

Bilingual Language Learning in Inclusive Vocational Classrooms: A Linguistic Perspective on Students with Special Educational Needs

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Abstrak

Pendidikan inklusif menjadi salah satu pendekatan penting untuk memastikan kesempatan belajar yang setara bagi seluruh siswa, termasuk siswa dengan kebutuhan pendidikan khusus. Dalam konteks pendidikan vokasi, di mana siswa tidak hanya mengembangkan kompetensi akademik tetapi juga keterampilan praktis, pembelajaran bahasa yang efektif memiliki peran yang sangat penting, terutama dalam lingkungan pembelajaran bilingual. Penelitian ini mengeksplorasi pembelajaran bahasa bilingual di kelas vokasi inklusif dari perspektif linguistik, dengan menyoroti bagaimana praktik pembelajaran bahasa dapat mendukung siswa dengan kebutuhan pendidikan khusus sekaligus tetap mendorong perkembangan bahasa bagi seluruh siswa. Penelitian ini menelaah berbagai strategi linguistik dalam pembelajaran bahasa Inggris bilingual, seperti scaffolding bahasa, penyederhanaan input linguistik, serta interaksi kelas yang komunikatif untuk membantu siswa dengan beragam profil pembelajaran memahami materi dan berpartisipasi secara aktif. Dengan mengintegrasikan perspektif pendidikan bilingual dan pedagogi inklusif, penelitian ini menunjukkan bahwa pembelajaran bahasa dapat dirancang secara adaptif untuk mengakomodasi keragaman kemampuan kognitif dan linguistik siswa tanpa memisahkan mereka dalam proses pembelajaran. Temuan penelitian ini menekankan pentingnya interaksi kelas yang inklusif, peran guru dalam memediasi proses pembelajaran bahasa, serta dukungan linguistik yang terstruktur untuk menciptakan pengalaman belajar bilingual yang lebih bermakna. Studi ini memberikan kontribusi pada pengembangan pendidikan bahasa yang lebih inklusif dalam konteks pendidikan vokasi.

Kata kunci - pembelajaran bahasa bilingual, pendidikan inklusif, pendidikan vokasi, kebutuhan pendidikan khusus, linguistik terapan

Abstract

Inclusive education has become an important approach to ensuring equitable learning opportunities for students with diverse abilities, including those with special educational needs. In vocational education contexts, where students develop both academic and practical competencies, effective language instruction is essential, particularly for bilingual learning environments. This study explores bilingual language learning in inclusive vocational classrooms from a linguistic perspective, focusing on how instructional practices can support students with special educational needs while maintaining effective language development for all learners. The study examines linguistic strategies used in bilingual English learning, including scaffolding, simplified input, and interactive classroom discourse that facilitate comprehension and participation among students with varying learning profiles. By integrating insights from bilingual education and inclusive pedagogy, the research highlights how language instruction can be adapted to accommodate diverse cognitive and linguistic needs without

segregating students in the learning process. The findings emphasize the role of inclusive classroom interaction, teacher mediation, and structured linguistic support in promoting meaningful bilingual learning experiences. This study contributes to the discussion on inclusive language education by proposing a linguistic perspective that bridges bilingual learning practices with inclusive vocational education, offering implications for educators and curriculum designers seeking to develop more accessible and supportive language learning environments.

Keywords - bilingual language learning, inclusive education, vocational education, special educational needs, applied linguistics

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INTRODUCTION

Inclusive education has increasingly become a central concern in contemporary educational systems, aiming to ensure equitable access to learning opportunities for students with diverse abilities and backgrounds. The principle of inclusion emphasizes that all learners, including those with special educational needs, should be educated within the same learning environments whenever possible. In this context, inclusive classrooms require pedagogical approaches that accommodate diverse cognitive, linguistic, and learning profiles without isolating students who require additional support. Language learning, particularly in bilingual settings, presents both opportunities and challenges in inclusive educational environments (Ambarini, Yuliasri, et al., 2025; Papadopoulou et al., 2022).

Bilingual language learning has been widely recognized as an effective approach for enhancing students' linguistic competence and intercultural communication skills. In vocational education, bilingual instruction is especially relevant because students are often required to develop language skills that support their future professional and technical careers. English, as an international language, plays a crucial role in vocational contexts where students may interact with global information, technologies, and professional networks. However, the implementation of bilingual learning in vocational classrooms becomes more complex when students with special educational needs are present. These students may experience additional linguistic, cognitive, or processing challenges that influence their participation in bilingual language learning activities (Muñoz-Llerena et al., 2022; Nurhayati et al., 2022).

From a linguistic perspective, bilingual learning in inclusive classrooms requires careful attention to how language input, interaction, and instructional strategies are structured. Linguistic scaffolding, simplified input, and meaningful classroom discourse are often considered important elements that can facilitate comprehension and participation among learners with diverse abilities. Teachers in inclusive vocational classrooms must therefore balance the goals of language development with the need to provide accessible learning experiences for all students (Garg et al., 2025; Lansang & Zamora, 2025). This requires pedagogical strategies that support both language acquisition and inclusive participation.

Previous studies on bilingual education have primarily focused on language acquisition, cognitive development, and intercultural communication among general student populations. Meanwhile, research in inclusive education has often concentrated on pedagogical adaptation, differentiated instruction, and support systems for students with special educational needs. Despite these developments, there remains a need to integrate insights from bilingual education and inclusive pedagogy within a unified linguistic framework, particularly in vocational education settings (Singh, 2023; Smith & Sparkes, 2004). Vocational classrooms represent a unique learning environment where academic language learning intersects with practical skill development, making it important to examine

how bilingual instruction can be effectively implemented in inclusive contexts.

This study explores bilingual language learning in inclusive vocational classrooms from a linguistic perspective, focusing on how language instruction can support students with special educational needs while maintaining effective bilingual learning for all students. The study examines linguistic strategies that facilitate inclusive language learning, including scaffolding techniques, classroom interaction patterns, and adaptive language input (Alsayedhassan, 2021; Hsieh, 2024). By analyzing these elements, the research seeks to highlight how bilingual language learning can be designed to accommodate diverse learning needs within vocational education.

The novelty of this study lies in its integrative linguistic framework that specifically bridges bilingual education and inclusive vocational pedagogy, an area that remains underexplored in current literature. Unlike prior studies that tend to examine bilingual instruction or inclusive education separately, this research proposes a conceptual-empirical model of linguistically responsive strategies tailored for inclusive vocational classrooms, emphasizing how micro-level linguistic practices (e.g., scaffolding, interactional adjustments, and adaptive input) function simultaneously to support both language acquisition and inclusivity. This approach offers a new perspective by situating linguistic analysis within the context of vocational education, where practical skill demands intersect with diverse learner needs, which has received limited scholarly attention.

Ultimately, this study aims to contribute to the growing discussion on inclusive language education by offering a linguistic perspective on bilingual learning in vocational classrooms. The findings are expected to provide insights for educators, curriculum developers, and policymakers seeking to create more inclusive and linguistically supportive learning environments in vocational education.

LITERATURE REVIEW

Bilingual Language Learning in Educational Contexts

Bilingual language learning has been widely discussed in the field of Applied Linguistics as an approach that enables learners to develop proficiency in more than one language while enhancing cognitive and communicative competence. In educational contexts, bilingual instruction is often associated with improved linguistic flexibility, intercultural awareness, and broader access to academic and professional resources (Ambarini et al., 2024; Nurhayati et al., 2022). Within vocational education settings, bilingual learning is particularly relevant because students are expected to acquire language skills that support their future careers in industries that increasingly operate in global and multilingual environments (Ambarini, Yuliasri, et al., 2025; Sumardiyani & Ambarini, 2025). English language proficiency, for example, plays a significant role in enabling vocational students to access technical information, communicate in professional contexts, and participate in international networks.

Despite these advantages, bilingual learning environments may present additional challenges for students with diverse learning abilities. Language acquisition in bilingual contexts requires learners to process multiple linguistic systems simultaneously, which can be demanding for students who experience difficulties in language processing, comprehension, or cognitive organization. Consequently, educators must adopt instructional strategies that make bilingual learning accessible to all learners while maintaining the effectiveness of language development (Anastasiou, 2016; Qiaoqiao, 2025).

Inclusive Education and Students with Special Educational Needs

The concept of Inclusive Education emphasizes the importance of providing equitable educational opportunities for all learners regardless of their physical, cognitive, or social differences. Inclusive classrooms aim to integrate students with Special Educational Needs into mainstream educational settings, allowing them to learn alongside their peers while receiving appropriate

instructional support (Ambarini et al., 2024). Rather than separating students into specialized institutions, inclusive education promotes collaborative learning environments in which teachers adapt instructional practices to accommodate diverse learning needs.

In the context of language learning, inclusive education requires educators to design teaching strategies that consider variations in students' cognitive abilities, learning styles, and language development levels. Students with special educational needs may encounter challenges related to language comprehension, attention, memory, or communication (Adi & Ambarini, 2025; Santoso et al., 2025; Utami et al., 2025). Therefore, language teachers must employ adaptive pedagogical techniques that facilitate participation and understanding for all students. Such techniques may include differentiated instruction, structured language input, and interactive learning activities that support language acquisition in inclusive settings.

Linguistic Scaffolding and Classroom Interaction in Inclusive Learning

One of the key approaches to supporting language learning in inclusive classrooms is linguistic scaffolding. In language education research, scaffolding refers to instructional support provided by teachers to help learners gradually develop their language competence (Ambarini et al., 2021a, 2023; Ambarini, Hidayat, et al., 2025; Ambarini, Yuliasri, et al., 2025; Artaninda et al., 2025). Linguistic scaffolding may include simplified language input, visual aids, repetition, modeling, and guided interaction that assists learners in understanding complex linguistic structures. These strategies are particularly beneficial for students who require additional support in processing language information.

Classroom interaction also plays a crucial role in facilitating bilingual language development in inclusive environments (Aldhuwaihi, 2024; Anwar et al., 2023; Putri & Ambarini, 2025; Yang, 2025). Communicative activities such as group discussions, collaborative tasks, and teacher-student dialogue create opportunities for learners to practice language in meaningful contexts. Interaction-based learning allows students with different linguistic abilities to engage with language through social communication rather than solely through individual cognitive processing (Ka & Ambarini, 2022; Prashanty et al., 2021; Utami et al., 2022). As a result, inclusive classroom interaction can enhance both linguistic development and social participation among learners.

Bilingual Learning in Vocational Education

Vocational education represents a unique educational setting where academic knowledge intersects with practical and professional skills. In this context, language learning is not limited to general communication but also involves the acquisition of specialized vocabulary and discourse relevant to specific vocational fields (Ambarini, Setyaji, et al., 2019; Dwi et al., 2024; Firdausy et al., 2025; Utami et al., 2024). Bilingual instruction in vocational classrooms can therefore support students in accessing technical materials, understanding workplace communication, and preparing for professional interactions in multilingual environments (Alfianto & Ambarini, 2020; Ambarini, Setyaji, et al., 2019; Prayogo et al., 2021).

However, implementing bilingual instruction in inclusive vocational classrooms requires careful consideration of both linguistic and pedagogical factors (Ambarini, 2017; Ambarini et al., 2021b; Pangestuningtyas et al., 2023; Yu, 2025). Teachers must design learning activities that integrate language development with vocational content while ensuring that students with special educational needs remain actively engaged in the learning process. Strategies such as contextualized language instruction, task-based learning, and adaptive teaching methods can help bridge the gap between language education and vocational training.

Research Gap

Although previous studies have explored bilingual education, inclusive pedagogy, and

vocational learning independently, there is still limited research that integrates these three areas within a single linguistic framework (Moore, 2022, 2023). Most studies on bilingual language learning focus on general educational contexts, while research on inclusive education tends to emphasize pedagogical adaptation rather than linguistic processes (Fornauf & Erickson, 2020; Sigstad, 2023; Tanet, 2020). As a result, the intersection between bilingual language learning and inclusive vocational education remains relatively underexplored.

Addressing this gap is important because vocational classrooms increasingly represent diverse learning environments in which students with varying linguistic and cognitive abilities must learn together. Understanding how linguistic strategies can support bilingual learning in inclusive vocational classrooms may provide valuable insights for improving language education practices (Bermúdez & Velandia, 2023; Fornauf & Erickson, 2020; Rapti et al., 2023; Tondreau & Rabinowitz, 2024). Therefore, this study seeks to examine bilingual language learning in inclusive vocational classrooms from a linguistic perspective, focusing on strategies that enable effective participation and language development for students with special educational needs.

METHODS

Research Design

This study employed a qualitative descriptive research design within the framework of Applied Linguistics and Inclusive Education. The qualitative approach was selected because the study aims to explore classroom linguistic practices and instructional strategies used in bilingual learning within inclusive vocational classrooms. Rather than measuring outcomes quantitatively, the study focuses on understanding how language interaction, instructional scaffolding, and teacher mediation function in real classroom contexts involving students with diverse learning profiles.

Research Setting and Participants

The research was conducted at SMK Diponegoro Semarang, Indonesia, a vocational secondary school implementing inclusive education practices. The classroom setting consisted of students enrolled in bilingual English learning activities within vocational programs. In this inclusive classroom environment, most students followed regular learning trajectories, while a small number of students were identified as having Special Educational Needs.

The participants of the study included one English teacher responsible for bilingual instruction and approximately 25–30 vocational students in an inclusive classroom. Among these students, several learners had diverse learning profiles that required additional instructional support. The inclusion of these participants allowed the study to examine how bilingual language learning practices were adapted to accommodate varying linguistic and cognitive needs within the specific institutional context of SMK Diponegoro Semarang.

Data Collection Techniques

Data were collected using multiple qualitative techniques to capture classroom linguistic practices comprehensively.

1. Classroom Observation

Classroom observations were conducted during bilingual English learning sessions in vocational classrooms. The observations focused on identifying linguistic strategies used by the teacher, including language scaffolding, simplified linguistic input, code-switching practices, and patterns of classroom interaction. Field notes were recorded to document how students with different learning abilities participated in classroom communication.

2. Teacher Interviews

Semi-structured interviews were conducted with the English teacher to gain deeper

insights into instructional strategies used in bilingual inclusive classrooms. The interviews explored the teacher's perspectives on language teaching challenges, adaptation strategies for students with special educational needs, and approaches used to maintain inclusive participation during bilingual learning activities.

3. Document Analysis

Teaching materials, lesson plans, and classroom learning resources were analyzed to understand how bilingual instruction was designed in the inclusive vocational classroom. This analysis provided additional information about the linguistic structure of instructional materials and the strategies used to facilitate comprehension among diverse learners.

4. Data Analysis

The collected data were analyzed using thematic analysis. The analysis process involved several stages. First, observation notes, interview transcripts, and teaching documents were organized and reviewed to identify recurring linguistic practices in the classroom. Second, relevant segments of data were coded based on themes related to bilingual learning strategies, classroom interaction patterns, and linguistic scaffolding. Finally, the identified themes were interpreted to explain how bilingual language learning practices supported students with diverse learning needs in inclusive vocational classrooms.

5. Trustworthiness of the Study

To ensure the credibility and reliability of the findings, the study employed several validation strategies. Data triangulation was conducted by comparing information obtained from classroom observations, teacher interviews, and document analysis. In addition, member checking was performed by confirming selected interpretations with the participating teacher to ensure that the findings accurately reflected classroom practices. These strategies were used to strengthen the trustworthiness and validity of the research results.

6. Ethical Considerations

Ethical considerations were carefully addressed throughout the research process. Participation in the study was voluntary, and the identities of the school, teacher, and students were kept confidential. All data collected were used solely for research purposes and reported anonymously to protect participants' privacy. The study also ensured that the observation of students with special educational needs was conducted respectfully and without disrupting the learning process.

RESULTS AND DISCUSSION

Linguistic Scaffolding Strategies in Inclusive Bilingual Classrooms

The first finding of this study focuses on the linguistic scaffolding strategies used by the teacher during bilingual English learning in inclusive vocational classrooms. Linguistic scaffolding plays an important role in helping students with diverse linguistic abilities, including those with special educational needs, understand classroom instructions and learning materials. The classroom observations and teacher interviews revealed several instructional strategies that were consistently used to support students' comprehension and participation. These strategies aim to reduce linguistic complexity while maintaining meaningful language exposure for all students.

The observed scaffolding practices include simplified language input, visual supports, repetition, modeling, and code-switching between Indonesian and English. These practices allow teachers to gradually guide students toward understanding academic language without creating barriers for learners who may require additional processing time.

Table 1.
Linguistic Scaffolding Strategies Observed in Bilingual Inclusive Classrooms

No	Linguistic Strategy	Description	Learning Function
1	Simplified linguistic input	Teacher simplifies sentence structures and vocabulary	Facilitates comprehension for diverse learners
2	Visual linguistic support	Use of pictures, slides, and visual cues	Supports meaning-making and vocabulary understanding
3	Repetition and paraphrasing	Key instructions repeated in different forms	Reinforces language understanding
4	Code-switching	Alternating between English and Indonesian	Clarifies difficult concepts
5	Modeling language use	Teacher demonstrates correct expressions	Provides linguistic examples for students

The findings in Table 1 indicate that linguistic scaffolding is an essential instructional strategy in bilingual inclusive classrooms. Simplified input allows students to access learning materials without experiencing excessive cognitive load. This is particularly important for students with special educational needs who may require clearer linguistic structures to process information effectively.

Furthermore, the use of visual support and repetition helps reinforce vocabulary acquisition and comprehension. Visual aids such as slides, images, and diagrams provide contextual cues that assist students in linking language with meaning. This aligns with previous studies in the field of Applied Linguistics which emphasize the role of multimodal learning in facilitating language comprehension (Bermúdez & Velandia, 2023; Rapti et al., 2023).

Code-switching between English and Indonesian also emerged as a practical instructional strategy. Rather than weakening bilingual learning, code-switching helps clarify complex ideas and ensures that all students can follow the lesson. For students with Special Educational Needs, this strategy reduces confusion and supports more inclusive participation in classroom interaction (Tanet, 2020; Tondreau & Rabinowitz, 2024).

Overall, the findings suggest that linguistic scaffolding functions as a bridge that connects language learning objectives with inclusive pedagogical practices. Through these strategies, teachers are able to maintain bilingual learning while ensuring that students with diverse learning profiles remain actively engaged in classroom activities.

Classroom Interaction Patterns in Inclusive Bilingual Learning

The second finding relates to patterns of classroom interaction that support bilingual language learning in inclusive vocational classrooms. Interaction plays a critical role in language development because it provides opportunities for students to practice language in authentic communication contexts. Observations indicated that teachers intentionally designed classroom activities that encourage collaborative participation among students.

The most common interaction patterns observed during the lessons included teacher-student dialogue, peer collaboration, and group discussion activities. These forms of interaction enable students to actively use language rather than passively receive information.

Table 2.
Classroom Interaction Patterns in Bilingual Inclusive Learning

No	Interaction Type	Classroom Activity	Learning Outcome
1	Teacher-student interaction	Question and answer sessions	Encourages active participation
2	Peer collaboration	Pair work and collaborative tasks	Supports cooperative language learning

3	Group discussion	Small group discussions on learning topics	Promotes communicative competence
4	Guided classroom dialogue	Teacher-led conversations	Builds structured language practice
5	Interactive feedback	Teacher provides immediate feedback	Improves language accuracy

As presented in Table 2, interaction-based learning allows students to engage with language through communication rather than memorization. Teacher–student interaction was particularly important in guiding students toward correct language use. Through questioning and feedback, teachers were able to monitor students’ comprehension and provide immediate linguistic support when necessary.

Peer collaboration also emerged as a valuable component of inclusive bilingual classrooms. When students work in pairs or small groups, they are more likely to experiment with language and express their ideas freely. This collaborative environment benefits students with special educational needs because it provides social support and reduces the pressure associated with individual performance.

These findings support perspectives in Inclusive Education which highlight the importance of social participation in learning environments. Inclusive interaction patterns not only support language development but also foster a sense of belonging among students. Through collaborative activities, students learn to communicate with peers who have different learning abilities and linguistic competencies (Fornauf & Erickson, 2020; Sigstad, 2023).

Therefore, classroom interaction serves both linguistic and social functions in bilingual inclusive classrooms. It enables students to practice language in authentic contexts while simultaneously promoting inclusive participation within the learning community (Choudhary & Bansal, 2022; UGURLU, 2023).

Teacher Mediation and Adaptive Language Instruction

The third finding focuses on the role of teacher mediation in facilitating bilingual language learning in inclusive vocational classrooms. Teacher mediation refers to the instructional actions taken by teachers to guide students through the learning process while adapting instruction to meet diverse learning needs.

Observations and interview data revealed that the teacher frequently adjusted instructional practices to accommodate students’ varying levels of linguistic competence. These adaptations included modifying instructions, providing additional explanations, and offering individualized assistance to students who required extra support.

Table 3.
Teacher Mediation Strategies in Inclusive Bilingual Instruction

No	Mediation Strategy	Classroom Practice	Purpose
1	Adaptive instruction	Teacher adjusts explanations for different learners	Supports diverse learning abilities
2	Additional clarification	Teacher re-explains complex concepts	Enhances comprehension
3	Individual guidance	Teacher assists students who need extra help	Ensures inclusive participation
4	Structured learning tasks	Teacher provides step-by-step activities	Reduces cognitive overload
5	Encouraging participation	Teacher motivates all students to contribute	Builds inclusive classroom atmosphere

The results presented in Table 3 demonstrate that teacher mediation is essential for maintaining inclusive bilingual learning environments. Teachers act as facilitators who help students navigate linguistic challenges while maintaining the overall flow of classroom learning.

Adaptive instruction allows teachers to respond flexibly to students' learning needs. For example, when students struggle to understand a concept presented in English, the teacher may provide additional explanation or contextual examples. This approach ensures that language learning remains accessible without reducing academic expectations (Fornauf & Erickson, 2020; Sigstad, 2023).

Individual guidance is particularly important for students with special educational needs. Rather than isolating these students, teachers provide targeted assistance within the same classroom environment. This practice reflects the principles of inclusive education, where instructional support is integrated into regular classroom activities (Ambarini et al., 2018; Hasanah et al., 2023; Stevani & Ambarini, 2023).

Furthermore, structured learning tasks help reduce cognitive overload by breaking complex learning activities into manageable steps. Such instructional design allows students to gradually build both linguistic competence and confidence in using the language (Ambarini et al., 2026; Ambarini, Indrariansi, et al., 2019; Zahraini et al., 2025).

Overall, the findings indicate that teacher mediation plays a central role in integrating bilingual language learning with inclusive educational practices. By combining adaptive instruction, structured guidance, and supportive classroom interaction, teachers can create learning environments that support both language development and inclusive participation in vocational education contexts.

CONCLUSION

This study examined bilingual language learning in inclusive vocational classrooms from a linguistic perspective, focusing on how instructional practices support students with diverse learning abilities, including those with Special Educational Needs. The findings demonstrate that bilingual instruction can be effectively implemented in inclusive classroom environments when teachers apply adaptive linguistic and pedagogical strategies. First, the study found that linguistic scaffolding strategies play a crucial role in facilitating comprehension and participation in bilingual classrooms. Techniques such as simplified linguistic input, visual support, repetition, and code-switching help reduce linguistic barriers for students with diverse cognitive and language processing abilities. These strategies allow students to engage with bilingual learning materials without experiencing excessive cognitive load. Second, classroom interaction patterns were identified as an important element in promoting inclusive bilingual learning. Teacher–student dialogue, peer collaboration, and group discussions create opportunities for students to actively use language in meaningful communication. Such interaction-based learning environments encourage participation among all students and support both linguistic development and social inclusion. Third, teacher mediation emerged as a central factor in maintaining inclusive bilingual instruction. Teachers actively adapted instructional explanations, provided additional guidance, and structured learning activities to accommodate diverse student needs. These mediation strategies ensured that students with different linguistic abilities could participate in learning activities without being separated from their peers.

Overall, the study highlights that bilingual language learning in vocational classrooms can be successfully implemented within inclusive educational settings when supported by adaptive linguistic strategies, collaborative interaction, and effective teacher mediation. These findings contribute to the broader discussion in Applied Linguistics and Inclusive Education by demonstrating how linguistic perspectives can inform inclusive language teaching practices in vocational education contexts.

Pedagogical Implications :

The findings of this study provide several implications for educators, curriculum developers,

and policymakers involved in vocational education and language teaching. First, teachers should incorporate linguistic scaffolding strategies in bilingual classrooms to support learners with diverse language abilities. The use of simplified language input, visual learning materials, and contextual examples can significantly enhance students' comprehension and engagement. Second, inclusive classroom interaction should be actively encouraged in bilingual learning environments. Collaborative learning activities such as pair work, group discussions, and communicative tasks can create supportive learning environments where students feel comfortable using language while interacting with peers. Third, teacher training programs should include preparation for inclusive bilingual instruction. Teachers need professional development opportunities that help them design adaptive learning activities, manage diverse classrooms, and integrate inclusive pedagogical approaches into language teaching practices.

Finally, vocational education institutions should support the development of inclusive bilingual curricula that integrate language learning with vocational competencies. Such integration can better prepare students for future professional environments that require both technical expertise and effective communication skills.

Limitations And Future Research :

Although this study provides insights into bilingual language learning in inclusive vocational classrooms, several limitations should be acknowledged. First, the study was conducted within a single classroom context, which may limit the generalizability of the findings. Inclusive practices and bilingual learning strategies may vary across different schools, educational systems, and vocational programs. Second, the study primarily relied on qualitative data obtained through classroom observation, interviews, and document analysis. While this approach provides detailed insights into classroom practices, future studies may benefit from combining qualitative and quantitative methods to examine the impact of inclusive bilingual instruction on students' language development outcomes. Third, the focus of the study was mainly on teacher instructional practices and classroom interaction patterns. Future research could explore students' perspectives on bilingual learning in inclusive environments, particularly how students with special educational needs experience language learning in vocational classrooms.

Further studies may also examine the long-term effects of bilingual inclusive instruction on students' academic achievement, language proficiency, and professional readiness. Expanding research in this area would contribute to the development of more inclusive and linguistically responsive educational practices in vocational education systems.

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