

Teachers' practical experience in improving English vocabulary of dyslexic students in regular classrooms

*Putri Rizki Rahmadhani¹, Emeliya Sukma Dara Damanik²

^{1,2}Universitas Islam Negeri Sumatera Utara.

ABSTRACT

This research explores the practical experiences of English teachers in enhancing the vocabulary acquisition of students with dyslexia in inclusive regular classrooms. The study is significant as it addresses the gap in effective vocabulary instruction for students with specific learning difficulties in mainstream settings, particularly in the Indonesian context. The objective of this research is to identify the strategies employed by teachers and the challenges they encounter when supporting dyslexic students in acquiring English vocabulary. A qualitative case study approach was used, involving two English teachers from a junior high school in Medan who had direct experience teaching students with dyslexia. Data were collected through semi-structured interviews and classroom observations. The findings reveal that teachers applied multisensory strategies, combining visual, auditory, and kinesthetic modalities, as well as scaffolded repetition and flexible learning time. These methods were effective in improving students' vocabulary retention, engagement, and motivation. Teachers also made emotional and instructional adjustments, such as offering affirmations, reducing pressure, and allowing students to personalize their learning tools. However, the study also found that teachers faced several challenges, including a lack of training, limited access to adaptive materials, and insufficient institutional support. The implications of this research suggest the need for targeted teacher training, provision of multisensory learning resources, and stronger policy support to ensure inclusive and effective vocabulary instruction for students with dyslexia. These findings can inform educational stakeholders in improving teaching practices and policies to better serve learners with specific needs in regular classrooms.

Keywords: *Dyslexia, Differentiated instruction, inclusive education, Multisensory approach, Teacher experience, Vocabulary acquisition*

Article History: Received 21 Jul 2025, Final revision 20 Aug 2025, Published 21 Aug 2025

Introduction

Teachers' practical experience is a blend of knowledge, skills, and understanding gained through direct teaching involvement. It covers designing learning to suit students' needs and adapting methods for optimal results. Kolb's (1984) Experiential Learning Theory—comprising concrete experience, reflective observation, abstract conceptualization, and active experimentation—highlights direct experience as the foundation of deep learning. Such experience enables teachers to build trust, customize approaches, and foster an inclusive atmosphere where every student feels valued.

In education, experience allows students to learn through direct involvement, leading to better understanding and skill development (Suryobroto, 2004). Active engagement—via discussion, practice, and collaboration—enhances critical thinking, creativity, and social-emotional growth. Teachers who facilitate this engagement help students face future challenges, making learning both academic and life-preparatory.

Globally, inclusive education for dyslexic students has gained prominence. UNESCO and the International Dyslexia Association (IDA) advocate equitable, needs-

*Corresponding author: **Putri Rizki Rahmadhani**, Address: English Language Education Study Program, Faculty of Tarbiya and Teacher Training, Universitas Islam Negeri Sumatera Utara. Email address: putrizki2710@gmail.com. DOI: <https://dx.doi.org/10.30595/lks.v19i3.27495> ©2025 Leksika. All right reserved.

based approaches. Dyslexic students benefit most from multisensory, phonetic, and systematic instruction (International Dyslexia Association, 2018). Yet, implementation is hindered in many countries by limited teacher training, unsuitable materials, and rigid curricula (UNESCO, 2020). As we consider English language as a global language, it is challenging to characterize EFL motivation as merely a process of students attempting to identify with a particular linguistic and cultural group (Nuruddin Hidayat Prodi PBI et al., 2022). In developed nations, structured multisensory programs integrating visual, auditory, and kinaesthetic elements have improved language skills (Shaywitz & Escobar, 2020). Teachers' experience, combined with appropriate methods, is crucial for engaging dyslexic learners.

Phonological approaches (Moats, 2020) and linguistic interventions (Arciuli & Monaghan, 2022) enhance vocabulary acquisition by strengthening phonological awareness. Tailored support, multisensory strategies, and assistive technology can significantly improve outcomes (Elliott & Grigorenko, 2021). Sustained training and supportive policies are key to equitable education for dyslexic students.

In Indonesia, inclusive education is a national priority (MoEC, 2022) under policies like Permendikbud No. 70/2009, but challenges persist. Many English teachers in regular schools lack specific strategies for dyslexic students, relying instead on traditional methods (Siregar & Marpaung, 2020) (Rahmawati & Widodo, 2021). Limited understanding of multisensory approaches (N. R. Hidayati, 2020), inflexible curricula, and scarce adaptive materials (N. Hidayati & Sari, 2023) hinder vocabulary development. Managerial support is also lacking—teacher training is sporadic, and facilities like multisensory media or assistive technology are often unavailable (Sari & Nugroho, 2022); (Aditya & Pratiwi, 2021)

Method

The qualitative approach was chosen in this study because of its characteristics that allow researchers to understand social

In today's technological era, teachers are required to be more creative and skilful in designing learning processes that are easy to understand, interesting, not monotonous, and in accordance with the times. Thus, students can be actively involved and more easily understand the subject matter (Alyanabila et al., 2025).

Previous research on dyslexia-focused English teaching often originates from countries with different systems and contexts, and mainly targets special schools or remedial settings (Johnson, 2021)). There is little exploration of strategies for regular classrooms in Indonesia, revealing a gap in localized, context-appropriate research.

Key challenges in Indonesia include insufficient teacher training (Sari & Nugroho, 2022) and inadequate materials (N. R. Hidayati, 2020). Effective strategies for regular classrooms should incorporate visual aids, games, and interactive methods, alongside collaboration between educators, parents, and experts. Teachers must be trained to recognize and apply techniques tailored to dyslexic learners' needs.

This study aims to: (1) identify teaching strategies used to support dyslexic students' English vocabulary development in regular classrooms, and (2) examine challenges teachers face in delivering such instruction. By documenting teachers' practical experiences, the study intends to inform more effective instructional approaches and supportive learning environments.

The findings are expected to aid inclusive education policy development and strengthen teacher training. Adaptive teaching methods can create supportive classrooms where dyslexic students master vocabulary more effectively, boosting their academic skills, confidence, and social integration. Such measures will help ensure a more positive and meaningful learning experience, supporting Indonesia's goal of equitable, inclusive education.

phenomena in depth through participants' perspectives (Creswell, 2014). In the context of this research, the qualitative approach allows

for the exploration of teachers' real practices in teaching dyslexic students, which cannot be fully explained through non-numerical data. In addition, this research uses a case study design as part of the chosen qualitative method, with the aim of exploring dynamics and phenomena in detail in a specific context. This case study focused on the interaction between teachers and regular class students in an inclusive education setting, particularly in the process of developing English vocabulary for students with dyslexia.

The participants or subjects in this study were 2 English teachers who teach in regular classes in one of the junior high schools (SMP) in Medan. Both participants were purposively selected based on certain criteria, namely teachers who have experience teaching students with dyslexia in regular classes and are willing to share their practical experience in improving the students' English vocabulary. Both teachers who served as the subject of this study are female and around 25 and 26 years old.

Teacher 1 is an undergraduate of English education program (B.Ed.) and has completed the program in 2020, while teacher 2 is an undergraduate of English education program (B.Ed.) in 2020. The object of this research is 2 dyslexic students who are in grade 7 and 8 who are about 14 and 15 years old. The location where the research took place is a school that has run an inclusive education program, this helps to enrich the research data because it reflects the efforts to implement the inclusive education policy that has been echoed by the Indonesian government through Permendikbud No. 70 of 2009. (Kemendikbud, 2022)

To explore the phenomenon of teachers' real practice in teaching dyslexic students in depth, interviews and classroom observations were used as the research instruments. Interviews were conducted with 2 English teachers who were used as participants. The interviews used were semi-structured interviews. The use of semi-structured interviews provides flexibility in data exploration, allowing the researcher to adjust questions based on participants' answers and explore aspects that arise during the interview (Brinkmann & Kvale, 2015). This is important

because each teacher's experience in dealing with dyslexic students is unique and can reveal innovative strategies that are not always identified in previous research. Classroom observation was chosen as an additional data collection instrument to validate the interview data and observe real behavior in the field, as suggested by Miles and Huberman (1994), that a combination of methods will increase the accuracy of research data. Observation helped to understand the context, interaction patterns, as well as dyslexic students' responses to the teaching strategies applied. (Smith & Smith, 2020)

To carry out this research, a research procedure is needed that involves 4 main stages, namely: the preparation stage, data collection, preliminary analysis, and validation of findings. The preparation stage is the stage where the researcher asks permission from the school to conduct research on school residents, namely students and teachers and then determines the participants and research instruments. At the data collection stage, the researcher began to conduct interviews with 2 teachers who were used as participants and classroom observations according to the schedule that had been determined together. Each interview and observation results were written and also recorded through audio recording. After the data collection stage, the researcher continued to the initial analysis and data processing stages such as coding and theme identification. The last stage in this research procedure is validation of findings. Validation of findings is done by triangulating data from interviews and classroom observations.

In analyzing the data, the researcher used several stages, starting with the transcription of interview and observation data, then giving a table to important units or meanings contained in the results of interviews and observations (coding), then categorizing the outline to determine the theme of the research results. Finally, the presentation of research data conclusions are drawn based on the data that has been analyzed using a narrative descriptive writing form. For the validity of the research data, a data triangulation approach was used to increase the validity of the findings. Data obtained through

semi-structured interviews were compared and linked to the results of classroom observations to find a match between teacher statements and real practices in the field. For example, when a teacher stated that the use of visual media and interactive games helped dyslexic students understand vocabulary, observations showed that students did appear more focused and responsive when learning was done with Wordwall and supporting images. In addition, triangulation allows researchers to identify differences or inconsistencies in the data, which are then further analyzed to understand the complexity of the classroom situation. This approach not only strengthens the reliability of the results, but also provides a more holistic

picture of the strategies used by teachers in supporting vocabulary learning for dyslexic students. Thus, triangulation plays an important role in building an in-depth and contextualized interpretation of the phenomenon under study.

This research was conducted by taking into account the principles of research ethics in qualitative research ethics. All data obtained were only used for academic purposes and stored securely so as not to be misused. During the research, the researcher also first sought consent from the participants by explaining the purpose of the research as well as the form of their participation.

Results and Discussion

Based on the research procedures that have been carried out, the data obtained from interviews and observations are analyzed in depth to identify patterns, strategies and challenges faced by teachers in teaching English vocabulary to dyslexic students in regular classes. In this section, the findings are presented systematically to provide a comprehensive picture of teachers' real practices in the field. Each finding is complemented with direct quotes from participants and supported by observational data to ensure its validity.

The findings of this study present the results of in-depth research and analysis based on data obtained from experienced English language teachers in teaching dyslexic students

Teacher's Strategy

Based on the interview results, the teacher stated that dyslexic students experience difficulties when the material is delivered traditionally through text alone and emphasized the importance of using diverse media. Therefore, the teacher switches to a method that uses multimodal techniques namely visual (pictures), auditory (audio), and kinaesthetic activities to help students

Using Multimodal Media to Support Vocabulary Comprehension

in regular classrooms. The research aims to explore the teachers' practical experiences in improving dyslexic students' English vocabulary acquisition, including the strategies applied, challenges faced and adjustments made to support the learning process. Data were collected through in-depth interviews and observations to identify the participants' teaching techniques, actual practices and professional insights. To enrich the analysis, direct quotes from the teachers are included to illustrate their experiences and views more clearly. The discussion also relates the findings to relevant literature and theory, showing how teachers' practical experiences align or differ with previous research on inclusive education and language learning for students with learning difficulties.

understand and remember English vocabulary more effectively. In this way, students not only see the vocabulary repeatedly, but also hear it and get to know it physically. The use of visual materials such as posters and videos helps students associate words with concrete images, while group discussions and sound games engage them in listening and speaking. Physical activities, such as role plays, provide opportunities for students to move and interact with the material. This section will explain what techniques the interviewed teachers used.

Based on the results of the observation, it was found that multimodal used by teachers in the form of visual, audio, and kinaesthetic

activities (multisensory) that rely on stimulating students' senses by using a variety of media, one of which is technology integration in order to improve the learning experience and make the learning process more enjoyable and increase students' learning motivation. With this multimodal approach, both teachers create an active and effective learning environment, increasing students' understanding and confidence in English. Through repetition of vocabulary in various contexts, students can strengthen their memory. Visualization with concept maps helps organize information and link new vocabulary to existing knowledge. The approach also trains students' phonological awareness, essential for language development, by using sound games and pronunciation exercises.

This observation is in line with the teacher's statement from the interview process conducted by the researcher.

- Teacher 1 stated:

"For dyslexic students, I often use some kind of audio on my smartphone. Sometimes it is also accompanied by pictures and then practiced or play games using movements that match the words or sentences that are being learned. After learning using this technique, the students memorize faster and understand more easily too"

The results of the interview with teacher 1 show that multimodal used is the use of smartphone technology as the first step in applying multimodal to dyslexic students at the school used as a research site. This shows that multimodal strategies are considered effective in helping dyslexic students process and remember new vocabulary. Meanwhile, the kinaesthetic approach - which relies on body movements - is an integral part of the multisensory strategy. Teachers create activities such as "vocabulary hunt" or "matching game" with real objects. Students move around the classroom looking for objects that match the target word. This activity is very helpful for dyslexic students as it allows them to be physically and mentally engaged at the same time. This activity is very helpful for dyslexic students as it allows them to be physically and mentally engaged at the same time. Teacher 2

also adds visual elements through creative activities.

- Teacher 2 stated:

"I once taught the student using a digital dictionary application but there were no pictures, so I invited the student to make a personal dictionary with pictures, incidentally he also really likes to draw, this can make students more enthusiastic about learning."

Results from the interview with teacher 2 indicate that this approach utilizes more than one visual and auditory sensory channel which is effective in overcoming the phonological limitations often experienced by dyslexic students. For example, the use of pictures and videos can strengthen visual comprehension, while auditory activities through songs or recordings help students recognize and remember words better. By integrating more than one sensory, these strategies allow dyslexic students to learn in a way that better suits their needs, increasing confidence and motivation in the learning process. From the auditory side, teachers integrate sound media such as word recordings, thematic English songs, or educational videos containing new vocabulary. The goal is to actively engage students' auditory systems. Students are asked to listen, imitate, and then associate the sound of the word with a picture or action. In some cases, teachers also provide audio materials for listening at home, reinforcing the transfer of learning outside of school.

In addition, the results of the observation showed that the teacher also made learning modifications by providing scaffolded repetition and flexible learning time. Dyslexic students are not forced to write or read words immediately, but are given time to build understanding through visual and verbal activities first.

Besides, teachers also make learning modifications by providing scaffolded repetition and flexible learning time. Dyslexic students are not forced to write or read words immediately, but are given time to build understanding through visual and verbal activities first. This strategy appears to be applied consistently during learning sessions, especially in the introduction of new vocabulary, where teachers provide

opportunities for students to see pictures, hear the pronunciation of the word, and repeat it verbally before being asked to write it down. This finding was also reinforced by the teacher's

Based on observations and interviews, both teachers provide instructional adjustments that not only focus on academic content, but also pay attention to students' emotional comfort and cognitive readiness. The aim is to create a safe, supportive and pressure-free learning atmosphere so that students can learn optimally at their own pace. Teachers appear to avoid excessive pressure and often provide positive affirmations to boost students' confidence. This observation is also supported by the teacher's statement as follows. Such an empathic and flexible approach is one of the keys in creating an inclusive learning environment that is responsive to students' individual needs.

- Teacher 1 stated:

Student Empowerment through Meaningful Activities

The interview results show that teachers empower dyslexic students through contextual, personalized and fun activities, which help students build confidence and emotional connection with the learning material.

- Teacher 1 stated:

"I once used an interactive 'word wall' method where each student taped the new vocabulary they learned along with a picture. It really helped the dyslexic students because they could see and touch directly, and it strengthened their memory."

Through this activity, students are not only passive recipients but also actively contribute to the shaping of learning materials in the classroom.

For example, dyslexic students paste new vocabulary such as "apple" on the classroom board, complete with a picture of a fruit of their own choosing. This activity makes them feel involved and makes it easier for them to remember the word.

- Teacher 2 stated:

"I once invited students to make a picture personal dictionary. They were very proud and remembered the words more easily."

statement in the interview, which mentioned that they deliberately set the learning tempo to be more flexible, because dyslexic students need more time to process information.

"...giving them more time to absorb the material and not forcing them to read aloud if they are not comfortable."

This statement reflects teachers' awareness of the emotional needs of dyslexic students and the importance of creating a safe learning environment. For example, giving the student the opportunity to answer questions orally in a small group, rather than openly in front of the class, so as not to feel embarrassed or pressured.

- Teacher 2 stated:

"Not forcing students to be equally fast. Every child has their own time to develop."

Teacher 2 provides space for students to create their own learning media, which makes the learning process more personalized and meaningful. The pride students feel in having a "personal dictionary" creates a sense of accomplishment, strengthens emotional attachment to the material, and increases intrinsic motivation.

An example could also be students creating a small book of English words, such as "paint" and "run", accompanied by their own drawings. They feel proud that the dictionary is their own work, and the vocabulary is easier to remember.

Thus, multisensory strategies are not just a technical solution for dyslexic students, but reflect an inclusive and individualized teaching philosophy. Although its implementation requires constant creativity and adaptation from teachers, the interview results show that this strategy has a positive impact on students' vocabulary acquisition and learning motivation. Teachers become learning facilitators who provide meaningful and enjoyable experiences, so that dyslexic students can learn in a way that suits their cognitive style and achieve real progress.

Teachers' Challenges

Teachers face various challenges when teaching vocabulary to dyslexic students in regular classes. These challenges are not only technical in delivering the material, but also involve psychosocial, emotional and structural aspects that impact on the students' learning process. Two main challenges faced by teachers include balancing inclusivity with differentiated learning and the lack of professional support and resources.

Balance between Inclusiveness and Differentiation

The challenge of delivering material that is easily understood by dyslexic students without creating a sense of difference or exclusion:

Lack of Professional Support and Resources

Teachers also face limitations such as lack of specialized training, appropriate teaching materials, and access to assistive technology or multisensory media. This leaves teachers to find solutions on their own, which takes time and energy.

- Teacher 1 stated:

"I try to overcome it by making my own materials and looking for references from the internet."

Things that can be done such as designing their own flashcards using used cartons and printed pictures to match the vocabulary that is difficult for dyslexic students to understand.

- Teacher 2 stated:

"Teaching materials and teacher training for students with special needs are still lacking. I often learn by myself from the internet."

Discussion

The results of this study show that teachers' practical experience plays an important role in improving dyslexic students' English vocabulary acquisition in regular classes. Teachers who understand students' unique characteristics through direct involvement in the learning process tend to be able to devise more responsive, adaptive and needs-based strategies. This finding is consistent with research by Elliott & Grigorenko (2021) and Putri & Suryadi (2023), which emphasize that personalized approaches

- Teacher 1 stated:

"The challenge is how to deliver the same material in a more digestible way without making students feel different."

- Teacher 2 stated:

"Not forcing students to be equally fast. Each child has their own time to develop."

It is suggested not to force dyslexic students to follow the writing exercises synchronously, but rather let them listen to the vocabulary audio longer and pronounce it slowly in small groups.

Utilizing educational videos from YouTube and recording her own voice to create personal audio materials that students can listen to at home. This statement shows the gap between inclusion policy and field practice. Teachers feel that they have to rely on their own efforts to fulfil their learning needs, which can have an impact on the quality of teaching.

The results of this study show that teachers' practical experience in applying multisensory strategies significantly improved dyslexic students' English vocabulary acquisition, although teachers faced various challenges in its implementation. The findings are expected to provide valuable insights for future inclusive education policy development and teacher training, so that dyslexic students can reach their full potential in learning English.

and differentiation of learning have a positive impact on the learning outcomes of students with specific learning difficulties.

One of the key strategies that teachers successfully implemented in this study was the multisensory approach, which involves using visual, auditory and kinaesthetic media simultaneously. This approach is proven to help dyslexic students understand, remember and associate vocabulary in a more meaningful way. This is in line with the findings of Alnahdi (2020) and Zorluoglu et al.(2022) who showed that simultaneous activation of multiple

sensory channels can improve memory engagement and retention in dyslexic students. In addition, this approach also increases students' self-confidence as it provides a fun and non-pressurizing learning experience.

Scaffolded repetition, game-based activities, and empowerment through personalized media such as picture dictionaries are important components that encourage active student engagement. Research by Zainuddin et al. (2021) also supports this finding, where the use of personalized and contextualized learning materials can increase students' motivation and emotional attachment to the learning process. However, this study also revealed a number of significant challenges faced by teachers, especially related to the lack of professional training, limited adaptive teaching materials, and lack of support from school institutions. This creates a gap between the ideal inclusive education policy and its implementation at the school level. As stated by Knight (2021), Shamir et al. (2020) and Moswela (2023), the success of inclusive education depends on the availability of ongoing training, access to appropriate resources and collaborative support from school stakeholders (Braun & Clarke, 2006).

Teachers in this study had to develop materials on their own, explore methods from various online sources, and rely on personal experience to customize teaching strategies. While showing great initiative, this reliance on individual efforts may limit long-term

Conclusion

This study investigates teachers' practical experiences in improving dyslexic students' English vocabulary in regular classrooms. Using interviews and observations, the research identifies the strategies teachers implement and the challenges they face. The findings reveal that a multisensory approach – integrating visuals, games, and hands-on activities – effectively supports students' understanding and mastery of new vocabulary. Teachers also highlight the importance of constructive and consistent feedback in encouraging progress.

However, challenges remain, including limited training in dyslexia-focused teaching methods and a lack of appropriate materials

effectiveness if not accompanied by adequate structural support. In line with the findings of Washburn et al. (2013), teachers' lack of understanding of the linguistic underpinnings and characteristics of dyslexia may also affect the quality of instruction.

Furthermore, the importance of creating a safe, supportive and stigma-free environment for dyslexic students is also highlighted. Teachers who provided extra time, did not force students to read aloud, and encouraged success through positive reinforcement were successful in building students' confidence and engagement in the learning process. This is reinforced by the findings of Graham & Harris (2019), who stated that the intrinsic motivation of students with learning difficulties can be enhanced through empathy-based approaches and affirmation of effort, not just results (Al Otaiba & Fuchs, 2020).

Thus, the findings of this study emphasize the urgency of developing more concrete and implementable policies to support inclusive education in Indonesia. Such efforts include regular teacher training, the provision of accessible multisensory teaching materials and the creation of a collaborative system between schools, parents and special education professionals. Comprehensive support is expected to empower teachers to optimize inclusive practices, and ultimately help dyslexic students overcome learning barriers and reach their full academic potential (Center for Applied Special Technology, 2018).

and technological resources. Many teachers feel unprepared to address dyslexic students' specific needs, leading to reliance on less effective conventional methods. Participants emphasize the need for stronger school and government support, adequate training, and collaboration between teachers, parents, and education experts to create a supportive learning environment.

The results align with prior evidence that customized, inclusive approaches enhance learning outcomes. Teachers with rich practical experience can adapt lessons to students' characteristics, increasing engagement and fostering critical thinking. By applying multisensory strategies, dyslexic students

become more confident in using English in daily life.

This study is limited by its small sample size, focusing on a few teachers from one

References

- Aditya, R. F., & Pratiwi, E. P. (2021). Kesiapan Sekolah Dasar dalam Implementasi Pendidikan Inklusif: Studi Kasus di Jakarta. *Jurnal Pendidikan Khusus*, 15(2), 101-113.
- Al Otaiba, S., & Fuchs, D. (2020). Who Are the Children in Special Education for Reading? *Reading Research Quarterly*, 55(1), 1-19.
- Alnahdi, G. (2020). Teachers' attitudes and perceptions toward integrating students with learning difficulties in mainstream classrooms: A review. *International Journal of Special Education*, 35(1), 33-47.
- Alyanabila, S., Wijayatiningsih, T. D., & Mulyadi, D. (2025). Developing an interactive media to write English descriptive texts. *Leksika: Jurnal Bahasa, Sastra Dan Pengajarannya*, 19(2), 150-164. <https://doi.org/10.30595/lks.v19i2.26576>
- Arciuli, J., & Monaghan, P. (2022). Understanding Dyslexia and Language Learning. . . *Oxford University Press*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brinkmann, S., & Kvale, S. (2015). *InterViews: Learning the Craft of Qualitative Research Interviewing*. 3rd ed.
- Center for Applied Special Technology. (2018). CAST. *Universal Design for Learning Guidelines , Version 2.2*.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed.
- region, which may affect generalizability. Future research should include a broader range of participants from diverse backgrounds and educational settings.
- Elliott, J. G., & Grigorenko, E. L. (2021). The Dyslexia Debate: 10th Anniversary Edition. *Cambridge University Press*.
- Graham, S., & Harris, K. R. (2019). *Evidence-Based Practices in Writing: A Review of the Literature*. *Journal of Educational Psychology*.
- Hidayati, N. R. (2020). Proses Identifikasi: Mengenal Anak Kesulitan Belajar Tipe Disleksia bagi Guru Sekolah Dasar Inklusi. . *ResearchGate*.
- Hidayati, N., & Sari, R. (2023). Inclusive Education Practices in Indonesia: Challenges and Opportunities. . *Indonesian Journal of Special Education*, 8(1), 34-47.
- International Dyslexia Association. (2018). *Effective Reading Instruction for Students with Dyslexia*.
- Johnson, K. (2021). *Dyslexia in Mainstream Classrooms: Teaching Strategies and Interventions*. . *Springer*.
- Kemendikbud. (2022). *Laporan Pendidikan Inklusif di Indonesia*.
- Knight, B. A. (2021). Inclusive Education for Students with Disability: A Review of the Best Evidence in Relation to Theory and Practice. . *International Journal of Inclusive Education*, 25(3), 319-333.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. *Englewood Cliffs, NJ: Prentice-Hall*.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*.

- Moats, L. (2020). Moats, L. (2020). *Speech to Print: Language Essentials for Teachers*. . Brookes Publishing.
- Putri, A. D., & Suryadi, D. (2023). Implementasi Pendidikan Inklusif di Sekolah Reguler di Indonesia. *Jurnal Pendidikan Khusus*, , 9(1), 23-35.
- Rahmawati, A., & Widodo, H. P. (2021). Teacher Preparedness in Teaching English to Students with Learning Disabilities in Inclusive Schools. . *TEFLIN Journal*, 32(2), 221-234.
- Sari, M., & Nugroho, P. (2022). Pembelajaran Bahasa Inggris bagi Siswa dengan Disleksia. *Jurnal Pendidikan Bahasa Asing*, 9(3), 112-125.
- Shamir, A. , M. Z., & Gida, C. (2020). Supporting Teachers' Professional Development for Teaching Students with Learning Disabilities. . *European Journal of Special Needs Education*, 35(1), 35-50.
- Shaywitz, S. E., & Escobar, R. (2020). *Overcoming Dyslexia: A New and Complete Science-Based Program*. Knopt.
- Siregar, E., & Marpaung, A. (2020). Strategi Guru Bahasa Inggris dalam Mengatasi Kesulitan Belajar Siswa Disleksia. *Jurnal Pendidikan Inklusif*, 8(1), 45-52.
- Smith, J. A., & Smith, L. (2020). Using Technology to Support Students with Dyslexia: A Review of Current Practices. *International Journal of Special Education*.
- Suryobroto, B. (2004). *Proses Belajar Mengajar di Sekolah*. Rineka Cipta .
- UNESCO. (2020). UNESCO. (2020). *Global Education Monitoring Report: Inclusion and Education*.
- Washburn, E. K. , J. R. M., & Binks-Cantrell, E. (2013). Teacher knowledge of basic language constructs: Impact on students with reading disabilities. . *Reading and Writing: An Interdisciplinary Journal*, 26(3), 349-370.
- Zainuddin, S. Z. , Y. N. A., & Embong, R. (2021). Enhancing vocabulary learning among dyslexic learners through personalized learning materials. . *Journal of Special Needs Education*, 11(1), 12-25.
- Zorluoglu, S. L. , G. S. S., & Aslan, M. (2022). Multisensory learning approach in teaching English vocabulary to children with dyslexia. *European Journal of Special Education Research*, 8(2), 10-25.