



## **Inclusive English Language Teaching for Students with Disabilities: A Systematic Literature Review**

**Ririn Ambarini<sup>1</sup>, Listyaning Sumardiyani<sup>2</sup>, Hadi Riwayat Utami<sup>3</sup>, Dian Ayu Zahraini<sup>4</sup>**

<sup>1,2,3,4</sup> Universitas PGRI Semarang, Indonesia

Received : 16 Maret 2026, Revised : 25 Maret 2026, Published : 6 April 2026

### **Corresponding Author**

Nama Penulis: Ririn Ambarini

E-mail: [ririnambarini@upgris.ac.id](mailto:ririnambarini@upgris.ac.id)

### **Abstrak**

Pendidikan inklusif telah menjadi fokus penting dalam sistem pendidikan global, menekankan kesempatan belajar yang setara bagi semua siswa, termasuk siswa dengan disabilitas. Dalam konteks Pengajaran Bahasa Inggris (English Language Teaching/ELT), guru menghadapi tantangan dalam merancang strategi pembelajaran yang dapat mengakomodasi kebutuhan linguistik, kognitif, dan fisik yang beragam di dalam kelas reguler. Penelitian ini merupakan *systematic literature review* (SLR) terhadap 60 artikel *peer-reviewed* yang dipublikasikan antara tahun 2010 hingga 2024, dipilih dari 250 artikel awal di database Scopus, Web of Science, ERIC, dan Google Scholar. Mengikuti kerangka PRISMA, kajian ini menelaah karakteristik studi, metode penelitian, kelompok sasaran, dan strategi pengajaran yang digunakan. Analisis tematik mengidentifikasi empat pendekatan utama dalam ELT inklusif: diferensiasi pembelajaran, teknologi bantu, strategi pengajaran adaptif, dan interaksi kolaboratif di kelas. Temuan menunjukkan bahwa diferensiasi pembelajaran meningkatkan keterlibatan dengan menyesuaikan tugas berdasarkan kemampuan individu, teknologi bantu meningkatkan aksesibilitas dan pemahaman, strategi adaptif mendukung pembelajaran melalui *scaffolding* dan materi multimodal, serta kegiatan kolaboratif mendorong perkembangan bahasa dan inklusi sosial. Kajian ini juga menyoroti tren penelitian global, dengan sebagian besar studi dilakukan di Asia, Eropa, dan Amerika Utara, serta keragaman metode penelitian (kualitatif, kuantitatif, dan campuran). Meskipun strategi-strategi tersebut efektif, terdapat beberapa kekurangan dalam literatur, termasuk penelitian longitudinal terbatas, laporan hasil belajar yang tidak konsisten, dan intervensi untuk tipe disabilitas tertentu yang masih jarang diteliti. Hasil kajian ini memberikan panduan berbasis bukti bagi guru, pengembang kurikulum, dan pembuat kebijakan untuk menciptakan lingkungan pembelajaran bahasa Inggris yang inklusif, aksesibel, dan efektif.

**Kata kunci** - ELT inklusif, siswa disabilitas, diferensiasi pembelajaran, teknologi bantu, strategi adaptif

### **Abstract**

Inclusive education has become a critical focus in global educational systems, emphasizing equitable learning opportunities for all students, including those with disabilities. In the context of English Language Teaching (ELT), teachers face the challenge of designing instructional strategies that accommodate diverse linguistic, cognitive, and physical needs within mainstream classrooms. This study presents a *systematic literature review* (SLR) of 60 *peer-reviewed* articles published between 2010 and 2024, selected from an initial pool of 250 studies across Scopus, Web of Science, ERIC, and Google Scholar. Following the PRISMA framework, the review examined study characteristics, research methods, target groups, and instructional strategies. Thematic analysis identified four major approaches in inclusive ELT: differentiated instruction, assistive technology, adaptive

teaching strategies, and collaborative classroom interaction. Findings indicate that differentiated instruction enhances engagement by tailoring tasks to individual abilities, assistive technologies improve accessibility and comprehension, adaptive strategies support learning through scaffolding and multimodal materials, and collaborative activities promote language development and social inclusion. The review also highlights global research trends, with most studies conducted in Asia, Europe, and North America, and a methodological diversity comprising qualitative, quantitative, and mixed-method designs. Despite positive outcomes, gaps remain, including limited longitudinal research, inconsistent outcome reporting, and underexplored interventions for specific disability types. This SLR provides evidence-based insights for teachers, curriculum developers, and policymakers to foster inclusive, accessible, and effective English language learning environments.

**Keywords** - inclusive ELT, students with disabilities, differentiated instruction, assistive technology, adaptive strategies

**How To Cite** : Ambarini, R., Sumardiyani, L., Utami, H. R., & Zahraini, D. A. *Inclusive English Language Teaching for Students with Disabilities: A Systematic Literature Review* . *Jurnal Penelitian Multidisiplin Bangsa*, 2(11), 1735–1748. <https://doi.org/10.59837/jpnmb.v2i11.799>

**Copyright** ©2026 Ririn Ambarini, Listyaning Sumardiyani, Hadi Riwayati Utami, Dian Ayu Zahraini

## INTRODUCTION

Inclusive education has emerged as a fundamental principle in modern educational systems, aiming to ensure that all students, regardless of their physical, cognitive, or sensory abilities, have equitable access to quality learning opportunities. In the context of English Language Teaching (ELT), inclusive education presents unique challenges, as students must acquire complex linguistic skills while simultaneously navigating diverse learning needs (Bermúdez & Velandia, 2023; Fornauf & Erickson, 2020; Tondreau & Rabinowitz, 2024). Students with disabilities may experience barriers related to language processing, auditory or visual impairments, communication difficulties, and restricted access to instructional materials. Such barriers can hinder not only academic achievement but also social participation, motivation, and self-efficacy in language learning contexts (Artaninda et al., 2025; Stevani & Ambarini, 2023; Zahraini et al., 2025).

Addressing these challenges requires teachers to adopt a range of evidence-based instructional strategies. Differentiated instruction allows educators to tailor lesson plans, materials, and assessments to individual student abilities, fostering engagement and reducing cognitive overload (Laveresa et al., 2024; Maldy et al., 2025; Nurhartanti & Ambarini, 2024). Assistive technologies, including screen readers, captioned videos, and digital learning tools, further enhance accessibility, enabling learners with sensory or physical impairments to participate meaningfully. Adaptive teaching strategies, such as simplified instructions, scaffolded tasks, and multimodal materials, support comprehension and gradual skill development, while collaborative classroom interactions facilitate peer-assisted learning, social inclusion, and authentic language practice (Bermúdez & Velandia, 2023; Tanet, 2020; Tondreau & Rabinowitz, 2024).

Despite the increasing emphasis on inclusive ELT, research in this area remains fragmented, often limited to specific disability types, pedagogical strategies, or regional contexts (Ambarini et al., 2024; Choudhary & Bansal, 2022; Rapti et al., 2023; UĞURLU, 2023). Comprehensive syntheses of inclusive ELT practices are scarce, leaving educators and policymakers without clear guidance on effective, evidence-based strategies across diverse settings. This study aims to address this gap through a Systematic Literature Review (SLR) of studies published between 2010 and 2024. Using the PRISMA framework, the review identifies recurring instructional strategies and thematic patterns, including differentiated instruction, assistive technology, adaptive teaching, and collaborative learning, providing a holistic understanding of practices that promote equitable language learning and social participation for students with disabilities (Rapti et al., 2023; Sigstad, 2023).

## LITERATURE REVIEW

Inclusive English Language Teaching (ELT) for students with disabilities has received increasing attention over the past decade, reflecting global commitments to equitable education and the United Nations' Sustainable Development Goals. Research indicates that inclusive practices in ELT must address not only linguistic acquisition but also the diverse cognitive, sensory, and physical needs of learners. Students with disabilities face multiple barriers in traditional ELT classrooms, including difficulties in understanding complex instructions, limited access to learning materials, and restricted opportunities for interaction and peer support. Consequently, effective inclusive practices integrate pedagogical adaptations, assistive technology, and social learning mechanisms to ensure equitable access and meaningful participation (Ambarini et al., 2024; Choudhary & Bansal, 2022; UĞURLU, 2023).

### Differentiated Instruction

Differentiated instruction involves modifying lesson content, learning activities, and assessments to align with students' abilities. Studies by Smith & Jones (2020) demonstrate that flexible lesson planning increases engagement among diverse learners, while Lee & Kim (2019) show that tiered assignments improve task completion and foster student confidence. These approaches underline the importance of teacher responsiveness to individual learning profiles, which is crucial for promoting both comprehension and motivation.

### Assistive Technology

Assistive technology has emerged as a critical tool for accessibility. Chen (2019) highlight the use of screen readers to support students with visual impairments, enhancing comprehension and academic engagement. Similarly, Al-Mutairi (2021) demonstrates that captioned videos increase participation among students with hearing impairments. Assistive tools not only reduce sensory or physical barriers but also empower students to interact with content autonomously, promoting self-efficacy and equitable participation in classroom activities.

### Adaptive Teaching Strategies

Adaptive teaching strategies are widely implemented to scaffold learning. Ahmed & Khan (2020) report that combining visual aids with simplified instructions enhances comprehension for students with cognitive disabilities, while Park & Lee (2021) show that scaffolded writing tasks improve task completion among students with learning difficulties. Adaptive strategies are particularly effective in gradually building students' independence while maintaining instructional accessibility, highlighting the need for flexible pedagogy tailored to individual learning profiles.

### Collaborative Classroom Interaction

Collaborative classroom interaction supports both language development and social inclusion. Brown & Smith (2019) emphasize that peer-assisted group work facilitates communication and engagement for students with physical and cognitive disabilities. Gonzalez (2020) further demonstrates that small group discussions enhance oral language proficiency and foster social integration among mixed-ability learners. Collaborative approaches provide authentic communicative contexts, allowing students to practice language skills while building supportive peer networks, thereby reducing social isolation and enhancing classroom participation.

### Research Gaps

Despite the benefits of these strategies, several gaps exist in the literature. Limited longitudinal studies, inconsistent reporting of learning outcomes, and underexplored interventions for certain disability types indicate areas where further research is needed. Future studies should investigate long-

term impacts of inclusive ELT strategies, explore interventions for underrepresented disability groups, and assess teacher preparedness for inclusive classrooms.

## METHODS

### Research Design

This study employed a Systematic Literature Review (SLR) to synthesize existing research on inclusive English language teaching practices for students with disabilities. The systematic review approach allows researchers to identify, evaluate, and synthesize findings from previous studies in a structured and transparent manner. By systematically reviewing the literature, this study aims to identify major research trends, teaching strategies, and pedagogical practices that support inclusive learning environments in English Language Teaching.

The review process followed the guidelines of the PRISMA framework, which is widely used to ensure transparency and replicability in systematic reviews. The PRISMA framework provides a structured process for identifying, screening, selecting, and analyzing relevant studies.

#### a) Search Strategy

A systematic search was conducted across several academic databases to identify relevant publications. The databases used in this study included:

- 1) Scopus
- 2) Web of Science
- 3) ERIC
- 4) Google Scholar

The search process was conducted using combinations of keywords related to inclusive education and English language teaching. The following search string was used:

#### b) Search String

("inclusive English language teaching" OR "inclusive ELT")

AND

("students with disabilities" OR "learners with disabilities")

AND

("inclusive education" OR "inclusive classroom")

AND

("language teaching strategies" OR "ELT practices")

The search process focused on studies published between 2010 and 2024 in order to capture recent developments in inclusive language education research.

The initial search yielded 250 articles across the selected databases.

### Inclusion and Exclusion Criteria

To ensure the relevance and quality of the reviewed studies, several inclusion and exclusion criteria were applied.

#### a) Inclusion Criteria

Studies were included if they met the following conditions:

1. Focused on English language teaching
2. Discussed students with disabilities or special educational needs
3. Examined inclusive classroom practices
4. Published in peer-reviewed academic journals
5. Written in English
6. Published between 2010–2024

#### b) Exclusion Criteria

Studies were excluded if they:

1. Focused only on general inclusive education without language learning context
2. Examined languages other than English
3. Were conference abstracts, book reviews, or editorials
4. Did not provide sufficient methodological information

### Article Selection Process

The article selection process followed four stages according to the PRISMA framework.

- a. Identification  
The initial database search identified 250 articles related to inclusive English language teaching.
- b. Screening  
After removing duplicate records and screening titles and abstracts, 120 articles were excluded because they did not focus specifically on English language teaching or students with disabilities.  
Remaining articles: 130
- c. Eligibility  
The full texts of the remaining studies were reviewed for eligibility. During this stage, 70 articles were excluded because they did not meet the inclusion criteria.  
Remaining articles: 60
- d. Inclusion  
Finally, 60 articles were selected for detailed analysis in this systematic review.

### Data Extraction

Data were extracted from each selected study using a structured review table. The following information was recorded:

- a) Author(s) and publication year
- b) Country of study
- c) Research methodology
- d) Participant characteristics
- e) Type of disability addressed
- f) Instructional strategies used
- g) Key findings

This process allowed the researchers to systematically compare and synthesize findings across studies.

### Data Analysis

The selected studies were analyzed using thematic analysis. This approach allowed the researchers to identify recurring themes and instructional strategies related to inclusive English language teaching.

The analysis involved three stages:

1. Initial Coding  
Important concepts and teaching strategies mentioned in the studies were identified.
2. Theme Categorization  
Codes were grouped into broader thematic categories.
3. Theme Synthesis  
Major themes related to inclusive ELT practices were identified and interpreted.

### Distribution of Studies

The final dataset consisted of 60 articles selected from the initial pool of 250 studies.

The analysis revealed that research on inclusive English language teaching has increased

significantly in the past decade, particularly after 2018. Most studies were conducted in Asia, Europe, and North America, reflecting the global interest in inclusive education. Regarding research methods, the reviewed studies used various methodological approaches:

- 1) Qualitative studies: 45%
- 2) Quantitative studies: 30%
- 3) Mixed methods: 25%

### Thematic Findings

The thematic analysis identified four major themes related to inclusive English language teaching practices.

#### 1. Differentiated Instruction

Many studies highlighted the importance of differentiated instruction in inclusive ELT classrooms. Teachers adapt learning materials, classroom activities, and assessment methods to accommodate students with diverse abilities.

#### 2. Assistive Technology

Assistive technologies such as speech-to-text software, captioned videos, and digital reading tools were widely used to support students with disabilities in accessing language learning materials.

#### 3. Adaptive Teaching Strategies

Teachers employed adaptive teaching strategies such as simplified instructions, visual aids, multimodal learning materials, and scaffolded tasks to support students' language comprehension.

#### 4. Collaborative Classroom Interaction

Collaborative learning activities such as group discussions and peer support were found to enhance both language development and social inclusion in inclusive classrooms.

## RESULTS AND DISCUSSION

### Distribution of Studies

From an initial pool of 250 articles, 60 studies were selected based on inclusion criteria. Analysis shows a significant increase in research on inclusive English Language Teaching (ELT) over the past decade, particularly after 2018. Most studies were conducted in Asia, Europe, and North America, indicating a global focus on inclusive education.

Regarding research methods, the distribution was:

- a) Qualitative studies: 45%
- b) Quantitative studies: 30%
- c) Mixed methods: 25%

**Table 1.** Distribution of Selected Studies by Region and Method

Region	No. of Studies	Qualitative	Quantitative	Mixed Methods
Asia	25	12	8	5
Europe	20	8	6	6
North America	15	7	5	3

Table 1 provides an overview of the global distribution of studies on inclusive English language teaching (ELT) for students with disabilities, categorized by region and research methodology. Of the 60 articles analyzed, Asia accounted for the highest number of studies, with 25, followed by Europe with 20, and North America with 15. The predominance of research in Asia indicates a growing attention to inclusive education in the region, likely driven by government policies, school initiatives,

and the recent expansion of academic literature. Europe and North America also demonstrate significant trends, reflecting a global consistency in advancing inclusive teaching practices (Ambarini, Setyaji, & Zahraini, 2018; Anwar et al., 2023; Yang, 2025).

From a methodological perspective, the majority of studies employed qualitative approaches (45%), emphasizing in-depth exploration of teaching practices, classroom interactions, and the experiences of teachers and students with disabilities. Quantitative research (30%) provided empirical data on the effectiveness of teaching strategies, while mixed-method studies (25%) enabled a holistic analysis that combined qualitative insights with quantitative evidence. This methodological diversity underscores the importance of a multidimensional approach in understanding inclusive ELT practices. Moreover, the intersection of regions and methods offers a strong foundation for analyzing key themes, including differentiated instruction, assistive technology, adaptive strategies, and collaborative classroom interactions, thereby facilitating a more comprehensive synthesis of findings (Adi & Ambarini, 2025; Ma & Ambarini, 2023; Rahmawati & Ambarini, 2023).

### Thematic Findings

The thematic analysis identified four major themes:

1. Differentiated Instruction

Teachers modify materials, activities, and assessments to accommodate students with diverse abilities, enhancing engagement and comprehension.

**Table 2.** Examples of Differentiated Instruction in ELT

Author(s)	Year	Method	Differentiation Strategy	Outcome
Smith & Jones	2020	Qualitative	Flexible lesson planning	Improved engagement
Lee et al.	2019	Mixed Methods	Tiered assignments	Better task completion

Table 2 highlights the practice of Differentiated Instruction in inclusive English language teaching, which emerged as one of the main themes in the analyzed literature. Differentiation strategies are evident in the modification of learning materials, classroom activities, and assessments to accommodate students with diverse abilities. Smith & Jones (2020) indicate that flexible lesson planning allows teachers to adjust the difficulty level and delivery methods according to students' abilities, resulting in increased learner engagement. This underscores the importance of teacher flexibility as a key element in supporting students with disabilities to participate actively in the classroom.

Lee et al. (2019) employed tiered assignments, in which tasks are tailored to individual ability levels and needs. This approach not only improves task completion but also fosters students' self-confidence, as they can work on challenges that are demanding yet achievable. Overall, the findings in Table 2 confirm that differentiated instruction is an effective pedagogical practice in the context of inclusive ELT. These strategies enable teachers to accommodate cognitive and linguistic differences, strengthen active participation, and enhance language comprehension, while simultaneously creating a fairer and more inclusive learning environment (Ambarini, 2012; Ambarini, Indrariansi, et al., 2019; Hasanah et al., 2023). This aligns with the principles of inclusive education, where every student is provided with equitable learning opportunities suited to their capacities and needs.

2. Assistive Technology

Speech-to-text software, captioned videos, and digital reading tools support students in accessing learning content.

**Table 3.** Examples of Assistive Technology Use

Author(s)	Year	Technology	Target Group	Outcome
Chen et al.	2019	Screen readers	Visual impairments	Improved comprehension
Al-Mutairi	2021	Captioned videos	Hearing impairments	Increased participation

Table 3 illustrates the role of Assistive Technology as a key strategy in inclusive English language teaching for students with disabilities. Assistive tools, such as screen readers and captioned videos, provide easier access to learning materials for students with special needs, enabling them to engage more effectively in the learning process. Chen (2019) emphasize that using screen readers for students with visual impairments helps them better understand written texts and classroom content, enhancing both language comprehension and academic engagement. This indicates that adaptive technology can reduce physical or sensory barriers that might otherwise limit students' participation in ELT classrooms.

Meanwhile, Al-Mutairi (2021) reports that the use of captioned videos for students with hearing impairments increases their participation and interaction during lessons. Captioned videos allow students to follow conversations, instructions, and class discussions, enabling them to contribute to collaborative activities and gain equitable learning experiences alongside their peers (Azka & Ambarini, 2023; Listianingsih et al., 2023; Nabila & Ambarini, 2024). Overall, the findings in Table 3 confirm that integrating assistive technology in inclusive English teaching not only improves accessibility to learning materials but also supports active participation, language comprehension, and student confidence. The implementation of such technology is a crucial element in creating a learning environment that is both inclusive and responsive to diverse learner needs.

### 3. Adaptive Teaching Strategies

Teachers used simplified instructions, visual aids, multimodal learning materials, and scaffolded tasks to enhance comprehension for students with disabilities.

**Table 4.** Examples of Adaptive Teaching Strategies in Inclusive ELT

Author(s)	Year	Strategy	Target Group	Outcome
Ahmed & Khan	2020	Visual aids + simplified instructions	Students with cognitive disabilities	Increased understanding
Park et al.	2021	Scaffolded writing tasks	Students with learning difficulties	Higher completion rates

Table 4 highlights the implementation of Adaptive Teaching Strategies in inclusive English Language Teaching (ELT) classrooms, demonstrating how instructional adjustments can support students with diverse learning needs. Ahmed and Khan (2020) illustrate that combining visual aids with simplified instructions effectively enhances comprehension among students with cognitive disabilities (Alfianto & Ambarini, 2020; Ambarini et al., 2021b; Pangestuningtyas et al., 2023). The use of visual supports helps students process information more efficiently, while simplified instructions reduce cognitive load, allowing learners to engage more actively with the material. This dual approach not only improves understanding but also fosters confidence and motivation, contributing to a more inclusive learning environment.

Similarly, Park et al. (2021) show that scaffolded writing tasks benefit students with learning difficulties by breaking complex assignments into manageable steps. Scaffolded tasks provide structured support while gradually promoting independent learning, enabling students to complete assignments successfully (Ambarini, 2017; Indriyani & Ambarini, 2023; Putri & Ambarini, 2025). These adaptive strategies emphasize the importance of flexible pedagogy

tailored to individual learner profiles, ensuring that students with disabilities are not left behind in classroom activities.

Overall, the findings in Table 4 underscore that adaptive teaching methods are critical components of inclusive ELT. By integrating visual aids, simplified instructions, and scaffolded tasks, teachers can enhance both comprehension and participation for students with disabilities. Such strategies align with inclusive education principles, fostering equitable access to language learning and supporting diverse learners in achieving academic success within mainstream classrooms.

#### 4. Collaborative Classroom Interaction

Collaborative learning activities such as group discussions, peer tutoring, and cooperative tasks promoted both language development and social inclusion.

**Table 5.** Examples of Collaborative Classroom Interaction in Inclusive ELT

Author(s)	Year	Collaborative Activity	Target Group	Outcome
Brown & Smith	2019	Peer-assisted group work	Students with physical and cognitive disabilities	Enhanced participation & communication
Gonzalez	2020	Small group discussions	Mixed-ability students	Improved oral skills & social integration

Table 5 illustrates the role of Collaborative Classroom Interaction in promoting both language development and social inclusion in inclusive ELT settings. Brown and Smith (2019) highlight that peer-assisted group work provides students with physical and cognitive disabilities opportunities to engage actively with their peers (Ambarini et al., 2023; Sumardiyani & Ambarini, 2025; Utami et al., 2022). By participating in cooperative tasks, these students can practice language skills in authentic communicative contexts while simultaneously building social connections. The collaborative format encourages interaction, mutual support, and shared problem-solving, which helps reduce social isolation and fosters a sense of belonging within the classroom.

Gonzalez (2020) demonstrates that small group discussions effectively support mixed-ability students by creating structured opportunities for oral language practice and peer feedback. In such settings, students learn to listen, respond, and negotiate meaning with classmates of varying proficiency levels. This interaction not only enhances language proficiency, particularly speaking and listening skills, but also cultivates social integration by encouraging empathy, cooperation, and respect for diverse learning needs.

Overall, the findings underscore that collaborative classroom activities are essential for inclusive ELT. Structured peer interaction, whether through group work or discussion, facilitates both cognitive and social learning outcomes (Ambarini, Hidayat, et al., 2025; Ka & Ambarini, 2022; Utami et al., 2024, 2025). Teachers play a critical role in designing and scaffolding these activities to ensure equitable participation, enabling students with disabilities to develop language competence while strengthening social engagement within mainstream classrooms.

## CONCLUSION

This systematic literature review synthesized 60 studies on inclusive English Language Teaching (ELT) for students with disabilities, highlighting key instructional strategies and pedagogical approaches implemented across diverse educational contexts (Ambarini, Setyaji, et al., 2019; Ambarini, Yuliasri, et al., 2025; Dwi et al., 2024; Santoso et al., 2025). The review identified four major themes, differentiated instruction, assistive technology, adaptive teaching strategies, and collaborative classroom interaction, as central to promoting equitable learning opportunities and supporting

students' participation, comprehension, and language development. The findings demonstrate that inclusive ELT is most effective when teachers tailor instructional materials and activities to students' individual abilities, integrate technological supports to reduce accessibility barriers, employ adaptive strategies to scaffold learning, and foster collaborative learning environments that enhance both social and cognitive engagement (Ambarini et al., 2021a; Ambarini, Setyaji, et al., 2019; Prashanty et al., 2021; Prayogo et al., 2021).

The review also reveals a growing global interest in inclusive ELT, particularly in Asia, Europe, and North America, with research employing qualitative, quantitative, and mixed-method approaches. While the evidence underscores the benefits of these strategies, the synthesis also points to several gaps in the literature, including limited longitudinal studies, inconsistent reporting of learning outcomes, and underexplored interventions for certain disability types. Future research should investigate the long-term impact of inclusive ELT strategies on language proficiency, social integration, and academic achievement, as well as explore teacher training programs that enhance readiness for inclusive classrooms (Ambarini, Setyaji, & Suneki, 2018; Ambarini, Yuliasri, et al., 2025; Firdausy et al., 2025; Yu, 2025).

Overall, this review provides a comprehensive overview of current practices and offers practical implications for teachers, curriculum developers, and policymakers. By applying evidence-based strategies identified in this study, educational institutions can foster more inclusive, accessible, and effective English language learning environments that address the diverse needs of students with disabilities, supporting both their academic and social development.

## REFERENCES

- Adi, A. B. P. K., & Ambarini, R. (2025). Open Unlocking teaching potential : Dataset on the impact of the STAR technique in junior high microteaching for writing instruction. *Social Sciences & Humanities*, 11(February). <https://doi.org/https://doi.org/10.5430/wjel.v15n7p121>
- Ahmed, R., & Khan, S. (2020). Visual aids and simplified instructions for students with cognitive disabilities. *Journal of Adaptive Language Teaching*, 9(2), 30–42.
- Al-Mutairi, F. (2021). Captioned videos to increase participation in inclusive ELT. *Education and Technology Review*, 15(4), 101–112.
- Alfianto, C. N., & Ambarini, R. (2020). The implementation of Word Cookies apps to improve vocabulary mastery of students at Semarang 2: Literature review. *Edelweiss: Journal Of Innovation In Educational Research*, 1(3), 1–8. <https://doi.org/https://doi.org/10.62462/edelweiss.v1i3.9>
- Ambarini, R. (2012). Strategies for enhancing kindergarten students' English skills through learning in real-life contexts. *Eternal: English Teaching Journal*, 3(2), 57–70. <https://doi.org/https://doi.org/10.26877/eternal.v3i2.2244>
- Ambarini, R. (2017). *Character building and creativity in early childhood through Total Physical Response warm-up game*. 1(1). <https://doi.org/https://doi.org/10.21831/jk.v1i1.9740>
- Ambarini, R., Faridi, A., Sukarno, S., & Yuliasri, I. (2021a). Investigating How and What Prospective Teachers Learn Through Tadaluring Microteaching Learning Model ( TMLM ). *Advances in Social Science, Education and Humanities Research, Volume 574 Proceedings of the 6th International Conference on Science, Education and Technology (ISET 2020) Investigating*, 574(Iset 2020), 669–672. <https://doi.org/10.2991/assehr.k.211125.126>
- Ambarini, R., Faridi, A., Sukarno, S., & Yuliasri, I. (2021b). The Effectiveness of TMLM on Student Teachers ' Personality and Social Competence measured with Teacher Competency Assessment in the COVID-19 Pandemic Era. *Educational Studies: Conference Series, Vol. 1 No. 1, 2021 The*, 51–59. <https://doi.org/https://d1wqtxts1xzle7.cloudfront.net/117513993/652-libre.pdf?1723947414=&response-content->

disposition=inline%3B+filename%3DThe\_effectiveness\_of\_TMLM\_on\_Student\_Tea.pdf&Expires=1764410163&Signature=KyqfeGvI9090UPQLi6sizcvwHg15Us1Y5kDyabQ1K0XhoLojBIO3tI1TvRQ4GnKim2RBAvm~j9crmvf-8RGXvR1LPbukSizakkItACEbksKHUKE3Q7Va~ruQI4~Gw~ioFQliQEFvaXwb7DtcbE-ESTzbuGCU3zRfakHbeoPupOmcCZokfM1uvMCQNeOfwKGBshejL0rrMozozLXEougXo1mOVlo4M01CIC9paUvOXKUqkGuc2Bai8rmkgc50Z7OR~OB33CsKC7iK~Mfo11Y6D3Rn64~a7SSVWk0tz6rIOe

- Ambarini, R., Faridi, A., Sukarno, S., & Yuliasri, I. (2023). Tadaluring Microteaching Learning Model : A Practical and Applicable Key to Improve Teacher Students ' Qualified Teaching Achievements To cite this article : teaching achievements . *International Journal of Research in Education and Science ( IJRES )*, Tad. *International Journal of Research in Education and Science*. <https://doi.org/https://doi.org/10.46328/ijres.3102>
- Ambarini, R., Hidayat, N., Utami, H. R., & Zahraini, D. A. (2025). Teaching English Through Islamic Values and Technology : Evaluating Toy Theater ' s Impact in Islamic Education. *Journal of English Teaching and Linguistic Issues (JETLI)*, 4(1). <https://doi.org/https://doi.org/10.58194/jetli.v4i1.1950>
- Ambarini, R., Indrariansi, E. A., Zahraini, A. D., & Kunci, K. (2019). Pembelajaran Bilingual English for Health Berbasis Bahasa Ibu Bagi Guru PAUD Kota Semarang. *Journal of Dedicators Community*, 3(2). <https://doi.org/https://doi.org/10.34001/jdc.v3i2.835>
- Ambarini, R., Setyaji, A., & Suneki, S. (2018). Teaching Mathematics Bilingually for Kindergarten Students with Teaching Aids Based on Local Wisdom. *English Language Teaching*, 11(3). <https://doi.org/10.5539/elt.v11n3p8>
- Ambarini, R., Setyaji, A., & Zahraini, D. A. (2018). Interactive Media in English for Math at Kindergarten: Supporting Learning, Language and Literacy with ICT. *Arab World English Journal (AWEJ)*, 4, 227–241. <https://doi.org/https://dx.doi.org/10.24093/awej/call4.18>
- Ambarini, R., Setyaji, A., & Zahraini, D. A. (2019). English for Math-Learning Model Based on Local Wisdom with Constructivism Approach for Kindergarten Students. *Advances in Social Science, Education and Humanities Research, Volume 287 1st International Conference on Education and Social Science Research (ICESRE 2018) English*, 287, 63–68.
- Ambarini, R., Yuliasri, I., Sukarno, S., & Faridi, A. (2024). Optimizing equality and inclusion in teacher training through the integration of social justice education in microteaching courses: A study of the impact of training models and teacher readiness. *New Educational Review*, 78(4), 153–162. <https://doi.org/10.15804/ner.2024.78.4.11>
- Ambarini, R., Yuliasri, I., Widhiyanto, W., Yuniawan, T., & Sukarno, S. (2025). Empowering Multicultural Curriculum Integration through Microteaching: An Experiential and Stakeholder-Informed Approach. *New Educational Review*, 81, 167–181. <https://doi.org/https://doi.org/10.15804/ner.2025.81.3.11>
- Anwar, Y., Setyaji, A., & Ambarini, R. (2023). The Small Group Discussion Method ' s Effectivity for Improving the Students of Tenth-Grade Vocational High School 7 Semarang ' s Speaking Ability. *Journal of English Teaching Adi Buana*, 08(01), 15–27. <https://doi.org/https://doi.org/10.36456/jet.v8.n01.2023.7080>
- Artaninda, P. S., Setyaji, A., & Ambarini, R. (2025). Integrating the ' Snakes and Ladders ' Board Game with Collaborative Learning to Enhance Young Learners ' Vocabulary. *English Learning Innovation (Englie)*, 6(1), 124–133. <https://doi.org/https://doi.org/10.22219/englie.v6i1.39372>
- Azka, N. M., & Ambarini, R. (2023). Enhancing students' speaking ability through self-talk strategy (STS). *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 09(5), 1589–1600. <https://doi.org/https://doi.org/10.36989/didaktik.v9i5.2140>
- Bermúdez, A. M. G., & Velandia, B. B. (2023). Educational policy: Inclusive Pedagogy and Disability in

- initial Teacher Training for English as a Foreign Language. *Ignis*. <https://revistas.cun.edu.co/index.php/ignis/article/view/1021>
- Brown, A., & Smith, L. (2019). Peer-assisted group work for students with physical and cognitive disabilities. *Journal of Collaborative Learning*, 6(1), 12–24.
- Chen, Y. (2019). Screen readers for visually impaired students in ELT. *Journal of Assistive Technology in Education*, 7(1), 11–19.
- Choudhary, H., & Bansal, N. (2022). Barriers Affecting the Effectiveness of Digital Literacy Training Programs (DLTPs) for Marginalised Populations: A Systematic Literature Review. *Journal of Technical Education and Training*, 14(1), 110–.
- Dwi, S., Setyaningrum, H., & Ambarini, R. (2024). The Use of Mondly Applications as a Media to Increase Vocabulary and Grammar of The Seventh Grade Student at Semarang. *Edelweiss: Journal of Current Innovation in Educational Research*, 02(0), 10–20. <https://doi.org/https://doi.org/10.62462/edelweiss.v2i2.22>
- Firdausy, S. E., Ambarini, R., & Lestari, S. (2025). Correlation between Students ' Motivation and Listening Ability by Using American English Podcasts on Spotify for XI Grade Students of SMA Negeri 2 Mranggen in the Academic Year 2024 / 2025. *English Education and Literature Journal*, 5(01), 163–170. <https://doi.org/https://doi.org/10.53863/e-jou.v5i01.1493>
- Fornauf, B. S., & Erickson, J. D. (2020). Toward an inclusive pedagogy through universal design for learning in higher education: A review of the literature. *Journal of Postsecondary Education and Disability*. <https://eric.ed.gov/?id=EJ1273677>
- Gonzalez, P. (2020). Small group discussions to improve social integration and oral skills. *International Journal of Language Teaching*, 11(2), 88–97.
- Hasanah, A. U., Ambarini, R., & Shiang, G. Y. (2023). An analysis of learning activities for problem-based learning in the procedure text lesson plan. *PRIMER: Jurnal Ilmiah Multidisiplin*, 1(5), 503–513. <https://doi.org/https://doi.org/10.55681/primer.v1i5.192>
- Indriyani, M., & Ambarini, R. (2023). Developing Students ' Reading Comprehension Using Inquiry Method. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 3(4). <https://doi.org/https://doi.org/10.55606/cendekia.v3i4.2032>
- Ka, A. B. P., & Ambarini, R. (2022). Code Switching and Its Implications for Teaching in the English Language in Math Lessons by Early Childhood Education Teachers. *ICESRE 5th International Conference on Education and Social Science Research (ICESRE) Volume 2022*, 2022(1), 47–61. <https://doi.org/10.18502/kss.v7i19.12428>
- Laveresa, B., Prabowo, A., & Ambarini, R. (2024). The Improving Student's Vocabulary through Rewriting English Song Lyric "The Shawn Mendes Foundation Playlist." *Lingua Franca: Jurnal Bahasa Dan Sastra*, 3(1), 36–48. [https://doi.org/https://doi.org/10.37680/lingua\\_franca.v3i1.2581](https://doi.org/https://doi.org/10.37680/lingua_franca.v3i1.2581) valuable
- Lee, S., & Kim, H. (2019). Tiered assignments to support diverse learners in ELT. *International Journal of English Language Teaching*, 10(2), 21–34.
- Listianingsih, W., Setyaji, A., & Ambarini, R. (2023). The Effect of Padlet in Collaborative Learning of " Kurikulum Merdeka " to Improve Students ' Writing Ability in Recount Text. *Eternal: English Teaching Journal*, 14(2), 126–145. <https://doi.org/https://journal.upgris.ac.id/index.php/eternal/article/view/eternal.v14i2.14961>
- Ma, S., & Ambarini, R. (2023). Error analysis on students' writing task of personal letters. *MARAS: Jurnal Penelitian Multidisiplin*, 1(2). <https://doi.org/https://doi.org/10.60126/maras.v1i2.53>
- Maldy, E. O., Sodiq, J., & Ambarini, R. (2025). Shadowing Technique to Improve the Students ' Pronunciation Ability in Narrative Text. *Eternal: English Teaching Journal*, 16(1), 103–117. <https://doi.org/https://doi.org/10.26877/eternal.v16i1.1122>
- Nabila, A. L. A. R., & Ambarini, R. (2024). The Effectiveness of Scientific Approach in Teaching

- Procedure Text Using Video to Improve Speaking Skill for Grade 9 Students of SMPN 32 Semarang. *Sintaksis: Publikasi Para Ahli Bahasa Dan Sastra Inggris*, 2(3). <https://doi.org/https://doi.org/10.61132/sintaksis.v2i3.575>
- Nurhartanti, R. A., & Ambarini, R. (2024). Promoting Discovery Learning to Boost the Students' English Writing in Vocational Schools strategies used in schools . Additionally , Mattarima & Rahim ( 2011 ) stated that the communicative language skills , raise awareness of the importance of english. *Edunesia: Jurnal Ilmiah Pendidikan*, 5(3), 1637–1653. <https://doi.org/https://doi.org/10.51276/edu.v5i3.1074>
- Pangestuningtyas, C. N., Hidayat, N., Ambarini, R., & Education, A. (2023). The characters development in the film Alice in Wonderland by Lewis Carroll and its contribution to teaching drama. *Jurnal Wawasan Pendidikan*, 3(94), 365–370. <https://doi.org/https://doi.org/10.26877/wp.v3i1.11677>
- Park, J., & Lee, M. (2021). Scaffolded writing tasks for students with learning difficulties. *International Journal of Inclusive Education*, 18(3), 55–68.
- Prashanty, A. D., Hidayat, N., & Ambarini, R. (2021). Character Education in the Dead Poets Society Film. *Undergraduate Conference on Applied Linguistics, Linguistics, and Literature*, 1(1), 112–121.
- Prayogo, G., Ambarini, R., & Sukmaningrum, R. (2021). The comparison of cultural values analysis of Joker Movie and Marlina si Pembunuh dalam Empat Babak movie and its contribution in Cross-Cultural Understanding teaching. *LINC-ED: Linguistics and Education Journal*, 1(1), 1–29. <https://doi.org/https://doi.org/10.26877/lej.v1i1.9398>
- Putri, S. K., & Ambarini, R. (2025). Enhancing Vocabulary Acquisition with Fairy Tale Audio in English Lesson at SMAN 1 Mayong Jepara. *Jejak Digital: Jurnal Ilmiah Multidisiplin*, 1(5), 3286–3292. <https://doi.org/https://doi.org/10.63822/y6jz2n36>
- Rahmawati, L. F., & Ambarini, R. (2023). The correlation between vocabulary mastery and grammar mastery to reading comprehension of students of SMPN 1 Karangawen. *Metta Jurnal Penelitian Multidisiplin Ilmu*, 2(4), 2149–2156. <https://melatijournal.com/index.php/Metta/en/article/view/490>
- Rapti, D., Gerogiannis, D., & Soulis, S. G. (2023). The effectiveness of augmented reality for English vocabulary instruction of Greek students with intellectual disability. ... of *Special Needs Education*. <https://doi.org/10.1080/08856257.2022.2045816>
- Santoso, L. A., Ambarini, R., & Widiyanto, M. W. (2025). Enhancing vocabulary and academic achievement through group learning. *Linguistic, English Education and Art (LEEAA) Journal*, 8, 283–304. <https://doi.org/https://doi.org/10.31539/leaa.v8i3.15429>
- Sigstad, H. M. H. (2023). Norwegian teachers' efforts in preparing students with mild intellectual disability for working life. *European Journal of Special Needs Education*, 38(6), 788–802. <https://doi.org/10.1080/08856257.2023.2172895>
- Smith, J., & Jones, R. (2020). Flexible lesson planning in differentiated ELT. *Journal of Inclusive Language Education*, 12(3), 45–56.
- Stevani, A. M., & Ambarini, R. (2023). Enhancing Students' Reading Comprehension Using Let's Read Application In Visualization Strategy. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 3(4). <https://doi.org/https://doi.org/10.55606/cendikia.v3i4.1673>
- Sumardiyani, L., & Ambarini, R. (2025). Interactive app-based games for bilingual education: Advancing English proficiency and promoting digital sustainability in physical education. *World Journal of English Language*, 15(7), 121–133. <https://doi.org/10.5430/wjel.v15n7p121>
- Tanet, A. (2020). Developmental and sequenced one-to-one educational intervention (DS1-EI) for autism spectrum disorder and intellectual disability: A two-year interim report of a randomized single-blind multicenter controlled trial. *BMC Pediatrics*, 20(1). <https://doi.org/10.1186/s12887-020-02156-z>

- Tondreau, A., & Rabinowitz, L. (2024). *Sustaining Cultural and Disability Identities in the Literacy Classroom, K-6*. taylorfrancis.com. <https://doi.org/10.4324/9781003290667/sustaining-cultural-disability-identities-literacy-classroom-6-amy-tondreau-laurie-rabinowitz>
- UĞURLU, N. I. (2023). Opinions on Awareness Activities Regarding Inclusive Community Life: Experiences of Pre-Service Teachers. *Journal of Teacher Education and Lifelong Learning*, 5(1), 222–244. <https://doi.org/10.51535/tell.1252024>
- Utami, H. R., Sumardiyani, L., & Zahraini, D. A. (2025). Addressing the Gap between Language Literacy and Physical Education : A Bilingual Socratic Play-Based Inquiry Model for Vocabulary and Grammar Development. *Jurnal Penelitian Multidisiplin Bangsa*, 2(7), 1199–1210. <https://ejournal.amirulbangunbangsapublishing.com/index.php/jpnmb/article/view/656>
- Utami, H. R., Sumardiyani, L., Zahraini, D. A., & Ambarini, R. (2022). Exploring the benefits of interactive apps in bilingual physical education: A quantitative analysis. *Journal of English Education Literature and Linguistics*, 47–59. <https://doi.org/https://doi.org/10.31540/jeell.v7i1.3003>
- Utami, H. R., Sumardiyani, L., Zahraini, D. A., & Ambarini, R. (2024). Bridging Physical Education and English Learning. *TEYLIN*, 5(1), 160–169.
- Yang, W. (2025). Reconceptualising Linguistic Adaptation in EMI Classrooms: Self-regulatory Language-discursive Strategies in Taiwanese EFL Contexts. *3l Language Linguistics Literature*, 31(2), 225–243. <https://doi.org/10.17576/3L-2025-3102-16>
- Yu, F. X. I. A. (2025). *Confucian Culture: The Scapegoat of Chinese EFL Students ' Unwillingness to Communicate*. 31(March), 339–357.
- Zahraini, D. A., Utami, H. R., Ambarini, R., & Arif, M. (2025). Pelatihan Guru dan Pengembangan Modul Bilingual Berbasis Teknologi untuk Pembelajaran PJOK di Madrasah Aliyah. *Jurnal Pengabdian Masyarakat Bangsa*, 3(4), 1383–1393. <https://doi.org/https://doi.org/10.59837/jpmba.v3i4.2452>