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# UNDERSTANDING INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITIES: A PATHWAY TO LANGUAGE ACQUISITION

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## ABSTRACT

*With the emergence of a world with many hurdles, a society needs to face this challenge and respect the human right to higher education for people with physical disabilities through inclusive education. The study of foreign languages has emerged as an imperative that furthers the boundaries of communication and expands career opportunities as well as the range of personal experiences. In this article, we will turn to some specific spaces within the politics of language that might be targeted to create an efficient education system for students with disabilities in higher education. A systematic literature review was done to identify challenges faced by students with physical disabilities in learning language and what most effective methods for language teaching and inclusion, are being used. The research was dedicated to formalizing the basic notions of the educational process itself, offering ways of designing a sample (an extensive set) which would measure success or failure at teaching a particular language. Physical impairment is linked to a variety of difficulties such as sensory-motor, cognitive and environmental obstacles to language learning for such participants. Several important 'areas to improve' have been identified such as the planning resources and the curriculum in UDL, teacher training (pre/post service), technology use and the establishment of collective support systems. The promotion of inclusive efforts not only benefits students with disabilities but enhances the educational environment for all students. If institutional response to the challenges these students face is to overcome some systematic change this can improve the performance of language teaching and the availability of higher education.*

**KEYWORDS:** Language Education, People With Physical Disabilities, Sdgs, Higher Education, Physical Access, Social Value.

## 1. INTRODUCTION

At a fundamental level, the right to education serves as the basic realization of all the rights that come to us and the realization that our human beings, individuals, and communities must develop. Inclusive education has become an important level in supporting all students irrespective of the physical, intellectual and emotional barriers through which these students are deprived of their rightful participation in the educational process (UNESCO, 2009). The students with physical disabilities in higher education encounter various barriers and obstacles day in and day out that will stand in the way of getting them to succeed academically and enter onto the faculty of higher learning. These barriers and obstacles can appear in a number of forms: Physical inaccessibility, cognitive barriers and social stigma are some of the obstacles that may hinder students' learning or lead to their stunted personal and professional development respectively. With globalization, multilingualism is a social asset that has been growing in importance. They might discover ways to better understand (different) cultures and the better communities they live in are more likely to unite (CUMMINGS, 2017). For students with disabilities, obtaining a second or foreign language opens a myriad of job opportunities as well as connecting them with people from other cultures. However, these students often require a different approach to learn languages and so conventional approaches may not be suitable for them; thus, alternative pedagogical methods are needed (GIBBONS, 2015). There are numerous obstacles before students with motor disability in language acquisition. Even though some learners have a physical barrier to learning (e.g. classrooms that do not accommodate their needs) (Al-Azawei, Serenelli and Lundqvist, 2016) there are also cognitive problems that these learners face with language processing, vocabulary building, grammar comprehension, etc (Pritchard, 2014). Furthermore, social structures of disablement, such as feelings of alienation from their environment, may also reduce students' motivation toward and/or engagement in their study of a foreign language, which is a negative development in success with learning a foreign language (McLeskey & Waldron 2011). As a result of these challenges, it is important to address how to support teachers teaching physically disabled students undertaking to learn a foreign language. The objective of this study is to establish the context of ongoing research on how we, as an institution of higher education, can improve the structure so that teaching practices should be inclusive in design,

ensuring that every learner gets the same quality of support with teaching strategies. The definition of inclusive education and how educators can actually get involved with overcoming some of the access barriers of students with disabilities to have an equal opportunity for learning a foreign language. Teaching Approaches can also help these students by laying a strong foundation for the foreign language to be acquired, through a range of methods. They will then articulate a foundation of assessing what the measure of a learner's success in teaching is, drawing upon how well an educator helped the learner acquire the Language, also adding to the conversation on the importance of inclusive education. The goal of this research project is to share findings identified through these data analysis findings to promote informed awareness of the issue, educate potential teachers, policy makers, and organizations aspiring to expand their knowledge of the foreign language by improving their access to foreign language. Background: A literature review. Current State. Education is a constantly evolving process, and inclusivity in education is seen as a very fundamental value in the modern society whereby people with other characteristics and needs should be equally treated. So inclusive education is more than education, it really is about providing every person the same opportunity to thrive in an equal education, no matter if they are physically or emotionally limited. In the post-secondary context, in particular, learners with disabilities face numerous barriers, which they have to navigate on a daily basis. While these barriers can manifest in many, if not all shapes/forms, they can all be seen as an increasing detriment to the learner's performance to the top of their grades. In the ever more international community today, being fluent in many languages is a proud thing and it is also one of the success factors. Due to cities' development and thus growing interconnectedness, intercultural communication based on mutual understanding and mutual demand for different sectors is increasing. Now this is very much useful for scholarship-eligible disabled students, highly gifted individuals in language learning, which constitute a supportive change in their social integration. But some of these learners don't thrive using the traditional teaching methods and need support. To be more sensitive and inclusive methodologies need to be reviewed, such as practices which are common or accepted (Freeman, 2015). Across all studies, people with mental disabilities regularly consider different problems beneficial to the majority of cases. These consisted of common factors being lack of access to resources, theaters, and

a diversity of synthetic pieces. Environmental features and ideas that prevent access to knowledge from pleasurable experiences and sensations. Similarly, the issues, such as prejudices and inequalities in mental disabilities manifested as pity and lack of support. Research on subjects demonstrated that physically disabled students learning a language encounter a series of barriers. These are not the same as environmental barriers such as restricted class access and inadequate treatment and cognitive barriers such as impaired memory, poor attention and insufficient control of data. Moreover, social barriers of stigmatization, the absence of peer and teacher support, can also reduce motivation and interest, which leads to significant problems and the increased distance to social situations concerning learning. Hence having to define appropriate models which can prepare and help in terms of maximizing the potential of the teaching of the language for musculoskeletal students. This study attempts to locate and articulate such strategies in higher education, for being sustainable ways, towards inclusive educational practices to cater to the multiple learning needs. The purpose of this research is to offer a current (Bell & Spencer, 2016), snapshot perspective on language learning for students with profound and multiple learning disabilities by examining existing research on inclusive education and examining how educators are accommodating those needing complex support to overcome barriers. Theoretical Framework. This inquiry is based on inclusive education, social model of disability theory. Another means of generating inclusive practices within the traditional educational settings is through adapted instruction and to make general education curricula accessible to all students. This view supports the social model of disability, which tells us that disability comes about through the way society is organized rather than individual impairment (Vygotsky, 1978). Thus, this view diverts attention away from deficiencies in each individual and emphasizes the social changes that are needed in society for more people to be able relate and learn. In foreign language instruction setting, this perspective underscores the importance of inclusive pedagogical practices. An important strategy is the application of Universal Design for Learning (UDL) principles that ensure access to engaging, accessible, culturally responsive and empowering educational opportunities (Rose & Meyer, 2002). The approach can ensure that all language learners can succeed to an acceptable point of access, even motor and motor impairment children. In addition, when it comes to DI, the lesson is tailored to the individual needs of

learners to accommodate diverse learners (Tomlinson, 2014). This approach accepts students that come to classrooms with many diverse experiences, readiness levels, and styles of learning and it encourages educators to offer multiple points of entry. Language teachers can then offer critical support to disabled students through the integrated application of UDL principles as well as a multitude of differentiated teaching methods.

## 2. DATA COLLECTION

### 2.1. Methods

This study consisted of a comprehensive literature review to address barriers experienced by students with physical disabilities in learning a foreign language. Besides this critical literature survey, academic resources sought for the review included journal articles, books, and policy documents on inclusive language education. Literature search was conducted based on the terms “inclusive education”, “foreign language acquisition” and “physical disabilities” for JSTOR, ERIC and Google Scholar search engines. Our review concentrated on literature over 20 years to gather the latest trends and practice in the field (Al-Azawei et al., 2016). **Guided by critical questions, our study generated evidence to answer the following questions:**

- What are the prior empirical (if any) barriers experienced by disabled students regarding physical access to foreign language education?
- From the literature, what do we know about effective teaching strategies?
- How can we make the language education offer better for these students?

The structured appeal was intended to reflect a global picture and present facts of evidence available. Together with this literature review, qualitative data were gathered including qualitative case studies of educational institutions implementing successfully inclusive language initiatives. These cases can be very educational to transform theory into practice and to document the benefits that are evident in communities of students who are underserved, typically in a nonstakeholder area. The interviews facilitated our understanding of challenges and victories experienced by educators and administrators in the enactment of these programs (McLeskey & Waldron).

## 3. METHODOLOGY

A mixed methods study was conducted to elucidate the present situation of learning a language for students with disabilities, utilizing both quantitative and qualitative data. The literature and

case studies to summarize ideas with the qualitative nature of these studies as well as offer guidance for inclusion. At the other end of the scale, the quantitative measure focused on crucial concepts related to foreign language learning in handicapped students. The operationalization of this process consists of constructing indicators that assess the quality of language teaching approaches (informed by relevant literature and case studies), representing central principles for improving the experience of language learning for students with physical disabilities (Hattie, 2012). The researchers tried secondary triangulation, comparing data from several sources (literature, case study, and interview) to increase reliability. This provided us with an opportunity to gather insights into the experiences of physically disabled pupils as well as solutions to language challenges. To this end, the data analysis aimed to find trends in the usage of non-standard comparative and superlative forms within language teaching and unpack their evaluative and pragmatic functions. In this analysis, a certain set of students from an unfamiliar sub-population learning taught foreign languages in a different manner (Teaching foreign languages can be defined as either instruction or testing).

### 3.1. Ethical Considerations

The design and conduct of the study was conducted based on ethics. In addition, interviews with educators and administrators were arranged after informed consent from all participants, so they are fully informed about what the study is for and can withdraw at any time without affecting them. For data we used and stored confidentiality protocols where data was anonymised from participants. Besides, the research adhered to an ethics protocol in treating people with disabilities, showing that the dignity and autonomy to the human being under study were maintained. This study thus helps to be part of an ethically responsive, dignified, inclusive dialogue on language instruction in the context of students with disabilities.

### 3.2. Limitations of the Study

This study, while important to provide important insights into challenges and strategies in L2 language teaching to persons with physical disabilities, does have its constraints. Because the quality and quantity of published research inevitably varies, reliance on literature synthesis and case studies may be influenced. The findings may not be always applicable, too, since a learner's experience of physical disability can actually be quite situational

and limited in terms of resources. A few of these limitations might be addressed through longitudinal studies of the use of such inclusive language-teaching practices in learners with physical disabilities. Until educators and policymakers begin this exploration they will be unaware of the usefulness of particular assistive technologies and teaching techniques found effective in different educational settings (Zaretsky, 2019). This study hopes to contribute a valuable contribution to the current discourse on inclusive education by outlining practical recommendations for teachers and scholars. Institutions can strive for the best possible provision of the necessary supports for students with physical disabilities, remove many barriers they encounter, and by being more strategic in their language teaching practices, they may be better positioned to help make extra language learning access for all students more equal.

**Table 1: Examples of Standard vs. Non-Standard Comparative and Superlative Forms.**

Standard Form	Non-Standard Form
Better	More better
Best	Goodest
Worse	More worse
Worst	Badder

The use of non-standard forms can be problematic for students with physical disabilities, as they often do not understand nuances of language their peers take for granted. Physical barriers such as language learning resources availability (e.g., textbooks and technologies that show clear standard examples of use) may also exacerbate this difficulty (Al-Azawei et al., 2016).

### 3.3. Impact on Language Learning

In contrast, the inclusion of these non-standard forms in students with physical disabilities suggests levels of proficiency but also awareness of and use of grammatical structures. Research has shown that the presence of non-standard forms which are predicted to arise in formal examinations that favor the use of standard language (Hattie 2012) may harm students who display them regularly. This results in a feedback loop of frustration and disaffection as traditional assessment seems misaligned with students' language aptitude. Non-canonical constructions can serve various expressive and pragmatic functions in the linguistic spectrum. These functions, which educators should understand, are useful to assist physically disabled students in reaching for language. Their evaluative forms relate

to the mechanisms through which language is used to express a judgment, opinion, or conclusion. They can, accordingly, include non-standard constructions which learners connect with as language speakers (Gibbons 2015), and take action through “real” use of language. One potential instance here is if you could present a student who writes non-standard forms in order to speak according to the communicative norms for one particular community, or their own personal showings. The critique of non-standard constructions in formal educational environments

can lead to misconstruction or misconception, but the evaluative function is in some cases as well, and this can be more than unfortunate. Non-standardized forms make children too immature or too incompetent thus having an enormous convivium on the front line of self-esteem and motivation (McLeskey & Waldron, 2011). Thus, educators should look to these dynamics in their classrooms and create an atmosphere where the multiple use of languages is respected but students can then be taught how to use standard forms of expression.

**Table 2: Evaluative Functions of Non-Standard Constructions.**

Function	Description	Example
Identity Expression	Reflects cultural or personal identity	"I seen him yesterday."
Community Belonging	Signals membership in a specific social group	"We was going to the store."
Informal Communication	Facilitates casual conversation among peers	"That was the funnest time."

As has been said, cognitive functions focus on how ideas are processed regardless of the context in which they appear; pragmatic functions refer to this contextualized language use (i.e., how meaning is built in a particular instance). Pragmatically, these non-standard constructions can allow students to participate in social settings or to express their thoughts the way many of their peers do (Zwiers 2014). For example, using jargon has the ability to create a sense of camaraderie between learners as well as with you and your content, helping students build effective human-human relations necessary for language learning.

At the same time, though, non-standard structures may also serve pragmatic functions which make them difficult to use in formal educational contexts. Students may have difficulty in going back and forth between their informal self-talk language register and the academic language register that is often required for writing essays or assessments. To successfully cope with the demands of 21st-century multiskilled digital literacy, graduates need to shift our approach from simply allowing or tolerating non-standard forms to providing explicit instruction on when and where standards and non-standards have their place—in effect skilling them up for worlds of communication.

A thematic analysis was conducted to explore the experiences of learning language for disabled students based on the qualitative data collected in this study. The interviews and case studies revealed key themes of experience indicating the obstacles and the wins of these students.

Barriers to the participation of physically disabled students in language learning contexts were found,

from a qualitative analysis, as one very strong theme. Some students reported that physical access to activities contributed to their exclusion, particularly where there was no laptop or chair for them to sit in, nor adaptive technology (Houghton 2018). These barriers isolated them from language learning materials and interfered with social interactions between their peers.

There were very strong feelings of frustration among the students in regard to no accommodation or support being provided by staff, as this served to further isolate them and make them less engaged. The government also highlighted the voices of young people, with one student saying: "I frequently feel left out when group work is going on because I can't get to the front of the room fast enough." This view was shared by many, emphasizing that it is important for educators to ensure the accessibility and inclusivity of their teaching.

Many students also reported that some educators were very caring and did their best to create an inclusive learning environment, despite the adversity. They employed different strategies such as the incorporation of assistive technologies, differentiated instruction, and collaborative learning opportunities to allow students with physical impairments to excel (McLeskey & Waldron, 2011).

One student explained, "My teacher makes sure I have what I need and pushes me to follow the discussions. It makes a big difference." It also underscores the significant influence educators can have to create an environment where all students, regardless of skin color or birth nationality, can be respected.

**Table 3: Key Themes from Qualitative Analysis.**

Theme	Description	Example Quote
Barriers to Participation	Physical and social barriers hindering engagement	"I often feel left out..."
Supportive Educators	Positive impact of educators on student experiences	"My teacher always makes sure..."

The qualitative analysis also captured key helpful strategies used by students with physical disabilities to overcome language learning barriers. The methods used to help them included assistive technologies, peer support networks, and personalized education plans.

It was found that assistive technologies, like speech-to-text software and adaptive devices, positively increased the interaction with language learning materials for the students. One participant said, "Using speech-to-text software has massively improved my essay writing and enabled me to participate in class discussions." It also highlights the need for technology-enhanced language learning to cater to different needs.

And again, from the networks – one of the most important aspects for successful language learning or communities coming together in some way were those peer support networks. Students who participated in peer mentorship and/or facilitated study groups expressed that these experiences provided them with greater confidence and motivation; they were more willing to engage with the course content. One student said, "It really changes everything just having friends who are going through the same journey. We help each other out."

## 4. DISCUSSION

These results support the necessity of inclusive practices in foreign language education among students with physical disabilities. Framed in this context, the purpose of discussing these results is to understand these participants' uncertainties and challenges, as well as the best practices that can improve their learning experiences – insights that could inform actionable recommendations for educators and policymakers.

**Table 4: Differentiated Instruction Strategies for Cognitive Support.**

Strategy	Description
Extended Time	Allowing additional time for assessments and tasks
Visual Aids	Incorporating images, charts, and videos to support understanding
Multisensory Learning	Engaging multiple senses to reinforce language concepts

### 4.2. The Role of Educators

### 4.1. Implications of Findings

Student data showed that students with physical disabilities face a variety of language acquisition challenges, including physical, cognitive, and social barriers. This kind of obstacle does not just mean that they cannot do language exercises but could also affect the results of their academic learning, as well as harm their self-esteem. The implications of this study are significant, suggesting as they do that educational institutions have to integrate inclusive policies responsive to the various needs of a broad range of learners.

#### 4.1.1. Addressing Physical Barriers

Major impediments to participating in language learning activities included physical barriers (e.g., inaccessible classrooms and resources). Amongst these factors, educational institutions should ensure they are accessibility-friendly in the physical environment. Recently, Al-Azawei *et al.* (2016) emphasized the importance of adopting comprehensive strategies to ensure technology and LMS can meet the needs of diversity, which includes in-class adaptive technologies support, accessible format learning material.

#### 4.1.2. Supporting Cognitive Development

Physical disabilities create cognitive barriers that can get in the way of students being able to acquire language (e.g., memory and processing speed). These cognitive constraints should be addressed by using differentiated instruction strategies that are tailored for all of the students. This could mean allowing extra time for tests, presenting material with visual aid, or using a multisensory approach to learning, enhancing comprehension (Gibbons, 2015).

Educators play a pivotal role in fostering inclusive environments that support the language learning

needs of students with physical disabilities. The findings of this study emphasize the importance of teacher training and professional development in equipping educators with the skills necessary to implement inclusive practices effectively.

#### 4.2.1. Professional Development

Ongoing professional development is essential for educators to stay informed about best practices in inclusive education. Workshops and training sessions focused on assistive technologies, differentiated instruction, and culturally responsive teaching can empower educators to create more

inclusive language learning environments (Salend, 2016).

#### 4.2.2. Collaborative Teaching Models

The study also highlights the effectiveness of collaborative teaching models, where language teachers work alongside special education professionals to create inclusive classrooms. This interdisciplinary approach allows for the sharing of expertise and resources, ultimately benefiting students with disabilities (McLeskey & Waldron, 2011).

*Table 5: Benefits of Collaborative Teaching Models.*

Benefit	Description
Shared Expertise	Combining knowledge from different educational fields
Resource Sharing	Access to a wider range of teaching materials and strategies
Enhanced Student Support	Providing tailored support for diverse learning needs

#### 4.3. Importance of Inclusive Practices

The commitment to inclusive practices not only benefits students with disabilities but also enriches the educational experience for all learners. Inclusive education fosters a sense of belonging and community, promoting respect and understanding among students from diverse backgrounds (Florian & Linklater, 2010).

##### 4.3.1. Fostering Social Connections

The findings indicate that peer support networks play a crucial role in enhancing the language learning experiences of students with physical disabilities. Establishing peer mentoring programs can facilitate social connections and provide additional academic support, helping students feel more engaged and motivated (Bowe, 2018).

##### 4.3.2. Culturally Relevant Teaching

Culturally relevant teaching is an instructional approach that recognizes and values the diverse cultural backgrounds of students, integrating these perspectives into the curriculum to enhance engagement and learning outcomes. For students

with physical disabilities, culturally relevant teaching can be particularly impactful, as it fosters a sense of belonging and validation within the educational environment. By connecting language learning to students' cultural identities and experiences, educators can create a more meaningful and relevant learning experience that resonates with all learners (Cummings, 2017).

#### 4.4. Significance of Culturally Relevant Teaching

The significance of culturally relevant teaching lies in its ability to bridge the gap between students' lived experiences and the academic content they are expected to learn. This approach not only enhances students' motivation and engagement but also promotes critical thinking and cultural awareness (Cummings, 2017). For students with physical disabilities, who may already feel marginalized in traditional educational settings, culturally relevant teaching can serve as a powerful tool for empowerment. It allows them to see their identities reflected in the curriculum, fostering a positive self-image and encouraging active participation in the learning process (Gibbons, 2015).

*Table 6: Benefits of Culturally Relevant Teaching.*

Benefit	Description
Increased Engagement	Students are more motivated to participate when they see their cultures represented.
Enhanced Critical Thinking	Encourages students to analyze and reflect on their cultural contexts.
Improved Self-Esteem	Validates students' identities, fostering a positive self-image.
Greater Intercultural Understanding	Promotes respect and appreciation for diverse perspectives.

### Strategies for Implementation

To effectively implement culturally relevant teaching in foreign language education, educators can adopt several strategies:

1. **Incorporating Diverse Materials:** Educators should include literature, media, and resources that reflect a variety of cultures and perspectives. This can involve selecting texts from authors of diverse backgrounds or using multimedia resources that showcase different languages and dialects. For example, incorporating stories from various cultures can help students connect emotionally with the content and see the relevance of language learning in a broader context (Cummings, 2017).

2. **Encouraging Student Voice:** Providing opportunities for students to share their cultural backgrounds and experiences can enrich the learning environment. Educators can facilitate discussions,

projects, or presentations that allow students to express their identities and perspectives. This not only validates their experiences but also fosters a sense of community among peers (Gibbons, 2015).

3. **Connecting Language Learning to Real-World Contexts:** Educators can create assignments and activities that relate language learning to students' everyday lives and cultural contexts. For instance, students might explore the significance of certain phrases or idioms within their cultural backgrounds, enhancing their understanding of language nuances while also celebrating their heritage (Tomlinson, 2014).

4. **Fostering Collaborative Learning:** Group activities that encourage collaboration among students from diverse backgrounds can promote intercultural understanding and respect. By working together on language projects, students can learn from one another and develop a deeper appreciation for different cultures (Zwiers, 2014).

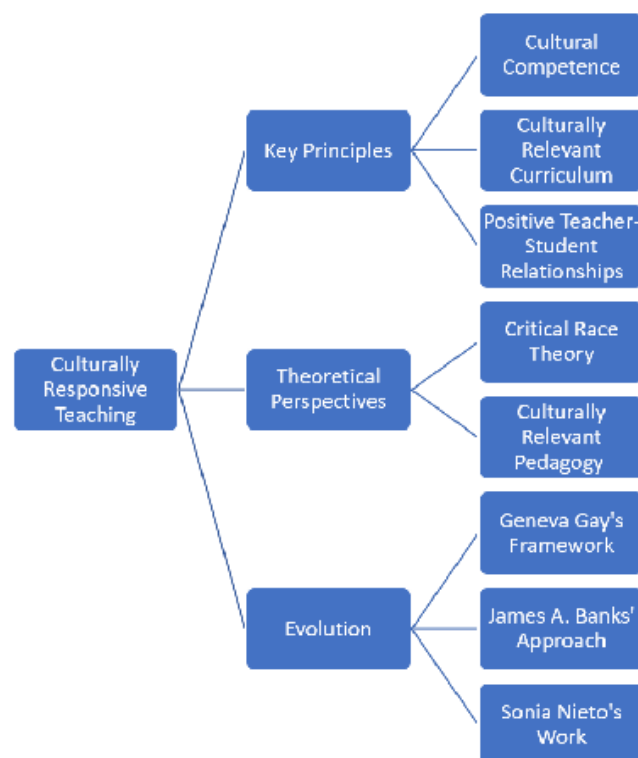


Figure 1: Foundations of culturally responsive teaching [Abdalla, H., & Moussa, A. . (2024)].

### 4.5. Impact on Students with Physical Disabilities

Culturally relevant teaching can significantly enhance the educational experiences of students with physical disabilities by promoting inclusivity and engagement. When students see their cultures

represented in the curriculum, they are more likely to feel valued and motivated to participate actively in language learning. This approach not only supports their academic success but also contributes to their social and emotional well-being, fostering a sense of belonging in the classroom (Florian & Linklater, 2010).

**Table 7: Examples of Culturally Relevant Teaching Materials.**

Material Type	Description
Literature	Books and stories that reflect diverse cultures
Multimedia Resources	Videos and audio recordings featuring various languages and dialects
Community Engagement	Opportunities for students to interact with native speakers and cultural representatives

Therefore, to be accessible and effective for students with physical impairments, culturally relevant teaching is essential to inclusive education through language learning. When educators acknowledge and place value on the plethora of cultural backgrounds of every student, classroom teaching can become more equitable and provide space for each individual to succeed.

Furthermore, by examining how particular learning interventions were effective with respect to special technologies and methods of instruction, these studies produced evidence that was useful for educators and policymakers (Zaretsky, 2019). There needs to be more research into determining which technologies are most effective for learning languages and how they can be used alongside traditional teaching elements.

This study adds to the literature on inclusive language education; however, we acknowledge its limitations. The use of current literature and case studies can result in bias related to the accessibility and quality of published research. Moreover, the results may not be applicable to a more widespread population of such an overwhelmed student, as well as institutional meaning also plays a role in the experiences of students with physical disabilities and availability. (Keshwani, et al. 2025)

## 5. CONCLUSION

The findings of this study highlight the importance of accessible foreign language teaching methods created for students with physical impairment. Our analysis reveals that such learners face a range of hurdles along the way, each of which threatens to impede—or even block—their acquisition of a new language. The combination of physical, cognitive, and social issues adds up to a more complicated landscape, which means that the responsibility for accommodating students with disabilities is greater on us as educators, and academic institutions must ensure they're working towards providing an accessible atmosphere.

### 5.1. Key Findings

In our research, we identified several key obstacles that slow down the path to learning a

language for students who have these types of disabilities. Participants indicated inability to actively participate or be involved in language activities due to mainly physical barriers—including classrooms not being adapted as they were accessed, and there was a lack of resources. And if language learning was already tricky, you might be subject to cognitive barriers, the kinds of things involving memory and processing speed that make it harder for you to learn a brand-spanking new skill. Additionally, social barriers, including stigma and lack of peer/educator support, are detrimental to motivation and engagement for this population, leading to a sense of isolation among students.

The study highlights several areas on which to focus for improvement, given these challenges. These consist of UDL-aligned curriculum development, extensive training for educators, assistive technology interventions, and community-wide support systems. These are important strategies to create an educational environment meeting the individual needs of all students.

### 5.2. Implications for Practice

The implications for this study have huge educational, administrative, and policy implications. At the forefront of this is the imperative for campuses to be accessible. It meant creating classrooms that were inclusive and user-friendly for students with mobility impairments, making sure that technologies could be easily adapted to facilitate language learning. If these physical barriers are removed, universities will become a more inclusive environment for all students to take part in.

Additionally, our results suggest the importance of ongoing professional development for educators. There are training programs to identify inclusive teaching strategies and aid in employing different instructional methods, assistive technologies, and differentiated activities, etc., which can help teachers in offering language support to their students with physical disabilities. Educational establishments can ultimately foster an inclusive mindset across the board, which is of benefit to every learner if a bond is made by providing teachers with applicable skills and knowledge.

### 5.3. Recommendations for Future Research

The study is among the first to provide an overview of how barriers and strategies are related to teaching foreign languages for students with physical disabilities; nevertheless, we have mentioned its limitations. Longitudinal studies are needed to investigate the long-term impacts of inclusive language pedagogy on these students. This research could complement previous studies and improve our understanding of how these methods may affect academic performance as well as social integration across time.

Additionally, examining the educational pathways across a broad spectrum of settings to gain an understanding of which modes of provision can support the best use of assistive technology and effective pedagogy is important for teachers and policymakers alike. It is important to research which technology provides the most promising benefits in terms of language learning and how it can be implemented into well-established curricula. Moreover, there is still a clear need for more research about students with physical disabilities in diverse cultural and geographical contexts of not only Western countries but also the developing world, so that the understanding of inclusive education could be given a broader conceptualization.

At bottom, a commitment to inclusive education

goes beyond these legalistic requirements – it arises from the most basic moral imperatives that cuts to core principles of equity and social justice. With a focus on building an inclusive learning environment that celebrates differences and provides equal opportunity, we can help students with physical disabilities not only build their language proficiency but also utilize it to its full potential. By identifying key levers and possible avenues for action from the perspective of practitioners, this study can provide a much-needed added cog in the expanding canon related to facilitating inclusive education – underscoring that it is essential not just to be aware of what disabled children face both in terms of barriers but also how we might avoid or mitigate them.

The results of this study provide an important reminder to schools, where it is necessary that language education be inclusive. Addressing these educational difficulties for students with physical disabilities and the development of strategic improvement measures will improve language instruction effectiveness and increase equitable accessibility to higher education. This commitment to inclusivity serves not just the needs of students with disabilities but also benefits the whole educational terrain for every learner and brings us one step closer to a more socially just future.

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