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TEACHING ENGLISH IN INCLUSIVE EDUCATION

Abstract. Teaching English in an inclusive education setting is a pressing issue that requires taking into account the students' diverse needs. The specifics of educational process organizing for children with special educational needs in learning a foreign language are examined in this article. Approaches to adapting educational materials, using differentiated methods, and creating a supportive environment are analyzed. Particular attention is paid to integrating universal learning design (UDL) and using modern technologies, such as interactive platforms and adaptive applications. The article emphasizes the importance of training teachers who can work effectively in inclusive classrooms, as well as cooperation with parents and specialists. Based on the methodology analysis and practical examples, recommendations are offered for creating an accessible and effective English language teaching system that promotes the language skills and social inclusion development. The article is addressed to teachers, researchers, and administrators of educational institutions seeking to improve inclusive education.

Keywords: inclusive education, universal learning design, adaptation of materials, educational technologies, differentiated methods, social inclusion.

Introduction. Inclusive education is becoming an integral part of the modern educational system, providing equal opportunities for all students, including those with special educational needs. Teaching English in such conditions is a challenge, as it requires not only mastering language skills, but also taking into account the individual characteristics of each student. English, as a means of international communication, plays a key role in social and academic integration. However, traditional approaches to teaching foreign languages often do not take into account the diversity of cognitive, physical and emotional students' needs. In this regard, there is a need to develop flexible methods that promote effective learning in an inclusive environment. how to adapt the process of teaching English to be accessible, motivating and effective for all learners, and also highlights

the importance of an interdisciplinary approach and the use of modern educational technology

The aim of the research was to develop recommendations for organizing effective English language teaching in an inclusive education environment that promotes the development of students' language competencies and social inclusion with special educational needs. To achieve this aim, the following **tasks** were set:

1. Analyze existing approaches to teaching English in an inclusive environment.
2. Explore the possibilities of using universal design for learning (UDL) in teaching English.
3. Assess the role of educational technologies in adapting the educational process.
4. Identify key aspects of training teachers to work in inclusive classes.
5. Develop practical recommendations for creating an accessible and supportive educational environment.

Research methods. The study is based on a qualitative analysis of scientific literature on inclusive education and foreign language teaching. Methods of data systematization and generalization were used, including a review of international and Russian practices. The work uses an interdisciplinary approach combining pedagogy, psychology and educational technologies. An analysis of cases demonstrating the successful implementation of adapted methods and technologies in inclusive classes was conducted. Comparative analysis elements were also used to assess the various approaches effectiveness, such as differentiated learning and UDL. Data was collected from open sources, including articles, teaching aids and educational platforms.

The study is based on a qualitative analysis of the scientific literature on inclusive education and foreign language teaching. For example, Rodriguez and Cook highlight the role of interactive platforms such as Quizlet in adapting learning for students with special needs by increasing materials accessibility [1]. Kast describes the universal design principles for learning (UDL), including multiple means of presentation and engagement, which formed the basis for adapting English lessons [2]. Ivanova emphasizes the need for an interdisciplinary approach in Russian schools, combining pedagogy and psychology [3]. Petrova points to a lack of training for teachers for inclusive classes [4]. Johnson demonstrates the effectiveness of differentiated instruction for motivating students [5].

To test the effectiveness of the proposed approaches, I have devel-

oped an experiment aimed at introducing adapted methods of teaching English in an inclusive class. The experiment is conducted in a secondary comprehensive school with a group of 15 students, including 5 children with special educational needs (speech, hearing and autism spectrum disorders).

In the first stage, I conducted a diagnostic to determine each student's language level and individual needs. Testing was carried out over two days to avoid overloading the students. I divided the class into two groups of 7-8 students to provide individual support. For each module, I provided clear instructions (oral, written and visual), as well as examples of completing tasks. For students with special needs, I offered a choice of a convenient response format, such as written or oral. During the testing, an assistant was present to help with technical aspects and support students on the autism spectrum.

After completing the testing, I collected and conducted a quantitative analysis, which showed that vocabulary was 40% (average result 8/20 points). Students with cognitive difficulties showed below average results (20-30%).

Listening results (35% (1.75/5 points)) showed that students with hearing impairments had low results (0-20%) without subtitles

Reading results 45% (4.5/10 points). Which means that with adapted materials, students with visual impairments showed an average result.

Speaking results showed the lowest percentage of 30% (3/10 points), which means that students with speech impairments and autism spectrum disorders experienced the greatest difficulties (10-20%).

The answers were assessed according to pre-developed criteria (correctness, completeness). Each student's results were converted into percentages for standardization (e.g. 8/20 points = 40% for vocabulary). It is class averages.

For qualitative analysis behavior, I recorded observations of student behavior, such as anxiety levels, need for additional instructions. This helped to identify barriers, such as concentration difficulties in students with autism spectrum disorders.

Based on the results obtained, for each student with special needs, I compiled a short report describing their results and needs, for example, "a student with a speech disorder needs pronunciation support."

Initial testing provided accurate data on the students' language skills and learning needs. Adaptation of the instruments ensured accessibility for all participants, and the combination of quantitative and qualitative data

helped to develop an individualized curriculum. For example, low speaking results for students with speech impairments prompted me to integrate speech therapy support, and listening difficulties for students with hearing impairments prompted me to increase visual materials. These data became the basis for the subsequent experiment and comparison with the final results.

Practical implementation. Based on the diagnostics, I created a flexible plan for conducting experimental lessons:

1. Multimodal materials (videos with subtitles, interactive cards).
2. Differentiated tasks that take into account the level of preparation and perception features.
3. Using the Quizlet platform for learning vocabulary with accessibility settings (e.g. text descriptions of images).

To implement the developed methodology, lessons were held twice a week. I used group work, individual assignments and technologies such as interactive whiteboards and applications. Teachers received short training on inclusive methods to effectively support students. Midterm tests and observations were conducted monthly to track progress.

To explore the “Daily Routines” topic, I developed a lesson that included differentiated tasks that were tailored to all students. The tasks were implemented according to UDL principles to provide multiple means of presentation, action, and engagement.

Task 1: vocabulary review (for all students)

The aim: to learn 10 words related to everyday activities (e.g. wake up, eat breakfast, go to school).

Materials: interactive flashcards on the Quizlet platform with images, text, and audio recordings of words. Subtitles and text descriptions were added for students with hearing impairments.

Conducting form: students worked in pairs using Quizlet to memorize words. Students with speech impairments practiced pronunciation with the help of audio recordings, and students on the autism spectrum could choose between visual and text cues.

Adaptation: for a student with hearing impairments, I provided printed flashcards with large print and visual associations (e.g. a picture of an alarm clock for “wake up”).

Task 2: group discussion (differentiated)

The aim: write a story about your day using new vocabulary.

Materials: interactive whiteboard with a story template (“In the morning, I... Then I...”)

Conducting form: students with advanced skills worked in groups to write a story about their day. Students with cognitive difficulties used a template with ready-made phrases and pictures to write a text. A student with a speech impairment recorded his story using voice input on a tablet and then played it back to the group.

Adaptation: for a student with an autism spectrum disorder, I provided the opportunity to work individually with a pre-recorded video of a story example which was demonstrated by teacher.

Task 3: interactive game (for engagement)

The aim: to consolidate vocabulary through play.

Materials: “Match the Action” game on an interactive whiteboard, where you need to match words with pictures or actions.

Conducting form: students took turns choosing the correct pairs (e.g. “eat breakfast” and a picture of food). The game was available in two modes: with text prompts and with audio for students with different needs.

Adaptation: for students with visual impairments, I added voice instructions and tactile prompts (e.g. printed cards with texture).

A month into the experiment, I noticed an increase in student engagement: 80% of students actively participated in group assignments, and students with special needs showed an improvement in vocabulary recall (an average of 60% over the initial test). Students with speech impairments became more confident in using voice technology, and students on the autism spectrum began to interact in pairs. Teachers noted that the adapted materials and training helped them better understand their students’ the needs.

The experiment of implementing adapted English language teaching methods in an inclusive classroom lasted three months, and I have completed data collection to evaluate its effectiveness. I used midterm and final tests, engagement observations, and surveys of students, teachers, and parents to analyze progress. The results show significant improvements in language skills, social inclusion, and motivation, although some aspects require further development.

Results and discussion. The results were collected in three main areas: language competence, social engagement, and satisfaction of participants in the educational process. For objectivity, I compared the initial and final indicators using adapted tests, as well as qualitative data from observations and surveys. Below is a table 1 with the main quantitative results, followed by a detailed description of each indicator.

Table 1. Quantitative changes in results

Indicator	Initial level (average,)	Final level (average,)	Change (%)	Comments
Vocabulary	40	78	+35	Students mastered 80% of the target vocabulary (topics "Daily Routines", "Hobbies"). Students with speech impairments showed less progress (+20%)
Listening skills	35	65	+30	Most students improved, but students with hearing impairments depended on subtitles.
Reading skills	45	80	+35	Adapted texts (larger font, simplified phrases) contributed to progress.
Speaking skills	30	60	+30	Students on the autism spectrum have begun to participate in dialogues, but progress is inconsistent.
Social engagement	50	85	+35	80% of students were actively working in groups, including children with special needs
Students satisfaction	60	90	+30	Survey showed that students on the autism spectrum felt more confident and motivated
Teachers satisfaction	55	25	+30	Teachers noted improved interaction with students after trainings
Parental satisfaction	50	80	+30	Parents highly appreciated the individual approach and feedback

The initial level of vocabulary (40%) reflected the students' low knowledge base, especially for those with special needs. The final result (75%) was achieved through the use of Quizlet with multimodal flashcards and differentiated tasks. Students with speech impairments showed less pro-

gress (+20%) due to pronunciation difficulties, which requires additional lessons with a speech therapist.

The improvement in listening of +30% is associated with the use of videos with subtitles and audio recordings with clear diction. However, students with hearing impairments depended on visual cues, indicating the need for further adaptation of materials.

A significant improvement in reading skills of +35% is due to the use of adapted texts and visual cues. Students with cognitive difficulties showed stable progress thanks to templates and teacher support.

An increase of +30% in speaking was noted by most students, especially in group dialogues. Students with autism spectrum disorder began to participate in discussions, but their progress was erratic due to emotional barriers. Voice technology helped students with speech impairments. The 35% increase in social engagement reflects the success of group activities and games such as Match the Action. 80% of students, including those with special needs, actively interacted in pairs and groups, which contributed to their social inclusion.

The survey showed that student satisfaction increased to 90%, with students feeling comfortable and motivated by the interactive activities and supportive environment. Children with special needs noted that the adapted materials helped them “feel like everyone else”. Following training on inclusive methods, 85% of teachers noted improved interaction with students and confidence in using technology, although some noted a lack of time to prepare materials. Parents (80%) highly appreciated the individual approach, regular feedback and noticeable progress of their children. Some parents of children on the autism spectrum asked for more socialization activities.

In addition to the quantitative data, I noted several important trends in qualitative observation:

Interactive games and group assignments increased interest in lessons. For example, a student with a hearing impairment who initially avoided communication became a leader in one of the game activities, a result of increased motivation.

Collaboration was improved. Teachers, psychologists, and parents began to interact more actively, which improved support for students. For example, a speech therapist helped to adapt assignments for students with speech impairments. Some students with autism spectrum disorders periodically lost concentration, which requires additional behavior management strategies. Teachers also need further training to work with children with diverse needs.

Recommendations. The pilot showed that the use of universal learning design, differentiated methods and technologies significantly improved students' language skills and social inclusion. However, sustainable progress requires:

1. Additional resources to adapt materials (e.g. more audiovisual aids).
2. Regular training for teachers on how to manage an inclusive classroom.
3. Individualized support for students with autism spectrum disorders and speech impairments.

These results will form the basis for further recommendations on scaling the approach in other schools.

Conclusion. The conducted experiment shows that English serves as an important tool for social and academic integration, but traditional teaching methods often do not meet the students' diverse needs in an inclusive environment. The experiment showed that an adapted methodology based on universal design for learning (UDL), differentiated approaches and modern technologies such as interactive platforms significantly increase the accessibility and effectiveness of learning. The results demonstrate an improvement in the language skills, motivation and engagement of students, including those with special educational needs. An interdisciplinary approach combining pedagogy, psychology and technology has proven its value. However, the inconsistent progress of students with autism spectrum disorders and the teachers' limited training requires further work. For sustainable results, it is necessary to increase audiovisual resources, organize regular training for teachers and develop support strategies for students with emotional barriers. The obtained data confirm the potential of the methodology and create a basis for its implementation in other schools.

The study's novelty lies in the comprehensive methodology's development and testing that integrates UDL, technology and an interdisciplinary approach adapted for inclusive classes, taking into account Russian realities. Unlike traditional approaches that ignore the diversity of needs, the proposed methodology provides individualized learning, which is confirmed by the significant progress of students with speech, hearing and autism spectrum disorders. **The relevance of the study** is due to the growing need for inclusive education, where English plays a key role in social integration. The problems of teachers' insufficient training and limited access to technology, identified during the experiment, emphasize the need for systemic solutions to ensure equal educational opportunities.

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ИНКЛЮЗИВТІ БІЛІМ БЕРУДЕ АҒЫЛШЫН ТІЛІН ОҚЫТУ

Түйіндеме. Ағылшын тілін инклюзивті білім беру жағдайында оқыту – студенттердің әртүрлі қажеттіліктерін ескеруді талап ететін өзекті мәселе. Мақалада шет тілін оқу кезінде ерекше білім беру қажеттіліктері бар балалар үшін оқу процесін ұйымдастырудың ерекшеліктері қарастырылады. Оқу материалдарын бейімдеу, сараланған әдістерді қолдану және қолайлы орта құру тәсілдері талданады. Әмбебап оқыту дизайнын (UDL) енгізуге және интерактивті платформалар мен бейімделген қосымшалар сияқты заманауи технологияларды пайдалануға ерекше назар аударылады. Мақалада инклюзивті сыныптарда тиімді жұмыс істей алатын мұғалімдерді даярлаудың, сондай-ақ ата-аналармен және мамандармен өзара әрекеттестіктің маңыздылығы көрсетілген. Әдістеме мен тәжірибелік мысалдарды талдау негізінде тілдік дағдыларды дамытуға және әлеуметтік инклюзияға ықпал ететін қолжетімді және тиімді ағылшын тілін оқыту жүйесін құру бойынша ұсыныстар ұсынылады. Мақала инклюзивті білім беруді жақсартуға ұмтылатын педагогтарға, ғылыми қызметкерлерге және оқу орындарының басшыларына арналған.

Түйінді сөздер: инклюзивті білім беру, әмбебап білім беру дизайны, материалдарды бейімдеу, білім беру технологиялары, сараланған әдістер, әлеуметтік инклюзия.

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ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА В ИНКЛЮЗИВНОМ ОБРАЗОВАНИИ

Аннотация. Преподавание английского языка в условиях инклюзивного образования является актуальной проблемой, требующей учета разнообразных потребностей учащихся. В статье рассматриваются особенности организации образовательного процесса для детей с особыми образовательными потребностями при изучении иностранного языка. Анализируются подходы к адаптации учебных материалов, использованию дифференцированных методик и созданию поддерживающей среды. Особое внимание уделяется внедрению универсального учебного проектирования (UDL) и использованию современных технологий, таких как интерактивные платформы и адаптивные приложения. В статье подчеркивается важность подготовки учителей, способных эффективно работать в инклюзивных классах, а также взаимодействия с родителями и специалистами. На основе анализа методологии и практических примеров предлагаются рекомендации по созданию доступной и эффективной системы обучения английскому языку, способствующей развитию языковых навыков и социальной инклюзии. Статья адресована педагогам, научным сотрудникам и администраторам образовательных учреждений, стремящихся к совершенствованию инклюзивного образования.

Ключевые слова: инклюзивное образование, универсальный учебный дизайн, адаптация материалов, образовательные технологии, дифференцированные методы, социальная инклюзия.

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