



UNIVERSIDAD
CATÓLICA
DE CUENCA

UNIVERSIDAD CATÓLICA DE CUENCA

Comunidad Educativa al Servicio del Pueblo

UNIDAD ACADÉMICA DE EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS**

**“INCLUSIVE ENGLISH LEARNING FOR PRIMARY
STUDENTS WITH SPECIAL EDUCATIONAL NEEDS: A
LITERATURE REVIEW”**

**PROYECTO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL
TÍTULO DE LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLÉS**

AUTORA: JOSSELINE PAMELA HERNÁNDEZ GARZÓN

DIRECTORA: LIC. YESSENIA VILLACRÉS OCHOA, MGST.

CUENCA-ECUADOR

2026

DIOS, PATRIA, CULTURA Y DESARROLLO



UNIVERSIDAD CATÓLICA DE CUENCA

Comunidad Educativa al Servicio del Pueblo

UNIDAD ACADÉMICA DE EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS**

**“INCLUSIVE ENGLISH LEARNING FOR PRIMARY STUDENTS WITH
SPECIAL EDUCATIONAL NEEDS: A LITERATURE REVIEW”**

**PROYECTO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL
TÍTULO DE LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLÉS**

AUTORA: JOSSELINE PAMELA HERNÁNDEZ GARZÓN

DIRECTORA: LIC. YESSENIA VILLACRÉS OCHOA, MGST.

CUENCA-ECUADOR

2026

DIOS, PATRIA, CULTURA Y DESARROLLO

Abstract

This article presents a systematic literature review on inclusive English as a Foreign Language (EFL) learning for primary students with special educational needs (SEN). Inclusive education is a fundamental principle to guarantee equal education, however its application in English teaching as a foreign language (EFL) in primary education still presents some difficulties especially in the context of students with special educational needs based on the Ecuadorian context these limitations are related to teacher training while having a lack of resources as well as the gap between theory and pedagogical practice. The objective of this study is to analyze the inclusive strategies in English teaching as a foreign language in primary education recognized in the literature as effective for students with special educational needs as well as the impact reported in their learning. The investigation took a qualitative approach with a descriptive and analytical design through a systematic literature review based on the PRISMA 2020 guidelines, searches were conducted in Google Scholar, ResearchGate and the Universidad Católica de Cuenca library, the considered studies had to be from the last five years which in the end 30 studies were analyzed. The results identified recurrent strategies such as differentiated instruction, multisensorial approaches, Universal Design for learning (UDL) and the use of adaptive educational technologies, all of these were associated with improvements of participation, motivation and the academic performance of students with special educational needs. In conclusion differentiated instruction, UDL and educational technology are effective strategies in English learning for SEN students. However, its application is limited due to the lack of teacher training which evidences the need to improve inclusive education capacitation.

Keywords: inclusive education, primary education, special educational needs, EFL, inclusive EFL strategies.

Resumen

Este artículo presenta una revisión sistemática de la literatura sobre el aprendizaje inclusivo del inglés como lengua extranjera (EFL) para estudiantes de primaria con necesidades educativas especiales (NEE). La educación inclusiva es un principio fundamental para garantizar una educación equitativa, sin embargo, su aplicación en la enseñanza del inglés como lengua extranjera (EFL) en educación primaria aún presenta algunos problemas, especialmente en el contexto de estudiantes con necesidades educativas especiales según el contexto ecuatoriano. Estas limitaciones están relacionadas con la formación docente, la falta de recursos y la brecha entre la teoría y la práctica pedagógica. El objetivo de este estudio es analizar las estrategias inclusivas en la enseñanza del inglés como lengua extranjera en educación primaria reconocidas en la literatura como efectivas para estudiantes con necesidades educativas especiales, así como el impacto reportado en su aprendizaje. La investigación usa un enfoque cualitativo con un diseño descriptivo y analítico a través de una revisión sistemática de la literatura basada en las directrices PRISMA 2020, se realizaron búsquedas en Google Scholar, ResearchGate y la biblioteca de la Universidad Católica de Cuenca, los estudios considerados deben ser de los últimos cinco años, de los cuales se analizaron 30 estudios. Los resultados identificaron estrategias como la instrucción diferenciada, los enfoques multisensoriales, el Diseño Universal para el Aprendizaje (DUA) y el uso de tecnologías educativas adaptativas. Todas estas estrategias se asociaron con mejoras en la participación, la motivación y el rendimiento académico del alumnado con necesidades educativas especiales (NEE). En conclusión, la instrucción diferenciada, el DUA y la tecnología educativa son estrategias eficaces para el aprendizaje del inglés en estudiantes con NEE. Sin embargo, su aplicación es limitada debido a la falta de formación docente, lo que evidencia la necesidad de mejorar la capacitación en educación inclusiva.

Palabras clave: educación inclusiva, educación primaria, necesidades educativas especiales, EFL, estrategias inclusivas en EFL.

Introduction

Inclusive education has improved in the last few decades as one of the fundamental pillars to guarantee the equal access to education and participation of all students, no matter their specific needs when it comes to English as a Foreign language (EFL), this approach requires a particular relevance since the process of language learning could be challenging for Special needs students (SEN) among them there is Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, autism spectrum disorders, and other specific learning difficulties, understanding how to implement these inclusive strategies in English learning in primary education is important to encourage equal learning environments.

Various studies have shown the difficulties SEN students face in an inclusive educational context. According to Benko & Martinović (2021), SEN students are often met with poor learning conditions. It could be due to poor teacher training, time deficit, or lack of resources.

It seems that SEN students and their learning needs and styles of learning are more often disregarded than met due to poor learning conditions, lack of material, along with teachers' time deficit, or lack of knowledge which should be gained by special training. (Benko & Martinović, 2021, p. 2)

Similarly Bermúdez & Velandia (2023) mentions that in Colombia many teacher coaching programs lack the teaching on inclusive education which leads to a breach between policy and practice which in turn leaves new teachers unfit to focus on the different needs of their students, such lack of preparation directly impacts the students' performance in which they frequently obtain inferior academic results and they are more likely to be demotivated and skip school.

In the Ecuadorian context, English teaching in primary education is obligatory in accordance with the guidelines of the Ministry of Education, however, institutional reports have mentioned that the implementation of inclusive education still presents limitations. According to Herrera Ochoa (2025), Ecuadorian teachers face significant challenges such as limited training in important skills like critical and creative thinking as well as students being unmotivated. This situation negatively affects Ecuadorian teachers since they are given large amounts of workload and have limited opportunities for professional development. Many of these educators also encounter the absence of resources, and the lack of training reduces the effectiveness of their teaching strategies.

Despite there being some progress and programs oriented towards inclusion, current studies report that its practical application is still uneven, for example, “primary school teachers tend to hold rather neutral or ambivalent attitudes towards inclusive education” (Lindner et al., 2023, para. 1).

Primary school teachers do not include all students, this explains why students with special educational needs still face significant challenges when learning English some of these challenges could be the difficulty to understand instructions, limitations in working memory, attention problems or challenges in decoding and pronouncing new words.

From a theoretical point of view, inclusive English teaching is based on models such as the Universal Design for Learning (UDL), which promotes the creation of flexible environments who can offer multiple forms of representation, participation and expression. According to Mambetakunov (2025), differentiated instruction is applied to ensure the academic achievement of all students including those with special needs, some of its methods include grouping each student by their learning style which means grouping them based on their comprehension, skills and academic achievement also the teachers consider these students cognitive characteristics so that they can improve their teaching strategies, these teachers also use different level tasks that allows each student to work according to their capacity and develop analytical reasoning. Additionally, Krashen’s second language acquisition theory, specifically the input hypothesis, states that learning is easier when the student receives linguistic information adjusted to their level and in low anxiety contexts, this is especially relevant for SEN students, who usually are more likely to experience academic stress.

Although these theories propose clear guides for the planification of inclusive classes, literature reveals that its application in real EFL contexts is limited. Seiradakis (2024) identifies in her study that in Greece EFL teachers are aware that using assistive technologies are helpful for students with special needs but sadly these teachers do not use assistive technologies as much due to the lack of resources, poor teacher training, technology leadership time, the emotional struggles EFL teachers go through as well as the students have poor digital skills due to their disadvantaged backgrounds, in many countries; including Ecuador. Moreover, teachers report not feeling ready

to use adaptive technologies or specific inclusive strategies in their English classes which shows a significant gap between theory and educational practice.

However, despite the growing body of research on inclusive education and EFL, there is limited synthesized evidence specifically focused on primary education contexts and SEN learners in Latin America, particularly Ecuador.

Knowing this, the following research question is proposed: What inclusive strategies for EFL learning in primary education have been recognized in the literature as successful for students with special educational needs, and what impacts do these studies report?

Answering this question is fundamental because despite the increasing academic output on inclusion and on English teaching, there is still a lack of systematic reviews that integrate inclusive strategies specifically for primary education, this represents an important research gap, since without this study it is hard to identify which practices have been effective, which requires adjustments and which areas need greater educational support.

Finally, the purpose of this article is to contribute to the comprehension of inclusive practices through a systematic literature review, as a result the general objective of this article is: To analyze inclusive strategies reported in the literature that promote English language learning in primary students with special educational needs.

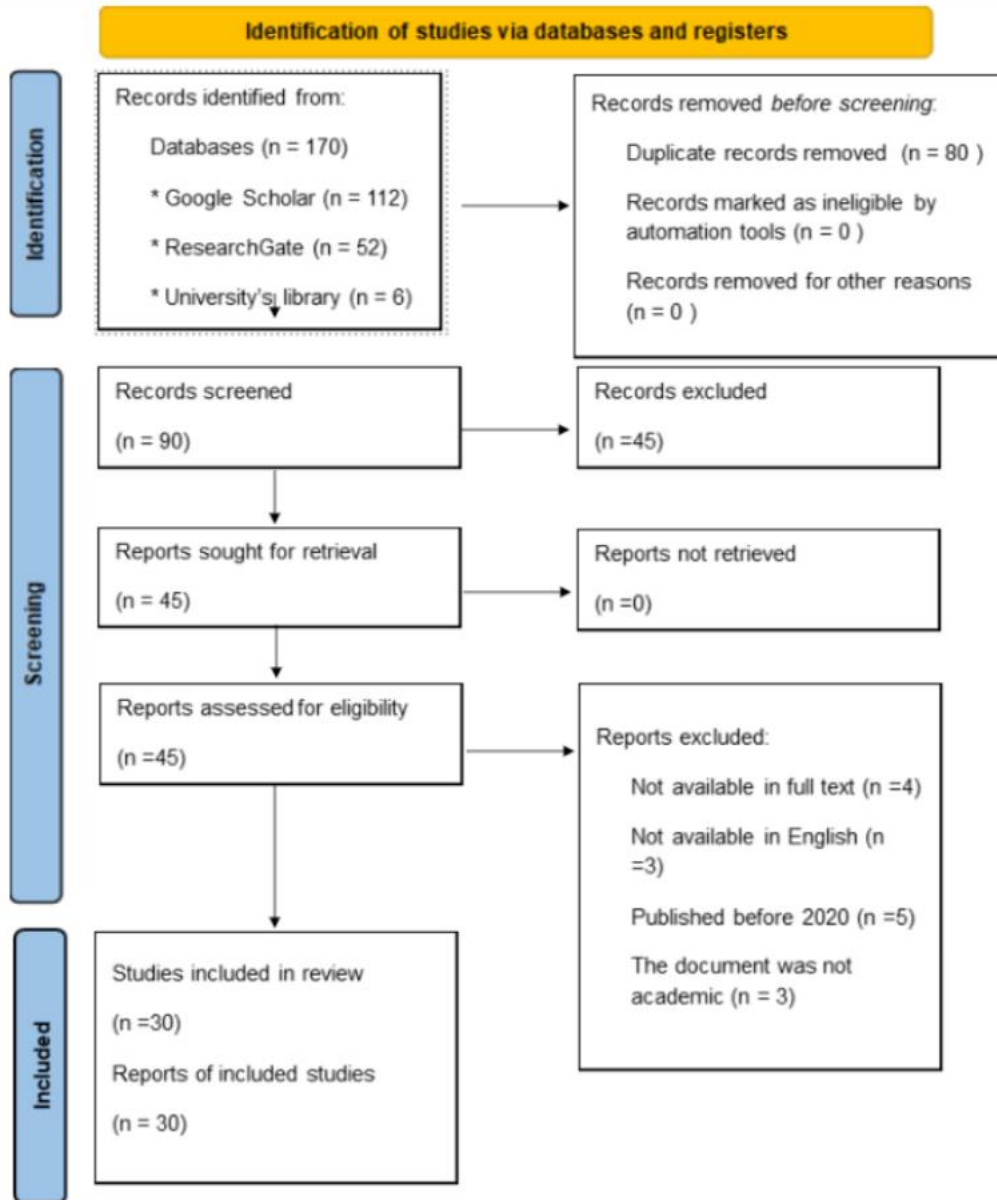
Methodology

The present research employed a qualitative approach with a descriptive and analytical design, it was done through a systematic scientific literature review, this type of methodology was selected due to its relevance for synthesizing, analyzing as well as organizing scientific evidence previously related to inclusive strategies for English teaching as a foreign language (EFL) in primary education, specifically in students with special educational needs, the systematic review guaranteed the rigorous process, transparent and replicable aligned with the general objective of the investigation.

The investigation took place through a systematic literature review based in the PRISMA 2020 method, to do that an investigation was made by using academic databases such as Google Scholar, Research Gate and the Universidad Católica de Cuenca library, the searching process was focused on published studies from the last 5 years (2020-2025) this was to ensure the timeliness of the gathered information. The research strategies consisted of using keywords that relate to inclusive English learning for students with special needs, such as *inclusive education*, *primary education*, *inclusive strategies*, *EFL classrooms*, *EFL students*, etc. These keywords were combined using Boolean operators like AND OR and NOT, the search string is as follows (“inclusive education”) AND (“EFL”) AND (“primary education” OR “special educational needs”) AND (“English learning” OR “inclusive strategies”) AND (“EFL” NOT (“secondary education”)) AND (publication year: 2020-2025) AND (document type: article). This was to gather theories, previous studies and scientific evidence related to inclusive education, English teaching and the necessities of special needs in education, in order to select or discard certain studies, the title, abstract and the conclusions were analyzed, duplicated articles were removed, lastly only completed articles were selected this is to ensure the best and most recent results for this article.

The process of the selection of the studies was developed through many different stages following the PRISMA guidelines, in its first phase 170 articles were found after 80 duplicated studies were eliminated, in the screening phase, the titles, abstracts and conclusions were analyzed which resulted in the exclusion of 45 articles due to them not complying with this study’s approach, in the eligibility phase 15 additional studies were excluded after reading the text completely, finally 30 studies were selected for the final analysis, for a better comprehension, the PRISMA diagram can be seen (Figure 1).

Figure 1:



The objectives along with the methodologies focused on the analysis of the selected studies through previously defined comparative categories, including the types of special needs addressed, the inclusive strategies applied in English teaching, and the reported impact on learning, participation and academic performance.

First, the inclusion criteria considered empirical studies, qualitative studies, mixed studies and systematic and narrative reviews published in scientific journals focused on primary education, English learning as a foreign language and students with special educational needs, the exclusion

criteria included incomplete studies or investigations that were more than 5 years old, here is a list for better understanding:

Inclusion criteria:

- ∉ Studies published between 2020 and 2025
- ∉ Investigations related to inclusive education and EFL
- ∉ Studies centered in primary education
- ∉ Investigations that include SEN students
- ∉ Studies made in English
- ∉ Articles found in Google Scholar, ResearchGate and the Universidad Católica de Cuenca library

Exclusion criteria:

- ∉ Studies published before 2020
- ∉ Studies that do not have access to the full text
- ∉ Documents that are not academic such as blogs, web entries etc....
- ∉ Duplicated investigations

The results were synthesized through a thematic analysis, organizing findings according to patterns, similarities, and differences among the selected studies, which allowed the identification of trends, gaps, as well as consistent conclusions.

The thematic analysis allowed the organization of information in previously defined categories, which facilitated an essential comprehension of the current state of the investigation about inclusive EFL education.

When it comes to ethical criteria, the academic integrity principles were respected and there was a responsible use of the information, all sources were properly cited and since this study was a systematic review there was no need to work with human subjects nor was there the need to request informed consent.

To organize the scientific articles that were found, a bibliographic review matrix was created (Table 1). The content of this matrix is as follows: author (s), year, country, methodology, educational need, strategy/methodology and the key findings, in total 30 scientific articles were placed in the matrix.

The matrix was the main tool in organizing the data and using it to help find the main findings. The matrix specifically helped in finding specific educational needs and the implemented strategies for each need.

Table 1: Bibliographic Matrix

AUTOR/ES (AÑO)	COUNTRY	METHOD	NECESIDAD EDUCATIVA	Teachers' strategy/methodology	Key findings
Álvarez Fariñango, A. D., & Chacón Bonilla, B. I. (2022)	Ecuador	Mixed-method qualitative and quantitative: deductive approach, survey and descriptive statistics.	Linguistic and academic difficulties affect reading, writing, attention, and memory.	The study focused on classroom management strategies, this was to manage behavior, organize the class, and support students with learning difficulties.	The teachers know how to apply inclusive strategies, but they lack the training to make it meaningful.
Arévalo, L., Suárez, R., & Vásquez, E. (2025)	Ecuador	Qualitative: Descriptive, interpretative, online survey.	Different learning and participation difficulties in inclusive EFL contexts.	Teachers stated having informal, inclusive approaches and views of technological use.	There is a positive attitude but there is also a breach between theory and practice. There is an average confidence when it comes to adapting instruction. There are also barriers that include time, class size, resources, and the use of technology.
Figueroa Arteaga, J. E., & Molina Reyes, J. J. (2023)	Ecuador	Mixed methods (interpretive & social-critical paradigms), survey, interviews and classroom observations	Autism Spectrum Disorder, Asperger's Syndrome and physical disability.	Teachers used personal support in routines, monitoring progress, coordinating with the families, behavioral regulation techniques, and improvement in class interaction to support SEN students in the EFL context.	SES teachers support students effectively in routines, progress monitoring, communication, and behavioral regulation, but there is a lack of specific EFL training which limits effectiveness.
Gaibor, J., & García, F. (2025)	Ecuador	Qualitative, literature, bibliographical review of 16 studies.	There is no equal access to educational technology for	Teachers used strategies such as using apps and tools for language practice, using multimedia and	Technology improves EFL learning opportunities and motivation but if there is limited access to it, then

			EFL learning in rural areas.	videos for listening and vocabulary they also encouraged the students to access the resources themselves and to encourage English practice by using mobile devices.	the effectiveness is limited.
Gándara Vivar, M. G., & Inzhivotkina, Y. (2024)	Ecuador	Quantitative study with the use of interviews.	SEN students who have cognitive, physical, and socioemotional problems.	Different strategies were used, for example; differentiated instruction was adapted to different disabilities. There was the implementation of collaborative teaching, professional development, and training on inclusive pedagogies, etc.	SEN teachers go through many different challenges such as classroom management for students with different needs, limited support, overwork, burnout, and lack of professional training which in the end affects the quality of the given inclusion in education.
Gavilanes Cuesta, M. E. (2025)	Ecuador	Qualitative literature review.	Unequal access to technological tools for learning English for primary public-school students.	Integration of interactive digital platforms such as Google Meet or Zoom as alternatives of instruction, use of gamification and mobile learning to increase vocabulary and language practice, and there were many more strategies.	Using technology for EFL learning is important since it can improve engagement and the learning of the English language but with unequal access and the limited training of the teachers in how to use technology it can affect the learning outcomes of the students.
Marcano Molano et al. (2023)	Ecuador	Mixed comparative study with documentary analysis and comparison of survey results.	Students with physical, cognitive, and sensory disabilities.	Teacher training to improve inclusive education, collaboration with the families of SEN students to improve student participation, improving the use of materials and learning environment to allow the access of students with disabilities, etc.	Both countries include inclusion, but they also face problems such as limited and incomplete teacher training, resources, and stigma.

Párraga-Sánchez, J. D. (2023)	Ecuador	Qualitative documentary review.	Legal guarantees to include inclusive education rights for students with disabilities.	Teacher training to implement inclusive education, provision of resources and individual pedagogical adaptations to support students with different educational needs, collaboration from the school and families to include inclusion.	Although there are legal guarantees, the application is limited; some things such as teacher training, proper resources and specialized pedagogical adaptations are needed for effective inclusion.
Pillajo Mejia, D. S., & Taco Guamani, K. F. (2023)	Ecuador	Qualitative research with a descriptive approach.	Autism Spectrum Disorder	Natural environment social practice, visual learning media, technology instruction, behavior engagement with technology, learning style adaptations, teacher support and collaboration between parents and teachers.	Both the EFL teachers and the autistic students face challenges, for the teachers it is hard for them to face the complexity of the ASD in the student, poor teacher training and not knowing how to implement the didactic material meanwhile the students have a lack of socialization and communication and the teachers' negative opinions about the importance of teaching English.
Rodríguez, S., & Baquerizo, A. (2025)	Ecuador	Quantitative study that uses a structured survey.	Unequal access to academic resources and technological tools that support English speaking development especially in students with limited educational opportunities in public schools.	The strategies that the teachers use to improve students English speaking collaborative tasks, the integration of technology and the identification of challenges and contextual factors influencing practice.	Teachers report problems when it comes to English-speaking skills such as limited time, inadequate training and unequal access to technology especially in the public school context despite these problems the teachers came up with effective strategies such as collaborative activities and technology integration, in the end it is important to improve teacher training and there is a need to increase instructional time and there should be more access to technological resources.
Bermúdez, A. M. G., & Velandia, B. B. (2023)	Colombia	Qualitative research using a systematic	EFL teachers are not properly trained to teach	Curriculum design focused on inclusive practices, training	Many EFL teacher training programs lack the proper training on

		evidence synthesis which analyzes studies, policies and theoretical frameworks on inclusive education, disability and EFL teacher training programs.	students who have physical, sensory, emotional, and cognitive difficulties.	teachers to implement inclusive strategies, identification of pedagogical strategies such as UDL, differentiated instruction etc...	inclusive education and disability making it hard for the teachers to support the different learners, some of the main challenges the study found was the gaps between classroom practice and educational policy.
Herrera Ochoa, D. E. (2025)	Colombia	Qualitative research, collection of data through academic articles.	Structural barriers that impede the access of English learning in rural areas since there is a lack of resources, insufficient teacher training, no access to technology and problems with the structure.	Teachers used collaborative assessments to share feedback and create activities according to each student's needs. They also integrated ICTs by using digital tools to support e-learning, and many more strategies were implemented.	English education in rural areas faces challenges such as limited infrastructure, lack of resources, limited ICT access and insufficient teacher training, to improve this collaborative assessment, resource adaptation pedagogical innovation, ICT integration and community strategies helped with the problem.
Landínez-Martínez et al. (2025)	Colombia	Quasi-experimental research.	ADHD	The teachers used clear instructions to keep the students focused, they also made smaller tasks so it could be manageable for the students, they used visual aids, they gave extra time, they taught reading and writing strategies and they motivated the students.	The children with ADHD showed lower linguistic, cognitive, and attentional performance in contrast to their neurotypical peers. They also showed deficit in IQ, metalinguistic skills, memory, writing, reading and executive function.
Benford, M. (2023)	The United States of America	Literature review of Universal Design for Learning and Differentiated Instruction practices.	Meeting the requirements of different learners across cultural, socioeconomic, linguistic, and ability differences in the classroom.	UDL was used to give students varying and engaging learning, teachers also used Differentiated Instruction to adapt with each student's needs and they implemented more strategies.	Universal Design for Learning and Differentiated Instruction are important practices that help teachers address the diversity of the students by improving inclusive education.

Belkhiri Abir, D. F. (2023)	Algeria	Qualitative explorative design, classroom observations, and interviews.	Autism and intellectual disabilities.	Teachers used visual aids to support students with autism and intellectual needs, they also used multi-sensory activities, classrooms routines etc. By adapting activities based on each student's needs and they also collaborated with specialist such as psychologist.	The study shows the efforts instructors, therapists and policy actors in supporting SEN students, it brings attention to the teaching challenges and the need for better support and resources to improve EFL teaching for students with special needs in Algeria.
Benko, R., & Martinović, A. (2021)	Croatia	Questionnaire-based research.	Inclusive EFL learning for students with SEN or intellectual problems.	Teachers used collaborative learning, active participation, simplifying the activities, and adapting them to SEN students.	In the end, there was a positive attitude towards inclusion from both teachers and students although there still needs to be more teacher training to improve inclusive EFL teaching.
Fencil, M. (2024)	The United States of America	Theoretical analysis of research studies.	The reduction of anxiety in language exposure opting for a meaningful and reduced use of grammar in teaching.	The teachers used comprehensible input, a calm environment, repetition, and multimedia to improve the language performance of the students.	Krashen's Comprehensible Input Hypothesis improves language learning, fluency, motivation, and comprehension in the classroom, immersion, and digital learning contexts.
Goštautaitė, D., & Sakalauskas, L. (2022)	Lithuania	Quantitative analytical study using multi-label classification techniques and a systematic literature review.	Understanding the differences in students' engagement with learning tasks to adapt instructional strategies according to each student's learning styles.	The teacher will adapt the content and activities to the students' learning styles to improve engagement and achievement.	Identification of the predictive input activities that correspond with different learning styles; the models show how students interact with educational content which offers a perception for adaptive teaching approaches.
Lindner et al. (2023)	Austria	Systematic review.	Students with special educational needs or disabilities such as physical, sensorial, autism, ADHD, and behavioral difficulties.	Teachers include differentiated instruction, collaborative learning, and classroom adaptations to support the students' different educational needs.	Primary school teachers have a neutral or uncertain attitude towards inclusive education resulting in not all teachers favoring inclusion to all students since to them it depends on students' type of disability.

Morgado et al. (2025)	Portugal	Qualitative that follows an exploratory and interpretative nature by comparing documents.	Change the definition of SEN students to a broader category.	Pedagogical planning, the use of different strategies, UDL, teacher collaboration, and teachers supporting all students' needs.	To categorize SEN students with a diagnosis to expand to the needs of all students and it is also important to mention the need to improve teacher training, pedagogical leadership, and monitoring based on the data recommended by UNESCO.
Ramadani, R. (2024)	Kosovo	Qualitative observational study.	SEN students who have difficulties in learning English due to the lack of engagement and participation in English lessons.	Using technological tools such as YouTube videos, interactive quizzes and online games to support English language teaching and the use of different lessons to go with students' different learning necessities.	Using technology in English lessons improved the motivation, active involvement, active participation and better participation in groupwork compared to traditional methods.
Karagianni, E., & Drigas, A. (2023)	Greece	Qualitative, exploratory, and theoretical review.	SEN students that need to learn in different learning environments to address their different learning needs through technology.	Use of assistive technology to improve participation in EFL learning.	Teachers provide authentic learning opportunities by using new technologies in their teaching strategies to meet their students' different needs. This in the end helped the students acquire academic and life skills.
Seiradakis, E. V. (2024)	Greece	Qualitative study, interviews, and thematic analysis.	Autism, deafness, blindness, intellectual disabilities, speech learning disabilities, and other disabilities.	Teachers used assistive technology to support EFL learning by encouraging inclusion and accessibility, that way technology has adapted to the different educational needs of the students.	In the end some of the challenges for the teachers include the lack of resources, a lack of teacher training, limited use of technology, time, stress and marginalization of EFL teachers meanwhile some of the challenges for the students' is a lack of knowledge in using technology and disadvantaged backgrounds.

Lu, J., Jiang, H., & Huang, Y. (2022)	China	Quantitative survey.	Learning disabilities, autism, ADHD, dyslexia and others	EFL teachers used apps, AI technologies, and small classes to support inclusive education.	There was a lack of specialized training since many teachers did not use strategies for SEN students although there were differences in attitudes between the teachers in the end most teachers believed that SEN students should be taught in special classes.
Mambetkunov, U. (2025)	Kyrgyzstan	Analysis of pedagogical practice and scientific literature, comparative analysis, analysis of legal documents, and observation of the educational process in primary schools.	SEND students with any type of disability could be physical or mental.	Individual learning, flexible grouping, differentiated teaching, and different teaching strategies such as using visual, auditory, and kinesthetic approaches.	To apply inclusive education successfully, there needs to be some changes such as teacher training, proper resources and the creation of a learning environment where students and their parents have a mutual understanding with each other.
Kusmawati et al. (2023)	Indonesia	Descriptive-qualitative	ADHD	Teachers used gamification to improve ADHD students' engagement.	Gamification does increase the concentration of ADHD students.
Munir et al. (2025)	Indonesia	Systematic literature review.	Autism.	Teachers used PECS and AR-enhanced communication to improve the motivation of autistic students.	The use of PECS improved the verbal and non-verbal communication of the students and some of its benefits included better engagement and interactivity although there are still challenges in how to include the equipment it could be resolved with some training.

Prystiananta, N. C., & Noviyanti, A. I. (2025)	Indonesia	Mixed-method approach, qualitative and quantitative.	Visual, hearing, physical impairments, and Down syndrome.	Integration of multimodal digital tools using pedagogical strategies along with deep learning principles to encourage reflective, personalized, and engaging learning environments.	Integrating multimodal digital tools contributed to increased engagement, accessibility and different instruction for students and deep learning strategies also encouraged better adaptive and reflective teaching strategies although there are still challenges such as limited access to technology and more teacher training it is recommended to give support and professional development to encourage more inclusive and responsive EFL teaching in special education contexts.
Supriatna, A., & Ediyanto, E. (2021)	Indonesia	Literature review.	Dyslexia	Use of multisensory techniques such as visual, auditory, tactile, reading, and spelling techniques to improve reading and writing skills.	The multisensory techniques helped the children connect sounds and symbols effectively; they improved their reading comprehension, their spelling, and their engagement.
Anuradha, D. (2022)	India	Empirical and quantitative: questionnaire, descriptive statistical analysis.	Dyslexia	The use of comprehensible techniques and recorded lectures to improve dyslexic students' understanding and engagement in academic tasks is important.	Children who have dyslexia feel left out, have low self-esteem, and they feel embarrassed. That is why support techniques such as recorded lectures and comprehension teaching are suggested.

Based on the studies from the matrix the studies made in Ecuador demonstrates clear patterns when it comes to the inclusive strategies that were used with SEN students. Alvarez Fariñango and Chacón Bonilla (2022), Figueroa Arteaga and Molina Reyes (2023) and Pillajo Mejía and Taco Guamani (2023) highlight that teachers mainly implement strategies in classroom management, personalized support, adaptation of routines, use of visual materials and technological support to attend students who are autistic and who have linguistic and cognitive difficulties. Likewise, a tendency of using collaborative strategies and technologies such as digital

platforms, gamification, and mobile learning could be observed by Gaibor & García (2025) and Gavilanes Cuesta (2025). However, a recurrent pattern was identified in these studies which is limited teacher training when it comes to inclusion and EFL, which reduces the effectivity of the mentioned strategies.

In the Latin American context more specifically Colombia, the studies show similar patterns to those observed in Ecuador regarding the implementation for inclusive strategies in EFL. Bermúdez and Velandia (2023) mention that although teacher training programs recognize the importance of inclusion, there is a significant breach between educational policy and classroom practice which limits the effective given attention to SEN students, Similarly, Herrera Ochoa (2025) indicates that the teachers use strategies such as collaborative learning, adaptation of resources and the use of ICT to support English learning, however, the lack of resources and the lack of teacher training continues affecting the impact of these strategies especially in rural areas.

In the Asian context, the analyzed studies show a mayor focus on the use of pedagogical strategies supported by technology to attend SEN students. Kusmawati et al. (2023) points out that the use of gamification as a strategy was effective in improving the concentration and understanding of ADHD students in EFL contexts. Similarly, Munir et al. (2025) reports positive results using increased communication systems such as PECS and tools with increased reality in which they favor the motivation and communication of autistic students. Meanwhile, Supriatna and Ediyanto (2021) mention that the use of multisensorial techniques significantly contributes to the development of reading and writing skills in dyslexic students which demonstrates how important it is to focus on multiple sensory channels.

In summary, the applied methodology allowed the development of a rigorous systematic review, coherent with the set objectives and made with the PRISMA 2020 guidelines, assuring the validity and reliability of the study, the following patterns have been found to be organized in 3 groups them being inclusive EFL learning and special educational needs, the use of technology to support inclusive English learning and the lack of teacher training in supporting students with special needs.

Inclusive learning of English as a foreign language in primary education was based on the principle of guaranteeing equal access and participation to all students including those with special educational needs. The literature mentions the relevance of pedagogical approaches such as differentiated instruction along with Universal Design for Learning another strategy is adaptive technological education to go with the different cognitive, linguistic, socioemotional needs presented in the classroom. However, different articles identify that the effective application of these strategies depends on how the teachers were trained it also depends on the access to resources and the institutional context, this is particularly true in Ecuador where these limitations are common. Taking this into consideration, the analysis of the literature allows the successful identification of inclusive practices, but it also reveals significant breaches between theory and practice, which emphasizes the need to improve teacher training as well as encourage the use of pedagogical strategies that favor English learning for all students.

Inclusive EFL Learning and Special Educational Needs

EFL inclusive learning is based on the principle that all students, including special needs students should have equal access and opportunities in learning, this approach is related to inclusive education, that encourages the participation of all students, and it recognizes the diversity in the classroom as an important element.

Theories like Tomlinson's Differentiated Education and Universal Design for Learning (UDL) propose useful strategies that allow adaptive content, activities, and evaluations for individual needs. Benford (2023) mentions that teachers must be cautious in creating learning environments that use the universal design for learning and differentiates teaching in response to the students' needs so that all the students are given an equal learning experience thus making them achieve their learning outcomes, when it comes to learning a new language Krashen's Comprehensible Input theory and the Communicative Approach reveal how important it is to offer opportunities of interaction, comprehension and practice according to the level of each student, for special needs students these theories support the need to adjust the linguistic input and add additional support. Fencil (2024) mentions that giving students meaningful exposure to low-anxiety environments and repeated input in different contexts in language learning improves their language proficiency.

Inclusive English learning as a foreign language is supported in a way that all students no matter their abilities should be able to participate in experiences of significant learning, however,

in primary classrooms there is a lot of diversity covering with students who have specific language learning difficulties to having children with neurodevelopment disorders, that is why literature normally emphasizes the importance of first understanding what challenges do these students face when learning a new language.

Landínez-Martínez et al. (2025) in his quasi-experimental research reports that students who have ADHD usually show lower cognitive, linguistic, deficiency of IQ as well as attentional performance in comparison to their classmates, they also show a deficit in linguistic skills, writing, reading, memorization, decision-making, with the increasing of mistakes and diversity when realizing tasks, on the other hand, Anuradha (2022) suggests that people who have dyslexia have difficulties in reading and writing words in sentences, children with dyslexia struggle in decoding new words or deconstructing these words into smaller words they can comprehend. According to Pillajo Mejia & Taco Guamani (2023), students who have autism face difficulties in communication, making it hard for them to communicate with their teachers and classmates for group work.

These diverse needs explain why UDL models and differentiated instruction are especially relevant for learning English they allow the flexibility of the presented content they offer multiple ways for interaction and adjust the levels of linguistic complexity without excluding a student. Belkhiri Abir (2023) in her qualitative study agrees that using picture exchange communication systems, video teaching, and encouragement of teachers in classroom discussions are some great strategies to help the comprehension of SEN students. In contrast, Supriatna & Taco Ediyanto (2021) literature review research argues that multisensory techniques are used to improve dyslexia reading skills, multisensory techniques could be used for many different purposes such as training students to read and spell by connecting the sounds as well as symbols that start with a single letter and continue with vowel along with consonant combinations and difficult letter gatherings, improving the visual technique which could be done by showing flashcards, the auditory technique which consists of showing the children who have auditory problems a pair of short words and then they will be asked to answer which word is right. Finally, there is the tactile technique in which children with dyslexia will most likely learn best with this technique, the combination of pictures, gestures, sounds, textual support allows reinforcing semantic connections, and it favors the retention of information.

In the Ecuadorian context many studies have shown that the implementation of inclusive strategies in English learning in primary education is still limited. According to Parraga-Sánchez (2023) although both constitutional laws as well as other laws such as the Organic law of intercultural education and the Organic law of disabilities do notice that including inclusive education in a proper way by making SEN students be equals to their peers is still in development, likewise Gándara Vivar and Inzhivotkina (2024) mentions that teachers in Santa Elena face difficulties when teaching SEN students, some of these difficulties are related with misunderstandings, the lack of support and the workload and burnout of not knowing how to deal with both “regular” and “special needs” students. Similarly, Arévalo et al. (2025) states that to fix this problem, there needs to be sustained professional development, collaboration with experts, better institutional support, and equal access to technology and pedagogical resources.

The analyzed literature reports that the most frequent pedagogical inclusive strategies used in primary education correspond to differentiated instruction, the use of multilevel activities and the adaptation of linguistic materials, the reviewed studies agree that these strategies allow the adjustment according to the complexity of the linguistic input according to the cognitive profile of SEN students, particularly those with dyslexia, ADHD and autism spectrum disorders. Table 1 incorporates the identified inclusive pedagogical strategies and the different types of special educational needs to those to whom it is most frequently directed.

TABLE 1

Identified inclusive pedagogical strategies in the literature for EFL learners of primary education

Pedagogical strategy	General description	Associated SEN
Differentiated instruction	Adaptation of the content and activities according to the level of each student	Dyslexia, ADHD
Multilevel activities	Activities with different categories of difficulty	Different types of SEN
Use of visual aids	Images, pictograms and graphics	ASD, cognitive difficulties
Linguistic support	Modeling and guided repetition	Linguistic difficulties

The results presented in Table 1 are relevant because the authors identify inclusive pedagogical strategies that the literature recognizes as successful for EFL in primary education,

the articles highlight a consistent tendency towards the use of differentiated instruction and multilevel activities as effective responses to the different educational special needs, these strategies reported positive impacts in the linguistic comprehension and participation of the students.

Additionally, the results indicate a significant presence of the Universal Design for Learning (UDL) as a theoretical and practical framework and for the inclusion in EFL, the literature shows that practices based in UDL focus in offering multiple forms of representation of the content it also offers diverse options of expression of learning and different mechanisms of participation, these strategies are especially effective in the context of primary education due to the cognitive diversity at this educational stage, Table 1 represents the relation between the principles of UDL and the inclusive strategies applied in EFL.

In the Ecuadorian context, these findings imply that primary teachers should improve the planning of inclusive activities, the reviewed studies indicate that differentiated instruction, multisensorial approaches and adaptive technologies favor participation and linguistic progress of SEN students, requiring specific pedagogical skills and an understanding of frameworks like UDL.

When comparing these findings with previous studies, a clear coincidence is found with Benko and Martinović (2021), who identify the absence of attention to learning styles as a constant problem; similarly, Lindner et al. (2023) report that inclusion is often applied partially depending on the disability.

Despite the theoretical advances, many teachers report feeling limited in applying these strategies due to the lack of time, resources, and specialized teacher training. This disconnection of theory and practice reveals the need for research that combines the recently implemented strategies and their impact on SEN students.

The Use of Technology to Support Inclusive English Learning

Lately technology has been an important tool for EFL learning and this is more evident for students with special needs, its incorporation in inclusive educational contexts allows access to the contents, it attends the diversity of the different learning styles, and it encourages participation and

motivation in the classroom, likewise, the use of technological resources favors the creation of a flexible learning environment which are adapted to each student.

Ramadani (2024) reveals that using technology to teach English to students with special educational needs not only is it effective but it is also beneficial since it is evident that technology keeps special needs students engaged, interested and motivated in comparison to how they will be with traditional methods such as using text books. Based on the Americans with Disabilities Act (ADA) technology makes multiple forms of representation, expression and participation easier in improving children's motivation and access to the content, of course some technological tools are better for students with learning difficulties. Karagianni and Drigas (2023) indicates how word processors are good for students who struggle with writing and text-to-speech (TTS) are good for students who have multiple learning disabilities and it allows them to listen to the words in the text and in that way they can decode them and understand the sentences or how “At Bar” adjust the font size of reading pages helping students with visual impairments. These and other tools are really helpful in assisting children with different special educational needs. Karagianni and Drigas (2023) also declares that SEN students should be assisted and motivated in order to create an academic, communicative, informative, determinative and problem-solving skills to be able to use technology this allows children with special needs to be able to use the latest technologies which can make demanding learning goals possible.

The use of technology in inclusive environments when it comes to English teaching not only does it facilitate accessibility but it also opens pedagogical possibilities that would normally be hard to implement, most studies agree that digital resources allows the adaptation of the learning experience in accordance of the cognitive style of each student, which results specifically valuable in primary education where individual differences are noticeable.

In Ecuador, the use of educational technology in inclusive contexts is still unequal, according to Rodríguez and Baquerizo (2025) there are many schools, especially public schools, where they is a restricted access to technology, which means it is hard to implement adaptive digital tools for students with special educational needs. Gavilanes Cuesta (2025) suggests that some teachers may not have the appropriate training in knowing how to use educational technology. Also, another problem is the bad internet connectivity which limits the effective use of these tools, that is why, Gaibor and García (2025) state that technology should be used

deliberately since it has shown to be effective in the context of gaining listening, speaking, writing and reading skills.

Goštautaitė and Sakalauskas (2022) indicate that since all students have different learning styles, then multi-label methods should be applied to identify each student’s learning style, and in this way, teachers can modify the activities. This method reduces the children’s frustration and demotivation, and it improves their productivity. On the other hand, Kusmawati et al. (2023) in their descriptive-qualitative study argue that implementing gamification tools such as Worldwall to ADHD students improves their learning concentration to encourage the students to participate in class, and to help them to participate in group discussions.

Based on Munir et al. (2025) study the strategy of implementing the Picture Exchange Communication System (PECS) strategy enhanced the communication skills of autistic students. The study shows how PECS has improved the verbal and nonverbal communication of these students, and it has also increased their engagement, their visualization, and their motivation.

Technology can also allow the creation of multimodal experiences which is an important element for students with auditory and visual processing issues, the combination of subtitles, slow-downed audio, images and transcriptions that allows students to access the input through a sensory pathway, recent studies have shown how this cognitive convergence not only does it improve the attention span of these students but it also significantly improves pronunciation and auditory comprehension (Prystiananta & Noviyanti, 2025).

The use of adaptive educational technology emerges as one of the strategies with major impact reported in the literature, the most mentioned tools include text-to-speech, adaptive text processors, gamification apps and picture exchange communication system (PECS), the studies show that these tools improve motivation, attention and linguistic comprehension of special educational needs students. Table 2 resumes the main identified technological tools and its reported benefits.

TABLE 2

Inclusive technological tools for English as a foreign language and its reported benefits

Tool	Main function	Observed benefits
Text-to-Speech	Converts text into audio	It improves reading comprehension
Gamification	Makes learning entertaining	Improves attention and motivation

PECS	Visual communication	It improves the attention span of ASD students
Adapted processors	Supports writing	Reduces spelling errors

Table 2 shows that adaptive educational technology is one of the inclusive strategies with the most impact reported in literature, the studies agree that tools like text-to-speech, gamification and PECS improves motivation, the attention and comprehension of English in students with special educational needs. This confirms that technology is recognized as a successful learning strategy in EFL primary education.

In the Ecuadorian context, the revised studies show that although there are instructional initiatives for the integration of educational technology its implementation is still unequal especially in primary public schools. The results reveal that the availability of technological resources does not guarantee its effective use without proper teacher instruction

Nevertheless, there is a risk of depending excessively on these digital tools without a proper pedagogical structure, that is why the literature insists that technology should be used as a compensatory tool and it should not replace teacher support. The key is integrating it in didactic inclusive sequences designed with pedagogical intention and considering the characteristics of each student.

The Lack of Teacher Training in Supporting Students with Special Needs

It is important to mention that the effectiveness of these tools directly depend on teacher training, since its correct implementation requires specific pedagogical knowledge, without proper preparation teachers may present difficulties when adapting certain teaching strategies.

Lu et al. (2022) suggests that many English teachers do not have the sufficient training, and they do not know how to change their teaching strategies for children with learning needs in regular classes. This lack of training limits the implementation of inclusive methodologies, and it creates challenges when attending to the different requirements of these students in the classroom. That is why teacher training is important when it comes to designing an equal learning environment and applying in an effective way inclusive strategies that benefit all students.

Teacher training is one of the determining factors to guarantee effective inclusive practices, without proper preparation even the most promising strategies could be hard to manage, the

analyzed literature has shown how many teachers do not master fundamental concepts such as universal design, differentiated evaluation, early intervention or multilevel planification, these gaps turn into limited practices, learning gaps, and it reduces expectation towards special needs children.

Teacher training in inclusive education forms one of the main challenges of the Ecuadorian educational system. Figueroa Arteaga and Molina Reyes (2023) mention that although there are programs for special education teachers, there exists a lack of support to assist them and as a result teachers fail SEN students when they need to apply inclusive strategies to solve problems in their classrooms.

Álvarez Fariñango and Chacón Bonilla (2022) mention how educators that incorporate strategies should be promoted by the Ministry of Education as well as the continued training and testing of classroom management. Morgado et al. (2025) argues that to achieve inclusion in schools there should be a change in institutional culture, educational leadership, teacher instruction and monitoring and verification of systems.

Marcano Molano et al. (2023) indicate that in some areas of Ecuador there is a deficiency of trained teachers and resources to assist SEN students. This shows a significant problem that demands the attention of diversity and the realities these students face in the classroom besides many teachers report that when they do receive training it is normally theoretical and it does not have a practical support neither does it have continuous monitoring which when it comes to real situations it complicates the real implementation of these inclusive strategies. “However, there is a lack of trained teachers and resources to support inclusive education in some areas, and there is a need for more support for families and communities” (Marcano Molano et al., 2023, p. 5).

Teacher training should have these three important factors:

1. Pedagogical knowledge about inclusive education and how to create differentiated strategies.
2. Teachers should have emotional intelligence, empathy, and they must know how to control their frustration and high expectations.
3. Teachers should have critical reflection that allows them to identify exclusive practices and transform them.

Without these points, inclusion runs the risk of transforming into a discourse rather than implementing a concrete practice.

Likewise, the lack of teacher training limits the capacity of the teacher of using adaptive technologies, plan multimodal activities or create assessments that consider the diverse profiles of the students, this means that, even if schools do have the technological resources, not all the teachers would know how to use them in order to benefit students with special educational needs.

Instructor development is identified as an important factor that conditions the use of all the inclusive approaches, the analyzed studies report that many primary English educators lack the specific preparations in inclusive strategies, use of adaptive technologies and designing differentiated assessments. Table 3 presents the main formative gaps identified in the literature.

TABLE 3

The main gaps in teacher training for inclusive EFL

Formative area	Description of the gap
Inclusive education	Lack of knowledge of UDL principles
Educational technology	Limited use of adaptive tools
Differentiated evaluation	Predominance of standardized evaluation
Attention to diversity	Lack of practical strategies

The results presented in Table 3 show a clear tendency in the analyzed studies, teacher training shapes the impact of the inclusive strategies, and the literature reports that the lack of preparation in inclusive education and educational technology limits the effective application of these strategies, this finding directly relates with the research question since it mentions that the successful implementation of these strategies depend on how the teacher was trained.

The literature insists that continuous, contextualized, and supported training is essential, programs based in community practice mentoring between teachers as well as workshops based on real cases have demonstrated having a significant impact in the acquisition of inclusive competencies. Finally, teacher training should not only benefit children with special educational needs, but it should improve the quality of education in general, since it encourages more flexible and reflexive practices focused on each student.

Conclusion

The present article aimed to analyze the reported inclusive strategies in the literature to support EFL learning in students from primary education who have special educational needs, as

well as the impacts such strategies create in the educational process, through a systematic literature review of 30 studies, the article integrated evidence related with pedagogical approaches, the use of educational technology and teacher training in inclusive contexts, this was done with the purpose of answering the research question.

Of the 30 studies reviewed, 3 focused on differentiated instruction and UDL, 12 reported the use of technological strategies, and 15 studies reported the lack of teacher training.

In relation to inclusive EFL learning and special educational needs, the analyzed literature indicates that differentiated instruction as well as Universal Design for Learning (UDL) they compose of the main pedagogical framework that support inclusive teaching of English as a foreign language in primary education. These approaches encourage flexibility in the contents, activities, and levels of linguistic complexity; this allows the teachers to attend to the different cognitive and linguistic needs presented in the classroom. In the end, these studies reported positive effects in participation, motivation and comprehension of the English language in students with ADHD, dyslexia as well as autism spectrum disorders.

Regarding the use of technology to support inclusive English learning, the results show that adaptive educational technologies are relevant when including inclusion. Tools such as text-to-speech, gamification, adaptive text processors and picture exchange communication systems (PECS) are related with better attention span, motivation, linguistic communication and comprehension of students with special educational needs. Nevertheless, the studies also mention that not everyone has access to technological resources, this is specially the case in Ecuadorian public schools where there are also limitations related to connectivity and the teachers not knowing how to use these technological tools. This suggests that technology is only effective when used properly according to each students' needs.

When it comes to training teachers to support students with special educational needs, the literature identified a breach between theory and educational practice. The lack of specific preparation when applying inclusive methodologies, differentiated evaluation, and the use of adaptive technologies limits the effective use of inclusive strategies. In the Ecuadorian context this problem worsens due to the workload the teachers get, the limited access to continuous teacher

training and the overuse of theory makes it hard for the English teachers to know how to effectively implement inclusive EFL strategies in primary education.

In conclusion, this revision shows that literature recognizes the different successful inclusive strategies for EFL learning in primary education; its impacts depend on teacher training, available resources, as well as institutional support. The main contribution of this study is divided in three parts, offering a solid theoretical base for the initial and continuous formation of English teachers in Ecuador. In this way, this article offers a solid theoretical base in improving English teacher training in Ecuador and it clarifies the role teachers have in building an equal and inclusive learning environment.

Recommendations

Based on the results of the systematic literature review developed under the Prisma approach, some recommendations are proposed for future English teachers and to researchers who are interested in inclusive education in primary education, these recommendations seek to improve the practical application of the inclusive strategies and guide future lines of investigation in different educational contexts particularly in the Ecuadorian context.

For the future English teachers, future research should incorporate from the initial formation principles of inclusive education like the Universal Design for Learning and differentiated instruction with the purpose to develop flexible pedagogical practices that respond to the diversity in the classroom in addition it is fundamental that teachers get familiar with strategies like visual aids, multilevel activities and linguistic scaffolding, recognized in the literature as effective to attend children with special educational needs, it is also recommended to promote a reflective and empathetic attitude that allows the identification and reduction of linguistic barriers, understanding that inclusion is a continuing process.

In relation to the use of education technology, teacher education programs should prioritize future teachers to be competent when using adaptive technological tools for pedagogical purposes such tools are text-to-speech, gamification and augmentative communication systems, these tools should be integrated intentionally in to the planning of English classes, avoiding its superficial use.

Future research should extend the empirical studies that evaluate the implementation of inclusive strategies in real primary education classrooms especially in Latin-American and Ecuadorian contexts where the evidence is still limited, besides it is suggested to conduct investigations that analyze the impact of teacher training programs in inclusive education and EFL, finally it is suggested to develop updated systematic reviews that follow the PRISMA guidelines, with clear criteria of selection and analysis to improve the scientific base of inclusive English teaching.

References

- Álvarez Fariñango, A. D., & Chacón Bonilla, B. I. (2022). *Classroom management strategies to teach English to students with learning difficulties*. <https://repositorio.utc.edu.ec/server/api/core/bitstreams/c9061d8b-c6d5-4f05-8652-67412f18b657/content>
- Anuradha, D. (2022). A study on the challenges faced by dyslexic children. *Journal of Pharmaceutical Negative Results*, 13(5), 65–73. https://imcra-az.org/uploads/public_files/2022-05/39.pdf
- Arévalo, L., Suárez, R., & Vásquez, E. (2025). *Perceptions and attitudes of English teachers towards inclusive education: Percepciones y actitudes de los profesores de inglés hacia la educación inclusiva*. *Revista Científica Multidisciplinar G-nerando*, 6(2). <https://doi.org/10.60100/rcmg.v6i2.883>

- Belkhiri Abir, D. F. (2023). *Investigating EFL teaching and learning among pupils with special needs* [Master's thesis, University of Guelma]. <https://dspace.univ-guelma.dz/jspui/bitstream/123456789/15396/1/M821.393.pdf>
- Benford, M. (2023). A look at diversity through the lens of universal design for learning and differentiated instruction to better educate learners. *The Journal of the Research Association of Minority Professors*, 25(2), 1–12. <https://digitalcommons.pvamu.edu/jramp/vol25/iss2/1>
- Benko, R., & Martinović, A. (2021). Inclusive education in English foreign language classrooms. *Strani jezici: časopis za primijenjenu lingvistiku*, 50(1), 111–134. <https://hrcak.srce.hr/file/379599>
- 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*, (17), 7–18. <https://revistas.cun.edu.co/index.php/ignis/article/view/1021/729>
- Fencil, M. (2024). *Comprehensible input in studying any language*. Zhytomyr Ivan Franko State University. <https://eprints.zu.edu.ua/43964/1/1.pdf>
- Figueroa Arteaga, J. E., & Molina Reyes, J. J. (2023). Inclusion and integration: Support teachers in English learning classrooms. *Journal for Research Scholars and Professionals of English Teaching*, X(XX). <https://repositorio.ulead.edu.ec/bitstream/123456789/6074/1/ULEAM-IDI-NYE-038.pdf>
- Gaibor, J., & García, F. (2025). *Beyond grammar: The role of technology in transforming English education in Ecuador*. *Ciencia Latina Revista Científica Multidisciplinar*, 9(4), 6331–6344. https://doi.org/10.37811/cl_rcm.v9i4.19250
- Gándara Vivar, M. G., & Inzhivotkina, Y. (2024). *Navigating inclusion: Challenges faced by teachers in the Peninsula of Santa Elena in supporting students and families with special education needs*. *Arandu UTIC*, 11(2), 2084–2095. <https://doi.org/10.69639/arandu.v11i2.398>

- Gavilanes Cuesta, M. E. (2025). *The impact of digital platforms on English learning in Ecuadorian public primary schools*. *Religación*, 9(41), e2401221. <https://dspace.ucacue.edu.ec/server/api/core/bitstreams/0c41052f-e3de-4d69-907e-9016ac9b96c3/content>
- Goštautaitė, D., & Sakalauskas, L. (2022). Multi-label classification and explanation methods for students' learning style prediction and interpretation. *Applied Sciences*, 12(11), 5396. <https://doi.org/10.3390/app12115396>
- Herrera Ochoa, D. E. (2025). *Pedagogical strategies for English teaching in rural contexts in Latin America: Challenges, current practices, and trends* [Doctoral dissertation, Universidad Nacional Abierta y a Distancia]. <https://repository.unad.edu.co/bitstream/handle/10596/73157/deherrerao.pdf>
- Karagianni, E., & Drigas, A. (2023). New technologies for inclusive learning for students with special educational needs. *International Journal of Online and Biomedical Engineering*, 19(5), 4–19. <https://doi.org/10.3991/ijoe.v19i05.36417>
- Kusmawati, A. P., Fahrurrozi, F., & Supena, A. (2023). Increasing concentration of attention deficit hyperactivity disorder (ADHD) students through gamification learning media in Indonesian inclusion elementary school. *International Journal of Special Education*, 38(1), 169–184. <https://internationalsped.com/ijse/article/view/893>
- Landínez-Martínez, D., Montoya-Londoño, D., Aguirre-Aldana, L., Dussán-Lubert, C., Robledo-Castro, C., & Partida-Gutierrez de Blume, A. (2025). Neuropsychological and academic performance in Colombian children with attention-deficit hyperactivity disorder: A comparative study with a control group. *Children*, 12(5), 561. <https://www.mdpi.com/2227-9067/12/5/561>

- Lindner, K. T., Schwab, S., Emara, M., & Avramidis, E. (2023). Do teachers favor the inclusion of all students? A systematic review of primary schoolteachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 38(6), 766–787. <https://doi.org/10.1080/08856257.2023.2172894>
- Lu, J., Jiang, H., & Huang, Y. (2022). Inclusive EFL teaching for young students with special needs: A case in China. *Children*, 9(5), 749. <https://doi.org/10.3390/children9050749>
- Mambetakunov, U. (2025). *Differentiated instruction as a foundation for inclusive education in primary school*. Bulletin of the Jusup Balasagyn Kyrgyz National University, 17(1), 64. DOI: 10.58649/1694-8033-2025-1(121)-64-71
- Marcano Molano, P., Acosta Isidor, Z., Peñaherrera Larenas, M. F., Bustos Chiliquinga, G. V., & Luzuriaga Amador, J. M. (2023). Inclusive education: A comparative study between Ecuador and Peru. *Journal of Namibian Studies*, (34), 1–15. <https://sga.unemi.edu.ec/media/evidenciasiv/2023/06/21/articulo2023621938.pdf>
- Morgado, E., Pereira, A., Borges Gouveia, L., Rodrigues, J., & Leonido, L. (2025). Rethinking school inclusion: A comparative analysis of Decree-Laws No. 3/2008 and No. 54/2018 in Portugal based on UNESCO reports. *Education Sciences*, 15(12), 1612. <https://doi.org/10.3390/educsci15121612>
- Munir, M., Al Husaeni, D. N., Rahman, E. F., & Rasim. (2025). Effectiveness of using augmented reality-based picture exchange communication system (PECS) in improving communication skills of autistic students: A bibliometric analysis. *Pertanika Journal of Science & Technology*, 33(3), 1459–1482. <https://doi.org/10.47836/pjst.33.3.17>
- Párraga-Sánchez, J. D. (2023). *Law and constitutional guarantees in the Ecuadorian educational system of children and adolescents with disabilities*. *International Research Journal of Management, IT and Social Sciences*, 10(6), 350–360.

<https://www.neliti.com/publications/571793/law-and-constitutional-guarantees-in-the-ecuadorian-educational-system-of-childr>

Pillajo Mejia, D. S., & Taco Guamani, K. F. (2023). *EFL teaching-learning process of a student with autism spectrum disorder* [Undergraduate thesis, Universidad Técnica de Cotopaxi]. <https://repositorio.utc.edu.ec/server/api/core/bitstreams/57d4bcf8-13b6-4445-bcdb-6812e7af4eb7/content>

Prystiananta, N. C., & Noviyanti, A. I. (2025). Enhancing EFL instruction in special needs education: Integrating multimodal digital tools and deep learning strategies. *Voices of English Language Education Society*, 9(1), 96–108. <https://ejournal.hamzanwadi.ac.id/index.php/veles/article/view/29411/6769>

Ramadani, R. (2024). Enhancing English learning for special needs students through technology. *Asian Journal of Research in Computer Science*, 17(6), 126–134. <https://doi.org/10.9734/ajrcos/2024/v17i6462>

Rodríguez, S., & Baquerizo, A. (2025). *Ecuadorian EFL teachers' experiences in fostering students' English-speaking skills: Insights into strategies and challenges in public and private schools*. *UNESUM – Ciencias. Revista Científica Multidisciplinaria*, 9(2), 124–136. <https://doi.org/10.47230/unesum-ciencias.v9.n2.2025.124-136>

Seiradakis, E. V. (2024). Investigating the barriers to using assistive technologies in Greek special education classrooms: EFL teachers' perspectives. *European Journal of Special Education Research*, 10(1), 1–15. <https://oapub.org/edu/index.php/ejse/article/view/5151/7783>

Supriatna, A., & Ediyanto, E. (2021). The implementation of multisensory technique for children with dyslexia. *Indonesian Journal of Disability Studies*, 8(1), 279–293. <https://doi.org/10.21776/ub.ijds.2021.008.01.17>