Willingness to Communicate among Students with Disabilities: A Case Study in Private vs. Public Indonesian Inclusive Elementary School

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Abstract

Building on MacIntyre's six-layer model and the implementation of Indonesia's new Kurikulum Merdeka, this study examines the challenges and strategies used by educators to improve English communication willingness among students with disabilities in Indonesian inclusive elementary schools. Semi-structured interviews with special education leaders from two inclusive schools highlight significant differences between public and private institutions. Private schools show more positive communication behaviors, higher behavioral intentions, and better support systems compared to public schools, which face challenges such as inadequate training, limited resources, socio-economic disparities, and negative affective-cognitive contexts. In contrast, private schools provide more customized interventions and supportive environments. The study emphasizes the need for adapting teaching methods to meet diverse needs, engaging parents, and offering systematic teacher training to support willingness to communicate. While the research offers valuable insights into improving English communication skills for students with disabilities, it is limited to specific schools in Indonesia and suggests a need for further studies to generalize findings and assess broader contextual impacts.

Kurikulum Merdeka (independent curriculum) as Indonesian new curriculum has adopted inclusive education orientation. The inclusion is considered as opportunities for enriching learning experience [1] to help students more creative, critical, communicative, and collaborative as required skills in the 21 century [2]. Subsequently, significant gaps and challenges remain. Teachers in highly qualified special education should engaged in the inclusive classroom [3] to personalize approaches for students with disabilities for successful inclusive schools [4]. However, finding highly qualified special education teachers is challenging, as they are rare in regular schools.

The new curriculum framework encourages regular school transform to modifies curriculum structure, teaching hours', and employing the Pancasila Learner Profile Strengthening Project (P5) for inclusion of diversity and culture [5]. P5 is a series of activities designed to achieve a specific Pancasila Learner Profile, namely: faith and noble character, global diversity, collaboration, independence, critical thinking,

and creative. It principally integrates investigative, problem-solving, and cross-disciplinary initiatives, aligning with the overarching goal of addressing local environmental issues through project-based learning [6].

Inclusive school in Indonesia

Inclusive education in some city schools in Indonesia has led to positive changes in curriculum and school management, while also improving educators' knowledge, developmental record recording, pre-learning assessment, and special needs facilities as well [7]. Successful inclusive schools require teachers to customize curriculum and teaching methods, demonstrate persistence and flexibility, and maintain cooperative responsibilities with all stakeholders in classrooms, subject areas, and extracurricular activities [8]. Despite, several educators and schools remain inadequately prepared to designing applicable curriculum and develop lessons and teaching skills that meet the needs of students with disabilities [9], [10].

Teachers' education and training shape their interpretations of inclusive education differently [11]. Guru Pembimbing Khusus (special or shadow teachers mandated for students with disabilities) in several Indonesian inclusive schools have shown excellent performance in understanding, appreciating, and counseling [12]. However, some students with disabilities often reported feel undervalued, anxiety, and solitary in regular schools [13]. They have more difficulties in social participation and might be at higher risk of being persecuted [14]. Some of them are also reported left on average 3-4 years behind their level should be on reading performance [15]. The Covid-19 pandemic affected behavioral problems, coupled with psychological problems in the home and strict curriculum and schedules [16].

Students' Willingness to Communicate in English Teaching

Since the implementation of Kurikulum Merdeka in 2022, English has become a compulsory subject in elementary schools, aiming to ensure that students develop communicative proficiency in English as an essential life skill [17]. The communicative proficiency required students' willingness to communicate (WTC). MacIntyre et al. (2001) explains that WTC is shaped by a complex interaction of linguistic, psychological, and contextual factors that demonstrated in six layers influencing WTC: (1) communication behavior, (2) behavioral intention, (3) situated antecedents, (4) motivational propensities, (5) affective-cognitive context, and (6) social and individual context.

The suggested approach used in teaching English in Kurikulum Merdeka is a text-based approach (genre-based approach) in various modes, whether oral, written, visual, audio, and multimodal [17]. Text-based approach, rooted in Communicative Language Teaching (CLT), views communicative competence as the mastery of various text types, recognizing language as structured sequences used contextually [19]. For instance, employing audiovisual texts in communication strategies not only aids in boosting self-confidence, alleviating anxiety, enhancing motivation and perceived competence, but also contributes to increases WTC among elementary EFL learners. [20].

Teaching English obligates teacher accurately managing classroom activities toward diverse contexts and aligning with national curriculum [21]. The effectiveness of English teaching is intricately tied to cultural and social contexts [22], where the interplay of social, economic, political, historical, and cultural elements significantly influences learning dynamics within a given region [23]. Affective elements, such as emotions, attitudes, and motivation, also influence the learning process [24]. Proficiency, confidence, and motivation influence students' willingness to communicate [25]. Additionally, using digital games or songs can provide a more enjoyable and interactive learning experience, which can lead to a greater anxiety-reducing effect on WTC [26], [27].

Teachers should grasp the post-method pedagogy [28] focusing on three aspects: specificity, feasibility, and potentiality. Specificity involves addressing individual differences in teaching and listening to diverse student needs. Feasibility emphasizes practical implementation. Meanwhile, potentiality entails providing opportunities to explore various possibilities. Nonetheless, most students with disabilities perceive that English is the most difficult subject and the most creating anxiety [29]. Unclear procedures and insupportable scenarios cause them feel more exclusive, discriminated, and lack of opportunities [30]. These difficulties are potentially more complicated due to the uninvolved parent and the rigid lessons and schedules [31]. The heavy workload, multi-grade teaching, inadequate teacher training, lack of parental involvement, and insufficient teaching resources pose significant difficulties for inclusive schools [32]. For that reason, teachers should carefully choose the curriculum and be aware of every single steps [33]. The code-switching can help managing the classroom better and build social relationship for coping the anxiety [34]. Identifying the students' learning style, interest, and preferable things is valuable to grab their attention, so they can relief their anxiety and be better involved in the learning activity [15].

Reduce the cognitive loads of students with disabilities learning program and give them the extra time for completing their obligation [29] is advantageous. Additional instruction outside the classroom is also beneficial, but it potentially became additional workload for teacher [35]. Active learning, peer-tutoring, cooperative learning, and direct instruction also become inclusive teaching strategy for fulfilling diversity English class [36]. Peer group is promising inclusive assessment method that caters to diverse learners' needs and fosters autonomy [37]. This social interactions with peers can boost their interest to learn [15].

Classroom management involves rules, physical environment, teacher role, and positive behavior should be implemented in English class to foster inclusive learning [38]. Individualized Education Plan (IEP) that incorporates visual media via co-teaching and personalized instruction can effectively assist a student in learning English as a second language [9]. Modifying lesson plans based on students' need and interact with parents are ultimate for prospering inclusive school [9], [38]–[40].

With the introduction of Kurikulum Merdeka, the need to vigorously encourage students' willingness to communicate has become paramount. Understanding WTC in English among students with disabilities in Indonesian elementary schools is significant for assurance that every student acquires equitable education under the introduction of new curriculum. By reflecting at six layer factors that affect WTC [18], this research offers recent insights on the English communication of students with disabilities across distinct school settings, addressing a notable gap in research within the Indonesian context. By bridging this research deficit, educators and policymakers can gain valuable insights to support the academic success of these students more effectively.
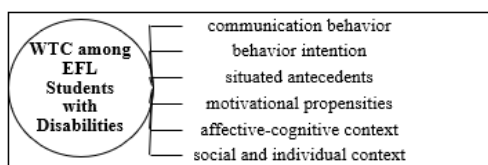

Figure 1. conceptual framework

Method

Research questions

The research is based on the following question:

1. How does willingness to communicate in English vary among students with disabilities in private and public inclusive elementary schools in Indonesia?

2. What challenges do students with disabilities face in their willingness to communicate in English in Indonesian

elementary schools, and what strategies do educators employ to address these challenges?

Research design

This is qualitative study aimed to understand subjective experiences, beliefs, and concepts [41]. Qualitative methods, aligned with digital research principles, are chosen based on evidence quality and sample relevance [42]. It utilizes case study methodology to deeply comprehend challenges in encouraging the willingness to communicate among students with disabilities in private and public inclusive elementary school in Indonesia as well as the strategies applied to address these challenges. The case study is recognizing the complexity of variables in a single case [43]. This research employed a reflexive case study that aimed to portray, analyze, and interpret the uniqueness [41] of how teachers encourage the willingness to communicate among students with disabilities in private and public inclusive elementary school in Indonesia.

Research context

The research is conducted in two elementary inclusive schools in Indonesia. First is UPT SPF SD Negeri Mawas, a public inclusive elementary school. The second is SDIT Al Fatih, a private Islamic inclusive elementary school, which is only 700 meters from UPT SPF SD Negeri Mawas. Both are located in Makassar City, South Sulawesi Province, the East Area of Indonesia. The table below describes school profile from the official government website [44], [45].

Table 1. school profile

Criteria	UPT SPF SD Negeri Mawas	SDIT Al Fatih
Category	Public school	Islamic private school
Teachers	14	47
Male Students	117	289
Female Students	108	281
Study Groups (number students group in the classroom)	9	24
Study group ratio	25	23.75
Classroom student ratio	18.75	21.11
Student teacher ratio	16.07	12.13
Qualified teachers	85.71%	89.36%
Qualified special teacher	7.14%	14. 89%
Organizing schedule	Half day / 6 days a week	Full day / 5 days a week

Research instrument

The research instrument comprises semi-structured interviews. Semi-structured interviews allow for open-ended questioning, enabling participants to express their experiences and perspectives freely. This approach facilitates in-depth exploration and rich data collection, essential for understanding the complexities of willingness to communicate (WTC) among students with disabilities and providing contextual insights into students' communication behaviors and interactions within both private and public schools. The research instruments adapting the MacIntyre et al. (2001) theory of WTC layer factors.

Research participants

Participants in this study include two special teachers for students with disabilities enrolled in private and public inclusive elementary schools in Indonesia. The selection of participants from both types of schools ensures a distinct representation, allowing for a comprehensive investigation of WTC across different educational contexts.

Table 2. profile of participants

Name	Age	Gender	Qualifications	Experience	Expertise	Responsibilities
Mr. B	39 y.o	Male	-Holds a master degree in elementary education -Certified unofficial English training -Certified special teachers since 2022	-Has 13 years of experience teaching elementary students with diverse backgrounds in a public elementary school	-Skilled in designing, implementing, and evaluating regular learning activities tailored to regular students -Unfamiliar with inclusive teaching practices	-Conducts all regular subject for fourth grade students including English for students with disabilities -Leads special teachers group collaborating to develop inclusive teaching materials and strategies
Ms. F	30 y.o	Female	-Holds a bachelor degree in special education -Certified unofficial English training Certified special teachers since 2017	-Has 7 years of experience being special teacher for students in kindergarten, elementary school, and junior high school with diverse backgrounds in Islamic private school	-Skilled in designing, implementing, and evaluating individual learning activities tailored to the needs of students with disabilities -Familiar with inclusive teaching practices	-Conducts individual program for all subject including English for one student with disability in second grade -Leads special teachers group collaborating to develop inclusive teaching materials and strategies

Data Collection Techniques

The use of semi-structured interviews as data collection techniques offers several advantages. Semi-structured interviews allow for flexibility in questioning, enabling researchers to probe deeper into participants' responses and explore emerging themes [41].

Data Analysis

Thematic analysis is employed as the data analysis technique in this study. Thematic analysis allows researchers to systematically identify, analyze, and interpret patterns or themes within the qualitative data collected from interviews [43].

Findings

The findings from interviews on the topic of communication behavior, Mr. B as teacher in public school, explains that communication behavior among students, particularly one student with ADHD (male/9 years old) faces barriers in communication.

"He often disengages from the lesson, becoming a troublemaker and disrupting the classroom environment. This behavior not only hinders his own learning but also affects his classmates. He seems confuse in English class,

due to the obligatory three languages lessons: the local language as cultural content (Makassarnese), the national language (Indonesian), and the foreign language (English). His less willingness to participate in English lessons is noticeable, as he tends to withdraw into his own imaginative world."

Otherwise in private school, Ms. F's students, including a student with multi-disabilities i.e. ADHD and speech delay (male/8 years old), show a higher level of engagement and participation in English lesson.

"Initially, he exposed bad behavior, such as throwing objects and refusing to speak. Sometimes he spoke unclearly, but upon closer listening, I realized he was actually using English words, but he pronounced incorrectly due to his speech delay. As his special teacher, before put him to regular class, I conducted an assessment and planned an individual lesson for him. He occasionally wanted to go outside of classroom but I tried to provide him educational tools that helped him concentrate and learn according to his mental development stage, which differs from his classmates. Afterward, he started to expose his willingness to communicate with his peers in English, although they still find it

difficult to understand him due to his speech delay."

Regarding to behavioral intention in the public school, the student with disability demonstrates a lack of motivation and intention to participate in English lessons.

"His disinterest is evident as he rarely responds to prompts in classroom activities. The challenging behavior displayed by this student, such as frequently missing class, does not want to write or read book, screams out loudly, and make noise. It indicates his lack of intrinsic motivation to learn and communicate in English."

In the private school, the behavioral intention to communicate in English is significantly higher among students.

"Since toddler, he was introduced to cellphone as a substitute for a toy to help keep him calm due to his ADHD. He used to play games and listen to English songs on his cell phone. It constructed a strong foundation and positive attitude towards English learning. He even had more English vocabulary than his mates. This early engagement cultivated a positive behavioral intention, where student showed enthusiasm for communicating in English."

On the topic of situated antecedents, public school setting highlight significant challenges.

"Inadequate training and resources for inclusive education left teachers ill-prepared to support students with disabilities in English learning. My lack of experience in English teaching in this new curriculum compounds these challenges. Besides, he also often gets intimidation from their classmates and people around school due to his ADHD."

The private school's approach to situated antecedents is advantageous.

"We acquire regular training and resources dedicated to inclusive education. Initial assessments and tailored interventions promptly address each student's unique needs. Bullying sometimes occurs with this ADHD student, but we are committed to preventing and addressing it responsibly to ensure it doesn't happen again."

Subsequent topic about the motivational propensities in the public school are low.

"His behavior of retreating into his imaginative world and creating disruptions implies that he does not find the English content relevant to his interests. The teaching methods may not be adequately adapted to meet his needs."

In the private school, motivational propensities are significantly advanced.

"Students with disabilities have the freedom to choose their learning media and locations, which do not just have to be in the classroom. It addresses their individual needs and interests, enhancing their intrinsic motivation to learn and communicate in English."

The affective-cognitive context in the public school is challenging for students with disabilities, particularly for the ADHD student.

"The heavy new curriculum demand and lack of prior knowledge in English creates a stressful learning environment. This stress is felt by the student, impacting the emotional well-being and cognitive engagement. The ADHD student's disruptive behavior denotes a negative affective response. He does not feel comfortable and motivated to communicate in English."

While in the private school, the affective-cognitive context is more positive.

"We tailor compassionate interventions to ensure that students with disabilities receive the necessary support to succeed in their English learning. It promotes a sense of belonging and motivation among students, encouraging their active participation and communication in English lessons."

The social and individual context in the public school presents additional challenges.

"Most students come from low-income and low-educated families, which may impact their motivation and support for learning, including English. It further influences the social interactions, creating an environment where

students with disabilities struggled to receive the support they need in their language learning."

In the private school, the social and individual context is more advantageous.

"Students come from high-income and well-educated families. It provides a supportive home environment that reinforces the inclusive education and English learning provided by the school. The comprehensive assessments and interventions ensure that each student's unique needs are addressed, creating a conducive learning environment for students with disabilities."

Discussion

Communication Behavior

Communication behavior in public schools is particularly challenging for those with ADHD, due to the recent introduction of English lessons under the new Kurikulum Merdeka. The lack of adequate preparation and training for educators to meet the actual needs of students degenerates the issue [9]. As a novice special teacher, Mr. B struggles to design a curriculum that accommodates all students and manage the classroom [10]. Although special teachers in some schools have shown good performance [12], Mr. B's confronts obstacles in promoting communication behavior the ADHD student. It is multifaceted and rooted in the complex interplay of linguistic, psychological, and contextual factors [22], [23] for instance the three compulsory language lessons issues in elementary public school.

In response to these difficulties, Mr. B sees it as his duty to adjust his teaching strategies to more effectively cater to students' needs. He attempts to incorporating more individualized encouragement to raise a more positive learning environment and diminish students' negative outlook on English [21], [29]. He confirms that successful inclusive education in his public school require him for adapting the curriculum and teaching flexibility [8] even though he still struggles to meet these requirements perfectly.

In contrast, private school exhibits more favorable communication atmosphere, exemplified by Ms. F's multiple disabilities student, who display heightened engagement in English lessons. She adapts teaching methods to students' learning styles and interests. It fosters improved participation in learning activities [15]. Ms. F adeptly provides personalized assistance and educational resources tailored to students' developmental stages, differing from their peers. She carefully selects the curriculum and be mindful of every step in the teaching process [33] for cultivating his communication behavior.

Behavioral Intention

In terms of behavioral intention, public and private schools reveal notable differences. Students with disabilities in public schools often expose lack of intrinsic motivation to learn and communicate in English, with foreign language study often causing heightened nervousness among them [29]. In contrast, students in private schools demonstrate higher intention to communicate in English. It stems from early experiences and promotes a robust foundation in positive behavioral intention, resulting in active participation and enthusiasm in English lessons. It indicates that higher parental contribution is nurturing more supportive behavioral intention for inclusive education success by ensuring consistent support for students at home and in school [16], [32]. Private schools also offer flexible schedules for students with disabilities, facilitating personalized learning plans and the use of innovative educational tools, providing significant benefits for these students [9]. This disparity with public schools, characterized by rigid schedules and limited parental involvement challenges [31] must be addressed to foster positive behavioral intentions.

Situated Antecedents

The introduction of Kurikulum Merdeka in 2022 employs diverse modes to enhance self-confidence, alleviate anxiety, and increase motivation among students [17], [20]. Inclusive classroom management involves rules, physical

environment, teacher role, and positive behavior should be implemented in English class [38] along with personalize approaches for students with disabilities [4]. However, Mr. B as public school teacher still struggles in adapting to the new curriculum framework. Inadequate preparation and training, both in teaching students with disabilities and teaching English under the new mandate with limited support from classmates and the school environment, creating unfavorable situated antecedents. Consequently, his heavy workload and lack of teaching resources complicate his efforts [32] and negatively impacts students' willingness to communicate, as they lack the individualized attention and encouragement needed to engage in English lessons.

To create supportive situated antecedents teachers are expected to adopt post-method pedagogy, which includes particularity, practicality, and possibility [28]. Implementing particular and practical strategies tailored to individual student needs and exploring diverse teaching possibilities is essential. Private schools, equipped with adaptable teaching methods, cultivate conducive environment among students with disabilities [7]. It provides regular training and extra resources to prepare qualified special teacher engaged in the inclusive classroom [3]. This proactive approach nurtures a compassionate learning environment where students feel valued and understood, encouraging their willingness to communicate in diversity English class [9], [36].

Motivational Propensities

The findings reveal further disparity in motivational propensities among students with disabilities in public and private schools. In public schools, ADHD's motivation levels are obviously low with disengage and disruptive behaviors in class. Addressing this gap, public school requires personalized teaching methods to make learning more relevant and engaging for students [10]. Incorporating communication strategies that utilize audiovisual texts could be beneficial, as these have been shown by Ms. F in

private school to enhance self-confidence, reduce anxiety, and improve motivation among learners [20].

In private schools, students with disabilities are empowered to select their learning materials and environments to encourage intrinsic motivation. Ms. F's proactive approach, strengthened by regular professional development, enables her to tailor individual programs for each student, promoting active participation. This effective ways to address students' needs in the classroom [11] confirming that teachers in private school are well-versed in inclusive practices and adaptive teaching strategies.

Public schools must offer essential support for implementing inclusive practices effectively, encompassing resources and specialized training for teachers and support staff [8] to encourage motivational propensities. Teachers must incorporate culturally relevant materials and contexts [22], [23] into their lessons to enhance English teaching effectiveness. For instance, utilizing code-switching due to three languages lesson to relieve anxiety [34] while identifying students' learning styles and interests to promote greater engagement [15].

Affective-Cognitive Context

The challenging affective-cognitive contexts in public schools impede effective learning and participation in English. The demanding curriculum and lack of prior English knowledge create pressure which is negatively impacting students' emotional well-being and cognitive engagement. For ADHD students, this leads to disruptive behavior, a negative affective response, and a lack of motivation to communicate in English. To deal with these challenges, public school should develop more supportive learning activities that reduce rigid lessons and schedules [31], reduce the cognitive load and anxiety [29], and promotes active participation [15].

For students with disabilities, allowing extra time for completing tasks [29], giving additional instruction outside the classroom [35], both can

be advantageous. Besides, inclusive teaching strategies such as active learning, peer-tutoring, cooperative learning, and direct instruction can help address the diverse needs in English classes [36]. Joining student with disability in peer group activities are promising to foster autonomy [37] and boost students' interest in learning [15]. Along with this more positive peer group activities in private schools, affective-cognitive context is prominently different from that in public schools.

Through carefully choosing the curriculum and be mindful of each step [33], compassionate interventions that provide necessary support in private schools create an environment where students feel a strong sense of belonging and motivation. This nurturing atmosphere encourages students to actively participate and communicate in English lessons, fostering both emotional support and cognitive engagement. Consequently, students with disabilities experience enhanced learning outcomes due to the combination of peer interaction and a supportive educational environment.

Social and Individual Context

The social and individual context in public schools presents challenges for students with disabilities. Many students come from low-income and low-educated families, impacting their overall motivation and support for learning, including English. This socioeconomic background further influences social interactions, creating an environment where students with disabilities struggle to receive the necessary support to succeed in their language learning. Such contexts often lead to feelings of exclusion and discrimination, limiting opportunities for these students [30].

In contrast, the social and individual context in private schools is significantly more advantageous. Students in these schools typically come from high-income and well-educated families, providing a supportive home environment that reinforces the inclusive education and English learning efforts by the school. This socio-economic advantage

enhances their willingness to communicate. Private schools conduct comprehensive assessments and implement tailored interventions to meet each student's unique needs, thereby creating an optimal learning environment for students with disabilities. This nurturing atmosphere promotes active participation and communication in English lessons, fostering both emotional support and cognitive engagement, which substantially improves the learning experiences of students with disabilities [15].

Teachers play a crucial role in alleviating students' anxieties by carefully selecting appropriate curriculum materials and being mindful of their instructional strategies [33]. Effective English language teaching requires teachers to manage classroom activities accurately within diverse contexts while aligning with national curriculum standards [21]. Various social, economic, and cultural factors significantly influence learning dynamics [22], [23]. Additionally, affective elements such as emotions, attitudes, and motivation play a crucial role in shaping students' language learning experiences [24]. Proficiency, confidence, and motivation are identified as key factors influencing students' willingness to communicate [25]. As a result, these findings highlight the necessity for public schools to adopt more inclusive and adaptive learning environments. By promoting strong partnerships with parents and the community, a more holistic support system for successful communication and language learning among students with disabilities can be constructed.

Implications for teaching strategies

The findings from the interviews highlight contrast implications for teaching strategies to enhance students' willingness to communicate in English, particularly for students with disabilities. This contrast highlights the importance of personalized learning environments that accommodate the preferences and needs of each student. Private schools often have more resources and flexibility to implement

such tailored approaches, which can significantly improve motivation and engagement among students with disabilities. The success seen in private schools suggests that public schools could benefit from adopting similar inclusive practices and support systems.

Teachers need to adapt their teaching methods to meet the diverse needs of students with disabilities for communication behavior synchronization. This includes incorporating individualized support and encouragement to create a positive learning environment. Teachers should be mindful of linguistic, psychological, and contextual factors influencing communication behavior, ensuring that the curriculum is chosen carefully to foster effective communication [22], [23]. Teaching activities should aim to enhance behavioral intention among students with disabilities by making English lessons more engaging and relevant to their interests. This can involve implementing personalized learning plans and innovative educational tools, fostering parental involvement, and providing a flexible schedule to accommodate diverse needs [9], [31], [32].

Teachers need support to align their teaching with curriculum frameworks and address the unique needs of students with disabilities. This requires adopting post-method pedagogy and creating a conducive learning environment through regular training, supplementary resources, and compassionate interventions [28], [36]. Employing personalized teaching methods that accommodate the diverse needs of students with disabilities is necessary to enhance motivation. Incorporating communication strategies such as audiovisual texts and providing students with the freedom to choose their learning media can foster intrinsic motivation [15], [20].

For ideal affective-cognitive context, teachers must develop supportive learning activities that reduce cognitive load and anxiety while promoting active participation. Strategies such as active learning, peer-tutoring, and direct instruction can address the affective-cognitive

challenges faced by students with disabilities [29], [36]. Addressing socioeconomic disparities and provide necessary support to students from low-income and low-educated families, teachers should strive to create an inclusive learning environment that promotes emotional support and cognitive engagement, fostering collaboration with parents and the community [15], [30]. These adaptive teaching strategies facilitate effective English teaching and learning for students with disabilities.

Conclusion

The findings from the investigation provide valuable insights into the complexities of fostering willingness to communicate in English. To address these complexities, teachers must first adapt their teaching methods to accommodate the diverse needs of students with disabilities. This includes incorporating individualized support and encouragement while considering linguistic, psychological, and contextual factors to create a positive learning environment. By aligning the curriculum with the six-layer model of WTC, educators can better foster effective communication behaviors among students.

Moreover, efforts to enhance behavioral intention among students with disabilities should focus on making English lessons more engaging and relevant to their interests. Personalized learning plans, parental involvement, and flexible scheduling can significantly contribute to creating a conducive learning environment that encourages active participation and enthusiasm for English communication. Additionally, teachers require adequate support and training to effectively implement inclusive educational practices and address the unique needs of students with disabilities. By adopting post-method pedagogy and providing regular professional development opportunities, educators can create supportive learning environments that promote students' WTC.

Furthermore, to address affective-cognitive challenges and socioeconomic disparities, teachers must develop supportive learning activities that reduce cognitive load and anxiety while fostering emotional support and cognitive engagement. Strategies such as active learning, peer-tutoring, and direct instruction can effectively address these challenges and promote collaboration with parents and the community to ensure holistic support for students. By implementing adaptive teaching strategies and fostering inclusive environments, educators can enhance the overall English teaching and learning experiences for students with disabilities, ultimately improving their language skills and academic outcomes.

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