

**INCLUSIVE TEACHING FOR ENGLISH LANGUAGE LEARNERS: A
COMPREHENSIVE REVIEW**

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Abstract: *The imperative for inclusive English language teaching (ELT) is increasingly recognized globally. This necessitates pedagogical shifts to accommodate diverse learners, including those with special educational needs (SEN), diverse linguistic backgrounds, and varying learning styles. This review synthesizes existing research to examine established practices, challenges, and achievements in creating inclusive ELT classrooms, drawing upon diverse contexts and methodologies. We will explore successful strategies, identify persistent barriers, and highlight crucial areas in this research.*

Key words: *special education needs, inclusive ELT classroom, learning styles, barriers, inclusive teaching*

Several studies highlight effective strategies employed in inclusive ELT classrooms. These practices often revolve around adapting teaching methodologies, incorporating assistive technologies, and fostering collaborative learning environments. A cornerstone of inclusive ELT is adapting teaching methodologies to cater to diverse learning needs (Mosquera, 2023), (Setyowati, 2024). This involves differentiating instruction, employing varied teaching styles, and utilizing a range of assessment methods. For instance, Mosquera's study (Mosquera, 2023) on a student with cerebral palsy reveals the successful integration of individual, paired, and group activities, demonstrating the flexibility required to address diverse learning preferences and capabilities. Similarly, Setyowati et al. (Setyowati, 2024) found that employing strategies like positive feedback, appropriate seating arrangements, and utilizing audio-visual media enhanced English language learning for students with SEN in an Indonesian context. The use of Universal Design for Learning (UDL) and Differentiated Instruction (DI) frameworks has also been shown to improve accessibility for learners with diverse needs, including those who are blind (Lintangsari, 2020). However, the successful implementation of these methodologies often hinges on the teacher's understanding of these frameworks and their ability to adapt them to specific classroom contexts.

Lack of Teacher Training and Resources

A recurring theme across multiple studies is the inadequacy of teacher training and resources in inclusive ELT (Setyowati, 2024), (Lintangsari, 2020), (Young, 2024), (Chauke, 2021). Many teachers lack the necessary knowledge and skills to effectively

address the diverse needs of their students (Young, 2024), (Toboula, 2024). This is further exacerbated by a shortage of accessible teaching materials and assistive technologies (Lintangsari, 2020), (Mlambo, 2023). Young's study (Young, 2024) in Japan highlights teachers' concerns about diagnosis and disclosure issues, curricular constraints, and institutional barriers, all of which are directly related to insufficient training and support. Similarly, Chauke and Tabane (Chauke, 2021) found that large class sizes, lack of inclusive education training, and scarcity of resources were major challenges for teachers in South Africa.

Institutional Barriers

Institutional barriers can significantly impede inclusive ELT (Young, 2024), (Chauke, 2021). These barriers may include inflexible curricula, lack of administrative support, and insufficient funding for necessary resources and training (Young, 2024). The absence of clear policies and procedures related to inclusion can also create uncertainty and hinder the implementation of effective practices (Chauke, 2021). Overcoming these barriers requires systemic change, including policy reforms, increased funding, and a commitment from educational institutions to prioritize inclusive practices.

Achievements and Positive Outcomes of Inclusive ELT

Despite the challenges, several studies demonstrate the positive outcomes achieved through inclusive ELT practices. Research consistently shows that many teachers exhibit positive attitudes and sensitivity toward inclusive ELT (Tuzlukova, 2023), (Young, 2024). Tuzlukova et al.'s (Tuzlukova, 2023) study in Oman highlights the significant positive attitudes of teachers towards inclusive practices. This demonstrates that with the right support and training, teachers can become effective agents of inclusive education. However, positive attitudes alone are not sufficient; they must be coupled with practical skills and resources to ensure effective implementation.

Conclusion

Creating truly inclusive ELT classrooms requires a multifaceted approach that addresses pedagogical practices, teacher training, resource allocation, and institutional support. While challenges remain, significant progress has been made in identifying effective strategies and highlighting the positive outcomes of inclusive ELT. Future research focusing on longitudinal studies, comparative analyses, diverse perspectives, assistive technologies, teacher training, and policy evaluation is essential to further advance the field and ensure that all learners have equal opportunities to succeed in English language learning. The consistent emphasis across studies on the vital role of teacher training and adequate resources underscores the need for systemic changes to support inclusive ELT effectively.

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