

Teacher's Perceptions of Inclusive Learning Strategies in Teaching English to Children with Specific Learning Difficulties: Dysgraphia

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ABSTRACT

This study explores teachers' perceptions of inclusive learning strategies in teaching English to students with dysgraphia in inclusive classrooms. The study aims to examine teachers' understanding of dysgraphia, the strategies implemented in English learning, and the challenges experienced during inclusive teaching practices. This research employed a qualitative approach with a narrative inquiry design. Data were collected through interviews, classroom observations, and document analysis, and analyzed using thematic analysis. The results showed that the teacher perceived dysgraphia as a learning difficulty affecting students' writing skills, emotional regulation, concentration, and classroom participation. To support students with dysgraphia, the teacher implemented several inclusive strategies such as task modification, individualized guidance, emotional support, oral interaction activities, and flexible classroom management. The study also revealed challenges related to time management, curriculum demands, and limited professional preparation regarding inclusive education. In addition, parental involvement and positive teacher-student relationships were found to play important roles in supporting students' learning development. This study highlights the importance of adaptive and emotionally supportive teaching practices in inclusive EFL classrooms for students with dysgraphia.

Keywords: dysgraphia; EFL learning; inclusive education; inclusive strategies; teacher perceptions

INTRODUCTION

Inclusive education has become a global educational agenda aimed at ensuring every child's right to obtain quality education without discrimination. In this context, inclusive education is not merely understood as placing students with special needs in regular classrooms, but as a systematic effort to eliminate learning barriers through curriculum adaptation, teaching strategies, and learning environments that are responsive to student diversity (Ainscow et al., 2006). Similarly, (Stubbs, 2008) define inclusive education as an educational approach that emphasizes transforming education systems so that curriculum, teaching methods, learning environments, and assessment practices can accommodate all learners. Inclusive education therefore positions teachers as central agents in creating learning environments that allow all students to participate meaningfully in the learning process. (Eun, 2016) further emphasizes that teachers function as mediators who support student participation through adaptive teaching strategies, social interaction, and appropriate pedagogical support. In this framework, inclusive

education requires teachers not only to deliver instructional materials but also to recognize students' diverse learning needs and provide equitable learning opportunities for all learners, including students with specific learning difficulties such as dysgraphia.

In the context of English as a Foreign Language (EFL) learning, the implementation of inclusive education becomes increasingly challenging because language learning requires cognitive, linguistic, and academic abilities, particularly in writing skills. Writing is one of the most essential language skills in English learning; therefore, students who experience difficulties in written expression may encounter significant academic barriers. One form of Specific Learning Difficulty (SLD) closely related to writing problems is dysgraphia. According to (Forgan & Balsamo, 2024), dysgraphia is a neurological-based learning difficulty that affects students' ability to organize ideas, form letters, spell words, and translate spoken language into written form despite having normal intellectual ability. Dysgraphia does not only influence students' handwriting quality but also affects their ability to express ideas coherently in writing tasks. Consequently, students with dysgraphia often face difficulties completing written assignments, participating in classroom activities, and demonstrating their academic competence effectively.

The challenges experienced by students with dysgraphia become more complex in EFL classrooms because students are required not only to learn a foreign language but also to fulfill academic demands through written tasks. Difficulties in writing may negatively influence students' academic achievement, emotional well-being, and classroom participation. Persistent writing problems can lead to frustration, low self-esteem, decreased motivation, and feelings of exclusion from classroom activities. In some cases observed in inclusive classrooms, students with dysgraphia also demonstrate additional behavioral and emotional challenges, such as difficulty maintaining concentration, dependency on continuous teacher guidance, and emotional outbursts when unable to complete tasks at the same pace as peers. These classroom realities indicate that inclusive English language teaching involves not only instructional adaptation but also emotional and behavioral support that requires considerable teacher patience, flexibility, and pedagogical sensitivity.

The success of inclusive learning implementation in EFL classrooms is highly influenced by teachers' perceptions, beliefs, and professional understanding of students with special learning needs. (Borg, 2003) Teacher Cognition theory explains that teachers' pedagogical practices are shaped by their beliefs, experiences, and professional knowledge. Teachers' perceptions of students with learning difficulties therefore influence how instructional strategies are designed, modified, and implemented in classroom practice. (Avramidis & Norwich, 2002) argued that teachers who possess adequate knowledge, training, and understanding of special educational needs tend to develop more positive attitudes toward inclusive education and are more willing to implement inclusive instructional practices. Similarly, (Malinen et al., 2013) highlights that teachers' self-efficacy and professional confidence are strongly associated with their willingness to create inclusive learning environments and apply flexible teaching methods. Teachers with positive perceptions of inclusion are generally more capable of providing individualized support, modifying instructional activities, and creating learning environments that support participation for all students.

To support inclusive classroom participation, several inclusive pedagogical approaches have been proposed in previous studies (Florian & Black-Hawkins, 2011), through the concept of Inclusive Pedagogy, emphasize that learning activities should be designed to enable all students to participate together in regular classrooms without separating students based on ability differences. This approach encourages teachers to use flexible and universal learning activities such as collaborative tasks, visual media, and multimodal instruction. In addition,

(Florian, 2014) through the Inclusive Pedagogical Approach in Action (IPAA) framework argues that inclusive learning strategies should be based on the acceptance of learner diversity, teachers' belief that all students can learn, and continuous pedagogical innovation. Inclusive learning is also closely associated with differentiated instruction proposed by (Tomlinson, 2003), which emphasizes modifying instructional methods, learning activities, and assessments according to students' needs, interests, and learning profiles. In English language teaching, differentiated instruction may include alternative writing assignments, assistive technology, collaborative learning, and multimodal learning activities that allow students with dysgraphia to participate more effectively.

Several studies have also highlighted the importance of adaptive instructional approaches for students with writing difficulties. (Graham & Harris, 2005) developed the Self-Regulated Strategy Development (SRSD) approach, which emphasizes systematic writing instruction through planning, monitoring, and self-evaluation stages. This approach has been considered effective in supporting students with writing difficulties to gradually improve their writing skills. Furthermore, (Nijakowska, 2010) emphasizes the importance of multisensory instruction and flexible adaptation in teaching English to students with specific learning difficulties. The use of assistive technology, visual supports, collaborative activities, and differentiated assessment methods are also considered beneficial in helping students with dysgraphia overcome barriers in written expression. (Sharma & Salend, 2018) additionally argue that teachers play a crucial role in providing individualized support and creating emotionally supportive classroom environments that encourage active participation for students with special learning needs.

Although inclusive education has received significant attention in educational research, previous studies generally focus on inclusive education in broader contexts or on general categories of Special Educational Needs (SEN), such as dyslexia and literacy difficulties, rather than specifically addressing dysgraphia in EFL classrooms. Research by (Magyar et al., 2020) mainly discusses *teachers' perceptions of inclusive education of SEN students*, while (Khasawneh, 2022) focus on the relationship between language learning difficulties and teachers' perspectives. Similarly, studies related to writing difficulties in English language learning tend to emphasize the effectiveness of instructional interventions rather than teachers' interpretations and perceptions of dysgraphia within classroom practice (Obeidat et al., 2025). Previous studies also indicate that teachers often experience difficulties balancing curriculum demands with the need to provide individualized support for students with specific learning difficulties. Furthermore, most studies focus more extensively on dyslexia and general literacy difficulties, while empirical research specifically investigating dysgraphia in inclusive EFL contexts remains limited.

This condition indicates a gap in the existing literature regarding how teachers perceive inclusive learning strategies for students with dysgraphia in English language classrooms. Previous studies have not sufficiently explored how teachers interpret dysgraphia, how these perceptions influence pedagogical decisions, and what challenges teachers face when implementing inclusive learning strategies in EFL settings. Therefore, this study aims to explore teachers' perceptions of inclusive learning strategies in teaching English to children with dysgraphia, including the strategies implemented, challenges encountered, and implications of teachers' perceptions for classroom practice. Specifically, this study seeks to answer the following research questions: (1) How do teachers perceive inclusive learning strategies in teaching English to children with dysgraphia? and (2) What inclusive learning strategies are used by teachers in teaching English to students with dysgraphia? The novelty of this study lies in its specific focus on dysgraphia within inclusive EFL classrooms and its

integration of inclusive education perspectives, teacher cognition, and inclusive pedagogical approaches into a comprehensive analysis of teachers' perceptions and classroom practices.

METHODOLOGY

This study employs a qualitative approach with a narrative inquiry design to explore teachers' perceptions of inclusive learning strategies in teaching English to students with specific learning difficulties, particularly dysgraphia. A qualitative approach is selected to gain an in-depth understanding of teachers' experiences, beliefs, and pedagogical practices in inclusive learning contexts, as qualitative research focuses on interpreting meanings individuals assign to their experiences (Creswell & Creswell, 2017) (Creswell & Creswell, 2009) Narrative inquiry is used as it allows the researcher to explore participants' lived experiences through their professional stories, which are shaped by social, cultural, and institutional contexts. Participants are selected through purposive sampling based on their experience in teaching English in inclusive classrooms and direct involvement with students with dysgraphia, with data collected until saturation is reached. The primary data collection techniques include semi-structured in-depth interviews to explore teachers' perceptions and experiences, classroom observations to capture real teaching practices and strategy implementation, and document analysis of lesson plans, teaching materials, and students' work to support data triangulation. The data are analyzed using thematic analysis following (Braun & Clarke, 2013) (Braun & Clarke, 2006) involving stages of data familiarization, coding, categorization, theme development, and interpretation to identify meaningful patterns related to inclusive learning strategies and teachers' perceptions in EFL contexts.

RESULT AND DISCUSSION

This study explored the teacher's perceptions and experiences in implementing inclusive learning strategies in teaching English to students with dysgraphia in an inclusive classroom setting. Based on the analysis of interview, observation, and documentation data, several major findings emerged, including the teacher's understanding of dysgraphia, the implementation of inclusive learning strategies, challenges encountered during the teaching process, the importance of emotional support, and the role of parents in supporting students with dysgraphia.

TEACHER'S UNDERSTANDING OF DYSGRAPHIA IN ENGLISH LEARNING

The findings suggest that the teacher viewed dysgraphia not merely as a handwriting difficulty but as a multidimensional learning condition affecting students' academic performance, emotional regulation, and classroom engagement. This perception influenced the teacher's decision to adopt flexible instructional approaches that accommodated individual learning differences, particularly in writing activities. According to the teacher, students with dysgraphia required more time to complete writing tasks compared to other students in the classroom. The teacher also understood that dysgraphia was not limited to handwriting difficulties but also influenced students' concentration, comprehension, emotional regulation, and classroom participation. The teacher stated:

"Children with dysgraphia have a significant impact on their learning, especially when I teach English. Children with dysgraphia take much longer than their peers"

Furthermore, the teacher observed that students with dysgraphia demonstrated diverse learning characteristics. Some students showed good memorization of English vocabulary but experienced difficulties understanding lesson content, while others who also displayed autistic characteristics encountered challenges in both comprehension and writing activities. These findings indicate that the teacher viewed dysgraphia as an individualized learning condition requiring different instructional responses according to students' needs and abilities.

The findings show that the teacher's understanding of dysgraphia developed through both formal education and practical classroom experience. The teacher explained that knowledge about child development obtained during university study, combined with self-directed learning and direct interaction with students, contributed to the development of inclusive pedagogical understanding.

TEACHER'S UNDERSTANDING OF CHALLENGES IN IMPLEMENTING INCLUSIVE LEARNING

Although the teacher demonstrated positive perceptions toward inclusive education, several challenges emerged during the implementation of inclusive English learning strategies.

TABLE 1. Challenges Experienced by the Teacher

Challenges	Explanation
Time management	Difficulty dividing attention between students with dysgraphia and other students
Limited professional preparation	Feeling insufficiently trained in handling students with dysgraphia
Curriculum demands	Balancing curriculum targets with students' individual learning needs
Emotional and behavioral difficulties	Managing tantrums, emotional instability, and low motivation
Writing-centered English instruction	Frequent writing activities created additional barriers for students with dysgraphia

The findings indicate that one of the main challenges faced by the teacher was balancing the learning needs of students with dysgraphia while simultaneously managing the entire classroom. English learning activities often required writing-based tasks, which created additional barriers for students with dysgraphia and demanded more intensive teacher assistance.

“The biggest obstacle I personally experience when trying to implement an inclusive approach for students with dysgraphia in English classes is dividing attention and time in the classroom.”

The teacher also reported experiencing uncertainty during the initial stages of teaching in an inclusive classroom because it was the teacher's first experience handling students with specific learning difficulties in English learning contexts. However, continued classroom experience gradually increased the teacher's confidence and ability to adapt learning strategies according to students' needs.

Another challenge identified in the findings involved balancing curriculum expectations with students' individual learning conditions. The teacher explained that curriculum objectives continued to be followed, but instructional delivery and assessment practices were adjusted according to students' learning abilities and emotional conditions.

TEACHER'S BELIEFS ABOUT THE ROLE OF EMOTIONAL SUPPORT AND TEACHER-STUDENT RELATIONSHIPS

The findings further demonstrate that emotional support became an important component of inclusive English teaching practices. The teacher emphasized the importance of building supportive relationships with students with dysgraphia through patience, positive communication, encouragement, and appreciation of students' learning efforts.

Rather than focusing solely on academic outcomes, the teacher paid attention to students' emotional comfort and confidence during learning activities. This approach helped students participate more actively in classroom activities and reduced fear of making mistakes during English learning processes. The teacher explained:

"I try to build relationships and trust with students who have dysgraphia by providing a more personal approach and creating a comfortable learning environment for them. Usually, I talk with them more often in a relaxed manner, give support, and show them that they have the same abilities as their classmates, although they may need different ways of learning. I also try not to emphasize the quality of their writing immediately but rather appreciate their effort and learning process. In this way, students become more confident and are not afraid to try. I avoid putting pressure on them or comparing them with other students because it can make them feel insecure."

The findings also indicate that the teacher viewed inclusive classrooms as learning environments where all students should feel accepted, valued, and supported regardless of their learning difficulties. Positive teacher-student relationships therefore became an essential factor in encouraging students' participation and emotional stability during English learning. This perception is also reflected in the teacher's view of an inclusive classroom:

"An inclusive classroom is a classroom where all students feel accepted, valued, and have equal opportunities to learn, regardless of their abilities or difficulties. The classroom should provide a comfortable environment where students are not afraid to make mistakes and can develop according to their individual needs."

This statement demonstrates that the teacher perceived inclusive education as more than simply providing access to the same classroom. Instead, inclusion was viewed as creating a supportive learning environment where every student feels respected, accepted, and able to participate according to their individual abilities. The teacher's emphasis on comfort, acceptance, and equal learning opportunities indicates an understanding that students with dysgraphia require not only academic accommodations but also emotional support to develop confidence and engage actively in classroom activities. This finding suggests that the teacher regarded positive classroom relationships and a sense of belonging as essential elements in promoting meaningful participation and learning success for students with diverse learning needs.

TEACHER'S PERSPECTIVES OF PARENTS' INVOLVEMENT IN SUPPORTING STUDENTS WITH DYSGRAPHIA

The findings revealed that parental involvement contributed significantly to students' learning progress. According to the teacher, students who received emotional and academic support from parents at home demonstrated better participation and faster improvement in writing activities compared to students with limited parental support. The teacher stated:

“There are parents who support children with writing difficulties by providing full support at home. However, there are also parents who do not provide sufficient support. Students with dysgraphia who are not supported by their parents tend to show slower progress in their learning development.”

The teacher also explained that communication between teachers and parents helped support the implementation of inclusive learning strategies because parents could continue providing assistance and motivation outside the classroom. These findings indicate that collaboration between teachers and parents plays an important role in supporting students with dysgraphia within inclusive English learning contexts.

INCLUSIVE LEARNING STRATEGIES USED IN TEACHING ENGLISH

The findings revealed that the teacher implemented several adaptive learning strategies to support students with dysgraphia during English learning activities. These strategies focused on task modification, individualized support, emotional encouragement, and flexible classroom management.

Table 2. Inclusive Learning Strategies Implemented by the Teacher

Inclusive Strategies	Description of Implementation
Task modification	Reducing writing tasks for students with dysgraphia during early learning stages
Gradual adaptation	Increasing task difficulty gradually after students showed improvement
Personalized support	Providing intensive guidance and individual assistance during writing activities
Motivation and reinforcement	Giving encouragement, praise, and rewards such as stars to improve students' confidence and participation
Flexible classroom management	Allowing students with dysgraphia to begin writing tasks earlier to avoid emotional distress
Oral interaction strategies	Encouraging students to practice basic English conversation more frequently
Emotional support	Helping students regulate emotions and preventing tantrum behaviors
Inclusive classroom values	Explaining to other students that each learner has different needs and learning processes

The teacher explained that writing assignments were initially simplified because students with dysgraphia needed more time and support to complete tasks. After observing students' progress, the teacher gradually increased task difficulty and attempted to equalize learning activities with those of other students. This finding demonstrates that the teacher applied flexible instructional adjustments according to students' learning development. The participant explained:

“Initially, I differentiated them. For those who took a long time to write, I reduced their writing assignments while giving them reinforcement and motivation.”

As students gradually demonstrated improvement, the teacher eventually equalized the writing tasks given to all students.

Another strategy involved prioritizing students with dysgraphia during classroom writing activities to help them finish tasks at the same time as their peers. The teacher stated:

"For children with dysgraphia, I let them write first so that later they will be able to finish as fast as children who write quickly."

Another important finding was the implementation of emotional and behavioral support during learning activities. The teacher explained that one student with dysgraphia and autistic characteristics frequently became frustrated or emotionally overwhelmed when unable to complete tasks at the same pace as classmates. To manage this situation, the teacher provided additional guidance, prioritized the student in completing writing activities, and continuously offered motivation and emotional reassurance during classroom learning.

The findings also demonstrate that the teacher attempted to build an inclusive classroom environment by explaining to other students that different treatment reflected individual learning needs rather than unfairness. Over time, classmates became more accepting and supportive toward the student with dysgraphia during English learning activities.

TEACHERS' PERCEPTIONS TOWARD INCLUSIVE LEARNING STRATEGIES

The findings of this study demonstrate that the teacher generally held positive perceptions toward inclusive learning strategies in teaching English to students with dysgraphia. These positive perceptions influenced the teacher's willingness to modify instruction, provide emotional support, and create flexible learning environments responsive to students' needs. The findings support (Borg, 2003) theory of Teacher Cognition, which emphasizes that teachers' beliefs, experiences, and professional understanding strongly shape classroom practices and pedagogical decision-making. In this study, the teacher's experiences in interacting directly with students with dysgraphia contributed significantly to the development of adaptive teaching practices in the English classroom.

The teacher's understanding that students with dysgraphia require individualized instructional support also reflects the principles of inclusive education proposed by (Ainscow et al., 2006). Ainscow explains that inclusive education is not simply about placing students with special needs in regular classrooms but about transforming teaching practices to reduce learning barriers and increase participation for all learners. The teacher's efforts to simplify writing assignments, adjust instructional pacing, and provide additional assistance indicate attempts to create learning opportunities that are responsive to students' individual needs. These findings suggest that inclusive education in EFL classrooms requires teachers to recognize learner diversity and implement flexible pedagogical approaches that enable meaningful student participation.

The findings further indicate that the teacher perceived dysgraphia as a complex learning difficulty that extends beyond handwriting problems. The teacher recognized that students with dysgraphia also experienced difficulties related to concentration, comprehension, emotional regulation, and classroom participation. This finding supports previous studies explaining that dysgraphia affects not only students' written production but also their academic confidence and emotional well-being. The teacher's awareness of these multidimensional challenges enabled the implementation of more responsive learning strategies that considered both academic and emotional aspects of learning.

INCLUSIVE INSTRUCTIONAL PRACTICES IN ENGLISH LANGUAGE TEACHING

The inclusive learning strategies implemented by the teacher reflect the principles of differentiated instruction proposed by (Tomlinson, 2003) Differentiated instruction emphasizes adapting teaching methods, learning activities, and assessment practices according to students' readiness, abilities, and learning characteristics. In this study, the teacher modified writing tasks, gradually increased task difficulty, and provided individualized guidance during classroom activities. These strategies allowed students with dysgraphia to participate in the same learning activities as their peers while still receiving accommodations appropriate to their learning needs.

The findings also support the Inclusive Pedagogical Approach in Action (IPAA) introduced by (Florian, 2014) This approach emphasizes that inclusive teaching should enable all students to learn together within the same classroom rather than separating students based on ability differences. The teacher in this study maintained the participation of students with dysgraphia within regular classroom activities while adjusting instructional strategies to support their engagement. In addition, the teacher attempted to develop an inclusive classroom culture by explaining individual learning differences to other students. As a result, classmates gradually became more understanding and supportive toward students with dysgraphia. These findings indicate that inclusive pedagogy involves not only instructional adaptation but also the creation of social environments characterized by empathy, acceptance, and collaboration.

The implementation of adaptive instructional strategies in this study also reflects broader principles of effective English language teaching. Teachers are expected not only to deliver linguistic content but also to design meaningful learning experiences that accommodate students' learning characteristics. This finding is consistent with (Talenta, 2023), who argue that successful English language instruction requires teachers to carefully organize learning activities according to learners' needs and classroom contexts. Although their study discusses English language teaching from a different perspective, the emphasis on responsive instructional practices supports the present finding that inclusive EFL instruction requires flexibility, creativity, and pedagogical adaptation to ensure meaningful participation for students with dysgraphia.

Another important finding relates to the use of emotional support and positive reinforcement during English learning activities. The teacher consistently provided encouragement, praise, and reassurance to help students with dysgraphia remain motivated and confident during writing tasks. This finding aligns with (Stubbs, 2008)), who argue that inclusive education should create learning environments where all students feel accepted, valued, and supported. In the context of EFL learning, emotional support becomes particularly important because students with dysgraphia frequently experience frustration and anxiety when dealing with writing-centered activities. Therefore, the teacher's supportive communication and patient guidance played an essential role in maintaining students' participation in classroom learning.

EMOTIONAL AND BEHAVIORAL DIMENSIONS OF INCLUSIVE TEACHING

The findings reveal that inclusive English teaching for students with dysgraphia involves significant emotional and behavioral dimensions. The teacher explained that students with dysgraphia, particularly those who also demonstrated autistic characteristics, often experienced emotional frustration, loss of focus, crying, or tantrum behaviors when unable to complete tasks at the same pace as classmates. This finding indicates that inclusive teaching extends beyond

academic accommodation and requires emotional sensitivity, behavioral management, and continuous teacher support.

These findings reinforce (Eun, 2016) perspective that teachers act as mediators who create supportive learning environments through adaptive interaction and pedagogical assistance. In this study, the teacher attempted to reduce students' emotional distress by allowing them to begin writing tasks earlier, providing intensive guidance, and prioritizing emotional comfort during classroom learning. Such strategies helped students remain engaged in learning activities and prevented feelings of exclusion from the classroom environment.

The teacher's emphasis on building positive teacher–student relationships also demonstrates the importance of affective support in inclusive EFL classrooms. Rather than focusing solely on academic achievement, the teacher appreciated students' effort and progress during the learning process. This finding is consistent with previous research indicating that positive teacher–student relationships contribute significantly to students' motivation, self-confidence, and classroom participation, particularly for students with specific learning difficulties.

CHALLENGES IN IMPLEMENTING INCLUSIVE LEARNING

Although the findings demonstrate positive teacher perceptions toward inclusive education, several challenges emerged during the implementation of inclusive learning strategies. One major challenge involved balancing the needs of students with dysgraphia while simultaneously managing the learning needs of other students in the classroom. English learning activities frequently involve writing tasks, which created additional difficulties for students with dysgraphia and required more intensive teacher attention. Consequently, the teacher experienced difficulties related to time management and classroom attention distribution.

Another challenge identified in this study concerns limited professional preparation and training related to dysgraphia and inclusive education. The teacher acknowledged feeling uncertain during the initial stages of teaching in an inclusive classroom because of limited prior experience in handling students with specific learning difficulties. This finding is consistent with previous studies by (Page et al., 2019) and (Magyar et al., 2020) , which indicate that teachers generally support inclusive education ideologically but often encounter practical challenges due to insufficient training, limited institutional support, and inadequate professional preparation.

The findings also reveal tensions between curriculum demands and students' individual learning conditions. Although the teacher continued following curriculum objectives, instructional delivery and assessment practices had to be adjusted according to students' learning abilities and emotional conditions. This situation demonstrates that inclusive teaching requires teachers to continuously negotiate between standardized curriculum expectations and individualized instructional needs. Therefore, professional development programs focusing on inclusive pedagogy, differentiated instruction, and specific learning difficulties are necessary to strengthen teachers' competence in implementing inclusive education effectively.

THE IMPORTANCE OF COLLABORATION WITH PARENTS

Another important finding in this study concerns the role of parental involvement in supporting students with dysgraphia. According to the teacher, students who received consistent emotional and academic support from parents demonstrated better progress in writing activities and

classroom participation. In contrast, students with limited parental support showed slower improvement and lower learning motivation.

These findings confirm that inclusive education requires collaboration not only between teachers and students but also between schools and families. Communication between teachers and parents enabled learning support to continue both inside and outside the classroom. Through collaborative relationships, teachers and parents could better understand students' learning needs and provide more consistent support for students' academic and emotional development. This finding is consistent with (Ainscow et al., 2006) perspective that inclusive education requires collaborative efforts to remove barriers to learning and support student participation.

The findings of this study indicate that inclusive English teaching for students with dysgraphia requires pedagogical flexibility, differentiated instruction, emotional support, and collaborative learning environments. Teachers' perceptions play a significant role in shaping how inclusive strategies are implemented in classroom practice. Positive teacher perceptions encourage adaptive and empathetic instructional practices, while limited preparation and structural challenges may reduce the effectiveness of inclusive learning implementation. Therefore, strengthening teachers' professional competence in inclusive education remains essential for improving the quality of inclusive EFL learning for students with dysgraphia.

CONCLUSION AND RECOMMENDATION

This study found that the teacher held positive perceptions toward inclusive learning strategies in teaching English to students with dysgraphia. The teacher perceived dysgraphia as a learning difficulty that affects not only writing performance but also students' emotional regulation, concentration, confidence, and classroom participation. These perceptions influenced the implementation of various adaptive strategies, including task modification, individualized support, emotional encouragement, oral interaction activities, and flexible classroom management. A notable finding was the teacher's practice of allowing students with dysgraphia to begin writing activities earlier than their peers, which helped reduce emotional distress and improve task completion. These findings highlight the importance of flexible and emotionally supportive instructional practices in promoting meaningful participation for students with dysgraphia in inclusive EFL classrooms.

This study was limited to a single participant and one inclusive classroom context; therefore, the findings cannot be generalized to all educational settings. Despite this limitation, the study provides insights into teachers' experiences in supporting students with dysgraphia within EFL learning environments. To strengthen inclusive practices, schools should provide greater professional development related to dysgraphia, differentiated instruction, and inclusive pedagogy, while also encouraging stronger collaboration between teachers and parents. Future research is recommended to involve a larger number of participants and diverse educational contexts to obtain a broader understanding of inclusive learning strategies for students with dysgraphia.

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