

Inclusive and Accessible English Learning: Creating the same opportunities English Learning for All students

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Abstract: Every student, regardless of ability, background, or learning needs, has equal opportunities to succeed in English learning. This study aims to describe inclusive English learning at an inclusive school in Malang, Indonesia. The participants were 108 ninth-grade students, consisting of 56 boys, 49 girls, and 3 students with special needs. The study explored strategies such as differentiated instruction, accessible learning materials, and supportive classroom environments designed to meet diverse needs. Using a descriptive qualitative method, data were collected through observation, interviews, and note-taking. The study highlights practical steps for teachers and schools to encourage meaningful participation. For students with special needs, teaching should be individualized through small-group instruction, simple directions, visual media, repetition, and reinforcement. Understanding diverse learning styles helps teachers design flexible instruction special needs students often prefer auditory and visual learning, while regular students prefer reading and writing modes. The goal of inclusive English learning is to ensure every student can fully participate and access quality education regardless of ability or background. By promoting inclusivity and accessibility, SMP Diponegoro Tumpang strives to create an English learning environment where every student can reach their full potential and develop English competence.

INTRODUCTION

In the era of global communication, English proficiency has become a crucial skill for students. However, students in any classroom come with different backgrounds, abilities and learning needs, which presents both challenges and opportunities for teachers. Inclusive education needs to provide all students with their physical, cognitive, or socio-cultural differences, by giving the same access to quality learning experiences. In the context of language learning, this inclusivity means designing teaching practice that accommodates varied learning styles, ensuring that each student is supported to achieve their full potential.

According to Tiraeni, N., Irawan , L.A., and Rahman, A. (2024) in the educational curriculum implemented in Indonesia , there are several learning

subjects available to be taught at both primary and secondary schools. One of which is English subject. Inclusive and accessible English learning is particularly significant in inclusive class, where students with special needs study together with their peers in the same class. This such environments require thoughtful approaches to curriculum design, instructional methods, and classroom management to make sure that all learners feel appreciated and able to succeed in learning English. Based on that background, SMP DIPONEGORO Tumpang in Malang, East Java, Indonesia, act as a model, actively implement inclusive English learning strategies aimed to encouraging the participation and involvement of students.

This study focused on examining how inclusive English learning is practiced in this school, involving 108 junior high school students from various background including those with special needs. It highlights the importance of differentiated instruction, the use of accessible learning materials, and the creation of a supportive classroom environment designed to meet the diverse needs of learners. Understanding the different learning interests of students such as auditory and visual models which are liked by students with special needs versus reading and writing which like by regular students allows teacher to create flexible and responsive teaching strategies.

The main goal of inclusive English learning is to remove barriers to participation and knowledge acquisition, ensuring high-quality education for every student regardless of their background or abilities, by promoting inclusivity and experience where all students can confidently develop their English competence and prepare themselves for future opportunities.

RESEARCH METHODS

This study used a qualitative descriptive research design to comprehensively explore the implementation of inclusive English learning at SMP DIPONEGORO Tumpang, a private junior high school in Malang district, East java, Indonesia. The purpose of this study is to examine and describe the various strategies used by English teachers to serve diverse group of students, including those with special

needs, and to understand how these strategies foster engagement and meaningful participation in the classroom.

The participants of this research consisted of 108 ninth grade students, including 56 male, 49 female students, and 3 students identified as having special needs. The schools inclusive setting, where students with varying abilities learn together in the same classroom, provided a relevant context for investigating inclusive teaching practices. The selection of participants reflected the typical composition of an inclusive English classroom, ensuring the findings were representative of the actual learning environment.

To obtain rich and detailed data regarding the inclusive English learning process, multiple qualitative data collection methods were employed: First, Classroom observation. systematic observations were conducted during English lessons to explore real time teaching strategies and classroom interactions. Observation focused on how teacher differentiated instruction to meet diverse learning needs, the use of accessible teaching aids such as visual media and how the classroom environment encouraged participation from all students. Fieldnotes and checklist were used to record detailed instances of inclusive practices. Second, semi structured interviews: Interviews were carried out with the English teachers to obtain their perspectives on the challenges and successes of implementing inclusive instruction. Selected students including those with special needs, were interviewed to elicit their experiences and feeling about learning English in an inclusive setting. Open ended questions allowed participants to provide in depth serponses reflecting their personal views. Third, document review: relevant teaching materials, and teaching moduls related to inclusive education were reviewed to analysing ddata and understanding the formal framework supporting inclusive English learning at the school.

This research data analysis followed a thematic approach consistent with qualitative descriptive research. The data from observations and interviews were transcribed and grouped into themes related to first, differentiated instruments; techniques used by the teacher to address varied learning styles and abilities, including small group teaching, use of simple instructuins, repetition, and

reinforcement. Second, accessible learning materials: adaptation and selection of learning resources that meet the needs of all students, such as visual aids and multi sensory materials. And the last is supportive classroom environment: the creation of learning atmosphere that encourages positive interaction, peer support, and active participation from students with diverse needs.

Data were repeatedly reviewed to ensure accuracy and reliability. The findings were then descriptively presented to provide a clear picture of how inclusive English learning is operationalized, highlighting practical strategies and their impact on student engagement and achievement.

RESULTS AND DISCUSSION

The findings of the study provide a comprehensive picture of how inclusive English learning is implemented at SMP DIPONEGORO Tumpang, expressing effective strategies and real classroom experiences that support diverse learners.

Teachers intentionally differentiated their instructional methods to accommodate the wide range of student abilities and learning preferences, for example, one English teacher explained, “For students with special need, I usually teach them in a smaller group where I give more focused attention, use simple language, and repeat instructions as often as needed. Visual aids like pictures and videos help a lot to make abstract concepts clearer.”

Observation confirmed this approach, showing the teacher using colorful flashcards and multimedia presentations to engage both auditory and visual learners. Meanwhile regular students were encouraged to participate in writing exercises and reading activities that matched their skills.

Besides using differentiated instructions, the use of accessible and adaptive learning materials also given to enabling all students to understand and engage with the English lesson. For example, teaching modules incorporated clear step by step instruction and multi sensory resources. A student with special need said: “ I like when the teacher shows pictures or videos because it helps me understanding the words better than just reading or listening.” This feedback demonstrated the importance of varied media to address different learning styles.

Creating a positive and inclusive classroom atmosphere was important in encouraging full participation. Teachers fostered a culture of respect and collaboration encouraging students to support each other. Peer assistance was frequently observed where regular students helped those with special needs during group activities. One teacher noted: "I encourage students to work in pairs or groups so they can help each other. This has built a stronger community feeling and helped reduce stigma toward students with special needs."

From a cognitive perspective, inclusive English learning can improve students' language skills by providing equal opportunities to learn according to each students need. Research shows that integrated cognitive training can help students develop language skills, make them more confident in the English proficiency, and reduce ability gaps.

From an attitude perspective, students in inclusive classrooms tend to use politeness strategies more contextually, such as the use of honorifics and respectful expressions, which support positive social interactions. The difference with students in non-inclusive environments can be seen in the level of appreciation, where students are more appreciate and maintain polite language both verbally and non-verbally.

From a nonacademic perspective, inclusive students show like to help other students, are more polite to teachers, respectful and empathic toward students from different backgrounds. Interview with students and teachers indicate that inclusive students increase their social attitude, self confidence, and awareness of each other's character. Although some students may become insecure because of others bad communication.

Inclusive and accessible English learning not only improve cognitive language skills, but also strengthens attitude and social empathy, creating equal learning opportunities and positive environment for all students.

Differentiated instructions emerged as a key factor in addressing the diverse learning styles and abilities of students. Teaching in smaller groups, simplifying instruction and using repetition were effective methods to engage students with special needs, ensuring they received focused attention designed to their unique

requirements. This is consistent with Tomlinson's (2001) theory of differentiated instructions, which supports teacher customization of learning materials to accommodate individual learner's needs. The preference of special needs students for auditory and visual learning is supported by the use of visual media, contrast by regular students' preference for reading and writing. This underscores the necessity of varied instructional approaches in inclusive classroom (sousa & Tomlinson,2028). The use of accessible materials reinforces inclusive practices by making the curriculum more comprehensible and engaging for all learners.

Moreover, the study confirms that a positive and collaborative classroom climate is really needed. Encouragement of peer collaboration and mutual support emerged a sense of community that reduces stigma and promotes social integration. Additionally, ensuring sufficient resources align with governments mandates for inclusive education, as outlined in Indonesia's ministry of Education and Culture regulation, which stress resource allocation and teacher capacity building as fundament of successful inclusion (Permendikbud No. 70/2019).

Overall, SMP DIPONEGORO Tumpang's approach show how thoughtful educational planning and community engagement can transform the classroom into a truly inclusive space. The finding encourages teachers to prioritize inclusivity and accessibility, not merely as ideas but as practical, achievable goals that benefit the entire learning community. This study reinforces the global movement towards inclusive education as a means to fulfil the rights of all learners and enhance educational equity.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study is that SMP DIPONEGORO Tumpang effectively provides equal educational opportunities for all students, including those with special needs. The implementation of differentiated instruction, using accessible learning materials, and established supportive classroom environment. Although there were some limitations related to resources and teacher preparedness, the whole inclusive practices promoted meaningful engagement and academic progress.

This study also concludes that SMP DIPONEGORO Tumpang successfully implements inclusive English learning by using differentiated instruction, accessible learning materials, and creating a positive classroom climate. These strategies effectively meet the diverse needs of both special and regular students, enhancing cognitive language skills, social attitude, and collaborative behaviors. The integration of multi-sensory resources and peer support built an inclusive community that reduces stigma and promotes equal learning opportunities.

Some recommendations about this study will be given as follows: first, teacher shoul continue and expand the use of differentiated instruction, design teaching methodes to individual student's need through smaller groups, simplified language, repetition and varied media. Schools should invest in developing and providing accessible and adaptive learning material that serves multiple students learning style. Second, creating a positive and collaborative classroom atmosphere should remain a priority to promote mutual respect, empathy, and peer support among students. Third, teacher professional development program shoulds emphasize inclusive education strategies and resources in line with goverment regulation such as permendikbud No.70/2019. And last, school leadership should work closely with the community to maintain engagement and make sure that the resources and facilities support the inclusive learning. By following these recommendations will make the Scholl enhance its inclusive English learning program and maintain the principles of educational equity and quality for all students.

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