

**METHODOLOGY OF TEACHING ENGLISH IN INCLUSIVE  
EDUCATION**

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**Annotation .** *Inclusive education refers to the practice of teaching all learners, regardless of their physical, cognitive, emotional, or linguistic differences, in the same classroom. In English language teaching (ELT), inclusivity requires specialized methodologies to ensure equal access to learning. This paper explores effective teaching strategies adapted for inclusive classrooms, including differentiated instruction, multisensory approaches, the use of assistive technologies, and collaborative teaching. The challenges and solutions in teaching English to students with special educational needs (SEN) are also examined. The aim is to highlight how inclusive methodologies can foster language development, communication skills, and confidence among all learners.*

**Keywords.** *Inclusive education, English language teaching, special educational needs, differentiation, teaching methodology, assistive technology.*

**Introduction**

Inclusive education has become a central principle in modern pedagogical systems, aiming to integrate all learners into mainstream educational environments. As more countries adopt inclusive policies, teachers must adapt their methods to support students with varying needs. In English language classrooms, where communication and interaction are key, inclusivity presents both a challenge and an opportunity. The growing diversity of learners — including those with hearing impairments, dyslexia, autism, and other special needs — demands an adaptive and sensitive teaching approach.

This thesis investigates how English can be effectively taught in inclusive settings by focusing on methodological adjustments, practical strategies, and teacher competencies.

**Principles of Inclusive Education**

Inclusive education is rooted in the belief that every child has the right to learn, regardless of their physical, mental, or emotional condition. According to the UNESCO Salamanca Statement (1994), schools must accommodate all children "regardless of their physical, intellectual, social, emotional, linguistic or other

conditions." In the context of language teaching, this means creating a learning environment where every student can participate actively in classroom communication and learning activities. Inclusive education promotes not only academic development but also social integration, respect for diversity, and empathy among students.

Teachers working in inclusive classrooms are expected to maintain high expectations for all learners, while also understanding that progress will vary based on individual capabilities. Inclusion does not mean lowering standards, but rather diversifying approaches to help all students achieve meaningful progress.

### **Challenges in Inclusive ELT Classrooms**

Implementing inclusive practices in English language classrooms is often met with real-world difficulties:

- Limited Teacher Training: Many English teachers are trained in general pedagogy but lack specific instruction on how to support students with disabilities. Without adequate knowledge, teachers may struggle to recognize the needs of learners with dyslexia, ADHD, or hearing impairments.
- Classroom Management Issues: Inclusive classrooms may include students with behavioral difficulties who require individual attention, which can make classroom management more complex.
- Insufficient Resources: In many contexts, especially in developing countries, inclusive education is hindered by a lack of learning materials, assistive technologies, and support staff.
- Time Constraints: Planning differentiated lessons takes time. Teachers may find it difficult to balance curriculum demands with the need for personalized support. Despite these challenges, many of them can be addressed with thoughtful planning, collaboration, and a commitment to inclusive values.

### **Methodologies for Inclusive English Teaching**

#### *Differentiated Instruction*

Differentiated instruction involves modifying teaching content, processes, and expected outcomes to cater to the varied needs of students. In English classes, this might include using simplified texts for learners with cognitive difficulties, offering audio recordings of reading materials, or giving extended time for language production tasks.

#### *Multisensory Approaches*

Multisensory teaching helps all students, especially those with learning difficulties, to better understand and retain new information. This method engages multiple senses — sight, sound, touch, and movement — in the learning process.

### *Scaffolding and Peer Support*

Scaffolding refers to the temporary support provided to students to help them complete tasks just beyond their current abilities. In inclusive English classes, this might include sentence starters, guided reading questions, or vocabulary banks.

### *Use of Assistive Technology*

Technological tools can be powerful aids in inclusive classrooms. For instance, text-to-speech software helps students with reading disabilities, while speech-to-text programs support learners with writing difficulties.

### *Task-Based and Project-Based Learning*

Inclusive English teaching benefits from communicative and meaningful activities such as task-based learning (TBL) and project-based learning (PBL). These methods allow students with different strengths to contribute in diverse ways.

### *Formative Assessment and Feedback*

Assessment in inclusive classrooms should be ongoing and flexible. Teachers need to use various tools — checklists, portfolios, self-assessment — to monitor progress and adapt instruction.

### **The Role of the Teacher in Inclusive English Classrooms**

Teachers are at the center of effective inclusive education. They must plan flexibly, observe carefully, collaborate with other professionals, and engage in continuous professional development. Moreover, teachers act as role models for acceptance and inclusion. When they embrace diversity with a positive attitude, students are more likely to do the same.

### *Conclusion*

The methodology of teaching English in inclusive education settings requires creativity, adaptability, and deep understanding of learners' needs. By applying differentiated and multisensory strategies, leveraging assistive technology, and fostering collaborative support, teachers can ensure that all students — regardless of their abilities — develop essential language skills. Inclusivity not only benefits students with special needs but also enriches the learning experience for all.

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