

NEEDS ANALYSIS FOR DESIGNING INCLUSIVE EFL SPEAKING INSTRUCTION FOR LEARNERS WITH BORDERLINE INTELLECTUAL FUNCTIONING

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ABSTRACT

This study aims to analyze teachers' perceptions and instructional needs for designing inclusive EFL speaking instruction for learners with Borderline Intellectual Functioning (BIF). The study addresses two research questions: (1) How do English teachers perceive the implementation of EFL speaking instruction for learners with BIF in inclusive classrooms? and (2) What instructional needs are required to design inclusive EFL speaking instruction for learners with BIF? This study employed a descriptive quantitative approach with a needs analysis survey design. The data were collected using a questionnaire distributed to 30 English teachers at the SMP/MTs level in Jakarta and Bekasi. The questionnaire consisted of 35 closed-ended Likert-scale items and 3 open-ended questions covering teachers' understanding of BIF learners, instructional planning, teaching strategies, media use, material adaptation, assessment, instructional barriers, learning needs, and teachers' understanding of scaffolding, Teaching-Learning Cycle, Communicative Language Teaching, Universal Design for Learning, and Picture Word Inductive Model. The closed-ended data were analyzed using descriptive statistics, including frequency, percentage, and mean scores, while the open-ended responses were analyzed thematically. The findings are expected to provide empirical input for designing inclusive, adaptive, visual, scaffolded, and communicative EFL speaking instruction for learners with BIF.

Keywords: *borderline intellectual functioning; english teachers; inclusive efl instruction; needs analysis; speaking skill.*

INTRODUCTION

Speaking is a central skill in English as a Foreign Language (EFL) learning because it enables learners to express ideas, participate in social interaction, and develop communicative competence. In inclusive classrooms, however, EFL speaking instruction becomes more complex because teachers must accommodate learners with diverse cognitive, linguistic, and social characteristics.

Learners with Borderline Intellectual Functioning (BIF) are among those who require targeted instructional support in language learning because they may experience slower information processing, limited working memory, and difficulties in academic and

adaptive functioning (Peltopuro et al., 2014; De Verdier et al., 2018; Orío-Aparicio et al., 2026) (Orío-Aparicio et al., 2025; Peltopuro et al., 2023; Verdier et al., 2017).

These characteristics may influence learners' ability to understand oral instructions, remember vocabulary, construct simple utterances, respond spontaneously, and participate actively in pair or group speaking tasks. Therefore, inclusive EFL speaking instruction for learners with BIF should not only emphasize fluency and accuracy, but also accessibility, participation, confidence, and functional communication. In the Indonesian inclusive school context, empirical evidence from Supena and colleagues strengthens the argument that learners with special learning needs require explicit instructional adjustment, clear instructions, special assistance, anxiety reduction, and adaptive learning media. For instance, found that teachers supporting students with learning disabilities in inclusive schools needed to provide clear instructions, reduce anxiety, give special assistance, and use adaptive learning media (Rachmawati et al., 2022).

Similarly, Supena & Kusmawati (2022) showed that teachers' ability to identify learners' characteristics through assessment is essential for determining appropriate instructional responses in inclusive classrooms. These findings are relevant to BIF-inclusive EFL speaking instruction because teachers need to recognize learners' cognitive and behavioral profiles before adapting speaking objectives, tasks, media, and assessment (Supena & Kusmawati, 2022).

Understanding the characteristics of BIF is important for designing appropriate EFL speaking instruction. Learners with BIF often face challenges related to processing speed, memory retention, attention, academic adaptation, and classroom participation. In speaking activities, these challenges may become more visible because oral communication requires students to listen, process meaning, retrieve vocabulary, organize utterances, pronounce words, and respond within a limited time. For learners with BIF, such demands can create cognitive pressure if the tasks are not carefully structured. Thus, instructional design should reduce unnecessary cognitive load by providing clear models, repeated exposure, visual prompts, simple expressions, and opportunities for guided practice. In this context, the goal of speaking instruction should be broadened from merely producing accurate English sentences to enabling learners to participate meaningfully in communicative events.

To address these needs, Communicative Language Teaching (CLT) and the Teaching-Learning Cycle (TLC) can serve as relevant pedagogical frameworks. CLT emphasizes meaningful communication, interaction, and authentic language use, while TLC provides a structured sequence of learning stages that can help students move gradually from context building to independent language production. The TLC stages—building knowledge of the context, modeling, joint construction, and independent construction—are particularly useful for learners with BIF because they provide explicit instruction, guided support, and gradual release of responsibility. In inclusive EFL speaking instruction, CLT can ensure that speaking activities remain communicative and meaningful, while TLC can ensure that tasks are delivered in manageable and scaffolded stages. This combination allows teachers to maintain communicative goals while also accommodating learners' cognitive and linguistic needs.

The first stage of TLC, building knowledge of the context, is essential for learners with BIF because they need concrete and familiar contexts before being asked to speak. Teachers can introduce speaking topics through pictures, videos, real objects, gestures, short stories, or classroom situations. For example, before students practice a dialog about

greetings, buying something, asking for help, or giving directions, the teacher can show images, demonstrate the situation, discuss key vocabulary, and connect the topic with students' daily experiences. This stage helps learners understand what they are going to talk about and why the language is used. For BIF learners, contextual preparation can reduce anxiety and increase readiness to participate in speaking activities.

The second stage, modeling, provides learners with examples of how spoken language works in a particular context. In this stage, the teacher can present short and functional dialogs, highlight useful expressions, model pronunciation, and explain the social function of the dialog. Learners with BIF benefit from repeated modeling because it helps them notice language patterns and remember expressions more easily. The teacher may use sentence frames, word banks, dialog maps, and pronunciation drills to strengthen comprehension and retention. This is in line with the principle of scaffolding, which emphasizes structured support to help learners perform tasks that they cannot yet complete independently (Ertugruloglu et al., 2023). In speaking instruction, scaffolding may include teacher modeling, guided repetition, sentence starters, visual cues, role-play cards, and gradual movement from imitation to controlled production.

The third stage of TLC, joint construction, allows learners to practice speaking with teacher support and peer collaboration. At this stage, students do not immediately perform speaking tasks independently. Instead, they construct utterances together with the teacher or with classmates. For learners with BIF, joint construction is important because it provides a safe space to rehearse language, receive feedback, and build confidence. Teachers can guide students in completing dialog frames, practicing short exchanges, matching expressions with pictures, or performing role plays in pairs. This stage also aligns with CLT because it creates opportunities for interaction and meaning-making. However, because learners with BIF may require more time and repetition, the teacher should provide flexible pacing, simplified instructions, and repeated opportunities to practice before moving to more independent tasks.

The final stage, independent construction, gives learners opportunities to use spoken English with reduced support. For BIF learners, independent speaking tasks should still be realistic and manageable. They may involve short dialogs, picture-based speaking, guided role plays, simple question-and-answer exchanges, or pair performances. The goal is not to force learners to produce long or complex utterances, but to help them communicate functional meanings within accessible speaking contexts. Teachers may gradually reduce support while still allowing visual prompts, word banks, or peer assistance when needed. In this way, TLC supports inclusive speaking instruction by ensuring that learners are not pushed into independent performance before they have received adequate preparation and support.

In addition to CLT and TLC, translanguaging can function as an important pedagogical resource in inclusive EFL speaking instruction. Translanguaging allows learners to use their full linguistic repertoire to access meaning, negotiate understanding, plan ideas, and build confidence before producing English utterances. For learners with BIF, this practice can reduce anxiety and support comprehension, especially when new vocabulary, expressions, or task instructions are introduced. Studies on multilingual classrooms show that translanguaging can enrich learners' linguistic resources, support identity and agency, and increase participation in English-dominant learning contexts

(Song et al., 2020; Neokleous et al., 2022; Budiman & Ganap, 2024; Firissa & Gebremariam, 2024). Therefore, translanguaging should not be viewed as a barrier to English learning, but as a temporary and strategic scaffold that helps learners prepare for more target-language use over time.

The use of learners' mother tongue and purposeful code-switching can also support inclusive EFL speaking instruction when applied pedagogically. In multilingual classrooms, mother tongue use can help clarify instructions, anchor new concepts, reduce affective barriers, and support learners' understanding of speaking tasks. Similarly, code-switching can facilitate comprehension and participation when it is used intentionally rather than randomly. This is particularly important for learners with BIF, who may struggle with abstract explanations or multi-step instructions delivered entirely in English. Research on translanguaging-informed pedagogy and mother tongue use suggests that teachers should be trained to use multilingual resources strategically to support learning rather than replace target-language practice (Naddumba & Athiemoolam, 2022; Mngometulu & Makgabo, 2023; Seabela & Ncanywa, 2024). Thus, in inclusive EFL speaking classrooms, the use of mother tongue and code-switching should be gradually reduced as learners gain confidence and competence in English.

Furthermore, embodied and contextual learning strategies can strengthen speaking instruction for learners with BIF. Since these learners may benefit from concrete and sensory-based learning experiences, teachers can integrate gestures, physical movement, visual cues, real objects, pictures, and situational contexts into speaking activities. Embodied cognition approaches suggest that language learning can be supported through physical actions and sensorimotor experiences, especially for young or struggling EFL learners (Abdelhaq & Diyyab, 2023). In speaking instruction, this may involve gesture-supported vocabulary practice, role play, picture-based dialogs, sentence frames, and real-life communicative scenarios. Such strategies can help learners connect language with meaning, improve memory retrieval, and increase engagement during oral activities.

The relevance of multisensory and engaging media is also supported by studies involving learners with special educational needs in Indonesian inclusive settings. Tarjiah et al. (2023) reported that remedial teaching, family support, and multisensory methods could support a student with dyslexia in improving reading ability, suggesting that visual, auditory, and kinesthetic supports can assist learners with language-related difficulties (Tarjiah et al., 2023). Kusmawati et al. (2023) further demonstrated that gamification learning media could increase the concentration of students with ADHD in Indonesian inclusive elementary schools (Kusmawati et al., 2023). Although these studies focus on dyslexia and ADHD rather than BIF, their emphasis on multisensory input, adaptive media, and attention support is highly relevant for designing EFL speaking instruction for BIF learners, who also require concrete, engaging, and cognitively manageable learning experiences.

Teacher support and classroom climate are also crucial in inclusive EFL speaking instruction. Learners with BIF may experience anxiety, hesitation, or low confidence when asked to speak English in front of peers. Therefore, teachers need to create a supportive environment that provides emotional encouragement, constructive feedback, and equitable opportunities for participation. Responsive teacher support can help reduce speaking anxiety and increase learners' willingness to communicate (Weibin Zhang, 2024). In practice, this means that teachers should give learners sufficient wait time, allow repeated attempts, provide positive reinforcement, and avoid overly corrective feedback

that may discourage participation. A supportive classroom climate enables learners with BIF to experience speaking as a meaningful and achievable activity rather than as a source of pressure.

In language classrooms, interactional design and feedback also determine whether learners can participate meaningfully. Halim et al. (2024), in a phenomenological study of virtual language classes in Indonesia, emphasized the importance of interactivity, instructional feedback, and collaborative learning in supporting language participation (Halim et al., 2024). This supports the argument that inclusive EFL speaking instruction should not only provide materials but also create an interactional climate in which learners with BIF receive sufficient wait time, supportive feedback, and structured opportunities to communicate with teachers and peers.

Assessment in inclusive EFL speaking instruction should also be flexible and adaptive. Instead of relying only on accuracy-based or target-language-only assessment, teachers should use formative assessment that captures learners' progress in functional communication, participation, confidence, and strategy use. Understanding learners' cognitive profiles, including working memory and processing speed, can help teachers design speaking tasks and assessment procedures that are realistic and fair (Bremner et al., 2011; Jankowska et al., 2014). Adaptive assessment may include short speaking tasks, guided dialogs, picture-based prompts, pair performance, teacher observation, and rubrics that value communicative intent as well as language accuracy. Such assessment practices allow teachers to monitor progress while adjusting task complexity, grouping, and instructional support.

Based on the literature, inclusive EFL speaking instruction for learners with BIF should integrate communicative, scaffolded, multilingual, embodied, and adaptive approaches. Teachers can begin by establishing low-stakes speaking routines that provide frequent opportunities for learners to use English in meaningful but manageable ways. CLT and TLC can be combined with explicit modeling, chunked input, guided practice, sentence frames, visual organizers, and peer collaboration. Translanguaging and mother tongue use can be incorporated during brainstorming, instruction, rehearsal, and reflection, while gradually guiding learners toward increased English use. Embodied activities, gestures, visual prompts, and context-rich role plays can further support comprehension and oral production. At the same time, teachers should maintain a supportive classroom climate and use flexible assessment to recognize learners' communicative growth. Universal Design for Learning (UDL) provides flexible means of engagement, representation, and expression, while the Picture Word Inductive Model (PWIM) supports picture-based vocabulary building and contextualized oral practice.

Needs analysis is essential before designing this type of inclusive EFL speaking instruction. Through needs analysis, teachers and researchers can identify learners' difficulties, teachers' perceptions, classroom barriers, available resources, and ideal instructional supports. In the context of BIF learners, needs analysis can reveal whether teachers require more guidance in adapting speaking materials, using visual media, applying TLC stages, integrating translanguaging, designing flexible assessment, or managing inclusive classroom interaction. The results of needs analysis can then be used to develop a more responsive instructional model that reflects actual classroom conditions rather than assuming that general EFL methods are automatically suitable for all learners.

Needs analysis should also consider how materials and technology can be adapted for accessible language learning. Santosa et al. (2025), whose article is listed as a Scopus document in Samsi Setiadi's SINTA profile, examined the adaptation of English procedural text materials into microlearning applications aligned with CEFR standards (Santosa et al., 2025). Their findings are relevant because BIF learners may benefit from short, structured, and digitally mediated language input. In addition, (Darwin et al., 2025) highlighted the use of smartphone-based language learning to support concentration, memory retention, and learner engagement in Mandarin learning. These studies suggest that inclusive EFL speaking materials for BIF learners can be strengthened through microlearning, visual prompts, mobile accessibility, and short practice units that reduce cognitive load.

METHOD

Research Design

This study employed a descriptive quantitative approach with a needs analysis survey design. This design was selected because the study aimed to describe English teachers' perceptions and instructional needs related to inclusive EFL speaking instruction for learners with Borderline Intellectual Functioning (BIF). The study did not aim to test hypotheses or examine causal relationships; rather, it focused on identifying the tendency of teachers' responses regarding current classroom practices, instructional barriers, and the support needed to design accessible speaking instruction.

The needs analysis orientation was used to obtain empirical information before designing an instructional model. In this study, needs analysis was directed toward two main purposes: first, to examine how teachers perceive the implementation of EFL speaking instruction for learners with BIF in inclusive classrooms; and second, to identify the instructional needs required to design inclusive EFL speaking instruction. Therefore, the methodological focus was placed on teachers' reported experiences, perceptions, and needs as reflected in questionnaire responses.

Participants

The participants of this study were 30 English teachers teaching at the SMP/MTs level in Jakarta and Bekasi. The participants were selected using purposive sampling because the study required respondents who had relevant knowledge or experience related to English teaching and inclusive classroom contexts. The criteria for participation were: (1) being an English teacher, (2) teaching at the SMP/MTs level, (3) having experience or knowledge related to inclusive classrooms or learners with special learning needs, and (4) being willing to complete the questionnaire voluntarily. The distribution of participants is presented in Table 1.

Table 1. Distribution of Research Participants

No.	School Area	Level	Number of Teachers
1	Jakarta	SMP/MTs	15
2	Bekasi	SMP/MTs	15
Total			30

Instrument

The instrument used in this study was a questionnaire on inclusive EFL speaking instruction for learners with BIF. The questionnaire was developed to collect teachers' perceptions and instructional needs related to the design of inclusive speaking instruction. It consisted of three parts: respondent identity, closed-ended Likert-scale statements, and open-ended questions. The



identity section included teacher name, school, teaching experience in inclusive classes, number of students in class, and number of BIF or slow learner students. The closed-ended section consisted of 35 items, while the open-ended section consisted of 3 questions.

The questionnaire used a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, and 5 = strongly agree. The closed-ended items covered teachers' understanding of BIF learners, instructional planning, teaching strategies, use of media, material adaptation, assessment practices, instructional barriers, instructional needs, and teachers' understanding of scaffolding, Teaching-Learning Cycle (TLC), Communicative Language Teaching (CLT), Universal Design for Learning (UDL), and Picture Word Inductive Model (PWIM). The open-ended questions were used to obtain additional qualitative information about teachers' difficulties, preferred strategies or media, and perceived needs for improving EFL speaking instruction for learners with BIF.

Questionnaire Blueprint

The questionnaire blueprint was organized according to the conceptual dimensions of inclusive EFL speaking instruction. These dimensions were used to ensure that the instrument represented the focus of the study and corresponded to the two research questions. The blueprint is presented in Table 2.

Table 2. Questionnaire Blueprint

No.	Dimension	Item Numbers
1	Teachers' understanding of BIF learners	1-2
2	Instructional planning and learning objectives	3-4
3	Teaching strategies and scaffolding practices	5-6
4	Media and learning materials	7-10
5	Assessment and evaluation	11-12
6	Instructional barriers	13-21
7	Instructional needs	22-29
8	Understanding of SC-CLUE components	30-35

Data Collection Procedure

Data were collected through several stages. First, the questionnaire was prepared based on the research questions and the indicators of inclusive EFL speaking instruction for learners with BIF. Second, the instrument was reviewed to ensure its relevance to BIF characteristics, EFL speaking instruction, inclusive classroom practice, and the SC-CLUE components. Third, the questionnaire was distributed to 30 English teachers in Jakarta and Bekasi. Fourth, the responses were collected, coded, and tabulated. Finally, the closed-ended data were analyzed statistically, while the open-ended responses were categorized thematically.

Data Analysis

The closed-ended questionnaire data were analyzed using descriptive statistics, including frequency, percentage, and mean score. Frequency was used to identify the distribution of teachers' responses for each item. Percentage was used to describe the proportion of responses in relation to the total number of respondents. Mean score was used to determine the general tendency of teachers' perceptions and needs across items and dimensions.

The percentage was calculated using the formula $P = F/N \times 100\%$, where P refers to percentage, F refers to the frequency of responses, and N refers to the number of respondents. The mean score was calculated using the formula $M = \text{Sum } X/N$, where M refers to the mean

score, Sum X refers to the total score, and N refers to the number of respondents. The interpretation of mean scores is presented in Table 3.

Table 3. Interpretation of Mean Scores

Mean Score	Category
4.21-5.00	Very High / Highly Needed
3.41-4.20	High / Needed
2.61-3.40	Moderate / Fairly Needed
1.81-2.60	Low / Less Needed
1.00-1.80	Very Low / Not Needed

The open-ended responses were analyzed thematically. The analysis involved reading the responses, identifying repeated keywords or ideas, grouping similar responses into themes, and interpreting the themes based on the research questions. The thematic interpretation was used to complement the quantitative findings by providing contextual explanations of teachers' perceived difficulties, strategies, and instructional needs.

Validity, Reliability, and Ethical Considerations

To strengthen instrument quality, the questionnaire should be reviewed through expert judgment involving specialists in English language teaching, inclusive education, and educational research methodology. The expert review focuses on the relevance of each item to the research objectives, clarity of language, suitability for teachers as respondents, and alignment with the characteristics of BIF learners and inclusive EFL speaking instruction. If the questionnaire is piloted, item validity and reliability can be examined statistically, for example by using item-total correlation and Cronbach's Alpha.

Ethical considerations were addressed by informing respondents about the purpose of the study, ensuring voluntary participation, and maintaining the confidentiality of respondent identities. The data were used only for academic purposes and were reported in aggregate form. No personal information was disclosed in the presentation of findings.

RESULTS AND DISCUSSION

RESULT

Teachers' Perceptions of the Implementation of EFL Speaking Instruction for Learners with BIF

The first research question examined English teachers' perceptions of the implementation of EFL speaking instruction for learners with Borderline Intellectual Functioning (BIF) in inclusive classrooms. The questionnaire measured several dimensions, including teachers' understanding of BIF learners, instructional planning, teaching strategies, media use, material adaptation, assessment practices, and teachers' understanding of SC-CLUE components.

The descriptive statistical analysis showed that teachers generally had positive perceptions of the implementation of inclusive EFL speaking instruction. The overall mean score of teachers' responses was 4.05, which falls into the **high** category. This indicates that the teachers tended to agree that they had attempted to understand learners' characteristics, adapt learning objectives, use appropriate strategies, provide learning support, and adjust assessment practices for learners with BIF.

Table 1. Teachers' Perceptions of Current EFL Speaking Instruction

Dimension	Mean Score	Percentage	Category
Understanding of BIF learners	4.15	83.00%	High



Dimension	Mean Score	Percentage	Category
Instructional planning and learning objectives	4.17	83.40%	High
Teaching strategies and scaffolding practices	4.40	88.00%	Very High
Media and learning materials	4.33	86.60%	Very High
Assessment and evaluation	4.38	87.60%	Very High
Understanding of SC–CLUE components	3.91	78.20%	High
Average	4.22	84.47%	Very High

The highest mean score was found in teaching strategies and scaffolding practices with a mean score of 4.40. This suggests that teachers frequently provided gradual support, repetition, examples, and assistance when teaching learners with BIF. The high score also indicates that teachers were aware that learners with BIF require more structured and guided learning processes, especially in speaking activities.

The dimensions of media and learning materials and assessment and evaluation also obtained very high scores, with mean scores of 4.33 and 4.38. These findings indicate that teachers tended to use learning media, visual support, simplified materials, and adapted evaluation procedures to help learners with BIF participate in English learning. In speaking instruction, such practices are important because learners with BIF may need concrete, visual, and repeated input before they can produce spoken language.

Meanwhile, the dimension of understanding of SC–CLUE components obtained a mean score of 3.91, which is categorized as high but lower than other dimensions. This indicates that teachers had a general understanding of scaffolding, Teaching-Learning Cycle, Communicative Language Teaching, Universal Design for Learning, and Picture Word Inductive Model, but their understanding may not yet be fully developed. In particular, teachers may still need further training and practical examples on how to integrate these components into one coherent instructional design.

The responses to the open-ended questions supported the quantitative findings. Teachers reported that learners with BIF often had limited vocabulary, low confidence, difficulty pronouncing English words, difficulty understanding verbal instructions, short attention span, and slower response time. Several teachers also mentioned that speaking activities could be cognitively demanding for learners with BIF because students had to understand input, remember vocabulary, arrange words, and produce oral responses at the same time.

Instructional Needs for Designing Inclusive EFL Speaking Instruction

The second research question focused on the instructional needs required to design inclusive EFL speaking instruction for learners with BIF. The questionnaire explored teachers' needs for appropriate strategies, clear instructional guidance, visual and concrete media, simple and adaptive materials, flexible assessment, teacher training, and school support.

The results showed that teachers' instructional needs were categorized as very high, with an average mean score of 4.45. This indicates that teachers strongly needed

practical support in designing and implementing inclusive EFL speaking instruction for learners with BIF.

Table 2. Instructional Needs for Inclusive EFL Speaking Instruction

Dimension	Mean Score	Percentage	Category
Need for appropriate teaching strategies	4.40	88.00%	Very High
Need for clear instructional guidance	4.33	86.60%	Very High
Need for visual, concrete, and attractive media	4.43	88.60%	Very High
Need for simple, gradual, and understandable materials	4.50	90.00%	Very High
Need for adaptive learning materials	4.47	89.40%	Very High
Need for flexible assessment	4.37	87.40%	Very High
Need for special teacher training	4.47	89.40%	Very High
Need for school support and facilities	4.60	92.00%	Very High
Average	4.45	89.00%	Very High

The highest need was found in school support and adequate facilities, with a mean score of 4.60. This finding indicates that teachers believed inclusive EFL speaking instruction cannot be effectively implemented without institutional support, appropriate facilities, learning media, and supportive classroom conditions. Teachers also strongly needed simple and gradual teaching materials, with a mean score of 4.50. This suggests that materials for learners with BIF should be simplified, visually supported, and arranged step by step.

The data also showed high needs for adaptive materials and teacher training, each with a mean score of 4.47. This indicates that teachers required professional development related to teaching English to learners with BIF in inclusive classrooms. They also needed examples of adaptive materials, speaking activities, assessment rubrics, and instructional procedures that can be directly applied in the classroom.

The open-ended responses further confirmed these needs. Teachers suggested that the most helpful strategies and media for teaching speaking to learners with BIF included visual media, flashcards, pictures, videos, concrete objects, role play, drilling, repetition, scaffolding, peer support, sentence starters, guided questions, and interactive media. Teachers also emphasized the importance of patience, simple instructions, sufficient time, supportive peers, appropriate books, and classroom facilities.

DISCUSSION

The findings indicate that English teachers generally had positive perceptions of inclusive EFL speaking instruction for learners with BIF. The high mean scores across the dimensions of understanding, planning, strategies, media use, materials, and assessment suggest that teachers were aware of the need to adapt instruction for learners with special learning needs. However, the findings also show that teachers still required more systematic guidance, particularly in integrating various instructional principles into a coherent model.



The high score in the dimension of teaching strategies and scaffolding practices shows that teachers recognized the importance of gradual support in helping learners with BIF participate in speaking activities. This is highly relevant because learners with BIF often require repetition, modeling, simplified tasks, and guided practice before they can produce oral language independently. In EFL speaking instruction, scaffolding may include teacher modeling, sentence frames, word banks, dialogue maps, guided repetition, and peer assistance. These supports can help reduce cognitive load and increase students' confidence in speaking.

The high score in media and learning materials also confirms that teachers understood the importance of visual and concrete support. Learners with BIF may find it difficult to process abstract verbal explanations; therefore, pictures, videos, flashcards, real objects, and visual prompts can help them understand vocabulary and speaking contexts more easily. This supports the relevance of the Picture Word Inductive Model in inclusive speaking instruction because PWIM uses pictures and words as the basis for vocabulary development and language production.

The findings also show that teachers strongly needed simple, gradual, and adaptive materials. This need is consistent with the characteristics of learners with BIF, who may experience difficulties in memory, attention, vocabulary retention, and oral production. Speaking materials for these learners should therefore use short expressions, familiar contexts, repeated patterns, and clear visual support. Materials should also be organized from easier to more difficult tasks so that learners can gradually move from recognition, imitation, guided practice, and finally to independent speaking.

The high need for teacher training indicates that teachers require professional development in inclusive EFL pedagogy. Although teachers may already have experience teaching English, they may not always have specific preparation for teaching learners with BIF. Teachers need training on how to identify learning needs, design adapted speaking objectives, apply scaffolding, use TLC stages, integrate CLT activities, apply UDL principles, use PWIM-based media, and conduct flexible speaking assessment. Therefore, teacher training should become a key component in the development of inclusive EFL speaking instruction.

The finding that school support and facilities received the highest mean score is also important. It shows that inclusive EFL speaking instruction is not only a matter of teacher competence, but also of institutional readiness. Teachers need support from schools in the form of learning media, teaching aids, inclusive classroom policies, collaboration with special education staff, sufficient time allocation, and access to professional development. Without school support, teachers may find it difficult to consistently adapt instruction for learners with BIF.

The open-ended responses reveal that teachers faced several challenges in teaching speaking to learners with BIF. The most common challenges included limited vocabulary, low confidence, pronunciation difficulties, difficulty understanding instructions, lack of focus, short attention span, different learning pace, and limited classroom time. These findings suggest that speaking tasks are cognitively demanding for learners with BIF. Speaking requires learners to process input, retrieve vocabulary, construct utterances, pronounce words, and respond in real time. Therefore, instruction must be carefully designed to reduce unnecessary cognitive pressure.

Based on the findings, inclusive EFL speaking instruction for learners with BIF should integrate several components. First, instruction should use Teaching-Learning Cycle stages: building knowledge of the context, modeling, joint construction, and independent construction. These stages allow learners to understand the context, observe examples, practice with support, and gradually perform speaking tasks more independently. Second, instruction should apply Communicative Language Teaching by focusing on meaningful and functional communication, such as greetings, introductions, asking for help, and simple classroom interactions. Third, instruction should use scaffolding to provide gradual support. Fourth, instruction should apply UDL by offering multiple ways of presenting materials, engaging learners, and assessing learning. Fifth, instruction should use PWIM and visual media to support vocabulary and speaking production.

Thus, the results of this needs analysis provide empirical support for developing an inclusive EFL speaking model based on SC-CLUE. The model should include structured learning steps, simplified speaking materials, visual media, guided practice, repeated exposure, flexible assessment, and teacher support. Such a model can help learners with BIF participate more actively and confidently in inclusive EFL speaking classrooms.

CONCLUSION

This study aimed to analyze English teachers' perceptions and instructional needs for designing inclusive EFL speaking instruction for learners with Borderline Intellectual Functioning. Based on the questionnaire data from 30 English teachers, the findings showed that teachers had positive perceptions of the implementation of inclusive EFL speaking instruction. The average score for teachers' perceptions was categorized as high to very high, indicating that teachers had attempted to understand learners' characteristics, adapt learning objectives, use appropriate strategies, provide learning support, use media, adapt materials, and adjust assessment practices.

The study also found that teachers' instructional needs were very high. Teachers strongly needed appropriate teaching strategies, clear instructional guidance, visual and concrete media, simple and gradual materials, adaptive learning materials, flexible assessment, special training, and school support. Among these needs, school support and adequate facilities received the highest score, followed by simple and gradual materials, adaptive materials, and teacher training.

The open-ended responses showed that the main difficulties in teaching speaking to learners with BIF included limited vocabulary, low confidence, pronunciation problems, difficulty understanding instructions, lack of focus, slower learning pace, and limited classroom time. Teachers suggested that visual media, flashcards, videos, role play, drilling, repetition, scaffolding, peer support, and interactive learning media could help learners with BIF participate more effectively in speaking activities.

In conclusion, inclusive EFL speaking instruction for learners with BIF should be designed as a structured, adaptive, visual, scaffolded, and communicative learning process. The findings support the need to develop an instructional model that integrates scaffolding, Teaching-Learning Cycle, Communicative Language Teaching, Universal Design for Learning, and Picture Word Inductive Model. Such a model is expected to help teachers provide more accessible speaking instruction and support learners with BIF in developing confidence, participation, and functional communication in English.

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