Journal of Authentic Research
https://journal-center.litpam.com/index.php/jar/index

August 2026 Vol. 5, No. 3
e-ISSN: 2828-3724
pp. 5095-5108

Teachers' Reflections in Teaching English Vocabulary for Students with Disabilities: A Descriptive Study

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Received: June 2026; Revised: July 2026; Published: July 2026

Abstrak

This qualitative descriptive multi-site study examined how three English teachers retrospectively interpreted and adapted vocabulary instruction in one Indonesian special school and one inclusive vocational school. One participant was a special-education graduate teaching learners with intellectual disabilities; two were English-education graduates teaching mixed-ability classes that included learners described by the school as 'slow learners,' a classification that was not verified through diagnostic records. Data consisted of five-prompt reflective journals written in Indonesian. Analysis combined inductive coding with an analytic distinction among event description, interpretation of learner response, justification of an instructional decision, evaluation of perceived consequences, and planning for future action. Member checking was limited to participants' own accounts rather than the final themes. The results showed contextual differences. T1 emphasized pronunciation barriers and repeated multimodal practice; T2 emphasized differentiated materials and proposed consultation with counselors and vocational teachers; T3 emphasized extended processing time, active participation, and patience. Across cases, the teachers described a provisional sequence of noticing a barrier, interpreting learner response, modifying support, appraising the perceived response, and planning subsequent action. Not every account contained all stages, and the reported benefits were not independently verified. The study's primary contribution is a context-specific account of how retrospective reflection connected learner variability with instructional differentiation across two settings, rather than evidence that particular techniques were effective. Conclusions are limited by the small purposive sample, self-report data, uncertain learner classification at the inclusive site, single-researcher coding, translation, and the absence of observation, interviews, student work, or direct learning measures.

Keywords: Reflective Practice; Vocabulary Instruction; Intellectual Disability; Differentiated Instruction; Inclusive Education

How to Cite: Suhaimah, A. F., & Yusra, S. R. . (2026). Teachers' Reflections in Teaching English Vocabulary for Students with Disabilities: A Descriptive Study. *Journal of Authentic Research*, *5*(3), 5095-5108. https://doi.org/10.36312/ggg7b326

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INTRODUCTION

Vocabulary is a prerequisite for understanding messages, expressing needs, and participating in academic and everyday communication. For learners who require additional educational support, vocabulary instruction also has an accessibility function because unfamiliar forms, abstract meanings, rapid pacing, or limited opportunities for practice can restrict participation. Intervention research has shown that explicit and repeated vocabulary instruction can improve acquisition when target words are systematically introduced, revisited, and used across contexts (O'Connor et al., 2021; Burt et al., 2022). Indonesian studies have also reported gains from word-and-picture cards, animated cartoons, and flashcard-based instruction for learners with intellectual or other special educational needs (Subasno et al., 2022; Irawati et al.,

2023; Sudiro et al., 2025). These studies justify attention to instructional support, but they do not establish that one medium is universally suitable. The practical question is how a teacher decides what barrier is occurring, which support is proportionate, and whether the learner's subsequent response warrants continuation or revision.

This decision problem is especially visible across special and inclusive settings. Learners may differ in language background, sensory access, cognitive processing, attention, literacy, communication mode, prior vocabulary, and the amount of time required to respond. At the same time, standardized materials, fixed pacing, and common response formats may create barriers that are incorrectly treated as learner deficits. Research on inclusive English instruction emphasizes differentiation, contextualized participation, visual support, and cooperation among educators (Takriyanti et al., 2022; Nor et al., 2023; Rahajeng et al., 2024; Nofitri et al., 2026). Terminology must nevertheless be precise. Intellectual disability, specific learning disability, general learning difficulty, and the school label 'slow learner' are not interchangeable categories. In the present study, only the special-school participant explicitly reported teaching learners with intellectual disabilities. The two inclusive-school participants used the school's term 'slow learners,' but the available study records did not establish a formal diagnosis. After reporting that original label, this article refers to those students as learners requiring additional learning support and describes observable instructional needs rather than adopting a deficit-oriented category.

Reflection provides a way to examine the reasoning that connects an observed barrier with an instructional response. Dewey (1933) described reflection as active and careful consideration of experience, while Schön (1983) distinguished reflection during professional action from reflection after action. In language teaching, reflective practice involves more than recalling what happened; it requires a teacher to interpret evidence, justify a decision, examine consequences, and identify a defensible next step (Farrell, 2015). The journals used in this study were retrospective, so the data primarily represented reflection-on-action. Teachers could report an adjustment that they remembered making during a lesson, but the study did not directly observe reflection-in-action. Operationally, an entry was treated as reflective when it moved beyond event description and included at least one of the following: an interpretation of a learner response, a reason for selecting or changing support, an evaluation of a perceived consequence, or a plan for future action.

Previous work has described teachers' beliefs about foreign-language learning among students with intellectual disabilities (Rapti et al., 2021), inclusive English-teaching strategies (Takriyanti et al., 2022; Nofitri et al., 2026), and specific vocabulary media or interventions (Irawati et al., 2023; Sudiro et al., 2025; Pratiwi & Fithriani, 2026). Less visible in this literature is the reasoning chain through which teachers connect a particular learner response to an adaptation, especially across contrasting Indonesian school settings. The primary contribution of this study is therefore a context-specific analysis of how three teachers' retrospective accounts connected learner variability with differentiation in one special school and one inclusive vocational school. A secondary contribution is a provisional reflective-adaptation sequence synthesized from the cross-case pattern; it is presented as an analytic heuristic, not as a validated model. The study addressed two questions: (1) What vocabulary-learning barriers did the teachers identify? and (2) How did their

retrospective reflections inform instructional adjustments, evaluations, and plans for subsequent teaching?

METHOD

Research design and settings

The study used a qualitative descriptive multi-site design because its purpose was to provide experience-near accounts of what teachers perceived, how they interpreted those experiences, and what instructional responses they reported. The unit of analysis was the teacher's written reflective account, not an instructional treatment or an institution. Site A was a public special school in West Sumatra where instruction was organized for learners with disabilities. Site B was a public vocational secondary school in the same province that taught learners with and without additional support needs in mixed-ability classrooms. The two sites offered contrasting contexts for interpreting adaptation, but the design did not constitute a systematic institutional comparison: only one participant represented Site A, and school-level policies, resources, and outcomes were not independently assessed. School names have been removed in the revised manuscript to reduce deductive identification.

Participants and terminology

Participants were purposively selected because they had direct experience teaching English vocabulary to learners who required additional educational support. The sample was intentionally small and was not justified as statistically representative or thematically saturated. Its adequacy rested on the narrow research aim, the participants' specific experience, and the use of within-case and cross-case analysis—features associated with information power in focused qualitative studies (Malterud et al., 2016). Even so, three participants provided limited breadth, and any pattern must be interpreted as context-bound. Table 1 summarizes the professional characteristics retained for analysis. Age and gender were omitted because they did not address the research questions and increased the possibility of identification.

Table 1. Participant profiles and teaching contexts

Teacher	Setting	Qualification	Experience	Context relevant to interpretation
T1	Site A: special school	B.Ed. in Special Education	6 years	Taught English vocabulary to learners reported as having intellectual disabilities; emphasized pronunciation, pacing, repetition, and multimodal media.
T2	Site B: inclusive vocational school	B.Ed. in English Education	8 years	Taught mixed-ability classes including learners described by the school/teacher as "slow learners"; formal diagnostic status was not available.
T3	Site B: inclusive vocational school	B.Ed. in English Education	10 years	Taught mixed-ability classes; emphasized extended processing time, active participation, differentiation, and patience.

Reflective journal and data collection

The primary data source was a reflective journal containing five open-ended prompts. The prompts were adapted conceptually from concerns addressed by Rapti et al. (2021)—teacher beliefs, instructional difficulty, and teaching approaches—but

were reorganized to elicit a reflective sequence. Teachers were asked to describe: (1) a vocabulary-teaching challenge and their emotional response; (2) a strategy used and the reason for selecting it; (3) a learner response or classroom moment that prompted adjustment; (4) what the experience suggested about learner needs and the teacher's role; and (5) what they intended to improve in subsequent lessons. The prompts therefore invited specific incidents while allowing participants to draw on accumulated teaching experience. Journals were written in Indonesian and completed independently after informed consent. They were retrospective and were not tied to a researcher-observed standardized lesson. No classroom observation, student work collection, or follow-up interview was conducted.

The reflective journals were collected in July (7-18), the three participants were given 12 days to complete the journal based on the provided reflective prompts. The journals were completed in Google Docs format. The reflective journal prompts were not piloted prior to data collection. The prompts were designed to encourage the participants to reflect on their experiences in teaching English vocabulary to students with disabilities, particularly the challenges they encountered, the strategies they employed, and their reflective practices during the teaching process.

After the journals were returned, entries were organized by participant and prompt. Participants reviewed the accounts attributed to them and confirmed that these represented their experiences. This check concerned the accuracy of their own reported accounts; participants did not review the final cross-case themes or the researcher's complete interpretation. The source report does not document whether the researcher had a prior professional relationship with the schools or participants. Because an undisclosed relationship could influence voluntariness or self-presentation, this absence is retained as a methodological limitation rather than filled by assumption.

Data analysis

Analysis followed the interactive processes of data condensation, data display, and conclusion drawing/verification described by Miles et al. (2014). Coding was conducted on the Indonesian entries so that thematic decisions were not based on translated fragments. First, segments directly relevant to the research questions were assigned concrete inductive codes, including pronunciation difficulty, additional processing time, repeated exposure, differentiated materials, learner interest, games, digital media, discussion, patience, consultation, and future improvement. Second, each relevant segment was examined for its reflective function: event description, interpretation of learner response, decision justification, evaluation of a perceived consequence, or future action. Purely descriptive material was retained as context but was not automatically treated as reflection. Third, codes were organized within each participant's case before cross-case comparison. Fourth, related codes were condensed into four themes. The final themes were retained when they explained both a reported barrier and an instructional or professional response.

Table 2. Illustrative audit trail from journal evidence to themes

Journal evidence	Initial code	Reflective function	Theme	Interpretive caution
"When it comes to English vocabulary, these children generally have difficulty with pronunciation" (T1).	Pronunciation barrier	Event description / noticing	Learner variability and fixed pacing	The excerpt identifies a barrier but does not by itself demonstrate evaluation.
T1 reported using repeated pronunciation practice, games, and an interactive flat panel.	Repetition; multimodal support; attention support	Decision and justification (analytic paraphrase)	Combined instructional repertoire	This is a paraphrase of the journal account, not a verbatim quotation.
"Their needs and interests are different" (T2).	Need/interest mismatch	Interpretation and justification	Reflective differentiation	The statement explains why identical materials were questioned.
"It really takes time for them to become familiar with the material, understand it, remember it, and apply it correctly" (T3).	Extended processing and application time	Interpretation / evaluation	Learner variability; professional readiness	The statement links time demands with the need for patience but does not measure learning.

Contradictory and incomplete evidence was actively retained. For example, T2 described material differentiation and future collaboration but did not document a specific learner response to a particular adapted activity. Only T2 explicitly proposed interprofessional consultation, and no teacher provided systematic evidence of independent vocabulary transfer. These absences prevented the cross-case sequence from being treated as complete for every participant. Coding and theme development were conducted by one researcher. Interpretive consistency was supported through repeated comparison with the source entries and a cross-case matrix, but no second coder or external audit was used.

Translation and trustworthiness

Selected excerpts were translated into English only after coding and theme development. During manuscript preparation, each English excerpt was checked against the Indonesian source for semantic meaning and instructional context. The translations prioritize meaning over word-for-word equivalence, consistent with guidance that translation is itself an interpretive act (van Nes et al., 2010; Yunus et al., 2022). No independent bilingual reviewer or back-translation was reported, so translation remains a potential source of interpretive loss. Trustworthiness was

supported by participant confirmation of their own accounts, transparent distinction between quotations and paraphrases, within-case analysis before cross-case synthesis, retention of missing or negative evidence, and explicit limitation of claims. The study did not triangulate journals with observations, interviews, student work, or learning measures. Member checking therefore strengthened descriptive accuracy but did not independently validate the final themes (Birt et al., 2016).

Ethics and confidentiality

Permission was obtained from school leaders before data collection. Participants received an explanation of the study, provided informed consent, and participated voluntarily. Teacher identifiers were replaced with T1–T3. In this revision, the two schools are identified only as Site A and Site B, and nonessential demographic details have been removed because naming small sites alongside qualifications and years of experience could permit deductive identification.

This study was conducted in accordance with the ethical requirements of the West Sumatra Education Office. Ethical approval was granted on July 6, 2026, as stated in the official statement and regulations. Participants were informed of the study's objectives and procedures and participated voluntarily.

RESULTS

The results are presented first as within-case accounts and then as cross-case themes. This structure preserves differences in professional preparation and school context before identifying shared patterns. Quotations are used only where verbatim wording was available in the source manuscript; other evidence is explicitly reported as an analytic paraphrase. Table 3 displays how the five reflective functions appeared unevenly across the three accounts.

Table 3. Within-case reflective evidence

Case	Barrier noticed	Interpretation	Reported adjustment	Perceived response / evidence gap	Future action
T1	Pronunciation difficulty among learners with intellectual disabilities.	Learners required repeated opportunities, concrete representation, and flexible pacing.	Drilling/repeated practice, games, ice-breaking, explanation, and interactive flat-panel media.	Reported gradual progress and renewed attention; no direct learning measure.	Develop and combine methods more effectively.
T2	Standard materials and guidance did not fit all learners in mixed-ability classes.	"Their needs and interests are different."	Differentiate materials by perceived ability and interest.	A specific response to a named adaptation was not documented.	Consult counselor and vocational-subject teachers.
T3	Extended time was needed for familiarity,	Instruction required patience and	Discussion, question-and-answer, simple	Reported that learners accepted/participated	Continue improving differentiation

Case	Barrier noticed	Interpretation	Reported adjustment	Perceived response / evidence gap	Future action
	comprehension, retention, and application.	varied participation structures.	case-based activities, and differentiated support.	in the activities; independent transfer not documented.	and patient support.

T1: Special-education preparation and repeated multimodal practice

T1's account began with a specific language-form barrier: "When it comes to English vocabulary, these children generally have difficulty with pronunciation" (T1, reflective journal). His special-education background and school context led him to describe the problem in terms of pacing and repeated opportunity rather than inability. He reported that pronunciation developed gradually after practice was repeated. The journal further described the use of drilling, explanation, ice-breaking, games, and an interactive flat panel. These supports were not presented as isolated alternatives; they were combined to make the target words more concrete and to restore attention when motivation declined.

T1's entry contained noticing, interpretation, modification, and a future plan, but the evaluative evidence was limited. The reported gradual progress and improved attention were teacher perceptions, not independently recorded vocabulary outcomes. The account did not specify target-word criteria, the number or spacing of repetitions, or whether learners later used the words in new sentences or daily communication. T1 nevertheless recognized that one method was insufficient and stated that his methods still required development. His case therefore provided the clearest example of a reported instructional sequence while also illustrating the difference between perceived responsiveness and demonstrated learning.

T2: Differentiated materials and an emerging collaborative response

T2 taught at the inclusive vocational school and did not use a formal diagnostic account in the journal. He described some learners as requiring additional attention, guidance, and materials that were not identical to those used with classmates. His central interpretation was that "their needs and interests are different" (T2, reflective journal). This statement functioned as a justification for adapting materials rather than as a claim that learners should be separated from common curricular purposes. He reported reviewing lessons and considering whether materials matched learner interests and perceived abilities.

T2's account was distinctive because his future plan extended beyond individual classroom technique. He proposed consulting the school counselor and vocational-subject teachers so that English vocabulary could be aligned with learners' profiles and vocational programs. However, the journal did not document a specific learner response to a named adapted material, nor did it show whether consultation had already occurred. This incomplete sequence is analytically important: T2 articulated interpretation, modification, and future collaboration, but evaluation remained prospective. His case supports the role of reflection in planning differentiation, not a conclusion that the planned adaptations were effective.

T3: Extended processing time, active participation, and patience

T3 emphasized the temporal demands of vocabulary learning: "It really takes time for them to become familiar with the material, understand it, remember it, and apply

it correctly" (T3, reflective journal). Unlike a broad statement that a learner was 'below average,' this account identified several points in the learning process—familiarization, comprehension, retention, and application—where support might be required. T3 interpreted this extended process as a professional demand for patience and differentiation.

She reported using discussion, question-and-answer exchanges, and simple case-based activities to increase interaction. The journal indicated that learners accepted these techniques and needed more opportunities to participate, but it did not provide examples of independent vocabulary use or evidence that one activity produced better retention than another. T3's reflection linked emotional readiness with instructional choice: patience was not described as passive waiting, but as sustaining varied support over time. Her account was strongest in interpretation and professional positioning, while its evaluation remained based on perceived participation.

Cross-case themes

Table 4. Cross-case themes, contrasts, and limits

Theme	Shared evidence	Contextual contrast	Evidence limit
Learner variability challenged fixed pacing	All teachers described differences in pronunciation, comprehension, retention, application, or time needed.	T1 specified intellectual disability and pronunciation; T2/T3 described mixed-ability learning needs without verified diagnosis.	No formal learner-level assessment or trajectories were available.
Reflection informed differentiation	All questioned identical pacing, materials, or support.	T1 combined methods; T2 emphasized interest/material fit; T3 emphasized techniques and time.	Objectives and criteria for fading support were not documented.
Teachers combined repeated, multimodal, and participatory supports	Repetition, visual/digital media, games, discussion, and contextual activity appeared as a repertoire.	T1 reported drilling/digital media most explicitly; T3 emphasized interaction; T2 emphasized material selection.	Durable retention and transfer were not measured.
Professional readiness and collaboration shaped adaptation	Patience, preparation, self-improvement, and future planning were present.	Only T2 explicitly proposed counselor/vocational-teacher consultation.	No scheduled co-planning or schoolwide support structure was documented.

A provisional reflective-adaptation sequence

Across cases, the analytic pattern can be represented as a provisional sequence rather than a universal cycle. Teachers first noticed a barrier, interpreted what the learner response might mean, selected or proposed a modification, appraised a perceived response where evidence was available, and considered a subsequent action. The sequence is 'provisional' for three reasons: the journals were retrospective,

not every participant reported all stages, and the consequences were based on teacher perceptions rather than direct measures.

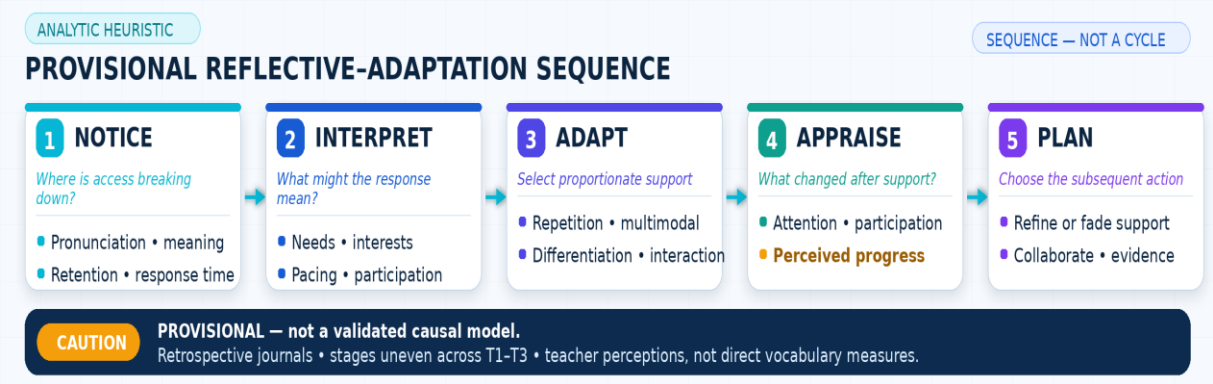

Figure 1. Provisional reflective-adaptation sequence synthesized from the three journals

T1 supplied evidence for most stages, although evaluation was informal. T2 supplied interpretation, adaptation, and a future collaborative plan but no specific post-adjustment response. T3 supplied detailed interpretation, reported participatory adjustments, and described perceived acceptance, but not independent vocabulary transfer. The sequence should therefore be read as a transparent organization of the reported reasoning, not as a causal model or proof of effectiveness.

DISCUSSION

The principal finding is that the teachers' retrospective accounts connected learner variability with instructional differentiation through varying degrees of reflective reasoning. This contribution is narrower than claiming a new theory of reflection or an institutional comparison. The study makes visible how three teachers in two settings moved—sometimes incompletely—from a noticed barrier to an instructional or professional response. Because the journals were retrospective, the evidence primarily represents reflection-on-action. Reported in-lesson changes may indicate remembered reflection-in-action, but the study cannot reconstruct teachers' cognition at the moment of teaching. This distinction strengthens rather than weakens the interpretation: the data support a provisional account of reported pedagogical reasoning, not direct access to decision-making in real time.

From deficit labels to barrier-focused differentiation

All three teachers rejected completely uniform pacing or support, but the language used to describe learners requires critical attention. The school term 'slow learner' does not establish intellectual disability, specific learning disability, or any other diagnosis. Treating these categories as interchangeable would overstate the participant population and risk locating the problem solely within the learner. A barrier-focused interpretation asks where access breaks down: pronunciation, form–meaning connection, recall, contextual use, response time, or the format of participation. This approach is consistent with evidence that teachers' judgments can become more constructive when learner information emphasizes strengths and support needs rather than global deficits (Ginevra et al., 2022). It also aligns with inclusive curriculum research showing that access depends on how materials,

representations, and participation are designed, not only on individual characteristics (AlRawi & AlKahtani, 2022).

Differentiation in the present accounts was responsive but mostly informal. T2 linked materials to needs and interests; T1 combined methods; T3 varied interaction and time. Consistent differentiation can be constrained by limited teacher knowledge, confidence, or manageable classroom conditions (Kurniawati, 2021), while Indonesian English-teaching studies show that teachers modify materials, time allocation, goals, or participation structures in inclusive classrooms (Rahajeng et al., 2024; Nofitri et al., 2026). The analytical advance here is not the existence of differentiation, but the attempt to show the reason teachers gave for changing instruction. The remaining weakness is the absence of explicit learning progressions. For vocabulary, differentiation should preserve a meaningful common purpose while varying the pathway to form recognition, pronunciation, meaning, guided production, or contextual use. Without target-word criteria and progress records, adaptation can remain well-intentioned but difficult to evaluate.

Repeated and multimodal instruction as a reported repertoire

T1's account suggests that repetition, digital or visual representation, games, and explanation were used as a combined repertoire rather than as independent methods. This is pedagogically plausible. Vocabulary learning generally requires repeated encounters that connect word form, meaning, and use (Nation, 2001), and structured repeated instruction has produced gains for learners with disabilities in intervention studies (O'Connor et al., 2021; Burt et al., 2022). Indonesian studies also report positive outcomes from picture cards, animated media, and flashcards (Subasno et al., 2022; Irawati et al., 2023; Sudiro et al., 2025). Yet those outcome studies used designs different from the present self-report study. They can explain why teachers' choices are plausible; they cannot verify that the reported activities in these two schools caused vocabulary growth.

The results also caution against equating visible activity with learning. A game, discussion, or interactive panel may increase participation, but durable vocabulary knowledge requires evidence that learners recognize, recall, pronounce, and use target words beyond the immediate prompt. Pratiwi and Fithriani (2026) similarly emphasize that the value of flashcards depends on how teachers apply them. A stronger reflective routine would therefore record the target word, the intended dimension of word knowledge, the support offered, the learner's response, and whether support could be reduced. This would convert the provisional sequence into a more evidence-focused professional learning tool without claiming that every learner should follow the same pathway.

Professional readiness, collaboration, and contextual contrast

The accounts show that adaptation depended on professional and emotional capacity as well as technique. T3 associated extended learning time with patience; T1 emphasized self-improvement; T2 emphasized preparedness and proposed consultation. Reflective practice can contribute to professional identity and disability-related attitudes (Szocik et al., 2021), and structured collaborative reflection can deepen the precision of instructional analysis (Kager et al., 2022; Aas et al., 2024). Adaptability has also been associated with workplace wellbeing among staff supporting learners with disabilities (Martin et al., 2021). These studies support

attention to professional conditions, but the present data do not warrant a policy claim that a particular schoolwide system will produce improved outcomes.

The contrast between sites is nevertheless informative. T1's special-education preparation corresponded with a more explicit focus on disability-specific pacing and repeated multimodal support. T2 and T3, trained in English education and working in mixed-ability vocational classes, emphasized material fit, participation, and the demands of teaching within a common classroom. Only T2 explicitly proposed collaboration with a counselor and vocational teachers. Shared responsibility and collaborative professional learning can support inclusive practice (Berry, 2021; Holmqvist & Lelinge, 2021), but collaboration can also become fragmented if language and disability are treated as separate service problems (Phuong et al., 2021). T2's plan to connect vocabulary with a learner's vocational program points toward integrated support, although the study did not observe whether that collaboration occurred. The multi-site design therefore provides contextual contrast, not evidence that one setting or professional background is superior.

Implications for practice and research

As an implication for consideration, teachers could use a brief reflective record linking five elements: the vocabulary objective, the barrier noticed, the interpretation made, the support selected, and the evidence used to decide the next step. This record should distinguish engagement from vocabulary learning and should use strength-based language. Where feasible, English teachers, special educators, counselors, and vocational teachers could review such records together. The present study cannot prescribe a schoolwide collaboration policy, but it identifies co-planning as a relevant issue for further development and evaluation.

Future research should collect richer, temporally linked evidence. Reflective journals could be completed after specified lessons and combined with observation, stimulated-recall interviews, learner work, and brief vocabulary measures. Repeated observations would make it possible to examine whether support is adjusted or faded over time. Studies should also document how learner support categories were established, distinguish disability categories from general learning difficulty, and investigate how communication mode and vocational context shape vocabulary access. A larger multi-site sample and collaborative analysis could test whether the provisional sequence appears beyond these three accounts.

LIMITATIONS

The findings are limited by three purposively selected teachers in two schools, with only one participant representing the special-school site. The journals were retrospective self-reports and may reflect selective recall, socially desirable presentation, or uneven detail. No observation, interview, student work, or direct vocabulary measure was available, so perceived helpfulness cannot be treated as effectiveness. The classification of learners at the inclusive site was not verified through diagnostic or formal educational records. Member checking concerned participants' own accounts rather than final thematic interpretations. Coding was conducted by one researcher, and the available report did not document an external audit. Quotations were translated by the author without reported independent bilingual review. Exact data-collection dates, response format and length, prompt piloting, researcher–participant relationship, and institutional ethics status require

verification from the original study records. These constraints substantially limit transferability and require cautious interpretation of the provisional sequence.

CONCLUSION

This study provides a context-specific account of how three English teachers retrospectively connected vocabulary-learning barriers with instructional adaptation in a special school and an inclusive vocational school. T1 emphasized pronunciation, repetition, and multimodal support; T2 emphasized differentiated materials and future interprofessional consultation; T3 emphasized extended processing time, active participation, and patience. Across the accounts, reflection was visible when teachers moved beyond description to interpret a learner response, justify an adjustment, appraise a perceived consequence, or plan subsequent action. The resulting notice–interpret–modify–appraise–plan sequence is a provisional analytic heuristic, not a validated model and not evidence that the reported strategies caused learning gains. Its value is to clarify what evidence is missing as well as what reasoning is present. More credible conclusions about vocabulary learning will require lesson-linked journals, observations, learner artifacts, direct outcome measures, verified learner classifications, and stronger analytic triangulation.

ACKNOWLEDGMENT

The author gratefully acknowledges the participating teachers and school leaders who permitted the study. School names have been withheld in this revision to strengthen confidentiality.

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