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ISSUES OF INCLUSIVE ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION

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ВОПРОСЫ ИНКЛЮЗИВНОГО ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

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Abstract. The increasing internationalization of higher education has turned university classrooms into linguistically and culturally mixed learning environments. Institutions are increasingly enrolling students from a wide range of linguistic, educational, and cultural backgrounds, and English language teachers are faced with the challenge of creating inclusive learning environments in which students may engage on an equal footing and achieve academic success. Inclusive English language teaching is a pedagogical approach that views diversity as a significant educational resource and aims to eliminate obstacles to learning and engagement. This study seeks to discuss the theoretical bases, educational consequences, and contemporary developments in inclusive English language teaching in higher education. The focus is on language variety, multilingualism, translanguaging, intercultural communicative skills, student participation, and technology-driven language learning. The statistics indicate that inclusive teaching practices are beneficial for language learning, student motivation, academic performance, intercultural awareness, and social integration. However, there are still considerable challenges associated with institutional support, teacher training, technical gaps, and equitable policy implementation. In the current study, an attempt is made to critically analyze the available literature to identify the key trends, areas of agreement, and topics of continuous controversy within the subject. Findings reveal that inclusive English language instruction may be seen as a generic pedagogical notion rather than a concrete strategy that increases linguistic justice, educational fairness, and meaningful involvement in higher academic contexts.

Аннотация. Растущая интернационализация высшего образования превратила университетские аудитории в лингвистически и культурно смешанные учебные среды. В учебных заведениях все чаще обучаются студенты с самым разным языковым, образовательным и культурным опытом, и преподаватели английского языка сталкиваются с проблемой создания инклюзивной учебной среды, в которой студенты могли бы взаимодействовать на равных условиях и добиваться академических успехов. Инклюзивное преподавание английского языка — это метод обучения, который рассматривает разнообразие как важный образовательный ресурс и направлен на устранение препятствий для обучения и вовлечения. В данном исследовании рассматриваются теоретические основы, образовательные последствия и современные тенденции в инклюзивном преподавании английского языка в высшем образовании. Основное внимание уделяется языковому разнообразию, многоязычию, транслингвизму, межкультурным коммуникативным навыкам,

участию студентов и использованию технологий в изучении языка. Статистические данные показывают, что инклюзивные методы обучения полезны для изучения языка, мотивации студентов, академической успеваемости, межкультурной осведомленности и социальной интеграции. Однако по-прежнему существуют значительные проблемы, связанные с институциональной поддержкой, подготовкой преподавателей, техническими пробелами и справедливым внедрением политики. В данном исследовании предпринята попытка критически проанализировать имеющуюся литературу для выявления ключевых тенденций, точек соприкосновения и областей постоянных споров в рамках данной темы. Результаты показывают, что инклюзивное обучение английскому языку можно рассматривать скорее как общую педагогическую концепцию, чем как конкретное решение, способствующее языковой справедливости, равенству в образовании и значимому вовлечению в высшие академические контексты.

Keywords: inclusive education, English language teaching, multilingualism, translanguaging, higher education, student engagement, intercultural communication, linguistic diversity.

Ключевые слова: инклюзивное образование, преподавание английского языка, многоязычие, транслингвизм, высшее образование, вовлеченность студентов, межкультурная коммуникация, языковое разнообразие.

Higher education is being globalized, and this has altered the demographic composition of university classrooms everywhere in the world. The increasing mobility of international students, migration, technological innovation, and the continuing expansion of access to education have made the diversity of languages and cultures at institutions of higher education unique. Universities are under increasing pressure to educate students with a range of linguistic abilities and skills, cultural backgrounds, educational experiences, learning preferences, and social conditions.

These developments have substantial consequences for English Language Teaching (ELT). English is a lingua franca and is important in global education, intellectual conversation, and professional success. Crystal [6] states that the worldwide diffusion of English has made it an international medium of communication amongst people of different linguistic and cultural backgrounds. As a result, classrooms for English language learners increasingly mirror multilingual and multicultural populations rather than homogeneous groups of learners.

The teaching methods in education have often assumed that student populations are homogeneous and have preferred uniform teaching approaches. Such strategies may not be acceptable in modern higher education situations because students arrive at the classroom with a diversity of language capital, educational backgrounds, and cultural identities. These developments have led to a growing acceptance by academics and professional staff of inclusive teaching practices that attempt to acknowledge student diversity and to give fair chances for participation and accomplishment.

Inclusive education has been identified as a key educational paradigm of the twenty-first century. While inclusion was initially associated with disability studies and special education, it is much more than physical access to schools. UNESCO [21] defines inclusive education as a provision that allows all learners to be actively included in the processes of education regardless of their social, cultural, linguistic, economic, or personal attributes. Ainscow [1] suggests that inclusion is best understood as a process of identifying and removing barriers to participation and performance.

The integration of English language teaching consists of different components. It is about creating learning environments that promote language diversity, intercultural literacy, active participation, and the academic success of all students. The theory of inclusive language education

acknowledges that language learning is always related to concerns of identity, power, culture, and social interaction. Language learners are acquiring not just patterns of language, but also identities and relationships in social environments [17]. Therefore, language education should integrate the social and linguistic dimensions of learning. Another key development in inclusive language teaching is the rising understanding of multilingualism as an educational resource. Historically, educational views have tended to see students' first languages as barriers to learning English, but this idea is beginning to be undermined by current studies. Multilingual learners have complex linguistic experiences that can be used in the service of learning new languages [7]. Translanguaging systems [9] also allow learners to use their whole language repertoire for communication and education. These approaches indicate a significant change from monolingual schooling to more flexible and inclusive language development.

A significant objective is student involvement; consequently, inclusive teaching approaches are required. Research consistently shows that pupils who have a feeling of belonging and are engaged are more likely to enjoy favorable educational outcomes. Student engagement is a major predictor of academic improvement [16]. Tinto [20] noted the relevance of academic and social integration for student persistence and completion. Involvement, motivation, and sustained academic success have tremendous significance in inclusive education conditions.

New opportunities and new challenges for the teaching of inclusive language have been created by the emergence of technological innovations. Digital learning platforms, online collaboration tools, multimedia materials, and novel applications of artificial intelligence have offered new options to cater to the needs of different types of learners. Technology may provide flexibility and accessibility when strategically integrated into instructional design [3]. However, the availability of digital material is still lacking, which addresses issues of equity and inclusion in education.

These developments have rendered the notion of inclusive English language training increasingly relevant to current higher education. It is a matter of great concern, though one with diverging theoretical perspectives and unsolved controversies about the optimum modalities of education. Multilingualism, translanguaging, intercultural communication, and the role of technology and justice in education remain relevant topics for scholars and practitioners.

The goal of this review study is to analyze the theoretical framework, methodological implications, and development of inclusive English Language Teaching in higher education. The research will consist of a comprehensive evaluation of current literature to identify significant themes, regions of consensus, and unexplored topics in the subject. The primary features of inclusive educational practice most frequently identified were linguistic variety, multilingualism, student participation, intercultural competence, and technology-enhanced learning. In this study, we analyze the data to better understand the impact of inclusive educational practices on student achievement in the many contexts of higher education.

Inclusive education has become a hot topic in contemporary educational research and policy. Initially, inclusion was limited to students with disabilities, but current views have extended the notion of inclusion to include all forms of diversity among learners, such as diversity of language, culture, society, and education. Today, most experts believe that inclusion is about providing educational environments where all students can engage completely and attain their full educational potential.

The notion of inclusion in universal education accepts the fact that diversity is a basic and natural feature of educational communities [21]. Inclusion does not mean that students must conform to rigid institutional frames, but rather inclusive education tries to remove obstacles to participation and learning. As Ainscow [1] explains, inclusion is an ongoing process of eliminating barriers to equitable access to education.

University demographic diversity has grown significantly in higher education. Student populations are becoming more diverse due to internationalization, migration, ideals of inclusive participation, and developments in technology. Today, universities have students from diverse linguistic origins and cultural heritages, and professors need to develop robust methods that respect this diversity. Studies suggest a positive link between inclusive educational environments and student achievement. Tinto [20] discovered that students who are well-integrated into the intellectual and social fabric of the university community are more likely to continue and succeed in graduating. Student involvement is particularly important for academic success, satisfaction, and retention [16]. The evidence points to fair and inclusive education improving academic outcomes for all.

The concept of inclusion is of great importance in English language teaching. Language is a means of communication and a discipline. A student's language may hinder their participation in academic and social activities. In this sense, inclusive language education refers to the creation of learning settings in which linguistic diversity is recognized, respected, and used as a resource for learning.

Researchers have commented on the connection between inclusion and educational equality. Inclusive teaching methods enable teachers to adopt flexible instructional approaches to meet the diverse needs of learners. These methods frequently provide individualized instruction, collaborative learning, and various means of monitoring learning and active engagement. The aim is to increase the number of pupils who can succeed in school, not to lower academic standards.

Today's universities are multilingual. Multilingual students from different language backgrounds are now present in colleges. This has led researchers to re-evaluate established notions of language teaching and learning.

In the past, some schools used a monolingual approach, meaning only the target language was used. In these programs, learners' first languages were typically viewed as a hindrance to acquiring the target language. But research is beginning to challenge this assumption. Multilingual learners possess linguistic and cognitive resources that may be tapped into to learn additional languages [7]. The conception of interdependence suggests that skills and knowledge acquired in one language can contribute to the growth of another.

This reflects a paradigm shift toward asset-based models of multilingualism rather than deficiency theories. "Multilingualism is not an obstacle to language learning, but an educational asset." Metalinguistic awareness, cognitive flexibility, and intercultural ability are understood to be higher among students of multiple languages. These characteristics can affect language development and academic achievement.

The global growth of English has complicated earlier views on language pedagogy. As a world language spoken by individuals from diverse linguistic and cultural backgrounds [6], English now facilitates interaction between native and multilingual speakers. The present study has implications for language training, as it challenges pedagogical practices that prioritize conformity to native-speaker norms. Identifying the linguistic identities of learners is of great importance, as language acquisition is deeply associated with identity formation and social interaction [17]. Students enter the classroom with complex histories, cultures, and individual goals. Inclusive education models should not require students to suppress their linguistic heritage, but rather encourage them to embrace and expand upon these identities. The connection between language and power is an essential component of linguistic diversity; educational institutions often favor certain languages while marginalizing others. The goal of inclusive language training is to counter these inequities by promoting a plurality of language practices and the acceptance of all communicative forms. In many nations, the growing recognition of the value of multilingualism has led to improvements in education policy and practice. Teachers are encouraged to view children's diverse language repertoires as significant resources for

learning, communication, and intercultural understanding. Such notions have greatly influenced the development of inclusive methods for teaching English.

The most important advancement in contemporary multilingual education is translanguaging. Initially a research field in bilingual education, translanguaging has evolved into an important theoretical and practical approach for the investigation of multilingual communication and learning.

According to García and Wei [9], translanguaging is the process of multilinguals using their whole language repertoire to make meaning, interact, and learn. The conventional view of language sees multilingual language use as separate languages; translanguaging, however, sees it as fluid and dynamic. The hypothesis suggests that multilingual speakers do not merely switch languages but rather utilize integrated linguistic resources in a flexible and creative manner.

Translanguaging challenges the assumptions underlying many methods of language education. In many traditional systems, the separation of languages is stringent, and students are not permitted to use their home languages in class. In contrast, in translanguaging systems, the complete linguistic knowledge that learners bring with them is a resource to be drawn upon in instruction. Students are encouraged to use all their linguistic information to develop knowledge, engagement, and academic accomplishment.

This is further elaborated in Canagarajah's work on translingual practice [5]. He posits that communication is a negotiation at the boundaries of language and culture in a multilingual society and that great communicators are not language snobs, but are flexible in various communication circumstances. This aligns with inclusive educational approaches where variety is the norm and a positive element of communication.

The Implications of Translanguaging Practices for Inclusive English Teaching: It starts by reducing the hurdles to studying difficult topics in a language the learner already knows. Students might use their first language for understanding, to organize their thinking, and to draw links to academic subjects. These strategies may be very helpful for pupils with varying levels of proficiency in the English language.

Secondly, translanguaging increases student confidence and involvement. The whole range of speech may be easier for young people to access in the classroom, in group work, and in conversation. The more engaged they are, the greater their language skills and the more interested they will be in studying.

Thirdly, translanguaging may offer validation of language identity. Inclusive education is not about imposing the rules of the dominant language; it is about respecting the linguistic and cultural identities of the learners. Translanguaging tactics offer a space of linguistic variation, which is forgiving, and multilingualism may be perceived as a resource for learners.

However, translanguaging remains a controversial topic for teachers and researchers.

Some observations show that the utilization of first-language resources may restrict opportunities for learning the target language. Others report challenges regarding institutional assessment methods, curriculum creation, as well as language policy. Nonetheless, in contemporary thinking on inclusive language education, translanguaging is becoming increasingly popular.

Research on multilingualism and translanguaging indicates that inclusive English language teaching should not rely on monolingual assumptions but rather acknowledge the educational value of the linguistic resources that learners bring to the classroom. Teachers may leverage linguistic diversity to build fairer and more productive learning spaces that promote language learning and student engagement.

The expanding cultural diversity in higher education has promoted academic interest in intercultural communicative competence (ICC) as a major component of English language training. English is the world's lingua franca, bringing together individuals of diverse cultural backgrounds;

hence, language education should go beyond linguistics to focus on intercultural understanding, communication, and collaboration.

Perhaps the most important contribution to this subject is Kramsch's [15] assertion that language and culture are intertwined. As Kramsch puts it, learning a language is not just about learning its grammar and vocabulary, but also the cultural meanings, values, and social practices which underlie the use of the language. Good communication isn't only about the choice of words, but about understanding the cultural context and reacting accordingly.

Based on this premise, Byram [4] introduced the concept of intercultural communicative competence, meaning the capacity to communicate across cultural borders. Byram argues that successful language learners need to be linguistically competent but also open, curious, and tolerant of cultural diversity. His conception involves intercultural knowledge, interpretative and participatory abilities, critical cultural awareness, and negotiation of meaning across cultural differences.

Intercultural communication skills are a crucial element of inclusive educational environments, as they enhance learners' ability to appreciate diverse perspectives and to engage politely with others. Students who develop intercultural knowledge are better prepared to function in multicultural academic and global job circumstances. Intercultural education also helps to overcome stereotypes, bias, and cultural misunderstandings that may limit classroom participation.

Holliday [12] argues for the multiplicity of cultural identities and the difficulties of narrow and stereotypical portrayals of culture. He says that "education is about engaging critically with diversity rather than about categorizing people." This includes inclusive teaching methods that acknowledge a variety of people's experiences and identities.

Group projects, multicultural exchanges, genuine materials, reflective tasks, and interaction with speakers of other cultures are activities which may be utilized to develop intercultural competence in English language instruction. These tactics help students explore cultural prejudice, foster empathy, and enhance skills. The study confirms the positive role of intercultural competence in language learning and social integration. Due to cultural diversity, peers who understand and accept cultural variety are likely to engage in classroom activities and communicate with diverse peers. Therefore, intercultural communicative competence is one of the most important elements of inclusive English language teaching in higher education. Student engagement is a highly studied topic in higher education. Active students perform well in school, have a positive approach to learning, and pursue further studies. A voice is an inclusive educational dialogue. Engagement is a complex phenomenon with behavioral, emotional, and cognitive components [8].

Behavioral engagement refers to the degree of student involvement in school and classroom activities. Emotional engagement is the feeling of attachment, investment, and intimacy that students have for the educational experience. Cognitive engagement means engaging in studies, thinking critically, and employing the best tools of learning. Educational studies have found multidimensional points of view to be very useful, since participation is more than just being visible in the classroom; pupils can be present physically but not mentally. The instruments of inclusive education are geared toward the combined growth of all spheres of engagement. One of the most important parts of higher education in learning and personal development is student contact [16].

Kuh believes that the most successful programs for students are those that are educationally relevant and that promote involvement, teamwork, and intellectual challenge. His investigations revealed the significance of institutions providing circumstances for active involvement.

Tinto [20] argues that academic and social integration are equally vital to the university community. Students' sense of belonging among peers and lecturers, and their enrolment in an academic program, are positively associated with persistence and graduation. It is simpler in inclusive schools where there is belonging, involvement, and support.

This indicates that projects for active learning are needed to keep students interested [2]. Collaborative learning involves students as active learners and not passive learners. Cooperative learning includes such things as classroom discussion, problem-solving exercises, and reflection projects. These are excellent methods to utilize, especially when you are trying to be inclusive, since they provide students with several ways to participate and are flexible enough to adapt to a broad variety of learning styles.

Students are very motivated to participate in culturally appropriate teaching. The cultural experiences and identities of the learners make the educational content more meaningful [10]. “In an era where diversity is embraced and celebrated, educators may be able to design more relevant and engaging learning environments that foster student engagement and academic success.”

A growing body of research supports the effectiveness of inclusive teaching methods to promote student engagement, reduce obstacles to student involvement, and provide a sense of belonging for students.

Students are more inclined to engage in the process of learning and experience genuine educational success when they feel liked, respected, and supported.

Technological innovation is transforming our teaching, opening new opportunities for inclusive language learning. Digital learning environments, online communication tools, multimedia resources, and the projected use of artificial intelligence have opened new options to address the diverse needs of learners in higher education.

As Bates [3] contends, “the appropriate use of technology in instructional design can enhance access and flexibility in education.” Digital technology has the potential to enable academics to provide information in new ways, improve communication, and cater to a range of student learning styles. There are many techniques and distinct learning contexts in which students may be required to study and participate.

Rose and Meyer’s [19] Universal Design for Learning (UDL) has become a pillar of accessibility in education. Universal Design for Learning involves multiple means of representation, engagement, and expression to address varied learners’ needs. The method is compatible with the aims of inclusive education and has been widely employed in language teaching.

Technology allows us to connect and collaborate. In language learning, computers offer greater meaningful involvement, student autonomy, and access to a wide range of linguistic materials [22]. Students stay in touch and work together on projects using digital communication technologies, which also assist in making global connections, regardless of the students' locations. New research shows the internet’s impact on schooling: the online environment provides more options for engagement and cooperation, and students are therefore more motivated to participate [11]. On the other hand, less talkative students in the classroom tend to be more active in the digital sphere.

Artificial intelligence and other emerging technologies are further individualizing the learning process. Intelligent education systems [13] can offer flexible teaching, quick feedback, and personalized support to students. The study by Zawacki-Richter et al. [23] is also based on the increasing interest in using artificial intelligence to support students and to access education.

Professionals see a few important impediments to overcome. The digital gap explains the present inequalities in education [21]. Students from low-wealth households may not have the necessary digital devices, adequate internet access, or IT skills. Technology may be a tool of exclusion or a tool of inclusion.

Ethics, teacher training, computer literacy, and data confidentiality are further difficulties. Technological expertise and pedagogical understanding are important for teachers to integrate technology properly. However, digital success without the necessary skills and institutional support will not achieve the promise of inclusivity.

Research has shown that technology, when applied properly and appropriately, may help improve inclusive English language teaching. Inclusion is not a tech problem to be solved; access, equity, teaching methods, and learner diversity are some of the issues that need to be addressed throughout implementation.

The analyzed study shows a consensus that the inclusive teaching of English in higher education promotes student engagement, language skills, intercultural competency, and academic accomplishment. In parallel, the literature on multilingualism, translanguaging, technological integration, and the effective use of inclusive teaching methods is extensive. There are several basic trends in applied linguistics and educational research that theories point to as researchers try to cope with the expanding linguistic and cultural diversity of contemporary campuses.

A notable trend in the literature has been the transition from deficit- to asset-based approaches to theories of linguistic variation. Historically, the conventional idea in education was that multilingual learners were linguistically disadvantaged and needed to be remediated via immersion in the target language only. Researchers now often challenge such notions. Multilingual learners possess linguistic resources that may be exploited for language acquisition and academic performance [5; 7; 9].

Their theoretical approaches differ in many areas, but they typically share a positive attitude toward multilingualism. As Cummins [7] writes, “bilingualism and multilingualism have cognitive and pedagogical benefits.” The author proposes that the linguistic skills learned in one language can be transferred to the study of a second language. In addition to traditional bilingual models, García and Wei [9] suggest translanguaging models that allow students to use their whole repertoire of languages. Canagarajah [5] problematizes the notion of language boundaries and the flexibility of communication between languages. In short, the experts are adding to a growing body of evidence that suggests it is better to accommodate linguistic variance in teaching approaches rather than attempt to eliminate it.

This is very important for the inclusive teaching of the English language. Sometimes, these old monolingual methods ask children to check a lot of their linguistic identity at the school door. However, learners may use their linguistic resources and develop their abilities in English through translanguaging and multilingual methods. Strategies like these could be particularly effective for linguistically and globally diverse young people who live in contact with more than one language.

The connection between diversity and student involvement is widely known. Many academics cite involvement as vital to educational progress. Active involvement of students in the academic community is associated with good learning outcomes and the successful completion of educational programs [2; 8; 16; 20].

Even when experts concur, they tend to have diverse ideas about what engagement is. Fredricks et al. [8] provide a comprehensive framework for the study of student participation and identify three features of engagement: behavioral, emotional, and cognitive. Kuh [16] refers to participation in educationally purposeful activities, whereas Tinto [20] supports social and intellectual integration. Barkley [2] provides teaching ideas for promoting active participation and reflective learning. From all these perspectives, we see that if we want to be effective with inclusion, we need to look at the whole learner’s experience, not just academic results.

However, there are differences in the conceptualization and development of intercultural competence. As Kramsch [15] points out, “language and culture are intertwined, and awareness of cultural conditions is a matter of appropriate communication.

Byram [4] has presented a more systematic model of intercultural communicative competence, which comprises attitudes, knowledge, skills, and critical awareness.

Holliday [12] cautions against generalizations about culture and advocates a more comprehensive understanding of cultural differences. While they all agree that intercultural awareness is a significant component of effective communication in multilingual and multicultural contexts, they disagree on its specific parameters.

Our literature analysis indicates that there is significant discourse surrounding diversity and technology. The potential of instructional technology is promising [3; 11; 13; 19; 23].

Digital technologies allow for access, flexible learning, tailored instruction, and increased communication among diverse learners. These features are well-aligned with the goals of inclusive education. However, experts note that technology itself is not inherently inclusive. Uneven access to digital materials may exacerbate educational inequality [21].

Technology-dependent learning settings can be challenging for individuals lacking consistent internet access, devices, or digital literacy. This contradiction presents a significant challenge for contemporary educational research: the very instruments that facilitate inclusion may also produce new forms of exclusion. One example of such tension is artificial intelligence: AI-enhanced learning systems have significant potential to offer personalized feedback, adaptive learning, and adjustable assistance [13; 23].

However, questions remain unanswered: algorithmic bias, ethics, privacy, and equitable access. The arguments indicate that technological innovation alone is not sufficient to promote inclusiveness and must be accompanied by intentional pedagogical and institutional measures. Language learning is closely linked with the identities of learners, social contact, and availability of opportunities to participate [17].

In her study, she stresses that educational inclusion is not just about teaching tactics, but also about understanding learners' experiences, aspirations, and social settings. This aligns with broader debates on educational equity and language rights. Results hint at a continuous discrepancy between inclusive education policies and the classroom setting. Diversity, equality, and inclusion tend to be institutional policies and strategic initiatives anchored in organizations. However, professionals can typically recognize where the real barriers to implementation lie. These barriers include insufficient resources, limited teacher training, large class sizes, standardized evaluation systems, and competing institutional interests. Ainscow [1] contends that inclusion is a "continuum of development" and hence requires systemic change rather than a set of individual activities. Success in implementation depends on teacher preparation. To utilize inclusive teaching methods, instructors need to be linguistically and interculturally competent, technologically literate, and aware of the needs of different learners.

Richards and Rodgers [18] claim that current approaches in language education are increasingly learner-centered and communicative. However, the effectiveness of these approaches depends primarily on professional development and institutional support. The study highlights that inclusive teaching methods are beneficial to all learners, rather than just specific populations. While inclusive practices are designed to support students who are struggling, they also positively affect the learning outcomes of a broader group of students by fostering active learning, collaborative work, flexible teaching, and intercultural engagement. The findings of this study challenge the notion that inclusion benefits only disadvantaged groups and demonstrate that inclusive school settings improve the quality of education for everyone. Nevertheless, the study also points to severe challenges and persistent disagreements, emphasizing the need for inclusive English language training. Most academics favor acknowledging linguistic diversity, fostering intercultural competence, encouraging student participation, and ensuring equal access to educational resources. Moreover, implementation, technology integration, institutional support, and educational policy remain important areas for future

research. The evidence points to the need for holistic, inclusive training in English, centered on pedagogical resourcefulness, institutional commitment, and an awareness of learner diversity.

The ramifications of this research for teaching English in higher education are profound. Instructors need to move beyond traditional monolingual methods and view multilingualism as a fundamental pedagogical resource. Rather than discouraging the use of home languages, teachers could employ translanguaging, allowing students to utilize their full linguistic range for academic objectives. These tactics may enhance students' knowledge, engagement, and confidence, while improving English language acquisition. Language learning encompasses more than grammatical accuracy; it involves conversational fluency, intercultural awareness, empathy, and critical thinking. Students can interact with peers from diverse backgrounds to increase intercultural awareness and prepare for an increasingly globalized professional and academic environment. An inclusive classroom should utilize learner-centered methods to promote active engagement. Incorporating cooperative learning, project-oriented activities, classroom discussions, and peer feedback or reflection assignments accommodates diverse learning styles and fosters participation. These approaches cultivate group identity and behavioral, emotional, and cognitive engagement. Flexible educational programs should be developed to satisfy the varied needs of learners.

One beneficial way to implement multiple means of representation, engagement, and expression is the Universal Design for Learning (UDL) framework. The use of diversified pedagogical tactics can assist in breaking down obstacles to participation and fostering access for students of diverse linguistic origins, learning styles, and educational backgrounds. The UDL framework is a useful approach for implementing various means of representation, engagement, and expression. Using varied pedagogical strategies may help reduce barriers to participation and promote access for students with different language backgrounds, learning styles, and educational backgrounds.

Digital platforms, online collaboration tools, multimedia materials, and artificial intelligence provide significant opportunities to accommodate diverse learners. However, institutions must tackle the challenges of technology access, digital literacy, and the ethical use of technology so that it is used for inclusion rather than exclusion.

Inclusive English Language Education is successfully realized through professional development. Educators need training in multilingualism, intercultural communication, inclusive teaching strategies, and educational technology. Institutional support is required for sustainable and successful inclusive practices.

With the increasing diversity in higher education regarding language and culture, inclusive English language teaching has become a key area of study and practice. This study reviews major theoretical frameworks and empirical evidence regarding inclusive language education, including multilingualism, translanguaging, intercultural communicative competence, student engagement, and technology-enhanced learning.

The reviewed research consistently supports the adoption of inclusive teaching strategies to improve language acquisition, academic achievement, learner motivation, intercultural awareness, and social participation. Teachers frequently argue that multilingualism is a pedagogical advantage rather than a disadvantage. Existing approaches to multilingualism and translanguaging urge educators to recognize the linguistic resources students already possess and incorporate these into the learning process.

The results emphasize the importance of student participation and intercultural awareness in the context of inclusive education. Higher levels of student participation and engagement are correlated with better educational outcomes. Intercultural competence is a crucial component for effective communication and the acceptance of diversity in a multilingual educational system.

Opportunities and Challenges for Education for All: Digital technology and artificial intelligence provide new options for customized and accessible learning. Big issues include ethical use and technical parity. Therefore, a balance between rules that encourage technological growth and policies that encourage fairness and inclusion is critical. We value inclusive schools, but there are still numerous difficulties.

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