

The Effectiveness of Inclusive Education Strategies: Towards Developing English Language Learning for Students with Disabilities in Jordan

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Abstract

This study attempts to examine the effectiveness of inclusive education strategies in the development of English language learning for students with disabilities in Jordanian schools. The research was qualitative approach based on semi-structured interviews conducted with teachers, administrators, and parents to gain insight into the challenges and opportunities faced in implementing inclusive education. The findings indicated that cooperative learning, differentiated instruction and multisensory learning are being implemented, however there were challenges in the areas of teacher training, resources and mismatch between policy and practice. The research indicates that there is a need to reinforce professional development initiatives, design a flexible curriculum and stimulate partnerships with families and the local community to guarantee the sustainability of inclusive education.

Keywords: Inclusive Education, English Language, Students With Disabilities, Teacher Training, Jordanian Schools

Introduction

Over the last few decades, inclusive education has emerged as one of the most significant drivers of educational reform worldwide, with educational systems committing to provide equal opportunities for all learners regardless of disability or background (Boveda et al., 2026). UNESCO documents confirm that inclusive education is not merely the placement of students with disabilities in regular classes, but a transformative process that reshapes policies and practices to ensure full participation and maximize educational and social potential (Glodkowska & Konieczna, 2026; Tariq et al., 2026).

In the Jordanian context, the Ministry of Education, in cooperation with the Supreme Council for the Rights of Persons with Disabilities, adopted a ten-year plan (2020–2030) to promote inclusive education in public schools, aligning with international frameworks (Mazaydeh et al., 2026). Despite this policy shift, a gap remains between policy and practice, particularly in teacher training, resource provision, and accountability mechanisms (Khatib et al., 2026). Teaching English is especially important for students with disabilities, as it empowers them to communicate independently in multicultural contexts and broadens their learning opportunities (Li & Mawene, 2026; Tobing et al., 2026).

Inclusive English teaching requires specialized approaches to address diverse abilities and needs, such as cooperative learning, differentiated instruction, and multisensory strategies. These methods not only improve academic achievement but also enhance self-confidence, active participation, and community inclusion (Sadiki, 2026; Kanu et al., 2026). Similar findings were reported in distance learning contexts during COVID-19, where Al-Salahat & Che Ahmad (2022) noted partial success in online education for students with autism spectrum disorder, though limited by resources, technical support, and family involvement.

The theoretical grounding of this study is based on socio-constructivist perspectives, particularly Vygotsky's zone of proximal development, which emphasizes the role of social interaction in learning. Cooperative learning theory and multisensory approaches further provide the conceptual framework guiding the analysis, highlighting the importance of peer collaboration, differentiated tasks, and varied sensory input in inclusive classrooms.

Thus, the significance of this study lies in bridging the gap between national policy and classroom practice. Using a qualitative analytical method based on semi-structured interviews with teachers, administrators, and parents, the study explores the effectiveness of inclusive strategies in teaching English to students with disabilities in Jordanian schools. Specifically, it aims to identify the challenges hindering effective application and propose practical recommendations to strengthen inclusion and achieve educational justice.

Literature Review

While inclusive education has become a big talking point in global discussions about reforming the educational system, the literature in the Jordanian setting is still pretty small, mainly when it comes to connecting inclusive education to teaching English to people with disabilities. Most studies leaned toward public policy matters or education inside private schools, but they seldom really get into what happens in regular public schools, which are, arguably, the most all-encompassing place for learners (UNESCO, 2023). That gap in literature makes it seem like we really need qualitative work that shows the day-to-day obstacles teachers and administrators run into and also uncovers how the family and the wider community can assist inclusion (UNESCO, 2020).

More recently, some studies started to indicate that assistive technology should be integrated into inclusive classrooms too, since it can have a direct effect on improving learning results for students who are learning English and who also have disabilities (Fernandez-Batanero et al., 2022). In Jordan, a recent study (Al-Hassan et al., 2024) sort of showed that teachers hold positive attitudes toward inclusion, but at the same time they think it is hard to put it into action, not because of intention, rather because of the lack of human and material resources. Also, they mention poor training, weak infrastructure and, on top of that, lack of family support. Another research (Khalil & Nassar, 2023) similarly indicated that the legislative framework in Jordan basically supports inclusion, however the application is still struggling with obstacles like insufficient teacher preparation, limited resources, negative attitudes and also structural barriers. All of this suggests that inclusive education in Jordan can only really work if more efforts are made to activate national policies and turn them into practical classroom routines, especially in English language education. That area is seen as a key target for academic and social empowerment, so it matters a lot.

Studies also suggest that family participation is an essential element, for the success of inclusive education, even if it sounds a bit simple, family support boosts students' motivation and makes their chances of success higher, plus local communities can help create supportive environments through awareness campaigns, community partnerships and, providing additional resources (Salehiamiri et al., 2025; Dushkova & Ivlieva, 2024). In the end it becomes clear, that inclusive education works like a comprehensive framework, tying global policies to the local reality in Jordan, and that disability should not be treated as a barrier to learning the English language if effective inclusive strategies are applied (Al-Dababneh & Al-Zboon, 2024). The connection between inclusive education and English language teaching also points to the idea that inclusion improves academic achievement, self-confidence and classroom participation, but only if teachers get specialized training, there are enough resources, and policies are clear and can be implemented in practice (Elmahdi et al., 2024).

Teaching English can be particularly challenging for students with disabilities, but it can also be deeply empowering. As the language of science and global communication, English proficiency can open broader academic and career opportunities (Okpala & Tikwa, 2026). Research also shows that inclusive approaches—such as cooperative learning, differentiated instruction, and multisensory teaching—can significantly support English learning for students with disabilities (Parween & Ahmad, 2025; Abdurahim et al., 2026). In addition, multimedia tools and educational technology can strengthen reading comprehension and communication skills, especially within inclusive classrooms (Procel et al., 2024).

Even though Jordan has put national policies in place to support inclusive education, research shows a clear gap between what these policies aim for and what actually happens in classrooms. Many teachers have not received enough specialized training on how to teach English to students with disabilities, which makes it harder for them to adjust lessons to different needs. As a result, teachers often fall back on traditional approaches that don't account for differences in students' abilities, limiting how effective inclusion can be (Tayem & Nahar, 2026; Al-Dababneh & Al-Zboon, 2024).

Another major challenge is the lack of resources in many Jordanian schools. Without flexible curricula and engaging, interactive activities, it becomes difficult to apply inclusive strategies—especially in English classes, where students often need varied tools to build reading comprehension and communication skills (Amer, 2023; Alhadidi, 2026). Weak technology infrastructure makes things even harder, since many schools do not have enough modern teaching tools to support inclusive learning (Alananbeh & Asha, 2023). This contributes to noticeable differences between schools: some manage to create more inclusive environments, while others struggle due to limited supervision and ongoing technical support (Bindhani & Gopinath, 2024).

These challenges highlight that making inclusion work in Jordan requires more than policies on paper. Ongoing teacher training, better learning resources, and stronger institutional support are all necessary to turn national goals into real classroom practice. The aim is for inclusive education to become a lived reality that genuinely improves English learning for students with disabilities—not just a policy direction (Benson, 2023; Tuzlukova et al., 2023). Research also emphasizes how important families are: when families are involved,

students tend to feel more motivated and are more likely to succeed (Sari et al., 2025). Local communities can help too, through awareness efforts, partnerships, and added support and resources (Fauziyah et al., 2025).

One of the most notable strengths of modern qualitative studies is that they are not limited to the perspective of teachers only, but also include the voices of administrators and parents, thus providing a more comprehensive picture of the reality of inclusive education (Li & Fan, 2026). Such diversity of viewpoints helps to develop an integrated understanding of the challenges and opportunities and increases the credibility of the results by presenting the real experiences of the various parties involved in the educational process (Khater et al., 2026).

This study is particularly important because it will provide practical evidence that can be used by policy makers and educators alike. It assists the Ministry of Education in formulating inclusion plans, provides teachers with practical strategies to improve their classroom practices, and supports families in strengthening their educational role. In addition, it contributes to enriching the literature on inclusive education in the Middle East and provides applicable recommendations at the school and educational directorate levels to ensure the sustainability of inclusion.

Methodology

This study adopted a qualitative analytical approach to explore the effectiveness of inclusive education strategies in developing English language learning for students with disabilities in Jordanian public schools. The qualitative approach was chosen as the most suitable to understand the real experiences and multiple opinions of the parties involved in the educational process, allowing to construct an integrated picture of the reality of inclusion (Lösch et al., 2023).

The study employed the purposive sampling method. Participants were deliberately selected based on particular criteria to ensure the representation of all parties involved in the inclusive education process in teaching English. Such a sampling method is generally employed in qualitative analytical studies, as it allows researchers to reach out to individuals with direct and relevant experience of the research topic, thus improving the depth and quality of data (Tajik et al., 2025). Three public schools in Jordan were selected on the basis of geographical diversity and the extent of implementation of inclusion policies. This study included the most common types of disabilities in Jordanian schools which are physical, mental and hearing disabilities.

The participants were divided into three groups: 12 teachers who teach English language or resource room and have direct experience in teaching students with disabilities in inclusive classes; 8 administrators, among them school principals, their deputies or inclusion coordinators who are responsible for monitoring the implementation of inclusion policies; and 12 guardians of students from the three target groups, with the aim of investigating the role of the family in supporting the learning of the English language in an inclusive context. Therefore, the number of participants was 32, evenly distributed over the three main categories, ensuring diversity of viewpoints and multiple sources of data.

The main data collection tool was semi-structured interviews, which provide flexibility in question asking and allow the participants to express their opinion and experience freely while, at the same time, it keeps an organized framework ensuring that the main themes of the study are covered (Karatsareas, 2022). The interview guide is intended to cover the following topics: Inclusive strategies in English language teaching (e.g., cooperative learning, differentiated instruction, and multisensory learning) Challenges faced by teachers and administrators in implementing these strategies The role of the family in fostering the learning of the English language in an inclusive setting; How far national policies are in line with what happens in the classroom; The effect of inclusion on the academic success and classroom engagement of students with disabilities.

Interviews were conducted individually and in groups according to the nature of the participants and were recorded after obtaining prior written consent. Field notes were also taken to enhance the reliability of the data. Thematic analysis was adopted to extract recurring patterns and main themes from participants' answers. The data was systematically coded and then classified into main and sub-themes, allowing for the construction of an integrated picture of the reality of inclusive education in teaching the English language (Christou, 2022).

Table 1

Distribution of Participants

Participant Group	Number	Notes
Teachers	12	English teachers and resource room teachers
Administrators	8	Principals, vice principals, and inclusion coordinators
Parents	12	Parents of students with physical, intellectual, hearing disabilities
Total	32	Balanced distribution across participant categories

Table 2

Teachers' Semi interviews items

No	Paragraph
1	What strategies do you use to teach English to students with disabilities (physical, mental, hearing)?
2	What challenges do you face when implementing inclusive education in English language classes?
3	How do available resources (books, teaching aids, technology) affect your ability to implement inclusion?
4	What kind of training or support do you need to develop your skills in teaching English in an inclusive environment?
	How do you see the impact of inclusion on students' achievement and classroom participation?

Table 3

Administrative' Semi interviews items

No	Paragraph
1	What policies or procedures does the school have in place to support inclusive education in English language teaching?
2	What are the most prominent obstacles facing the school in implementing inclusion (infrastructure, resources, follow-up)?

3	What is the administration's role in supporting teachers and providing training and resources?
4	How do you see the relationship between national policies and practical reality within the school?
5	How do you see the impact of inclusion on students' achievement and classroom participation?

Table 4

Parents' Semi interviews items

No	Paragraph
1	How do you describe your children's experience in learning English in inclusive classes?
2	What kind of support do you provide at home to enhance English language learning?
3	What challenges do your children face in inclusive classes?
4	How do you see the role of the school and teachers in supporting your children?
5	What are your suggestions to improve the inclusion experience in English language teaching?

The validity and reliability of the semi-structured interviews were confirmed through clear methods. Validity means how well an instrument measures what it's supposed to (Markus & Borsboom, 2024). In this study, content validity was ensured by having three experts in special education and educational technology review the questions. They assessed clarity, appropriateness, and relevance to the research goals. Their feedback confirmed that the questions were suitable and covered the key areas. A pilot study was also done with five participants from the target groups (teachers, administrators, and parents) to refine the questions for the school setting.

Reliability, or measurement consistency (Revicki, 2024), was established using qualitative methods instead of statistical ones like Cronbach's alpha due to the open-ended interviews. Credibility improved through member checking, where initial summaries were shared with participants to confirm their views were accurately depicted. Dependability was achieved by having two researchers independently review the coding and themes, then compare their findings for consistency. Triangulation involved comparing perspectives from teachers, administrators, and parents, as well as aligning the results with national documents and policies (Okunwaye, 2024).

Table 5

Reliability (Dependability) of Semi-Structured Interviews

Dimension	Items Number	Trustworthiness Indicator
Question Clarity	10	Expert review confirmed
Relevance	8	Pilot study feedback
Coding Consistency	—	Independent coding by two researchers
Dependability	—	Peer review of coding and theme comparison

Table 6

Validity (Trustworthiness) Indicators of Semi-Structured Interviews

Indicator	Procedure Applied
Content validity	Interview questions reviewed by three experts in special education and technology
Credibility	Member checking with participants
Reliability	Consistency ensured through peer review of coding
Dependability	Independent coding and comparison of themes
Triangulation	Comparison across participant groups and alignment with national policy documents

Data Collection Process

The data collection process took five weeks. The first three weeks focused on semi-structured interviews with teachers, administrators, and parents at the three selected schools. The fourth and fifth weeks involved verifying data, performing qualitative checks, and starting preliminary analysis for accuracy and consistency. Before collecting data, we set up clear ethical procedures. This included creating informed consent forms, scheduling interviews, and training data collectors on inclusive communication and respect. We emphasized accessibility to ensure that all parties, especially parents of students with disabilities, could participate effectively.

Interviews were held individually or in groups, depending on the participants' situations. We audio-recorded all interviews after obtaining written consent and transcribed them verbatim to ensure accurate analysis. Field notes documented context and nonverbal cues. Participation was voluntary, with guarantees of confidentiality and anonymity. Participants were informed about the study's objectives, the importance of their contributions, and their right to withdraw at any time without consequences. We maintained respectful communication and protected privacy throughout the research.

During the fourth and fifth weeks, we verified data through member checking. Initial summaries were shared with some participants to confirm their opinions were accurately represented. Reliability improved as two researchers independently reviewed the coding and themes. Thematic analysis helped us identify main patterns and themes, while triangulation compared viewpoints among teachers, administrators, and parents and connected them to relevant national policies.

The qualitative data from the interviews were analyzed using thematic analysis, a common and rigorous qualitative research method (Braun & Clarke, 2023). All interviews were transcribed verbatim and carefully reviewed to find recurring patterns and categories. The analysis followed basic stages: familiarizing with the data, initial coding, grouping codes into broader themes, reviewing and refining those themes, and then defining and naming them (Ahmed et al., 2025).

Table 7

Timeline for Data Collection and Analysis

Week	Main Activity	Details
Week 1	Data Collection	Conduct interviews with teachers in the first school; record and take field notes
Week 2	Data Collection	Conduct interviews with administrators and parents in the second school; record and transcribe responses
Week 3	Data Collection	Conduct interviews with all participant groups in the third school; complete recording and transcription
Week 4	Data Verification	Preliminary review of data; apply member checking to confirm accuracy of representation
Week 5	Qualitative Analysis	Apply thematic analysis; independent coding by two researchers; triangulation through cross-group comparison and alignment with national policies

Findings

The thematic analysis of the interviews revealed that the effectiveness of inclusive education strategies for students with disabilities in Jordan varies. Some positive signs were noted, like increased student participation, better reading comprehension, and more interaction with teachers. These show the benefits of inclusive strategies in English language learning. However, this effectiveness is not consistent or sustainable due to several limiting factors:

(i) **Availability of educational resources:** Teachers and administrators noted a lack of equipment and poor technical infrastructure. This limits how well inclusion strategies can be applied; (ii) **Teacher training:** Participants highlighted the need for specialized training in inclusive education, noting weak ongoing support; (iii) **Technical and technological support:** Many discussed the lack of technical support and the challenges of using technology without specialists; (iv) **Educational policies:** There's a clear gap in how schools apply inclusion policies, with no strong legislation to ensure consistency; (v) **Funding:** Administrators pointed out limited budgets and poor resource allocation as barriers to creating an inclusive learning environment; (vi) **Home support:** Parents mentioned the difficulty of supporting their children's English learning at home due to a lack of materials, limiting their involvement; (vii) **Communication with the school:** Parents expressed the need for better communication with teachers and administrators, like regular meetings, to monitor their children's progress; (viii) **Academic Impact:** Parents confirmed that inclusive strategies increased their children's participation in class. However, the impact on academic achievement was limited due to weak resources and support; (ix) **Equity in opportunities:** Parents emphasized that true effectiveness in inclusive education involves families and ensures equal opportunities for all students. They want to avoid disparities in policy implementation between schools; (x) **Impact on practices:** Despite the challenges, improvements in student engagement and reading comprehension were noted, but maintaining these gains remains difficult.

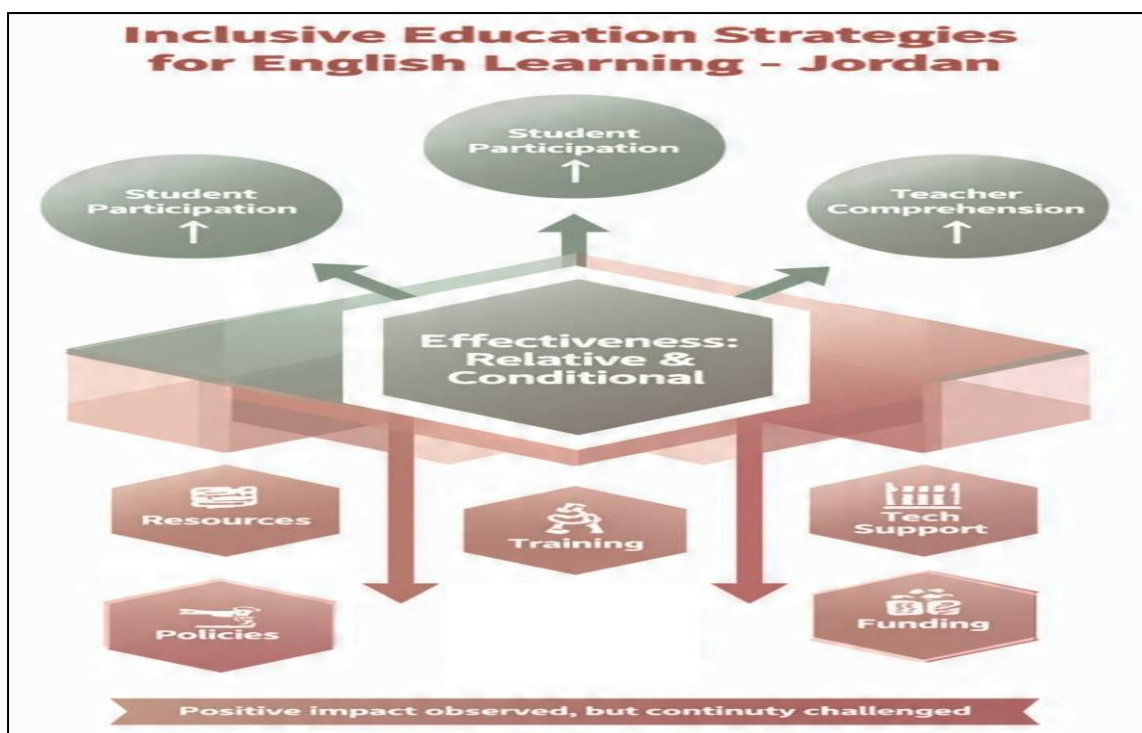


Figure 1 Map of thematic analysis results

Figure 1 shows a map of the thematic analysis results on inclusive education strategies for developing English language skills among students with disabilities in Jordan. At the center is a hexagon labeled “Effectiveness: Relative & Conditional.” This highlights that effectiveness varies based on conditions.

Three green arrows point upward, showing positive outcomes: increased student participation, better reading comprehension, and improved teacher interactions. Five red arrows point downward, representing limiting factors: lack of resources, weak teacher training, insufficient technical support, varying educational policies, and limited funding. The figure concludes with a strip summarizing the key paradox: “Positive impact observed, but continuity challenged.” This offers a balanced view, showing that while inclusion has made a real difference, its long-term success still faces structural challenges.

Discussion

The study found that inclusive education strategies for English language learning among students with disabilities in Jordan were somewhat effective but conditional. Positive signs included more classroom participation, better reading comprehension, and increased student-teacher interactions. However, this effectiveness was limited. It was influenced by structural, organizational, and social factors. Teachers reported that a lack of educational resources and weak technical infrastructure hindered effective strategy implementation. They also faced challenges due to limited specialized training and insufficient follow-up, which decreased their ability to use inclusion methods in English classes. This aligns with existing literature, which states that ongoing training is key to successful inclusive education. It also highlights a gap between theory and practice in Jordan.

Administrators pointed to weak funding and inconsistent implementation policy across schools. This disparity reveals a gap between official guidelines and actual practices. Unlike some international studies that suggest policies alone can ensure inclusion, this study shows that policies need resources and funding to be effective. Parents added a social perspective, noting their children's struggles to learn English due to a lack of home support materials and poor communication with the school. Although they saw increased participation and confidence in their children, academic achievement remained limited. This finding reinforces the idea that family involvement is crucial for sustaining the effectiveness of inclusive education. In summary, while some positive effects were evident, the overall effectiveness was not comprehensive or sustainable. Achieving this level of impact requires multi-level interventions, including resources, training, technical support, funding, policies, and strong family involvement.

Conclusion and Recommendations

The study showed that inclusive education strategies in Jordan have a mixed effectiveness for students with disabilities learning English. These strategies improved classroom participation, reading skills, and interaction with teachers. However, their overall success was limited. Several factors contributed to this, including a lack of resources, insufficient teacher training, little technical support, inconsistent policy application, and low funding. Parents noted that involving families is key to improving outcomes. Without support at home and good communication with schools, the strategies struggled to boost academic performance.

To improve inclusive education for students with disabilities in English language learning, here are some practical recommendations: **First**, enhance educational resources by providing modern devices and upgrading school infrastructure to support inclusion. **Second**, create ongoing training for teachers focused on inclusive strategies, ensuring they are applied in the classroom. **Third**, ensure consistent technical support by hiring specialists in educational technology to assist both teachers and students. **Fourth**, implement national policies uniformly across schools, creating clear guidelines to maintain inclusion and fairness for all students. **Fifth**, increase funding and allocate budgets for inclusive education, including resources for educational aids and classroom activities. **Finally**, involve families by establishing effective communication with parents and offering training on how to support their children's English learning at home.

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