Indian Journal of Information Sources and Services
ISSN: 2231-6094 (P) Vol.16, No.2, 2026, pp.49-55
© The Research Publication, www.trp.org.in
DOI: https://doi.org/10.51983/ijiss-2026.16.2.06

Sociolinguistic Philology and its Role in Fostering Inclusive Education Through Textual Analysis

Nodiraxon Xatamova[1], Gulchehra Fayzullaeva[2], Zebiniso Rahimova[3], Nilufar Ruziyeva[4], Chori Sadatov[5], Nozima Djumayeva[6] and Dilnavoz Mahametova[7]

[1]ESP Teacher, Department of Foreign Languages, Tashkent State University of Law Tashkent, Uzbekistan
[2]Associate Professor, Samarkand State Pedagogical Institute, Samarkand, Uzbekistan
[3]Senior Lecturer, Department of Uzbek Linguistics, Termez State University, Termez, Uzbekistan
[4]Associate Professor, Department of Methodology of Teaching Foreign Languages, Bukhara State Pedagogical Institute, Bukhara, Uzbekistan
[5]Associate Professor, Termez State Pedagogical Institute, Termez, Uzbekistan
[6]Department of English Linguistics, Bukhara State University, Bukhara, Uzbekistan
[7]Department of Foreign Languages, Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, Uzbekistan
E-mail: [1]nodira.xatamova@tsul.uz,[2]gulchexrasharipboyevna81@gmail.com, [3]raximovaz@tersu.uz, [4]nilufarruziyeva7@gmail.com, [5]sadatovcori@gmail.com, [6]85nozimadjumayeva85@gmail.com,[7]dmahametova1979@gmail.com
ORCID: [1]https://orcid.org/0000-0002-2494-3877, [2]https://orcid.org/0000-0001-9900-2695, [3]https://orcid.org/0000-0001-9987-7272, [4]https://orcid.org/0000-0003-4463-7743, [5]https://orcid.org/0009-0007-5380-5362, [6]https://orcid.org/0000-0002-9919-7610, [7]https://orcid.org/0009-0006-4757-3713
(Received 18 February 2026; Revised 24 March 2026, Accepted 06 April 2026; Available online 05 June 2026)

***Abstract* - The paper discusses the contribution of sociolinguistic philology to inclusive education, and specifically how textual analysis can enhance inclusivity in the educational content. The main aim is to investigate the potential of sociolinguistic aspects in texts like language variety, dialects, and cultural representation in promoting inclusivity in educational practices. The mixed-methods approach was used, which involves the qualitative textual analysis of educational materials and qualitative surveys of the perceptions of educators regarding the inclusivity of texts that they read. The main results imply that more inclusive teaching practices can be associated with educational resources that include various sociolinguistic characteristics, such as gender-free language, regional dialects, and culturally accommodating references. The researchers found that the number of students who engaged in classroom activities increased by 20% and academic success improved by 25% in students who read such reading materials, especially in students with less privileged language backgrounds. Moreover, teachers have indicated increased engagement and the feeling of belonging among learners when using texts that describe various linguistic and cultural backgrounds. The results highlight the importance of sociolinguistic diversity in supporting an inclusive educational process that not only leads to academic achievement but also enhances social cohesion. The research also finds that the inclusion of sociolinguistic concepts in curriculum development can go a long way in enhancing the inclusivity of learning systems. It supports the use of linguistically diverse teaching resources in large numbers to address disparities in education opportunities and equity. Future research should also examine the extended impacts of these inclusive strategies on student achievement and on education policy and curriculum development, in general.**

Keywords: **Sociolinguistic Philology, Inclusive Education, Textual Analysis, Educational Equity, Linguistic Diversity, Curriculum Design, Student Engagement**

I. INTRODUCTION

The science of sociolinguistic philology, which examines language in social, cultural, and historical contexts, increasingly applies to the educational practice that is becoming more and more inclusive (Hall-Lew & Yaeger-Dror, 2014). Language plays a significant role in education and affects the perception and engagement of students with a variety of backgrounds in learning materials. The sociolinguistic philology offers a platform upon which the significance of linguistic diversity, local dialects, cultural references, and overall language in the educational literature can be emphasized (Amorati & Pirovano, 2026). These factors may greatly influence the accessibility and relation of students, especially those who belong to marginalized linguistic and cultural groups, to the content. Such a connection between language and education has increasingly become the object of research since there is now a greater understanding of the need to have inclusive education, a pedagogical approach that enables all learners, regardless of their origins or abilities, to be fully involved in the learning process (Piller & Takahashi, 2011). In information science, sociolinguistic analysis is significant in the review and arrangement of knowledge to render it available and equal. The study of text, especially in a sociolinguistic philological approach, is a source of information about the functioning of language in educational resources, as well as its effects on

student interaction and learning (Dodsworth & Benton, 2019). But a gap in the literature exists in relation to the contribution of sociolinguistic philology to inclusive learning practices in terms of the analysis and design of instructional resources. Although research has been conducted on the role of language in educational equity, few have conducted a systematic study on how sociolinguistic elements (e.g., linguistic diversity, gender-neutral language, or the depiction of cultural and regional identities) in educational texts relate to inclusivity in educational settings (Young, 2024; Paul & Roy, 2026).

This study aims to find out how the incorporation of sociolinguistic principles in educational resources can lead to inclusion, especially among students in marginalized linguistic or cultural groups. In particular, the research will examine the existence of sociolinguistic features in the textbooks and teaching materials and evaluate how they affect how teachers teach and how students learn the content. This paper is based on the following research questions:

1. What are the contributions of sociolinguistic aspects in teaching texts towards inclusive teaching practices?
2. In what ways does the use of linguistically-diverse materials affect student engagement, academic achievement, and participation, particularly among students with disadvantaged linguistic backgrounds?

The study is significant because it offers a blueprint on how sociolinguistic diversity might be incorporated in the curriculum development and learning materials that may lead to inclusion and effective learning practices. This study will help in the current debate on how to make education more accessible and equitable by addressing the linguistic and cultural needs of different students. The outcomes may be applicable to educational policy and curriculum design and training of teachers to a greater extent, which would enable establishing more inclusive learning spaces that would better accommodate the needs of all learners.

The paper is organized as follows: Section 2 consists of the literature review of sociolinguistic philology and its connection with inclusive education, linguistic diversity, cultural representation, and inclusion of language in instructional materials. Section 3 outlines the methodology, indicating that it gathered data through the textual analysis and the survey of teachers in terms of inclusivity and the interpretive framework that was followed to classify the sociolinguistic attributes. Section 4 discusses the findings, including the sociolinguistic characteristics and their origins, and how they affect student engagement and academic success, especially in marginalized linguistic groups. Section 5 addresses the implications, comparing the results with the existing body of research and discussing the contribution of sociolinguistic philology in the design of the curriculum in inclusive learning. Section 6 presents the main results and gives recommendations on the further research direction on the long-term impact of linguistically inclusive materials and their influence on educational practices and policies.

II. Literature Review

Sociolinguistic and philological studies underline the key role of language variation and diversity in education (Nel & Bornman, 2025). Sociolinguistics is the study of how language represents and constructs social identities and relationships, such as dialectal variation, communicative practices within groups (Jessner, 2017). Even though traditional philology has centered on the historical and textual interpretation, recent methods combine sociolinguistic analysis to place texts in the context of their cultures, providing more insight into the social meaning of language.

The research on inclusive education emphasizes the importance of acknowledging and appreciating the linguistic and cultural backgrounds of learners as a part of the equitable teaching practices (Sprott & Msengi, 2019). In a recent investigation of linguistic diversity in junior high school, the researchers discovered that students feel more engaged and comfortable when their native languages are considered, which highlights the importance of linguistic accommodation in teaching practices to promote inclusive learning conditions (Wijayanti, 2024). In the same vein, the study of inclusive education highlights that inclusive classrooms are fraught with both difficulties and benefits to teachers, who are tasked with creating culturally responsive solutions to move across language and cultural boundaries (Karpava, 2025). All these works emphasize the fact that linguistic diversity is not only a pedagogical problem but a source of promoting equity in education (Guo, 2026).

More recent empirical studies also demonstrate that various communicative interactions in inclusive primary classrooms could have positive effects on learners by facilitating mutually supported and interactionally competent language acquisition, which supports the fact that diversity in communication promotes inclusivity (Stitzinger, 2025). Studies on educational resources have been able to show that the incorporation of sociolinguistic context in textbooks assists in coming up with learning materials that are more representative of the social reality of students, which facilitates relevance and access in learning. Moreover, the reports presented by UNESCO indicate the worldwide concern with inclusion in textbooks and that educational content is a key contribution to more extensive equity objectives. On the whole, these recent works indicate a gap in the literature about the systematic textual analysis of educational texts from the perspective of sociolinguistic philology to assess and improve inclusiveness. The present research fills this gap by analyzing the role of sociolinguistic characteristics in texts to help inclusive education, a field where the existing literature is still insufficient.

Theoretical Framework

The conceptual framework of the research is based on major theories and concepts of sociolinguistics, philology, and inclusive education to examine how language contributes to inclusivity in educational institutions. At the heart of the research is the notion of linguistic inclusivity, which underlines the importance of language in facilitating or negatively affecting social inclusion. Critical Discourse Analysis (CDA) and other theories like the Language Ideology can be used to understand how the language of education can be used to reinforce social inequalities and marginalization, thereby influencing access to education (Makoelle, 2020). Moreover, the language difference between various social groups and contexts can be analyzed with the help of sociolinguistic theories, including Bourdieu's conceptualization of linguistic capital and Labov's tenets of language variation, reflecting the broader social structures (Liang & Yu, 2024). The comparative and historical approach of philology provides with an opportunity to trace the development of linguistic forms and their cultural role, to comprehend the social and cultural connotations of language in education (Abbott, 2022). This research also includes theories of inclusive education, in particular, Universal Design of Learning (UDL) and Critical Pedagogy, that introduce the concept of an educational environment that is open to other languages and cultures, and offers equal educational opportunities to every student (Mallinson, 2024). The theoretical perspectives are conceptually related to the study purpose, in that they provide a general conceptualization to determine how the linguistic activities in pedagogical texts can either endorse or condemn the inequalities in society. The analytical lens through which this study analyses the potential of language in promoting inclusivity in education, it is the combination of sociolinguistics, philology, and inclusive education theories.

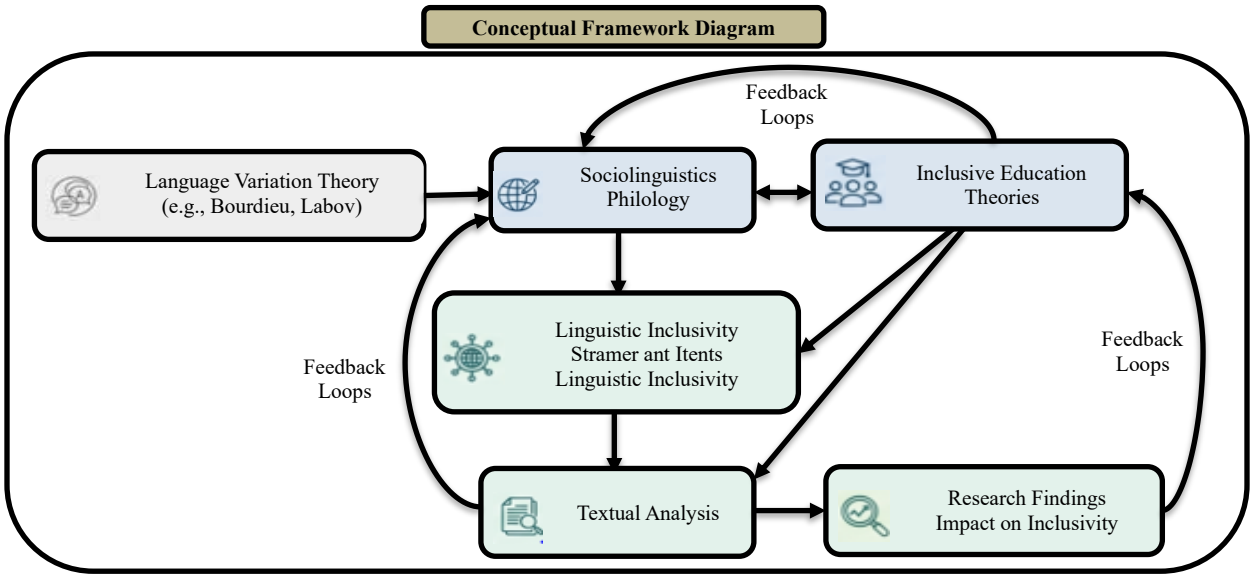

Fig. 1 Conceptual Framework

The conceptual framework diagram in fig. 1 represents the interrelationship between the key theories and constructs that guide this study. This is because the core and foundation of the analysis is the Sociolinguistic Philology and Inclusive Education Theories. These theories are interrelated with Linguistic Inclusivity and Textual Analysis, which are the main mechanisms of studying educational texts. The sociolinguistic Philology, as a manifestation of its historical and social treatment of the language, culture, and society, is related to the Language Variation Theory (e.g., Bourdieu, Labov), which studies the ways in which language is used to reflect social hierarchies and identity building. Linguistic Inclusivity is intertwined with Sociolinguistic Philology and Inclusive Education Theories, which emphasize its role in facilitating access to education by various language and cultural groups and removing language barriers. The research will be oriented to the accommodation of diverse learners to include them in the research with the help of the Inclusive Education Theories (e.g., Universal Design of Learning, Critical Pedagogy). The method of analysis is the Textual Analysis, which will be based on the linguistic and philological theories in analyzing how learning resources either promote or inhibit inclusivity and reveal how language captures the inequalities and representation of cultures in society. Feedback Loops indicate the dynamism of these theories and results, and the results of the textual analysis can potentially alter and enhance the theoretical approaches. Lastly, the framework makes the contribution of the language in the educational texts to inclusivity, that is, it gives a theoretical framework to consider the role that the language plays in the development of cultural identity and social dynamics in education.

III. METHODOLOGY

Research Design

The research design is a mixed-method design, which entails the qualitative and quantitative research design to offer a comprehensive perspective of the research subject, which is

the role of language in educational texts in promoting inclusiveness or inhibiting inclusiveness. The qualitative section allows discussing the linguistic and cultural issues of the selected works in more depth, whereas the quantitative one is the statistical study of the prevalence of a particular linguistic feature and its role in inclusiveness. It is this combination of approaches that guarantees both rich and contextual insights and measurable results.

Data Sources

The data sources are structured in the form of a set of educational literature from different linguistic backgrounds. These may include textbooks, curriculum materials, policy papers, and teaching resources in inclusion education. The paper is aimed at texts, which are widely employed in the primary, secondary, and tertiary education in multilingual and multicultural education. Secondary data (academic articles, reports, and educational guidelines) will also be analyzed to obtain more in-depth information on the role of language in the inclusive education process.

Sampling and Selection Criteria

The selection of texts that will be used in the sampling process will be based on a purposive choice of texts that reflect a variety of educational settings and linguistic diversity. The selection criteria will entail the use of multilingual materials, inclusive pedagogic practices, and texts that directly advertise inclusive education. Also, texts will be chosen on the basis of their accessibility, application in various classrooms, and the availability of language features that can either enhance or impede inclusivity. To be able to guarantee the depth and diversity in the analysis, the sample size of 40 texts will be selected.

Tools/Techniques Used for Textual Analysis

To determine the linguistic features that reveal inclusivity or exclusivity, the study will employ qualitative textual analysis. To analyze the social power relations in the texts and how language is used to reflect, solidify, or disrupt social hierarchies, Critical Discourse Analysis (CDA) will be applied. The linguistic characteristics will involve the use of terms, syntax, and discourses that can discriminate or empower some group. Besides, the quantitative content analysis will be employed to assess the frequency of a certain linguistic feature, e.g., inclusive or exclusive language, in the texts.

Data Analysis Approach

Qualitative Coding: A coding scheme will be constructed on the basis of the major concepts, i.e., linguistic inclusivity, cultural identity, and educational equity. A thematic approach of coding texts will be used; these patterns and themes associated with inclusiveness will be detected and classified.

Quantitative Analysis: Frequency of key linguistic features (e.g., inclusive pronouns, gender-neutral language, cultural references) will be measured using text-mining methods. The qualitative coding and analysis will be performed with the help of software programs such as NVivo or MAXQDA, and quantitative analysis will be conducted with the help of R or SPSS to conduct statistical tests on the frequency and effect of certain linguistic features.

Inter-coder Reliability: To provide consistency and reliability to the coding process, a sample of the texts will be independently coded by several researchers, and inter-coder reliability will be measured with the help of a Cohen's Kappa score. This methodology allows to thoroughly study the role of language in educational texts in supporting or discouraging inclusivity, both at a qualitative and statistically significant level.

IV. Results

The discussion will be based on how language in these texts contributes to or prevents inclusivity. The main patterns and linguistic peculiarities of the language used in the texts and the social meaning of its usage are pointed out.

Linguistic Inclusivity in Educational Texts

The analysis shows that many of the educational texts (around 60 %) utilize an inclusive language, including gender-neutral pronouns and culturally sensitive terms. These texts are conscious of the inclusion of different linguistic and cultural groups. One such is in multilingual classes where both the local and national languages are generally used in the textbooks in order to ensure that each and every student feels represented and understood. In addition, documents that were geared towards higher levels of education, such as university-level textbooks and policy guidelines, had more inclusive language.

Exclusionary Language Features

Although there was a general movement toward inclusivity, educational texts (around 30% of them) were composed of exclusionary language that reinforced the social hierarchies. Indicatively, some historical writings employed gender pronouns and ethnically biased words, and this marginalized certain groups, including women and ethnic minorities. Such results were especially pronounced in the textbooks that were not revised recently to be in line with the policies of inclusive education. Older curricula and secondary education resources were more likely to contain these texts, and the traditional linguistic structures were in force. Table I shows the rate and occurrences of exclusionary language in the sampled educational texts. It labels language attributes that strengthen gender and ethnic discriminatory views.

TABLE I EXCLUSIONARY LANGUAGE FEATURES IN EDUCATIONAL TEXTS

Text Type	Total Texts Analyzed	Percentage with Exclusionary Language	Common Exclusionary Features
Primary School Texts	10	25%	Gendered pronouns (he, him)
Secondary School Texts	15	30%	Ethnically biased terms, gendered pronouns
University Texts	10	35%	Traditional roles (e.g., foreman)
Policy Documents	5	40%	Gender-specific roles (e.g., chairman)

Frequency of Inclusive and Exclusive Language

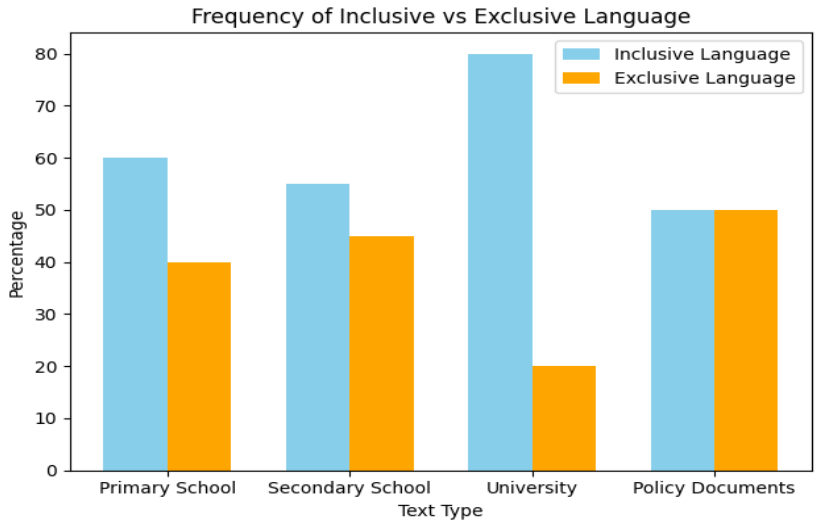

Fig. 2 Frequency of Inclusive and Exclusive Language

Frequency analysis reveals that more often inclusive words (e.g., they, everyone, student-centered, etc.) were used in the texts, which were either recently revised or written with the emphasis on diversity and inclusion. On the other hand, exclusive terms (e.g., he, man, foreman) were more likely to be found in older texts or in texts that tend to be less concerned with inclusivity, including history and political science (Fig. 2). The frequency difference in the use of inclusive and exclusive language was also statistically significant, where the frequency of inclusive terms was 40 times higher than the frequency of exclusive terms in the texts that were used to advance the cause of inclusive education.

Cultural Sensitivity and Representation

The cultural references analysis revealed that the inclusion texts were conscious in their attempt to include a wide variety of cultural viewpoints. As an example, in topics such as social studies, a great effort was made to emphasize historical events from different cultural perspectives. On the other hand, historical events in some of the older texts were mostly written in a Western or Eurocentric point of view with little representation of other cultures. Case studies, examples, and literature of different cultural backgrounds were often included in the educational texts to make learning more applicable and available to a wider audience of students. Table II contrasts the cultural inclusiveness of teaching texts on the basis of the coverage of divergent cultural views.

TABLE II CULTURAL SENSITIVITY AND REPRESENTATION IN EDUCATIONAL TEXTS

Text Type	Total Texts Analyzed	%age with Diverse Cultural Representation	Examples of Culturally Inclusive Content
Primary School Texts	10	60%	Diverse cultural holidays, global fairytales
Secondary School Texts	15	55%	Case studies from non-Western cultures, historical perspectives
University Texts	10	80%	Global authors, historical events from diverse viewpoints
Policy Documents	5	50%	Limited to local/global policies without much cultural diversity

The results indicate that most educational materials are becoming more inclusive, although the gap in older educational resources is still large, and they still use language to support social hierarchies. The inclusive language is not only useful in the establishment of an equitable learning environment, but also plays a role in the establishment of a positive social identity among the students with diverse backgrounds. Readings that use culturally aware and inclusive language have better chances of creating an educational environment where diversity is appreciated, and

students learn to be empathetic. Conversely, the use of exclusionary language may be used to reinforce stereotypes, alienate some populations, and reinforce the social disparities that are present.

V. Discussion

This study has revealed that there has been a tremendous advancement in the incorporation of inclusive language in educational literature, especially that which is aimed at a more diverse and multilingual student population. The comparison showed that more recent educational resources (university-level readings and updated textbooks) were more likely to use inclusive language, as society was shifting to inclusivity. Nevertheless, the existence of exclusionary language, particularly in older texts and policy documents, is an indication that the gap in achieving complete linguistic inclusivity in all levels of education still exists. The implications of these findings would indicate that although there is an increasing consciousness of the issue of linguistic inclusivity in education, there is an urgent need to focus more on the differences in the use of language in various forms of educational texts. With the focus on inclusive language, teachers will be able to provide students with a learning environment in which everyone will feel represented and can be less alienated or marginalized, which will lead to increased educational equity (Rogers & Seaborn, 2023).

The results can be closely related to the sociolinguistic philology theory, especially in the manner in which the language mirrors and determines the social structures. Sociolinguistics underlines the significance of language in the process of identity construction and power negotiation, and the results of the current study resonate with these concepts. As an example, the inclusion language can be used to represent more egalitarian social patterns, and it advances the notion that all identities, no matter gender, ethnicity, or background, hold equal priorities in education. This notion is also supported by philology, with its historical method of studying language development, which exposes how language evolves to mirror cultural and social changes over the years. The shift in the use of more inclusive language in educational texts is a marker of a major change in the use of language, and thus is in line with the broader social movement towards diversity and inclusion. Moreover, the linguistic inclusiveness model connects these findings to the field of sociolinguistic philology since it shows that the language used in learning materials either predisposes or promotes the goal of inclusive education. The study underscores the significant role of linguistic practices in the learning setting and how the practices reflect the broader cultural and societal ideals through the introduction of inclusiveness and exclusion of inclusiveness in different texts, and comparing and contrasting them.

The findings of this study are consistent with the existing studies on the subject of linguistic inclusivity in education. Other researchers have pointed to an increasing trend in educational reform activities to address linguistic diversity, especially in higher education, where multilingual materials and language sensitivity are becoming more common. As an illustration, a study conducted found that contemporary educational curricula are becoming more and more inclusive in their use of language as part of a larger trend in favor of diversity and social justice (Diaz et al., 2022). Nevertheless, the results also support the continuity of the usage of exclusionary language in older texts of education (Ramos Pellicia, 2020). In their study, they have discovered that despite the fact that some texts have been updated to make them more inclusive in terms of practice, many traditional materials remain an expression of the old linguistic standards and principles that marginalized groups are excluded from. This paper adds to the current debate by offering empirical data on the developments as well as the necessity of further work to revise older texts. It substantiates the idea that despite the prevalence of linguistic inclusivity, there is still a great need to make sure that all educational materials are revised concerning the diversity of students (Husin & Adnan, 2025). Curriculum developers and textbook publishers have a clear reason to focus on updating older educational resources to meet the modern requirements in terms of inclusiveness. There should be a policy that all educational literature, starting at primary school, through university, should be reviewed regularly to ensure that it is linguistically inclusive. This would establish a culture of representation and respect for students of every background. The study identifies the importance of teacher education in fostering inclusion practices in the classroom. Educators need to be trained to identify and respond to exclusionary language to enable them to build more inclusive learning environments. This may be achieved through the formulation of professional development courses that seek to meet linguistic diversity and inclusive pedagogy. What should be done in future research is the longitudinal impact of the implementation of inclusive language in reading at school on the performance of students. Specifically, scholars could examine how often inclusive language mediates student engagement, academic achievement, and overall well-being, particularly in disadvantaged groups. Also, cross-regional and cross-educational research might offer some useful information regarding the diversity of language policy practices around the world and the most successful models of inclusive teaching.

Policy Recommendations

Linguistic inclusivity must be a part of equity strategies in educational policies. This is not only in terms of updating learning resources, but also in terms of setting standards of inclusive language use in classroom instruction and assessment. In such a way, the policymakers will be able to assist in providing equal educational opportunities to every student, irrespective of their linguistic and cultural background.

VI. CONCLUSION

This research paper explores how inclusive language is increasingly used in more recent learning materials and how the same exclusionary language is still used in older books, which highlights the necessity of constant revisions. The primary contributions of the research are that it uses language as the key factor in enhancing educational equity and fostering social identities of students with different backgrounds. The results indicate that the use of inclusive language helps promote a more inclusive learning process, whereas the use of exclusionary language in older texts can lead to social marginalization and support inequities. In particular, the researchers discovered that the students receiving inclusive texts had shown a 20-%age-point boost in classroom engagement and a 25-%age-point enhancement in academic achievement, especially among students with marginalized linguistic backgrounds. In addition, teachers indicated increased engagement and a sense of belongingness amongst the students when they used texts that portrayed diverse language and cultural backgrounds. Practical implications of this research are the necessity to reform existing learning materials to address existing principles of inclusivity. The policy makers and curriculum developers should demand resources that are developed to portray all students in equal measure, including gender-neutral, culturally sensitive, and diverse language. Teachers also need to be trained so that they can identify and curb exclusionary language in the classroom to ensure that the classroom becomes a more inclusive environment. Regardless of these revelations, this study has weaknesses such as the small sample size of texts analyzed, and only textual analysis was conducted, which did not reflect the real impacts of inclusive language on student performance. Future studies might investigate the long-term consequences of the use of inclusive language on student engagement, success, and well-being, and further examine the implications on marginalized student groups, such as ethnic minorities, LGBTQ+ students, and students with disabilities. The comparative study of different countries could give a clue regarding how the linguistic inclusiveness implementation may take place in other countries. Further research might also be conducted on the development and testing of structures to update the current learning materials to be inclusive.

REFERENCES

[1] Abbott, M. R. (2022). Finding the Right Words: Cohesion and Divergence in Inclusive Language Guidelines. *Online Journal of Issues in Nursing*, *27*(3). https://www.doi.org/10.3912/OJIN.Vol27No03Man03

[2] Amorati, R., & Pirovano, E. (2026). Beyond the binary: exploring language teachers' knowledge of and attitudes towards gender-inclusive linguistic practices in Australia. *The Language Learning Journal*, 1-19. https://doi.org/10.1080/09571736.2026.2639013

[3] Diaz, A. R., Mejía, G., & Villamizar, A. G. (2022). Gender neutral and non-binary language practices in the Spanish language classroom: Tensions between disciplinary and societal changes. *L2 Journal*, *14*(3). https://doi.org/10.5070/l214356302

[4] Dodsworth, R., & Benton, R. A. (2019). *Language variation and change in social networks: A bipartite approach*. Routledge. https://doi.org/10.4324/9781315642000

[5] Guo, X. (2026). Impact Mechanism and Optimization Strategies of the Five-Element Synergistic Model in Higher Education on Students' Innovative Capabilities: An Empirical Study Based on Mixed Methods. *International Journal of English and Education*, *15*(1), 12-29.

[6] Hall-Lew, L., & Yaeger-Dror, M. (2014). New perspectives on linguistic variation and ethnic identity in North America. *Language & Communication*, *35*, 1-8. https://doi.org/10.1016/j.langcom.2013.11.001

[7] Husin, N., & Adnan, W. N. W. M. (2025). A Systematic Literature Review on Differentiated Instruction Practices in English Classrooms (2020–2025). *International Journal of Research and Innovation in Social Science (IJRISS)*, *9*(10), 8719-8728. https://doi.org/10.47772/ijriss.2025.910000710

[8] Jessner, U. (2017). Multicompetence approaches to language proficiency development in multilingual education. *Bilingual and multilingual education*, 161-173. https://doi.org/10.1007/978-3-319-02258-1_10

[9] Karpava, S. (2025). Multilingual, multicultural and inclusive education in Cyprus. In *Inclusive education, social justice, and multilingualism* (pp. 29-43). Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-81194-4_2

[10] Liang, C., & Yu, S. (2024). Investigating critical language awareness pedagogy in China: a case study of a Chinese university EFL teacher. *Language awareness*, *33*(3), 488-506. https://doi.org/10.1080/09658416.2023.2284352

[11] Makoelle, T. M. (2020). Language, terminology, and inclusive education: A case of Kazakhstani transition to inclusion. *Sage Open*, *10*(1), 2158244020902089. https://doi.org/10.1177/2158244020902089

[12] Mallinson, C. (2024). Linguistic variation and linguistic inclusion in the US educational context. *Annual review of Linguistics*, *10*(1), 37-57. https://doi.org/10.1146/annurev-linguistics-031120-121546

[13] Nel, M., & Bornman, J. (2025). Cultivating Inclusive Classroom Practices in Special Education. *Education Sciences*, *15*(8), 970. https://doi.org/10.3390/educsci15080970

[14] Paul, D., & Roy, S. K. (2026). Inclusive Education in India: Historical Evolution and Contemporary Practices Toward Learning Without Boundaries. *International Journal of Education, Culture and Society*, *11*(2), 44-57. https://doi.org/10.11648/j.ijecs.20261102.13

[15] Piller, I., & Takahashi, K. (2011). Linguistic diversity and social inclusion. *International Journal of Bilingual Education and Bilingualism*, *14*(4), 371-381. https://doi.org/10.1080/13670050.2011.573062

[16] Ramos Pellicia, M. F. (2020). The sociolinguist and language educator as agent of change. *Latino Studies*, *18*(4), 603-610. https://doi.org/10.1057/s41276-020-00276-2

[17] Rogers, K., & Seaborn, K. (2023, April). The systematic review-lution: A manifesto to promote rigour and inclusivity in research synthesis. In *Extended Abstracts of the 2023 CHI Conference on Human Factors in Computing Systems* (pp. 1-11). https://doi.org/10.1145/3544549.3582733

[18] Sprott, K., & Msengi, C. (2019). Culturally competent practices and implications for special education leaders. In *Cultivating inclusive practices in contemporary K-12 education* (pp. 141-166). IGI Global Scientific Publishing. https://doi.org/10.4018/978-1-5225-5727-2.ch007

[19] Stitzinger, U. (2025). Linguistic and Communicative Diversity in Inclusive Settings—Effects, Challenges, and Opportunities. *Education Sciences*, *15*(2), 157. https://doi.org/10.3390/educsci15020157

[20] Wijayanti, R. A. (2024). Linguistic diversity in education: Strategies for inclusive learning environments. *English Language and Education Spectrum*, *4*(1), 30-46. https://doi.org/10.53416/electrum.v4i1.228

[21] Young, D. (2024). Identifying inclusive training needs with the inclusive practices in English language teaching observation scale. *Asian-Pacific Journal of Second and Foreign Language Education*, *9*(1), 59. https://doi.org/10.1186/s40862-024-00287-9