon conducted a comprehensive assessment of Ming's learning ability through the Klinefelter Autism Behavior Scale (CABS), including his language expression, social interaction, cognitive understanding and attention. The evaluation results show that Ming has significant difficulties in language expression and social interaction, and it is difficult to communicate effectively with others; in terms of cognitive understanding, he has difficulty understanding abstract concepts, but his cognitive ability of specific objects and images is relatively poor. powerful. Developing personalized teaching plans, which based on the assessment results, the teacher developed a personalized teaching plan for Xiao Ming, aiming to help him improve his language expression, social interaction and cognitive understanding skills through KWL-Chart. Plans include using concrete, intuitive images and objects to aid teaching, as well as promoting Ming's social interactions through group activities and role-playing. Moreover, Simon prepares KWL-Chart materials, to begin with the paper and electronic versions of KWL-Chart for Ming to adapt to his different learning needs. The paper version uses large fonts and bright colors to attract Ming's attention; the electronic version includes animation and sound effects to make learning more interesting.

6.2. Implement KWL-Chart Teaching Strategy

Guide Ming to fill in column K

When using KWL-Chart for the first time, the teacher first guided Ming to fill in column K, which is the information he already knows. Since Ming has difficulties in language

expression, Simon uses pictures and objects to assist him in recalling and expressing known information. For example, when the teacher asked Ming what he already knew about "animals," she showed pictures of different animals and encouraged Ming to point out the animals he knew and name them.

For information that Ming cannot express in words, the teacher uses simple symbols or pictures to record it and use it in subsequent teaching activities. Additionally, Simon encourage Ming to ask questions listed in W. After filling in column K, the teacher encourages Ming to ask questions or information he wants to know, which is column W. Because Ming has difficulty with social interactions, teachers use role-playing and group activities to stimulate his curiosity and desire to ask questions. For example, the teacher plays an explorer, shows Ming a mysterious forest scene, and asks him what information he wants to know about the forest. Under the guidance of Simon, Ming gradually asked some questions, such as "What animals are there in the forest?" "What do animals eat?" etc. Teachers record these questions and answer them in subsequent teaching activities. Moreover, Ming needs to answer the questions listed in W through teaching activities in response to the W questions raised by Ming, the teacher designed corresponding teaching activities to answer these questions. These activities include field trips, watching videos, reading books, etc. For example, in order to answer Ming's questions about animals in the forest, the teacher organized a field trip and took Ming and other students to a nearby park to observe animals. During the activity, the teacher used KWL-Chart to record the information Ming observed and the new knowledge he learned. He encouraged Ming to express his observations using drawings or symbols and share his findings with the group. In the end of Fill in column L and record learning results. After each teaching activity, the teacher guided Ming to fill in column L, which is the new knowledge he learned. Because Ming has difficulties in language expression, teachers use pictures, symbols and simple words to record his learning results. For example, when Xiao Ming observed a squirrel during a field trip, he used pictures to represent the squirrel's appearance and behavioral characteristics, and wrote simple text such as "Squirrel: eats nuts, climbs trees" in column L.

6.3. Evaluate and Adjust Teaching Strategies

Evaluate Ming's learning progress

After using KWL-Chart for a period of time, the teacher evaluated Ming's learning progress. She observed Ming's performance when filling out the KWL-Chart, including his language expression, social interaction and cognitive understanding. At the same time, she also collected Xiao Ming's works and performance records in learning activities to comprehensively evaluate his learning results. The evaluation results show that Ming has made significant improvements in language expression and social interaction. He is able to express his known information and new knowledge he has learned more clearly. At the same time, he has also made progress in cognitive understanding and is able to Gain a deeper understanding of abstract concepts and complex information. Adjust teaching strategies to meet Ming's learning needs. Based on the evaluation results, the teacher adjusted the teaching strategies to better meet Xiao Ming's learning needs. She added more topics and activities related to Xiao Ming's interests to stimulate his learning motivation and participation; at the same time, she also used more diverse teaching methods and means, such as using virtual reality technology to simulate real scenes, Use interactive games to teach new knowledge and more.

6.4. Case Effects and Reflections

Case effect

By using the KWL-Chart teaching strategy, Xiao Ming has made significant progress in language expression, social interaction, and cognitive understanding. He is able to express his known information and new knowledge more clearly, and communicates and

interacts with others more frequently and effectively; at the same time, his ability to understand abstract concepts and complex information has also been improved.

In addition, KWL-Chart also promoted Xiao Ming's learning initiative and self-reflection ability. He learned how to ask questions, find answers and record his learning results, which is of great significance to his future study and life. This case demonstrates the practical application and effect of KWL-Chart in inclusive education. By using the KWL-Chart teaching strategy, Xiao Ming, a 6-year-old autistic student at Qingdao Limin Special School, has made significant progress in language expression, social interaction, and cognitive understanding. The successful experience of this case shows that KWL-Chart is an effective teaching strategy that can help students with special educational needs explore and understand knowledge more purposefully and promote their all-round development. In future teaching practice, we should apply and promote the KWL-Chart teaching strategy more widely to better serve the goal of inclusive education.

7. Conclusion

To sum up, communication is particularly important to everyone, but it has more implications for inclusive education. Firstly, this report demonstrates that communication is the carrier of thought and purpose, and also a way of behavior for people to interact. Secondly, it explains the relationship between communication and inclusive education with a dichotomy. Finally, the diversified learning environment practice further reflects the importance of communication about relationships in teachers, students and parents.

Communication helps students build empathy in many ways, learn respect, understanding and confidence beyond knowledge, inclusive education makes more students have the right to learn and become a better citizen.

Appendix A

bvK what I know:	W what I want to know:	L what I learned:
First of all, inclusive education is a new education concept and continuous educational process. It opposes discrimination and exclusion to promote active participation and focus on collective cooperation to meet the different needs of all students. Besides, everyone has the equal right to receive education, the educator has the responsibility to pay attention to the development of each student and cultivate students' ability to appreciate the differences between each other.	1. How can varying methods of communication be used to create students' positive behavior in inclusive classroom 2. How to verify the effective communication in inclusive education. Because of learning and growth is a long journey. 3. "How can I protect my students" （What skills should I teach students, because of the complexity of society and everyone has different	Using positive behavior intervention and support (PBIS) is very meaningful to all students, because every student have own personality or characteristic, that means educators cannot cultivate students as the same way, some students who whether at-risk in school with emotional behavior disorder (EBD) or other disabilities like learning disabilities, they may need individualized instruction to help them get achievements in inclusive learning process. The one of teaching method is communication for example, as my personal experiences when I am isolated in language learning, my teacher will first understand my situation through sample communication, which based on traditional sender-receiver model of communication (Monk, 2008). Specifically, the sender text the information from their own post experience and the receiver must interpret the message by won experiences. In this process, the information exchange will be affected by culture, attitudes, knowledge, feeling and so on.

Secondly, communication is an essential role in learning. People always can solve the barriers or problems via conversation. It seems like a bridge to connect. Especially in the inclusive classroom, communication is a significant element, most difficulties were solved by expression or exchange of information from various experiences, culture, knowledge, feeling and so on.

For instance, When I was studying at Deakin's language school, the classmates I studied with came from diverse countries. When I first entered an unfamiliar learning environment because of language barriers and unable to communicate, I became very isolated and at that time I extremely missed my hometown. I think this is a common difficulty among most international students. However, I very much thank my teacher, she has gradually made every student integrated by organizing everyone to introduce themselves and develop group work competitions.

understanding and perception of inclusiveness, how should I keep students smiling, just like laughter in the classroom)

In addition, message can be sent through many ways like speaking face-to-face, group discussion, E-mail, lectures and etc. (Marcia D, 2010). Therefore, the numerous communication pedagogies can allow students to enjoy learning and develop self-regulation capacities in a positive direction under the guidance of teachers, scaffold teaching method (Beaumont & et al, 2010).

Communicating effectively can help instructors motivate and facilitate students' learning in the classroom.
Aiming at how to test the effectiveness of communication. The teacher's communication skills are the most basic condition. Regardless of students' communication and expression skills, effective communication requires educators to express their ideas clearly and concisely while understanding students' ideas.   feedback is a significant part of verifying effective communication. A study (Domenech & Gomez., 2014) reports that psychological need satisfaction has a significant and positive impact on students' intrinsic motivation, which may improve students' cognitive ability and enhance their ability to provide feedback. Therefore, through continuous teacher-student interaction Interval feedback can achieve effective communication with students and can establish positive learning environment.

According to Hargreaves (2001) that in a culturally diverse, increasingly unequal and rapidly changing world building strong, reciprocal partnerships with others to develop the depth of emotional understanding and promote integration. Therefore, the development of inclusive education and the spread of inclusive education culture are crucial in today's education, this is because morality is more important than knowledge. Only by continuously raising the awareness of citizens can people better protect the disadvantaged groups and enable more marginalized people to gain a sense of integration.

Please, to show a wide embrace like the sea, to make own contribution to people who has drawbacks. Let the dark corners have an extra light. Inclusive education will be more splendid because of you!!

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