



USING IPAD APPS TO ENHANCE LITERACY SKILLS OF ENGLISH LANGUAGE

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ABSTRACT:

21st-century innovation does not fill in as an apparatus but rather turns out to be a piece of our lives. Building an advanced extension associating individuals around the globe, innovation has introduced another time of a custom curriculum unbounded of time and space. Without a doubt, computerized period educating additionally brings specialized curriculum into another phase which empowers ELLs with extraordinary needs expected learning results through creative instructional plans, the use of innovation, and learning-based assets. Focusing on particular adapting needs, this article thusly expects to uncover valuable iPad applications appeared on a lot of sites for instructors to viably incorporate into instructional plan that enables extraordinary necessities understudies to get persuaded inside the system of innovation. Looking into important research and sites, this article gives instructors access to data concerning utilizing iPad applications for showing exceptional necessities understudies. In particular, custom curriculum educators would pick up data on the most proficient method to fuse iPad applications into their every day showing practice and educational modules plan.

KEYWORDS: ELLs with special needs, special-needs children, iPad apps, literacy skills.

1. INTRODUCTION

Alterations to the Individuals with Disabilities Education Act expressed that innovation for extraordinary necessities understudies is the gear used to "increment, keep up, or enhance practical capacities of people with incapacities" ("Federal Definitions," 2010). Or maybe, advances can profit understudies with a handicap, adequately helping those understudies learn effectively.

In any case, mechanical advancements empower extraordinary necessities understudies to achievement in the customary classroom (Hasselbring, 2000). Innovation in the classroom, unmistakably, has brought the customary instructional method into a computerized organize in which educators work with advanced students with uncommon requirements.

Notwithstanding beneficial outcomes that innovation conveys to a specialized curriculum, in light of Krashen's (1985a, 1985b, 1994) input theory, dialect securing can occur when the measure of one-way intelligible info is gotten. All the more correctly, dialect procurement can be come to at a more elevated amount through the extra help got from adequate and instrumental conceivable information.

In particular, with the assistance of system through the Internet, understudies with inabilities can learn past the classroom, additionally advancing their aggressiveness amid scholarly years (Hasselbring, 2000). Clearly an educator of English dialect students (ELLs) with extraordinary requirements can give those



understudies conceivable contribution through compelling innovation for proficiency advancement.

Of course, instructing with the guide of innovation is seen as another instructional method for getting uncommon necessities understudies associated with on-line communication with educators in the classroom. Obviously, the iPad enamors understudies with unique needs by its vivid pictures, sound, and video on the huge multi-contact screen in which they blissfully encounter visual and sound-related recognition (Farnsworth and Malburg, 2012). Through iPad applications, exceptional students with inabilities or learning troubles can advance education aptitudes without a doubt.

Applying Krashen's (1985b) input theory as the hypothetical system, this article is along these lines expected to unfurl showing ELLs with unique needs through iPad applications forstimulating their learning advantages and upgrading their proficiency aptitudes through the investigation of the accompanying inquiry of request: What are some important iPad applications that specialized curriculum instructors may use keeping in mind the end goal to improve uncommon necessities English dialect students' education abilities?

2. A BRIEF THEORETICAL OVERVIEW

Indeed, a short survey of Krashen's (1989) inquire about focused on that more fathomable information is related with more noteworthy vocabulary obtaining and the real hotspot for creating vocabulary and spelling competency is gotten from conceivable information. As such, more open doors for vocabulary procurement happen when a student is presented to a learning domain in which gives however much fathomable contribution as could reasonably be expected.

Through iPad applications, the learning amusements encourage ELLs with unique needs to secure more vocabulary in a way that is fathomable and intelligent for them to build up a definition and a photo for a given word or idea. Unmistakably, iPad applications additionally improve their proficiency aptitudes in the zones of vocabulary advancement and perusing understanding.

Moreover, more composed intelligible info prompts more dialect procurement (Krashen, 1989). Drawing in the improvement of penmanship abilities through iPad applications transforms ELLs with exceptional requirements into genuine universe of scholars. The learning recreations in applications therefore fill in as a basic scaffold that traverses the composed conceivable info and perusing procurement. Additionally, input speculation with the i+1 viewpoint recommends that a student keeps on gaining extraordinary ground in second dialect realizing when understandable info is past the present dialect capacity (Krashen, 1985a, 1985b). Evidently, assist understandable information is accomplished by the applications that take advantage of a dynamic method to construct dialect learning in the procedures of learning and perusing a word, hearing its elocution, seeing its picture, and playing web based diversions with it.

Moreover, a few scientists prove that in the concordance program the key data in the setting "permits i+1 contribution to be grasped and consolidated into the creating dialects" (Jung, 2003, p. 4). Hence, rather than being a customary instructor who receives single or constrained assignments, educates by means of utilizing course books, has a tendency to be direct, consistent, free, and person when instructing, we, as 21st century educators, can plan a more inventive and intuitive showing methodology through innovation to improve uncommon necessities understudies' proficiency abilities.

Without a doubt, applying advanced advances into instructional outlines and settings has changed the way youngsters learn (Prensky, 2010). In particular, iPad applications can manage the specialized curriculum to the following stage in which youngsters with unique needs learn joyfully while playing the amusements.

The previously mentioned explanations exhibit the principles of Krashen's (1985b) input speculation and the defense of its pertinence in the instructional method with a premise that iPad applications can be intended to make imaginative, intuitive, and intelligent picking up setting and conditions for ELLs with uncommon necessities. Or maybe, the above brief hypothetical talk is basic with the goal for perusers to comprehend the appropriate response of the request question tended to in this article. The following area will talk about the appropriate response of the request question.

3. DISCUSSION

As proposed in the presentation, the request question directing this article was: "What are some important iPad applications that custom curriculum educators may use keeping in mind the end goal to upgrade exceptional requirements English dialect students' proficiency abilities?"

A broad survey of a few Internet-based iPad applications done by the creators pinpointed the presence of the accompanying iPad applications that may adequately upgrade uncommon requirements ELLs' education aptitudes. These applications incorporate "Injini kid advancement amusement suite" ("iTunes Preview," 2012), "ArtikPix" ("ArtikPix by," 2012), "In my fantasies" ("In My," 2010), and "Compose for school" ("Write for," 2012). The accompanying segment quickly introduces each iPad application and its focused on exceptional requirements students, materialness, and adequacy for creating proficiency abilities.

3.1 Injini Child Development Game Suite ("iTunes Preview," 2012)

This application was planned by Project Injini and distributed by NCsoft Corp. in 2010 ("iTunes Preview," 2012). It targets uncommon necessities kids with "a mental imbalance, cerebral paralysis, down disorder," and formative deferrals, for example, discernment, dialect, and fine engine (Genna, 2012). It comprises of 9 include recreations, 8 smaller than normal amusements, and more than 100 representations (Genna, 2012; "Injini Description," 2011). These playbased learning recreations assist youthful youngsters with unique needs achieve points of reference of dialect advancement.

The gathering of Injini recreations advances uncommon requirements youngsters' aptitudes with respect to "fine engine, circumstances and end results understanding, spatial mindfulness, memory, separation, reaction hindrance, visual handling, sequencing," et cetera ("Injini Description," 2011).

Bewilder diversion, for example, incorporates 9 levels, connecting with kids in an imaginative affair loaded with fun and delight as they move pieces to fill the missing parts of a photo, for example, a photo of "fan." It helps youthful youngsters with exceptional requirements grow fine engine abilities as well as comprehend spatial ideas ("Injini Description," 2011). Specifically, kids can learn vocabulary by verbal analogies incorporated into the confound amusements ("Injini Description," 2011). Thusly, the education advancement in the zone of vocabulary upgrade is guaranteed emphatically in this application. In any case, instructors or guardians need to control kids about how to play the recreations at whatever point they are playing seeing that a few amusements' plans may be more muddle for youthful kids with formative postponements. This is the main weakness that should be taken note.

3.2 ArtikPix ("iTunes Preview," 2012)

This application was composed by Eric Sailer and distributed by Expressive Solutions LLC in 2012. It targets youngsters with discourse and sound postponements ("App Friday," 2010). It incorporates 21 decks of cheat sheets with different English sounds and three-level coordinating recreations. Notwithstanding the vocabulary coordinating amusements, this application offers an entrance for voice recording. The highlights of this application are "autoplay and tap-to-play," "recording and playing voice," and additionally "sparing and replicating information" ("App Friday," 2010).

In the piece of cheat sheets, for instance, understudies flick on the deck card with "th" sound, learning distinctive words with a similar sound, for example, "much appreciated" and "thanksgiving" ("App Friday," 2010). In the wake of rehearsing how to articulate each word effectively, understudies record their own particular voice while rehashing each word three times. Subsequent to recording, they quickly get the discourse score demonstrating the outcomes on each voice recording. At that point, they can spare the information from voice recording, and duplicate the information to the email. In the piece of coordinating diversions, understudies can pick words in the information stockpiling, and match every one of the cards one for each time, and later get the consequences of discourse score.

With the versatile and simple to-utilize points of interest, the ArtikPix application connects with uncommon necessities kids in the procedures of creating dialect capacity, especially enhancing their verbalization (George, 2012). Applying it to dialect expressions class, instructors can keep tabs on understudies' development with an end goal to enhance their aptitudes in verbalization and vocabulary

improvement. Moreover, the exactness of English articulation can be surveyed through sound account work. Past the customary penetrates in explanation rehearses, the ArtikPix application has kids with discourse and sound postponements "play" sounds through fun coordinating diversions ("App Friday," 2010). The plan of each amusement is enlightening and helpful all in all; in any case, it will set aside more opportunity for tenderfoots to find out about the setting.

3.3 In My Dreams ("In My," 2010)

This application, planned by DevelopEase LLC in 2010, is an incredible device for showing perusing and gesture based communication ("In My," 2010). It is made for the formative needs of youngsters with learning disabilities. In particular, it enables hearing hindered youngsters to learn sentences by giving the hint dialect. Understudies, for example, right off the bat take in the sentence structure as in the sentence "I slide down a rainbow" through the representation of activity ("In My," 2010). Next, understudies' capacity in word acknowledgment is fortified by coordinating the voice with the composed word "rainbow" ("In My," 2010). Understudies thusly hone the enunciation design while tuning in to the redundancy of sentences and words. At the same time, communication via gestures is educated also.

Basically, learning by means of this application, ELLs with unique needs gain extraordinary ground in sentence structure, phonological mindfulness, and vocabulary improvement ("In My," 2010). Or maybe, this application fills in as a valuable instructional plan for instructors being that its multifunction in a specialized curriculum guideline enables understudies to get the information in a way that influences figuring out how to end up intriguing and enhanced. This application, to be sure, inspires understudies for learning by the activity, pictures, and voice, additionally expanding their scholastic results in dialect learning. Through liveliness and reiteration, overall, the application advances proficiency abilities in the territory of perusing ("In My," 2010).

3.4 Write for School ("Write for," 2012)

The Write For School application was planned by Little Caradams Pty Ltd in 2012. Focusing on kids with extreme introvertedness and other learning handicaps ("Write for," 2012), this application plans to help extraordinary requirements kids create penmanship abilities. Through this current application's adaptable penmanship guideline and sound-related prompts on each letter, kids can learn amend penmanship and enhance their voice emphasize. Specifically, this application gives different letter textual styles (composing styles) by and by utilized as a part of school regions everywhere throughout the world.

Additionally, its plan close by composing is customized for both right-gave and lefthanded youngsters. Furthermore, the outline of this application enables kids to utilize the stylus pen while rehearsing the penmanship, which benefits youngsters' improvement of the fine engine abilities ("Write for," 2012).

The most effective method to utilize this application is in any case individual settings. Youngsters, for example, first select "America" as their school region for taking in the right textual style and voice highlight. Next, right-gave composing is chosen ("Write for," 2012). After the application setting is customized, here comes the page of penmanship direction, including hand composing on letters, vowels, letter mixes, capitals, and numbers. Flicking on the letter "d," for instance, kids begin learning and rehearsing how to compose lower and capitalized letter "Dd," and all the while tuning in to the sound while contacting the photo with the vocabulary "puppy" bearing the letter "d" ("Write for," 2012). Without a doubt, the penmanship and enunciation aptitudes are advanced in the meantime.

Considering the adequacy for ELLs with uncommon necessities, the Write For School application gives instructors the entrance to creative penmanship direction in which understudies' interests for learning are persuaded, and their learning results are affirmed decidedly ("Write for," 2012). In like manner, worldwide and adaptable highlights furnish understudies with an assortment of decision in picking up penmanship without fringes over the world. Notwithstanding penmanship abilities, understudies' availability for school from an early age is advanced ("Write for," 2012). In a word, the proficiency aptitudes in penmanship can be come to at a more elevated amount through this application.

4. CONCLUSIONS AND RECOMMENDATIONS

This article was proposed to reveal showing ELLs with extraordinary needs through iPad applications for stimulating their learning advantages and upgrading their education abilities. To accomplish the above academic target, this article exhibited a concise hypothetical outline for noting the request question: What are some pertinent iPad applications that specialized curriculum instructors may use keeping in mind the end goal to upgrade extraordinary necessities ELLs' proficiency aptitudes? In this manner, a general survey of learning-based direction by means of iPad innovation guaranteed the viability of iPad applications for ELLs with uncommon necessities.

In light of the reason and request question of this article, four iPad applications were presented in this article. Initially, "Injini kid advancement diversion suite" application ("iTunes Preview," 2012), planned by Project Injini and distributed by NCsoft Company in 2010, upgrades the vocabulary enhancement. Second, the application "ArtikPix" ("ArtikPix by," 2012), planned by Eric Sailers and distributed by Expressive Solutions LLC in 2012, enhances youngsters' abilities in explanation and vocabulary advancement. Third, the application "In my fantasies" ("In My," 2010), by DevelopEase LLC in 2010, advances perusing aptitudes. Fourth, the application "WriteForSchool" ("Write for," 2012), by Little Caradams Pty Ltd in 2012, enables youngsters' penmanship aptitudes to reach at a more elevated amount.

As would be normal, improving extraordinary needs ELLs' proficiency capacities would be proficient by means of the innovation. The flavor of the day needs understudies "are progressively ready to communicate with classroom innovations" (O'Connell, Freed, and Rothberg, 2010, p. 4). Along these lines, the iPad applications coordinated with the learning recreations will be an incredible assistant to create uncommon necessities youngsters' education aptitudes with centers around zones of vocabulary, explanation, perusing, and penmanship. Plainly, understudies' inclusion with iPad applications greatly affects adapting regardless of inside or outside the classroom.

Considering the beneficial outcomes iPad applications convey to a specialized curriculum, the creators prescribe educators to utilize them as elective teaching method outlines for advancing exceptional needs youngsters' commitment in learning. All things considered, the creators urge schools to furnish instructors with iPad innovation for making a setting where understudies' learning forms are brimming with fun, in this manner advancing their scholarly and formative results. All in all, learning and instructing with the guide of iPad applications will take specialized curriculum to another phase that advantages the two understudies, instructors, and schools

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