Analyzing English Teachers' Teaching Module in Adressing Students' Learning Needs for Inclusive Learning

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A B S T R A C T

This study aimed to analyze teaching modules used by the english teacher in adressing students' learning needs to provide Inclusive learning in classroom. Assessing elements and strategies used by the teacher in desiging module and how teaching modules support teachers in facing diversity of students' learning need in the class, also the challenges and the successfulness during the implementation. Using qualitative research, this research involving document analysis, interviews, and class observation to identify the elements in the lesson plan to inclusive learning effectiveness. The finding suggested the use of interactive media and sources in teaching inclusive class in order the teachings are able to cover students' diverse needs. Through the modules, it can be found that teachers implemented varied strategies such as scaffolding technique, differentiated task, collaborative learning, incorporating technology and culturally responsive teaching. The findings also highlighted potential challenges in facing diverse class such as lack of source, time constraint and lack of professional development for teachers. The findings were expected to give contributions to inclusive and adaptive teaching modules development to cover the students' diversity.

Keywords:
Inclusive Learning; ELT Teachers' Module; Students' Learning Needs

1. INTRODUCTION

Inclusive education has been widely implemented by the government to lead fairness and equity in education. Every individual is required to receive education in accordance with Republic of Indonesia Law No. 20 of 2003 comcerning the National Education System Article 5 Paragraph (2), which states that every citizen of the coutry who possesses physical, emotional, mental, intellectual and social abilities have the right to receive special education. Children with special needs are no exception. Emphasizing the importance of providing equitable learning opportunities for all students, regarding to their diverse needs.

Inclusive learning has become a crucial approach to accommodate the diverse needs of students in the classroom. Inclusive education aims to provide equal learning opportunities for all students, regardless of their differences, such as physical, intellectual, or emotional characteristics. In an inclusive classroom, teachers must adapt their teaching methods to meet diverse student needs. The first step in achieving this by creating an inclusive teaching module that can accommodate all learners. The benefits of inclusive education include enhancing students' ability to engage with different perspectives and increasing their chances of academic success. In Indonesia, English language learning often faces challenges in facilitating the varying abilities and backgrounds of students. Teaching modules has an important role in

supporting this diversity by providing flexible and adaptive guidance. Implementing inclusive teaching modules is essential for fostering an environment where all students, including those with special needs, can thrive. Kemendikbud emphasize the importance of adjusting the curriculum and teaching methods to ensure an inclusive educational experience.

Teaching modules are one of the instruments used to assist teachers in instructing students (Tomlinson, 2011) in Munfaati et al (2022). Awasthi (2006) in Munfaati et al (2022) provided a more detailed description, stating that a teaching module is a teaching and learning resource used by both teachers and students to rely on the teaching and learning process. The evaluation of teaching modules should assist teachers in providing students with the greatest resources possible to ensure effective knowledge transfer. Four crucial exercises and activities are suggested by Garinger (2002) Munfaati et al (2022). to evaluate the quality of teaching modules. The first need is that assignments and activities aid in language learning. Second, a controlled and free exercise style should be matched with the exercise. Third, the practice should be progressive, varied, and challenging as students' progress through the teaching modules. Therefore, a typical teaching module can be addressed after an evaluation of these needs

According to Hadiansah (2022) in Rocella et al (2024), effective teaching modules should include elements such as learning media and assessments that correspond with the flow of learning objectives. An ideal teaching module typically comprises three main components (Hadiansah, 2021) Rocella et al (2024): general information (e.g., author details, competencies, facilities, target students), core components (e.g., learning objectives, meaningful understanding, learning activities, assessment), and appendix components (e.g., worksheets, reading materials, glossary). Apriyani (2016) evaluated the quality of English module and found that the book scored of 74. 25% on Cunningsworth checklist, which is regarded as a good book. In Contrast, the finding of Hutchinson and Waters' results revealed 78. 57%. Dilla et al. (2017) examined The English textbook for Senior High School, published by Kemendikbud in 2014, and found that the materials and tasks were divided into four categories: material, linguistic, material presentation, and graph revealed the varied results. The material component was put in the poor category while the others were in a good category.

In ELT, teaching modules are essential for organising classes and making sure that learning objectives meet the needs of the students. ELT teaching modules have been carefully designed units that include content, teaching strategies, and assessment techniques to improve

specific language skills. They target distinct students needs and are avalaible in a variety of formats, including skill-based, integrated, and level-specific modules. According to Richards (2001) and Harmer (2007), effective ELT modules should consider the students' cultural backgrounds and provide opportunities for active learning. Additionally, establishing an inclusive learning environment that supports all learners requires an awareness of each students' unique learning needs, including cognitive capacities and sociocultural considerations. Therefore, it's critical to examine how English Language instructors employ modules that can support successful inclusive learning.

While there is considerable research on how English language teaching modules can support differentiation in the classroom, this paper aims to fill this gap by analyzing the modules used by English language teachers. This chapter explores inclusive education, ELT teachers' teaching modules, and the importance of understanding students' diverse needs. The significance of tailored teaching strategies in supporting a variety of learning profiles through analysing how teaching modules facilitate inclusive learning in the classroom? Which elements within the modules are most effective in addressing the diverse needs of students, challenges do teachers face in implementing inclusive learning using these modules. This study is expected to provide valuable insights into how English teachers can utilize teaching modules to support inclusive learning, as well as offer recommendations for developing more adaptive modules that better address the diversity of students.

2. METHOD

This researach applied qualitative descriptive design that involved 11 ELT teachers in Luwu Utara. The qualifications of the teachers are PPG and Guru Penggerak graduated who has been implemented Inclusive Learning. Research intruments will utilize document analysis, semi-structured interviews, and classroom observations in order to gain in-depth understanding about the topic. The data collection process will begin with obtaining the necessary permissions and ethical clearance from the relevant educational authorities. Teachers will then be selected through purposive sampling and invited to participate in the study. After obtaining informed consent, classroom observations will be conducted to witness the implementation of inclusive teaching practices. Following the observations, semi-structured interviews will be conducted to further explore the teachers' views on the modules and inclusivity in language teaching. Finally, the researcher will analyze teaching documents, such as lesson plans and teaching resources, to evaluate their alignment with inclusive education strategies.

3. RESULT AND DISCUSSION

This section presents the key findings from the study that analyzed English language teachers' teaching modules and their role in promoting inclusive learning. The research focused on understanding how teaching modules were designed and implemented, the challenges teachers faced, and how the modules addressed diverse student needs. The findings are derived from document analysis, teacher interviews, and classroom observations. Based on the documents collected and interviews with teachers, and classroom observation, it was found that at among 11 ELT teachers' module in Luwu Utara, the modules has been analysing the Annual Program (PT), Learning Objective Flow (ATP), Learning Outcomes (CP), Semester Program (PROSEM), and Learning Objectives (TP) from the Merdeka curriculum and also the approach the teachers used in the classroom, media, and content, and activities in the classroom.

Effective Elements of Teaching Modules in Promoting Inclusivity

The document analysis and teacher interviews revealed several effective elements within the teaching modules that were aimed at fostering inclusivity. As written in the module, In classroom activities the teachers tend to use differentiated tasks, many teaching modules incorporated tasks that were tailored to the varying proficiency levels of students. For example, teachers used tiered activities that allowed students to work at their own level, ensuring that both advanced and struggling learners could participate meaningfully. This stratgey is beneficial to cover students with different English proficiency level. Other elements found in the module was the use of scaffolding. Scaffolding techniques were commonly embedded within the modules. Teachers often used visual aids, graphic organizers, and step-by-step instructions to support students with varying learning styles and abilities. These techniques helped bridge gaps in comprehension and facilitated engagement, particularly for students with learning disabilities or those who were English language learners (ELLs). Also this technique enabling teacher to guide students from basic to higher steps.

To enhance students participation and active collaboration, the teachers design collaborative learning activities in the module. The modules frequently included group activities, peer interactions, and cooperative tasks. These activities encouraged social learning and helped students with different learning needs to support one another. Teachers highlighted how collaborative activities allowed students to share knowledge, clarify concepts, and engage in meaningful interactions, fostering an inclusive environment. To make learning more interactive, teacher design lesson plan that incorporate of technology. Many teachers reported

that teaching modules effectively integrated technology, such as interactive apps and digital resources. These tools allowed for personalized learning experiences, enabling students to progress at their own pace. Teachers indicated that the use of digital platforms helped address diverse learning needs by providing students with immediate feedback and additional practice opportunities. These elements in module designed enable teacher to ensure active participation in class, foster inclusivity and led to interactive and well designed module.

1. Challenges Faced by Teachers in Implementing Inclusive Teaching Modules

Despite the effective elements identified in the modules, teachers encountered several challenges in implementing them for inclusive learning. First, **lack of resources and support,** teachers reported insufficient access to specialized materials or resources tailored to diverse learning needs. For instance, in inclusive class where students have visual, audio impairment, the absence of adapted reading materials for students with visual impairments or the lack of bilingual resources for ELLs made it difficult to fully implement inclusive practices. Teachers expressed difficulties at the limited availability of support staff to assist with differentiated instruction. Second challenge is **time constraints where** teachers often struggled with time limitations. The design of the teaching modules required careful planning and adaptation, but the time allocated for lesson preparation and implementation was often insufficient. Many teachers noted that they were unable to fully adapt the modules to meet the individual needs of all students due to the limited time in class.

Another challenges faced by the teachers in designing their inclusive module is the **resistance to inclusion from students** where some teachers observed resistance from certain students who were not accustomed to collaborative learning or inclusive practices. This was particularly noticeable during classrooms where students had been taught in more traditional, teacher-centered environments. To overcome this resistance required significant effort from teachers to foster a more inclusive and participatory classroom culture. Last crucial challenge is lack of **training and professional development needs.** Several teachers indicated a lack of ongoing professional development on inclusive teaching strategies and the use of teaching modules. While some were knowledgeable, others expressed the need for more training to effectively implement inclusive practices and to feel confident in using diverse resources.

In summary, despite of its effectiveness of elements within the teaching modules, however, its implementation still face multifaceted cahllenges. Teachers reported limited access to specialized resources, insufficient support staff, and constrained preparation time and cause

the ability to adapt modules to diverse students. Additionally, resisance from students unfamiliar with inclusive practices and the lack of sustained professional development hinder the efforts to foster equitable learning environments, these findings underscore the need for systematic support, targeted training, and resource enhancement to ensure that inclusive modules can be effectively and confidently implemented in diverse classroom settings.

2. Strategies for Enhancing Inclusivity through Teaching Modules

To enhance inclusivity in the classroom the study discovered several strategies that teachers employed through the use of teaching modules. **Flexible Lesson Plans,** teachers often modified lesson plans based on real-time student needs. For instance, if students struggled with a particular concept, teachers were flexible in adjusting the pace of the lesson or revisiting content to ensure comprehension. This adaptability was crucial in supporting students with different learning speeds and abilities. **Peer and Cross Group Support,** high-performing students were often paired with students who needed more support, creating a peer-learning dynamic. This was seen as a practical way to address the diversity of student needs within the classroom. **Student-Centered Approaches,** the focus was on fostering student autonomy and self-direction. Teachers encouraged students to set personal learning goals, engage in self-assessment, and reflect on their progress. This approach allowed students to take ownership of their learning and provided teachers with insight into individual needs. **Culturally Responsive Teaching,** teachers noted the importance of incorporating culturally responsive materials and activities that reflect the diverse backgrounds of their students. This included using literature, examples, and activities that were relevant to the students' cultural experiences. By doing so, teachers were able to make learning more relatable and inclusive for all students, particularly those from minority or marginalized backgrounds.

In Summary, based on observations and interviews, it was concluded that the learning materials in the *ELT teachers'* modules are appropriate for all students since they consist of images text, video and also game and ice breaking. All students who need visually appealing media and sign language to properly connect with the subject will find the modules interactive and interesting as a result. The modules are therefore suitable for use in inclusive classrooms. To find out what kinds of media in sixth-grade students, including those who are deaf or hard of hearing, enjoy and wether they fit with the modules' contents, the author conducted interviews with sign language teachers and all sixth-grade students. The interviews revealed that students preferred visual media, especially cartoons with audio, colorful visuals, and

content related to their daily activities. They also expressed interest in trying Interactive Videos, which were new to them, and mentioned enjoying multiple-choice quizzes. Most of the teachers design modules after conducting diagnostic assessment. In tailoring content material, activities and assessments teachers more likely to use students' learning style so the activities more likely in group.

The study found that the teaching modules used in English language classrooms played a significant role in promoting inclusivity. By integrating effective elements such as differentiated tasks, scaffolding, collaborative activities, and technology. These components allowed teachers to meet the students' varying needs, fostering a more inclusive environment. Despite its positive impacts, however, teachers faced several challenges in implementing these modules effectively, including a lack of resources, time constraints, student resistance to inclusive practices, and limited professional development opportunities. Teachers also employed several strategies to overcome these challenges, including flexible lesson plans, peer support, student-centered approaches, and culturally responsive teaching. Classroom observations confirmed that these strategies were being applied in practice, with active student engagement and appropriate adaptations for special needs. Overall, the modules had a positive impact on fostering inclusivity, though teachers expressed the need for more resources, specialized training, and additional time to enhance their ability to fully implement inclusive practices.

4. CONCLUSION

This study has provided an in-depth analysis of how ELT Teachers' modules are utilized by teachers to foster inclusive learning environments. Through a combination of document analysis, teacher interviews, and classroom observations, the research highlighted several key findings. It was evident that effective teaching modules included differentiated tasks, scaffolding, collaborative learning, and the integration of technology to support diverse learner needs. Teachers demonstrated flexibility in adapting lessons and using strategies such as peer support and culturally responsive teaching to ensure inclusivity. Despite these successes, challenges such as limited resources, time constraints, and resistance from some students were also identified. Teachers expressed the need for more training on inclusive practices and better access to specialized resources. The study also showed that while teaching modules can promote inclusivity, their full potential can only be realized with sustained support, professional development, and institutional commitment to inclusive education.

Overall, the research affirms the importance of well-designed ELT modules in creating more inclusive classrooms. The findings suggest that when these modules are carefully tailored to meet the diverse needs of students, they can significantly enhance learning outcomes, foster engagement, and support the academic success of all learners. The future implication such as the integration of AI in module development that can faster the module development, this is expected toprovide better sollution for inclusivity wether in module disgned and practical classroom.

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