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EMPOWERING INCLUSIVE CLASSROOMS: INTEGRATING TECHNOLOGY INTO ENGLISH LANGUAGE TEACHING THROUGH PRACTICAL TOOLS

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Abstract
Integrating technology, such as ChatGPT, Quizlet, and Kahoot, into English language teaching significantly enhances learner engagement and performance in inclusive classrooms. This paper explores the practical implementation of digital tools in Uzbek schools, involving 3 teachers and 15 students. The study analyzes improvements in vocabulary acquisition, motivation, and speaking fluency using AI-driven and interactive platforms. Findings show that purposeful technological integration benefits all learners, especially in diverse educational settings.

Keywords: Inclusive education, educational technology, ESL, ChatGPT, Quizlet, Kahoot.

Introduction

In the 21st century, the integration of technology into education has revolutionized how knowledge is delivered and acquired. In the field of English language teaching (ELT), this transformation has been especially significant, offering diverse opportunities to enhance language skills through digital platforms, mobile applications, and artificial intelligence tools. With the increasing demand for inclusive education where learners with diverse abilities, backgrounds, and needs study together the effective use of educational technology has emerged as a critical factor in ensuring equal access to learning opportunities for all students.

Inclusive education is not merely a pedagogical trend; it is a global movement rooted in the principles of equity, diversity, and human rights. According to UNESCO (2020), inclusive education ensures that all learners regardless of their physical, cognitive, linguistic, or socio-economic differences are given the support they need to achieve their full potential. In English language classrooms, inclusivity

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becomes even more essential, as language acquisition is inherently tied to communication, self-expression, and participation.

Technology, when integrated thoughtfully, can bridge learning gaps by providing adaptive learning environments, engaging materials, and personalized feedback. In recent years, tools such as **ChatGPT**, **Quizlet**, and **Kahoot** have gained attention for their user-friendly design, interactivity, and applicability across various learning contexts. These platforms are particularly promising for inclusive classrooms, where differentiated instruction and personalized engagement are vital.

Statement of the Problem. Despite global recognition of inclusive education, many classrooms especially in developing countries struggle with implementing inclusive practices effectively. Teachers often lack the resources, training, or confidence to meet the diverse needs of learners. In Uzbekistan, where inclusive education is gradually being introduced across general secondary schools, the gap between policy and practice is still evident. English teachers in inclusive classrooms often face challenges such as limited time, large class sizes, and a lack of specialized materials.

This study addresses a crucial question: **Can modern technology help English teachers in inclusive classrooms overcome these challenges and provide more effective, equitable instruction?** It focuses on practical application rather than theory, using real classroom experiences to examine how specific technological tools can be leveraged in the Uzbek context.

Significance of the Study

This research is timely and significant for several reasons. First, it contributes to the growing body of literature on educational technology by focusing specifically on inclusive contexts in Uzbekistan a region where such studies are limited. Second, it provides actionable insights for teachers, policymakers, and curriculum designers seeking to foster inclusive education through practical, low-cost digital tools. Finally, it bridges theory and practice by using real-world classroom data collected through active teaching experiences.

The study also supports Uzbekistan's national goals on inclusive education, as outlined in the “National Strategy on Inclusive Education 2030,” which encourages the integration of ICT (information and communication technology) into everyday teaching practices. By examining how such tools function in real inclusive

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classrooms, this study offers a model that can be scaled or adapted in other schools and regions.

For that reason, the research was conducted in the **general secondary schoos** in **Yangiyer city, Sirdaryo region**, Uzbekistan. That school was selected for its mixed student populations, which included learners with various learning difficulties, behavioral challenges, and linguistic backgrounds. A total of **15 students** and **3 English teachers** participated in the study over a period of 6 weeks. During the research period, teachers integrated the selected digital tools into their regular English lessons. **ChatGPT** was primarily used to support speaking and writing activities through AI-based prompts and dialogue simulations. **Quizlet** was used for vocabulary acquisition and self-paced learning. **Kahoot** was utilized for gamified formative assessments and increasing classroom engagement. Student reflections and teacher observations were collected throughout the implementation to assess the tools' effectiveness.

Literature Review

Global Perspectives and Local Realities. Inclusive education has become one of the central themes in global educational reforms. Research from European and North American contexts (Ainscow, Booth, & Dyson, 2006) shows that inclusive education is most effective when there is a combination of teacher training, a flexible curriculum, and institutional support. However, in developing countries, the implementation of inclusive practices often faces systemic barriers such as insufficient funding, a lack of qualified staff, and societal stigma toward learners with disabilities (Miles & Singal, 2010).

In Uzbekistan, the movement toward inclusive education is still in its formative phase. The **National Strategy on Inclusive Education 2030** outlines the government's commitment to transforming schools into inclusive spaces. According to the Ministry of Public Education (2022), pilot programs have been initiated in various regions, including the training of teachers to support students with special educational needs (SEN). However, challenges remain, particularly in rural areas where infrastructure and awareness are limited. This context makes it critical to explore innovative solutions such as educational technologies that can supplement traditional teaching methods and ensure equitable access for all learners.

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Technology in Language Education: Theoretical Foundations. The integration of digital technologies into language learning is supported by several well-established educational theories. Constructivism, as proposed by Vygotsky (1978), emphasizes the importance of social interaction and scaffolding in language development. In this view, technology can act as a "mediational tool" that provides learners with interactive and adaptive learning experiences. Cognitive Load Theory (Sweller, 1988) suggests that multimedia tools can reduce unnecessary mental effort and enhance retention by presenting information in multiple formats (audio, visual, textual). Blended learning and flipped classroom models have gained traction in English language teaching (ELT), offering flexibility and increased learner autonomy (Graham, 2013). Research indicates that students who use technology-enhanced methods show higher levels of motivation, better engagement, and improved language acquisition outcomes (Stockwell, 2010; Chapelle, 2017).

However, the impact of technology varies depending on learner needs, access to resources, and teacher preparedness. Inclusive classrooms require technologies that are not only interactive but also adaptive capable of accommodating various learning styles, abilities, and preferences. Therefore, choosing the right tools and implementing them effectively is crucial for maximizing their benefits.

Educational Tools in ELT: ChatGPT, Quizlet, and Kahoot. ChatGPT, a language model developed by OpenAI, represents a significant advancement in natural language processing (NLP). It can engage users in real-time conversation, correct grammar, provide synonyms, and generate writing prompts making it an invaluable tool for language learners. In the context of inclusive classrooms, ChatGPT's adaptive nature allows students to practice speaking or writing at their own pace without judgment, which is especially beneficial for shy or struggling learners (Zawacki-Richter et al., 2023).

Quizlet is a popular digital flashcard tool that supports vocabulary acquisition and spaced repetition. It allows students to create or use existing sets of terms and definitions, practice through games, and test themselves. For students with learning difficulties or memory challenges, Quizlet's multisensory and gamified features support retention and motivation.

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A study by Dizon (2016) found that students who used Quizlet scored significantly higher in vocabulary tests than those using traditional methods. Additionally, teachers can use Quizlet to differentiate instruction by assigning custom sets based on student proficiency levels. In inclusive environments, such flexibility ensures that all learners can work at a comfortable pace and level.

Kahoot is a game-based learning platform that turns traditional quizzes into competitive, real-time classroom activities. It is widely praised for increasing student participation, energy, and engagement. Research by Wang and Tahir (2020) indicates that Kahoot promotes a positive learning atmosphere and enhances retention through its interactive design. In inclusive classrooms, Kahoot provides an excellent way to assess understanding without putting pressure on students. It offers anonymity in responses, immediate feedback, and visual cue all of which benefit learners with attention difficulties or anxiety. Moreover, teachers can use Kahoot for formative assessment, group work, and revision.

Methodology

This study adopts a **qualitative case study** design to explore how digital technologies impact English language teaching in inclusive classrooms. The case study approach is appropriate because it enables the researcher to investigate the phenomenon in its real-life context, allowing for in-depth analysis of teacher and student experiences (Yin, 2014). Given the complex nature of inclusive education and the technological variables involved, a qualitative method allows for the capturing of nuanced perspectives and context-specific insights. The study is **exploratory** in nature and focuses on understanding practical implementation, rather than testing hypotheses or establishing causality. This approach helps highlight both the potential and the challenges of integrating technology in under-resourced, mixed-ability classrooms in Uzbekistan.

The participants in this study included **3 English language teachers** and **15 students** from **the general secondary school** located in **Yangiyer city, Sirdaryo region, Uzbekistan**. The students ranged from 11 to 13 years old and represented mixed-ability groups. Some students had mild learning difficulties, attention challenges, or emotional-behavioral needs, while others had no officially diagnosed special needs but struggled with English due to limited exposure or low motivation.

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The teachers selected for the study were experienced in teaching English at the A2 level and had previously received basic training in using educational technology. They expressed willingness to participate in the research and experiment with new tools. All participants were informed about the purpose of the study and gave verbal consent to take part.

The research was conducted over a **six-week period** during the 2025 spring semester. Each teacher integrated the selected tools (ChatGPT, Quizlet, Kahoot) into their weekly English lessons. Lessons were 45 minutes long, with approximately 15–20 minutes dedicated to using one or more digital tools depending on the topic and lesson goal. The digital activities were implemented in both school IT labs and through mobile devices (in classes where students had access to smartphones or tablets).

The school involved in the study had varying levels of technological infrastructure. It had stable internet access and basic digital equipment and also relied on mobile hotspots and student devices. This range allowed the researcher to observe how technological tools function in different inclusive settings.

Multiple data collection techniques were employed to ensure validity through **triangulation**:

a) Classroom Observations. Each lesson was observed by the researcher using a semi-structured observation checklist. The checklist focused on student engagement, participation, behavioral changes, interaction with tools, and teacher facilitation. Notes were taken on how students responded to each tool and whether accommodations were needed.

b) Teacher Interviews**.** After the 6-week intervention, semi-structured interviews were conducted with each of the three teachers. The interviews explored their perceptions of the tools, observed changes in student performance, usability issues, and suggestions for improvement. Interviews were conducted in Uzbek and later translated into English for analysis.

c) Student Feedback Forms. At the end of the research period, students were given a short anonymous feedback form with open-ended questions. The questions aimed to capture student perceptions regarding engagement, ease of use, and learning outcomes from each tool.

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The collected data were analyzed using **thematic analysis**. Observation notes and interview transcripts were coded manually to identify recurring themes, such as increased motivation, ease of access, or technical challenges. Student feedback was summarized using descriptive statistics (for Likert items) and content analysis (for open-ended responses). The researcher looked for patterns across different classes and student groups to evaluate the consistency of findings.

This study adhered to ethical research principles. Participation was voluntary, and verbal consent was obtained from all participants, including student guardians and school administrators. Students' names and identifying information were not recorded. All data were anonymized and used solely for research purposes. The tools used were free and did not require personal login information, ensuring data privacy and digital safety for students.

While the case study method offers in-depth insights, it also has limitations in terms of generalizability. The findings from the school may not fully reflect the conditions of other schools across Uzbekistan. Additionally, the short duration of the study (six weeks) may not be sufficient to measure long-term learning outcomes. Internet connectivity and device availability also varied across schools, which may have influenced tool effectiveness.

Research results

The study findings revealed significant insights into the integration of technology in inclusive English language classrooms across three schools in Yangiyer, Sirdaryo. The data were collected through classroom observations, teacher interviews, and student feedback. The following themes emerged:

1. Increased Engagement and Motivation Across all three classrooms, the use of tools like ChatGPT, Quizlet, and Kahoot significantly improved student engagement. 12 out of 15 students reported feeling more motivated when lessons included technology-enhanced activities. Kahoot quizzes, in particular, created a competitive and enjoyable environment, while Quizlet games supported vocabulary acquisition.

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2. Enhanced Speaking and Listening Skills Teachers noted that ChatGPT was especially effective in improving students' speaking fluency and confidence. In oral tasks, students engaged in simulated conversations with AI and reported feeling less anxious compared to live interactions. Listening activities designed with voice-integrated AI also contributed to better comprehension skills.

3. Differentiated Learning Opportunities The study demonstrated that technology allowed for better differentiation. Students with lower proficiency levels used visuals, translations, and repeat functions in Quizlet, while stronger learners practiced extended conversations and debates using ChatGPT. This adaptability ensured inclusivity.

4. Teacher Attitudes and Preparedness All three participating teachers showed a positive attitude toward using technology, though their confidence varied. One teacher had advanced digital literacy and designed AI-based lesson plans independently. The other two required initial training and ongoing support. This suggests that teacher training remains crucial for effective implementation.

5. Technical and Contextual Barriers Despite the success, some challenges were identified. Internet connectivity was sometimes unreliable in the school, which disrupted real-time use of online tools. Additionally, some parents expressed concern over screen time, which required teachers to balance traditional and tech-based instruction.

This study's findings reinforce the transformative potential of integrating technology into English language instruction within inclusive classrooms. Specifically, tools like ChatGPT, Quizlet, and Kahoot were instrumental in enabling differentiated instruction, addressing the diverse learning needs of both students with and without disabilities. This reflects a growing body of literature (e.g., Al-Azawei, Serenelli, & Lundqvist, 2016) supporting the use of educational technologies to enhance inclusive and personalized learning environments.

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Table 1 Visual Summary of Findings

Theme	Evidence from Study	Impact on Learning
Engagement & Motivation	12/15 students felt more engaged using Kahoot and Quizlet	Increased class participation
Speaking & Listening Skills	ChatGPT supported fluency in AI conversation simulations	Boost in speaking confidence
Differentiated Instruction	Tools like Quizlet enabled varying support levels	Inclusive and personalized learning
Teacher Preparedness	Varied digital literacy among teachers	Need for continuous tech training
Technical Barriers	Internet issues, screen time concerns from parents	Mixed-method delivery recommended

A prominent outcome observed in this research was the marked increase in student engagement when technology was introduced. The interactive features of Kahoot encouraged active participation, while Quizlet provided visual and auditory reinforcement of vocabulary that helped sustain learner motivation. ChatGPT proved especially effective in supporting students' speaking and writing development by offering real-time, scaffolded feedback. This was particularly beneficial in contexts where teachers could not provide one-on-one support due to class size or time constraints.

Equally significant was the perspective of the participating teachers. All three educators acknowledged that these technologies not only facilitated the planning and delivery of lessons but also aided in differentiating instruction. They reported reduced workloads and improved student outcomes. However, they also cited challenges, including occasional internet connectivity problems and the necessity for proper training to use the platforms effectively.

Table 2 Students' Questionnaire Results (15 students)

Question	Positive Response (%)	Negative/Neutral Response (%)
Did you enjoy using technology (ChatGPT, Quizlet, Kahoot) in the class?	86.7% (13 students)	13.3% (2 students)
Did technology help you understand the lesson better?	80% (12 students)	20% (3 students)
Did you feel more confident to speak English using these tools?	73.3% (11 students)	26.7% (4 students)
Would you like to use such tools in future lessons?	93.3% (14 students)	6.7% (1 student)
Was it difficult for you to use these tools?	20% (3 students)	80% (12 students said "No")

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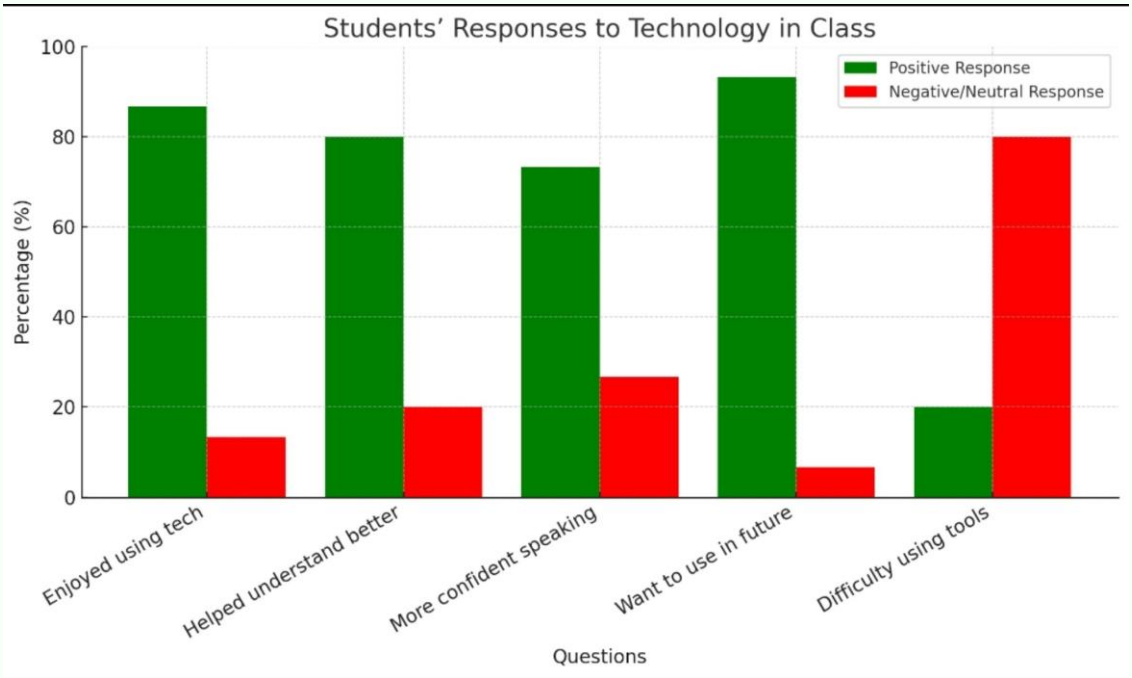

Figure 1. Students' responses in graphics.

The quantitative and qualitative observations from the study are summarized in Table 2 above shown in graphics in figure 1, illustrating the correlation between technology use and student performance, alongside student perceptions. These findings underscore that the thoughtful implementation of digital tools can significantly close learning gaps and foster inclusivity. However, for such integration to be truly effective, it must be strategically aligned with instructional objectives and reinforced through ongoing professional development opportunities for educators.

Conclusion

The integration of educational technologies like ChatGPT, Quizlet, and Kahoot within inclusive English language classrooms offers a promising avenue for addressing diverse learner needs. This study demonstrated that such tools not only increase student engagement and motivation but also support differentiated instruction and foster learner autonomy. Teachers benefit from streamlined lesson planning and the ability to monitor student progress more efficiently.

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However, successful implementation depends on critical factors such as infrastructure readiness, consistent internet access, and comprehensive training for educators. Moreover, aligning technological tools with pedagogical goals remains essential to achieving meaningful learning outcomes. Future research may explore the long-term impact of these technologies across broader educational contexts and examine their efficacy with different student populations.

In conclusion, digital tools are not mere supplements but pivotal elements in modern inclusive pedagogy. When integrated thoughtfully and strategically, they empower both teachers and students, promoting equity, engagement, and educational excellence.

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