

GLOBAL ENGLISHES AND THEIR IMPLICATIONS FOR ESL TEACHING
METHODOLOGIES

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Abstract. *This paper explores the critical link between teacher self-efficacy (TSE) and the implementation of inclusive education (IE) practices, based on the analysis of existing open-access literature. Drawing primarily on the systematic review by Wray, Sharma, and Subban (2022) and the contextual study by Martins and Chacon (2021), the study highlights how teachers' confidence in their ability to teach inclusively is a decisive factor in the success of IE initiatives. The findings emphasize that high TSE correlates with a greater use of inclusive strategies, reduced referrals to special education, and stronger student outcomes. The discussion also outlines how theoretical frameworks like Bandura's social cognitive theory inform the development of TSE. Implications for Uzbekistan suggest the need for improved teacher training focused on practical, inclusive pedagogies and collaborative school environments to strengthen teachers' efficacy in inclusive settings.*

Key words: *teacher self-efficacy, inclusive education, teacher training, educational equity, classroom practice, Uzbekistan, student diversity.*

Introduction

Inclusive education (IE), rooted in international mandates such as the Salamanca Statement (UNESCO, 1994) and the Convention on the Rights of Persons with Disabilities (United Nations, 2006), aims to ensure equitable access to education for all learners, including those with disabilities and diverse learning needs. Central to achieving this goal is the concept of teacher self-efficacy (TSE), which refers to teachers' beliefs in their ability to effectively teach and support all students. As inclusive education becomes a normative expectation in educational policy, a growing body of research emphasizes that the practical success of these initiatives is largely determined by teachers' perceptions of their competencies, resilience, and preparedness.

Recent studies, including those by Wray, Sharma, and Subban (2022) and Martins and Chacon (2021), underscore the direct relationship between teacher self-efficacy and the successful implementation of inclusive practices. The literature reveals that TSE not only affects the quality of inclusive pedagogy but also influences whether students with learning differences are supported within mainstream classrooms or referred out to special education programs. The effectiveness of inclusive education, therefore, rests not merely on systemic reforms but on empowering teachers through both foundational training and continuous support systems that enhance their self-belief and instructional adaptability.

Methodology

In their investigation, Wray et al. (2022) and Martins and Chacon (2021) employed a qualitative approach based on the analysis of existing literature. Specifically, Wray et al. conducted a systematic literature review to examine international findings on the impact of teacher self-efficacy on inclusive education practices. Martins and Chacon (2021), drawing from open-access scholarly sources, reviewed theoretical and empirical data to identify key sources of teacher self-efficacy in the Brazilian context.

This method allowed both studies to synthesize diverse perspectives and reveal patterns across different educational settings, offering a broader understanding of the role of TSE in inclusive pedagogy.

Results

An analysis of Wray, Sharma, and Subban's (2022) systematic literature review reveals a critical correlation between teacher self-efficacy (TSE) and the effective implementation of inclusive education (IE) practices. Inclusive education, founded on principles of equity and access, has been recognized globally through frameworks such as the Salamanca Statement (UNESCO, 1994), the Dakar Framework (UNESCO, 2000), and the Convention on the Rights of Persons with Disabilities (United Nations, 2006). Despite these policy efforts and legal frameworks, many education systems struggle to translate these ideals into classroom realities. Wray et al. (2022) highlight that this struggle is often rooted not in policy gaps, but in classroom-level factors, particularly teacher readiness and belief in their capabilities to enact inclusive strategies (p. 2).

A consistent finding across the reviewed literature is the pivotal role TSE plays in fostering inclusive classroom environments. Teachers with high self-efficacy are more likely to adopt inclusive practices, such as differentiated instruction and accommodating diverse learning needs (Sharma, Sokal, Wang, & Loreman, 2021; Weiss et al., 2019). For example, in classrooms where TSE was elevated, there was a noticeable reduction in the referral of students to special education programs (Yada, Leskinen, Savolainen, & Schwab, 2021), indicating that these teachers felt competent in supporting students with diverse abilities within mainstream settings. This not only aligns with the goals of IE but also emphasizes how teacher beliefs directly affect student placement and educational equity (Wray et al., 2022, p. 5).

The theoretical framework underlying TSE—drawing from Bandura's (1997) social cognitive theory, Rotter's (1966) locus of control, and Ajzen's (1991) Theory of Planned Behaviour—emphasizes the interaction of personal beliefs, environmental conditions, and behavioral outcomes. These theories suggest that teachers' confidence in their ability to teach inclusively can be strengthened through mastery experiences, social modeling, and positive reinforcement. As Wray et al. (2022) explain, when teachers perceive themselves as capable, they are more resilient in the face of challenges and more inclined to employ student-centered pedagogies that align with inclusive ideals (p. 4). This has far-reaching implications, as higher TSE correlates with increased student academic achievement and motivation (Sharma & George, 2016).

An analysis of Martins and Chacon (2021) reveals that teacher self-efficacy is a crucial determinant in the implementation of inclusive education practices. Inclusive education in Brazil, as defined by Law No. 9394/1996, mandates that all students, including those with disabilities, giftedness, and developmental disorders, must have equitable access to learning opportunities. However, teachers often face challenges in meeting these diverse needs, and their confidence in their own capabilities—i.e., their self-efficacy—directly influences the success of inclusion efforts. As Martins and Chacon note, inclusive education is not contingent upon specialized teacher training for different groups but rather on comprehensive, quality training that prepares all educators for diverse classroom contexts (Martins & Chacon, 2021, p. 2). When teachers perceive themselves as ill-equipped, they are more likely to fall back on clinical discourses that externalize responsibility by attributing students' difficulties to organic deficits (Silva & Ribeiro, 2017), weakening their sense of agency.

The emotional toll of such perceived inadequacy is evident in Faria and Camargo's (2018) systematic review, which highlighted prevalent feelings among elementary teachers, such as distress, helplessness, and fear, stemming largely from their unpreparedness to handle inclusive classrooms. These emotions signal a critical gap between teacher preparation and the realities of inclusive schooling. The reliance on specialized support staff, like caregivers and experts, often stems not from pedagogical necessity but from teachers' diminished self-efficacy, reflecting a perceived transfer of responsibility (Matos & Mendes, 2015). This suggests a correlation between insufficient training and the reluctance or inability to assume full pedagogical responsibility for all students—further underscoring the role of self-efficacy as a foundational element in inclusive education.

Martins and Chacon (2021) emphasize that collaboration between generalist and specialist teachers is essential, but this must not result in the regular teacher abdicating responsibility for inclusive pedagogical practices. Feelings of insecurity often drive attempts to transfer responsibility, reinforcing the importance of practical, reflective teacher education programs that explicitly build self-efficacy. This aligns with Miranda et al. (2013), who argue that teacher training disconnected from classroom realities fails to translate theoretical knowledge into practice, especially for pre-service teachers. Without experiential learning and scaffolded opportunities to engage with inclusion in real contexts, future educators are likely to view their academic preparation as abstract and irrelevant to day-to-day teaching demands.

The studies collectively demonstrate a clear correlation: teacher self-efficacy is both a product of and a prerequisite for effective inclusive education practices. Where training is inadequate or overly theoretical, teachers often feel unprepared, which compromises their confidence and leads to emotional strain, reduced agency, and the marginalization of inclusive responsibilities. Thus, fostering inclusive classrooms requires not only structural policy support but also targeted investment in teacher education programs that blend theory with immersive, context-sensitive practice. Doing so can empower teachers to embrace inclusivity with competence and confidence, thereby supporting all learners equitably (Martins & Chacon, 2021, pp. 2–3).

Discussion

Both Wray et al. (2022) and Martins and Chacon (2021) converge on the central idea that teacher self-efficacy is a critical driver in translating inclusive education policy into practice. Wray et al. demonstrate that teachers with strong self-efficacy are significantly more inclined to employ inclusive instructional strategies such as differentiated teaching, thus reducing reliance on referrals to specialized education. This finding is echoed by Martins and Chacon, who emphasize that teachers' feelings of unpreparedness often arise from a lack of practical, inclusive training—leading to emotional responses like fear and helplessness, and reliance on deficit-based models of student ability (Martins & Chacon, 2021, p. 3).

Theoretical underpinnings of TSE further reinforce these findings. Drawing from Bandura's social cognitive theory and Ajzen's Theory of Planned Behaviour, Wray et al. (2022) articulate how beliefs about capability influence not only teaching behavior but also emotional resilience. Similarly, Martins and Chacon highlight that inadequate teacher preparation—particularly training that is overly theoretical and divorced from classroom realities—can undermine teachers' sense of competence and their willingness to take initiative in inclusive settings (Martins & Chacon, 2021, p. 4).

The correlation across the studies affirms that when teachers experience mastery and receive collaborative support, their efficacy beliefs increase, leading to more effective inclusive practices.

Both articles stress the significance of collaborative teaching environments in supporting teacher self-efficacy. Martins and Chacon (2021) argue that inclusive education cannot rely solely on special educators; rather, it necessitates collaboration between generalist and specialist teachers. Wray et al. (2022) support this by illustrating how school-wide inclusive cultures—where peer modeling and institutional reinforcement are common—strengthen TSE. This shared finding suggests that systemic support structures and peer networks are essential for fostering the confidence and skills required to meet the varied needs of all learners.

Conclusion

In conclusion, the alignment between the findings of Wray et al. (2022) and Martins and Chacon (2021) provides strong evidence that teacher self-efficacy is not just a psychological construct, but a foundational element in the implementation of inclusive education. High levels of self-efficacy enable teachers to engage in proactive, adaptive, and student-centered pedagogies, thereby minimizing exclusionary practices and enhancing educational equity. Conversely, feelings of inadequacy or isolation among teachers often result in reliance on rigid or exclusionary teaching models, highlighting the urgent need for context-relevant, practice-based teacher training programs.

For countries like Uzbekistan, which are in the process of modernizing their educational frameworks to meet international inclusive education standards, these findings offer crucial guidance. Strengthening teacher preparation programs, integrating inclusive pedagogy into pre-service and in-service training, and building collaborative school environments will be key strategies. Investing in teacher self-efficacy not only fulfills global commitments to inclusive education but also ensures that all students—regardless of ability—are given the opportunity to thrive within mainstream classrooms.

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