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Strategic Ways for Improving the Efficiency of Teaching Linguistics to EFL Students with Physical Disabilities

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Abstract
Inclusive education for students with disabilities has become an important concern for educationists and scholars worldwide. Considering the significance of learning foreign languages to compete in every walk of life worldwide, the current study examines the impact of teachers' various strategic actions, including inclusive teaching practices, universal design for learning, and teachers' stroke in developing and enhancing students' motivation to learn English as a Foreign Language (EFL) and the resultant perceptions of their EFL teaching efficiency. Applying a quantitative survey methodology, the data was collected from 193 students with disabilities studying in six different universities in Indonesia. Using SmartPLS-3 software, structural equation modeling was employed to analyze the data. The results revealed the significance of all three teaching strategies in enhancing students' perception of teachers' efficiency via an underlying mechanism of students' motivation to learn EFL. It is hoped that the study results will contribute to the existing body of literature regarding the teachers' application of strategic ways and the development of students' motivation and readiness for inclusion in EFL studies in the higher education sector. It will also help form a stimulating socio-cultural environment for efficient adaptation of people with disabilities having sufficient command in EFL.

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Keywords: EFL; Inclusive Teaching Practices; Teachers Stroke; Universal Design for Learning; Students Motivation; Teachers Efficiency.

Introduction

Teachers are commonly believed to be the most important actors in the educational sector (Pishghadam, Derakhshan, Zhaleh, & Al-Obaydi, 2021). Besides, teachers' efficiency reflects their professional success and students' performance in the educational system (Lohr et al., 2021). In other words, teachers are regarded as

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the pillars of the educational sector (Bhatt & Kukreti, 2021). Moreover, learning foreign languages is vital nowadays, which expands the boundaries of communication and is also an integral part of the growth of professional opportunities and self-realization. In addition, multiple skills are required to teach and learn foreign languages (Mashhadlou & Izadpanah, 2021). Besides, it is the responsibility of foreign language teachers to develop and prepare professionally competent students with a higher level of foreign language skills. At the same time, English is an international language and used for culture and communication knowledge sharing all over the globe (Reynolds & Taylor, 2020).

Moreover, research shows that teachers perform the primary role in the EFL classrooms in all aspects, including managing the communication among the students, monitoring their performance, assessing students' achievement, and providing feedback regarding their learning process (Mashhadlou & Izadpanah, 2021; Pishghadam et al., 2021; Reynolds & Taylor, 2020). Hence, it is vital to assess the teachers' efficiency level in the classrooms (Demir, 2021). To measure the teachers' efficiency, the students' perceptions are very important (Abu-Ayfah, 2020). Therefore, the current study has considered three important teachers' strategic actions: inclusive teaching practices, universal design for learning, and teachers' stroke to determine students' perception of the teachers' efficiency while teaching English as a Foreign Language (EFL).

The first strategy of inclusive teaching practices in the educational sector has gained international importance, and it has become a prominent educational movement with the development of educational theories, policies, and practices (Staffileno, Warner, Arrieta, & Salinas, 2021). In contrast, the implementation of inclusive teaching strategies faces several challenges (Griful-Freixenet, Struyven, & Vantieghem, 2021). The most prominent of all challenges is the interpretation of the term inclusive teaching (Sharma, Loreman, & Forlin, 2012). Simultaneously, the problem of developing efficient educational mechanisms in the conditions of inclusive education is becoming more and more relevant (Chan & Lo, 2017). Hence, the current study aims to examine the strategic teaching practices of enhancing the efficiency of teaching EFL to students with disabilities within higher education.

Previously various researchers have focused on the teachers' attitudes which is also an important factor in inclusive teaching practices (Wilson, Marks Woolfson, & Durkin, 2020). At the same time, inclusive teaching practices depict the use of innovative ways of teaching based on teachers' knowledge, beliefs, and ability to engage the students in classrooms (Paseka & Schwab, 2020). Previously inclusive teaching practices have been linked with students' efficiency, satisfaction, and performance (Amka & Dalle, 2021; Murillo-Zamorano, Sánchez, & Godoy-Caballero, 2019; Saloviita, 2018). In contrast, the current study aims to examine the impact of inclusive teaching practices on special needs students' perceptions of teachers' efficiency while learning EFL.

In addition to inclusive teaching practices, the current study also examined universal design for learning as another important predictor of students' perception of EFL teacher/teachers' efficiency. A universal design for learning is established on the notion of students variability and urges teachers to engage students in various academic and non-academic activities (Dickinson & Gronseth, 2020). In addition, the literature reveals that the implication of universal design for learning creates a more productive and approachable learning environment for students of variable natures and disabilities (Xie & Rice, 2021). The impact of universal design for learning previously has also been examined to assess the level of performance and satisfaction among special needs students (Dickinson & Gronseth, 2020; Ferguson, McKenzie, Dalton, & Lyner-Cleophas, 2019; Griful-Freixenet, Struyven, Verstichele, & Andries, 2017). However, the extent to which universal design for learning influences special needs students' perception of their EFL teacher/teachers' efficiency has not been previously explored.

Lastly, the current study also examined the impact of teachers' stroke on students' perception of EFL their teacher/teachers' efficiency. Moreover, teachers' stroke represents the teachers' continuous appreciation and praise for the students (Pishghadam et al., 2021). Previously literature shows that teacher stroke is very important in enhancing students' motivation level, performance, and satisfaction (Gao, 2021). In addition to these direct impacts, the current study also examined the mediatory role of students' motivation in between the teachers' various strategic actions, i.e., inclusive teaching practices, universal design for learning, and teachers' stroke in developing and enhancing students' perception of EFL teacher/teachers' efficiency. Research shows that students' motivation level is an important predictor of their performance and engagement in any academic and non-academic activities (Alsancak Sirakaya & Ozdemir, 2018; Rahawarin et al., 2020). Thus considering the same significance of students' motivation, the current study assumes that it acts as a bridge between teachers' strategic actions in the EFL classrooms and special needs students' perception of their teachers' efficiency.

Moreover, the current study has been conducted in the Indonesian context. In recent years, the Indonesian education sector has developed various services for students with disabilities (Kurniawati, 2021). The trends have been changed from the segregation of special needs students towards inclusivity and integration (Sheehy & Budiyanto, 2015). There are many educational institutions in Indonesia where students with disabilities are getting an education in the same classrooms as other students (Efendi, 2018). In this context, the "Salamanca Statement and Framework For Action on Special Needs Education (UNESCO)" has become a key document promoting the right of students to get inclusive education (Kurniawati, 2021). This further states that students

with special disabilities have the same right to equal education services. Hence, by examining how the EFL teachers' inclusive educational practices and strategies help promote special needs students' motivation level, this study would be a valuable contribution to the Indonesian education sector context where already the students with disabilities are getting similar educational facilities.

Furthermore, the current study has been established in the performance management theory of action, which asserts the significance of teachers' classroom activities to depict their teaching efficiency (Kaufman, 2009). In this study context, inclusive teaching practices, universal design for learning, and teachers' stroke have been considered the effective strategic actions utilized by the teachers to enhance the students' motivation level to learn EFL leading to a higher perception of the students regarding teachers' efficiency.

Hence, the current study aimed to; a) examine the impact of various strategies including, inclusive teaching practices, universal design for learning, and teachers stroke on special needs' students' motivation level to learn EFL and their perceptions of teachers' efficiency, b) examine the mediatory role of special needs students' motivation level to learn EFL between the association of various teaching strategies including, inclusive teaching practices, universal design for learning, and teachers' stroke with students' perception of teachers' efficiency.

Literature Review

Inclusive Teaching Practices, Students' Motivation, and Teachers' Efficiency

For the educational delivery, teaching foreign languages, and enhancing the quality of educational institutions, teachers are considered among the major inputs in the educational sector (Romlah & Latief, 2021). Besides, inclusive teaching practices reflect various innovative teaching practices applied by the teachers in the classrooms (Sheehy & Budiyanto, 2015). These can be linked with innovative ideas, student involvement, the use of technology, and other such activities that teachers use to convey their message to the students and engage them in the classrooms (Paseka & Schwab, 2020). Previous literature shows that inclusive teaching practices are very important to create a standardized learning environment for all types of students (Saloviita, 2018; Wilson et al., 2020). Besides, inclusive teaching practices and inclusive EFL education have been reported by scholars to increase student satisfaction levels (Stentiford & Koutsouris, 2021) and performance (Udvari-Solner & Thousand, 2018). It has also been linked with students' motivation to learn foreign languages (Gao, 2021). Besides, Wilson et al. (2020) asserted that teachers' belief in implementing inclusive teaching in classrooms is a significant predictor of their efficacy. At the same time, extending the current body of literature and establishing in the performance management theory of action, the current study considers inclusive teaching practices as a strategical action of the teachers to motivate students with disabilities to learn EFL, that further positively influence their perception about teachers' efficiency. Hence, the following hypotheses are proposed;

H1a: *Inclusive teaching practices positively influence special needs students' perception of their EFL teacher/teachers' efficiency.*
H2a: *Inclusive teaching practices positively influence special needs students' motivation to learn EFL.*
H3a: *Special needs students' motivation to learn EFL mediates the association of teachers' inclusive teaching practices with students' perception of teachers' efficiency.*

Universal Design for Learning, Students' Motivation, and Teachers' Efficiency

The concept of universal design for learning originated from the United States of America (USA) during the 1980s with neuroscience research regarding learning processes of the human brain (Rose & Meyer, 2002). The notion behind the universal design for learning model was based on the reach and inclusion of students and teachers to all kinds of teaching and learning opportunities irrespective of any disability (Ferguson & Mohan, 2020). Moreover, in almost every part of the world, it has been considered that students with disabilities have equal rights to access all kinds of education (Nazaripour & Laie, 2020). In this context, the higher education commissions worldwide have acknowledged their responsibilities and tried to create an inclusive learning culture where teachers are appropriately facilitated to apply universal design for learning (Ferguson & Mohan, 2020). Moreover, the literature shows the significance of universal design for learning in enhancing students' satisfaction and performance level with special disabilities (Dickinson & Gronseth, 2020; Ferguson et al., 2019; Griful-Freixenet et al., 2017). At the same time, based on the performance management theory of action the current study proposes universal design for learning as teachers' an important strategic action to motivate the students with disabilities to learn English as a foreign language. Moreover, universal design for learning has also been considered as a triggering factor to enhance the teachers' efficiency in the classrooms. Hence, the following hypotheses are proposed;

H1b: *Universal design for learning positively influence special needs students' perception of their EFL teacher/teachers' efficiency*
H2b: *Universal design for learning positively influence special needs students' motivation to learn EFL.*
H3b: *Special needs students' motivation to learn EFL mediates the association of universal design for learning with students' perception of their teachers' efficiency.*

Teachers' Stroke, Students' Motivation, and Teachers' Efficiency

Research shows the significance of emotions to create positive relationships between students and teachers (Liu et al., 2018). In the context of the current study, emotions can especially be related to the positive emotions that students experience during learning foreign languages in the classroom (Dalle et al., 2021; Toraby & Modarresi, 2018). These emotions can further enhance the students learning capabilities and motivate them to develop interpersonal skills and engage in active learning (Sadoughi & Hejazi, 2021). This further reflects productive communication between teachers and students. At the same time, the teachers' stroke has been considered an important predictor of developing these emotions (Pishghadam et al., 2021). Teachers' stroke reflects their positive vibes, including continuous appreciation, praises, good remarks, smiles, etc., (Gao, 2021). Previous research shows that when teachers appreciate the students for the smaller acts, the students participate with more rigor and enthusiasm in various tasks (Pishghadam & Khajavy, 2014). In other words, when teachers praise their students, they authenticate their actions and state them as credible, which further motivates students to engage in classroom activities and positively improve their learning skills (Pishghadam et al., 2021). Hence, it can be stated that the teachers' positive gestures and appreciation words motivate students to learn EFL and these motivated students further perceived their teachers more efficient in developing their foreign language skills. Therefore, the following hypotheses are proposed;

H1c: *Teachers' strokes positively influence special needs students' perception of their EFL teacher/teachers' efficiency.*
H2c: *Teachers' strokes positively influence special needs students' motivation to learn EFL.*
H3c: *Special needs students' motivation to learn EFL mediates the association of teachers' strokes with students' perception of teachers' efficiency*

Theoretical Framework of The Study

Figure 1 presents the theoretical framework of the study based on the performance management theory of action and literature review.

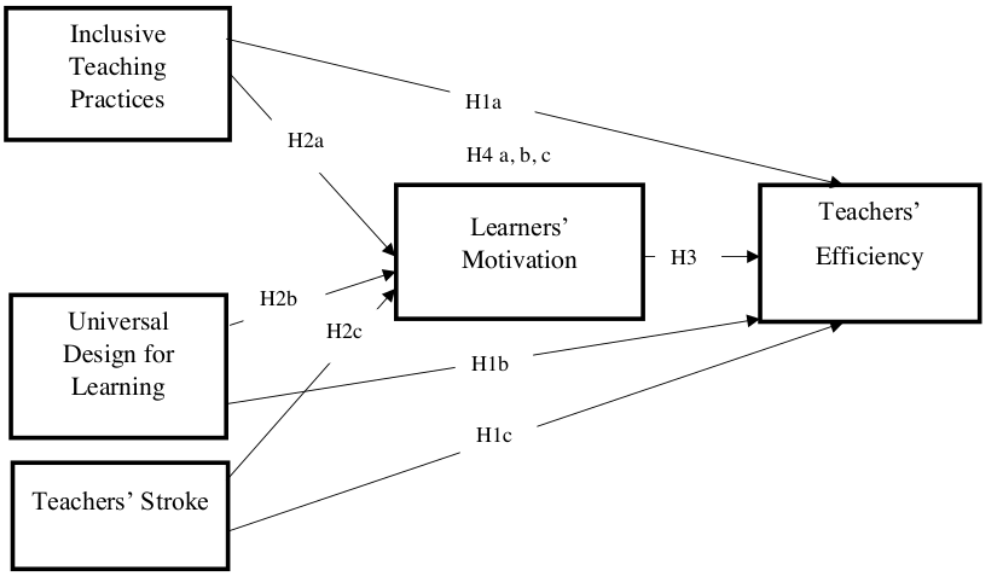

Figure 1: *Theoretical Framework of the Study*

Materials and Methods

A quantitative field survey was conducted among the students with disabilities studying in different campuses of 6 universities in the South Kalimantan province of Indonesia. The selected universities were ranked based on accreditation and licensing and chartered by the Indonesian higher education Commission (Amka & Dalle, 2021). These universities offer at least four years of bachelor's and master's or doctoral degrees. In the beginning, the authors visited the "Office of the Disability Accommodation" in all the universities in May 2021 to take the necessary approvals to collect data from the students with disabilities.

After the necessary approvals, the students with disabilities were approached, and the authors took their consent to participate voluntarily in the survey. They explained the reason for conducting this study. In the beginning, the authors communicated with 246 students. Out of these, 209 agreed to participate in the survey. Hence, they were handed over the questionnaires. After completing the survey, the questionnaires were scrutinized, and the authors found 16 responses were either with missing values or unengaged patterns. Thus, the remaining 193 questionnaires were included in the final analysis generating a response rate of 78.4%.

To measure universal design for learning, a 10-item scale by Griful-Freixenet et al. (2021) was used. The sample items included "present course information in multiple formats (e.g., texts, audio materials, visual materials)" and "create multiple opportunities for engagement." To measure teachers' stroke, an 18-item scale was developed by Pishghadam and Khajavy (2014). Students were asked how frequently their EFL teacher/teachers provided stroke to their students. Sample items included: "knows my name (item 5), encourages me (item 8), allocates enough time to me outside the class (item 10), praises me in front of others (item 13), and allows me to ask questions (item 18)."

The responses for UDL and teachers' stroke were recorded at a 5-point Likert scale ranging from 1=never to 5=always". Inclusive teaching practices were measured with 6-items of self-efficacy using inclusive teaching practices adapted from Sharma et al. (2012). The sample items included "Using a variety of assessments" and "Designing individualized learning tasks." A 15-item scale adapted from Schreglmann (2018) was used to assess the students' motivation level to learn EFL. The sample items include "I am motivated to learn EFL because I think it will be useful to me for my profession in the future" and "I am motivated to learn EFL because it is a prerequisite for business life." Finally, teachers' efficiency was measured with a 10-item scale adapted from Schwarzer and Scholz (2000). The sample items included "My EFL teacher/teachers know how to handle unforeseen situations and extract best of me" and "When my EFL teacher/teachers are confronted with a problem, they can usually find several solutions". "All the sample items were reported at a five-point Likert scale with 1=Strongly Disagree to 5=Strongly Agree".

Table 1 presents the detailed description of respondents' demographic characteristics.

Table 1. *Respondents' Characteristics*

Variables		Number	Percentage
Gender	Male	90	46.4%
	Female	103	53.6%
Age	18-25 years	77	39.9%
	26-30 years	58	30.1%
	31-35 years	39	20.2%
	36 and above	19	09.8%
Degree level	Post-graduate	45	23.3%
	Graduate	70	36.3%
	Undergraduate	78	40.4%
Disability Type	Deaf/hard of hearing	54	28.1%
	Visual	30	15.6%
	Mobility disability	22	11.2%
	Psychiatric disability	23	11.5%
	ADD/ADHD	18	09.3%
	Learning disability	14	07.4%
	Cognitive/traumatic	13	06.8%
	Brain injury	09	04.7%
	Other health	10	05.4%

Data Analysis and Results

Assessment of the Measurement Model

The current study used SmartPLS3 software to assess the psychometric properties of the constructs. Results revealed that respondents' type of disability and gender had a positive impact on the dependent variable for both the constructs, that were controlled during further analysis. Moreover, construct validities and reliabilities were assessed before the hypothesis testing. For that, "Cronbach's Alpha (CA)," "Composite Reliability (CR)," and "Average Variance Extracted (AVE)" were calculated (Hair, Ringle, & Sarstedt, 2011; Mansoor & Paul, 2022). Results showed that all values fell in the acceptable range, with CA in the range of 0.776 to 0.840, and CR in the range of 0.903 to 0.959, whereas all AVE values were above 0.5, showing that items of all the study constructs were equally varied (Henseler, Ringle, & Sarstedt, 2015; Mansoor, 2021). In addition, all the items' factor loadings were acceptable, with values ranging from 0.720 to 0.867, except for TS3, TS7, and TS16. Therefore, these three items were not included in further analysis. Table 2 depicts the exact values of factor loadings, reliabilities, and validates.

Table 1: *Factor Loadings, Reliability, and Validity*

Constructs/indicators	Factor Loadings					AVE	CR	CA
	1	2	3	4	5			
Inclusive Teaching practices						0.609	0.903	0.776
ITP1	0.778							
ITP2	0.791							
ITP3	0.756							
ITP4	0.720							
ITP5	0.811							
ITP6	0.823							
Universal Design for Learning						0.623	0.943	0.830
UDL1		0.867						
UDL2		0.727						
UDL3		0.779						
UDL4		0.798						
UDL5		0.782						
UDL6		0.780						
UDL7		0.778						
UDL8		0.734						
UDL9		0.791						
UDL10		0.845						
Teachers' Stroke						0.592	0.956	0.836
TS1			0.776					
TS2			0.821					
TS4			0.739					
TS5			0.780					
TS6			0.754					
TS8			0.793					
TS9			0.760					
TS10			0.763					
TS11			0.769					
TS12			0.776					
TS13			0.750					
TS14			0.799					
TS15			0.768					
TS17			0.743					
TS18			0.748					
Students' Motivation						0.607	0.959	0.840
SM1				0.752				
SM2				0.787				
SM3				0.788				
SM4				0.813				
SM5				0.834				
SM6				0.821				
SM7				0.777				
SM8				0.739				
SM9				0.751				
SM10				0.750				
SM11				0.790				
SM12				0.765				
SM13				0.768				
SM14				0.774				
SM15				0.771				
Students' Perception of Teachers' Efficiency						0.608	0.939	0.827
SPTE1					0.800			
SPTE2					0.749			
SPTE3					0.776			
SPTE4					0.789			
SPTE5					0.780			
SPTE6					0.792			
SPTE7					0.754			
SPTE8					0.707			
SPTE9					0.788			
SPTE10					0.852			

"Note: CR, composite reliability; AVE, average variance extracted."

Furthermore, the discriminant validity was assessed via the Heterotrait-Monotrait Ratio. The values depict (Table 3) that all variables are independent. All values are in an acceptable range as per the guidelines of (Henseler et al., 2015; Mansoor, Awan, & Paracha, 2021).

Table 3: *Heterotrait-Monotrait Ratio*

Constructs	Mean	STD.	1	2	3	4	5
ITP	4.02	0.81	**0.781**				
UDL	3.97	1.07	0.578	**0.789**			
TS	3.86	1.20	0.549	0.545	**0.769**		
SM	3.95	1.10	0.602	0.523	0.598	**0.779**	
SPTE	3.81	1.23	0.580	0.497	0.634	0.613	**0.780**

Note: "The square roots of AVEs of the constructs are shown in bold in diagonal. And depict the discriminant validity of the constructs".

Where: *ITP= Inclusive Teaching Practices; UDL= Universal Design for Learning; TS= Teachers' Strokes; ST=Students' Motivation; SPTE=Students' Perception of Teachers' Efficiency*

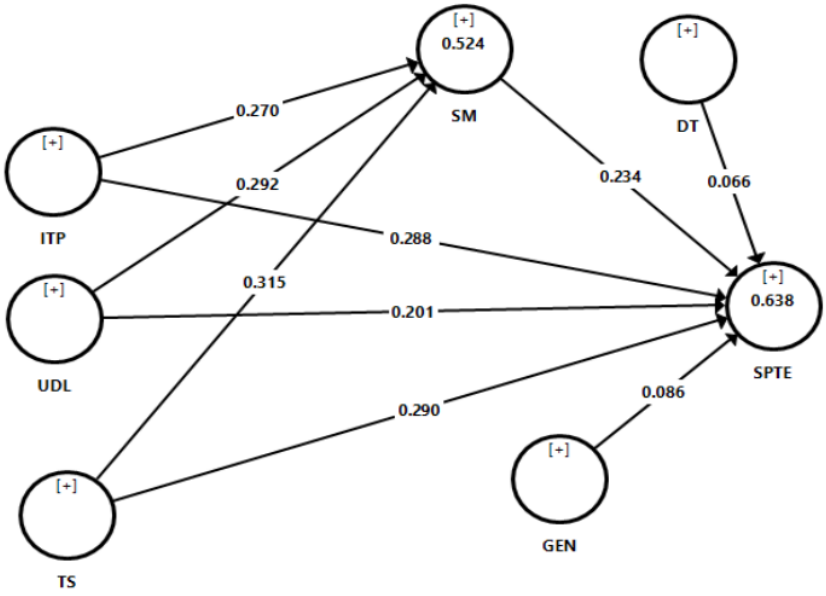

Figure 2: *Measurement Model*

Assessment of the Structural Model

To assess the hypothesized paths, a bootstrapping technique applying 500 sub-samples was utilized. Besides, "ß-coefficient, *t*-value, and *p*-value" were used to confirm and report the proposed hypothesis paths. In addition, the Coefficient of Determination (R^2) was used to assess the overall fitness of the proposed theoretical framework. The results of the R2 show a 52.4 % change in students' motivation to learn EFL due to inclusive teaching practices, universal design for learning, and teachers' stroke. At the same time, R2 for students' perception of teachers' efficiency was 0.638 depicting a total variance of 63.8% in the students' perception of teachers' efficiency based on inclusive teaching practices, universal design for learning, and teachers' stroke. These results show a good fit for the model and are shown in figure 2.

Direct Hypotheses

Results of the study shows that, inclusive teaching practices (ß = .288***, t=6.207), universal design for learning (ß = .201**, t=4.002) and teachers' stroke (ß = .290***, t=6.380) had a positive influence on students' perception of teachers' efficiency. Results also showed the positive impact of inclusive teaching practices (ß = .270***, t=5.782), universal design for learning (ß = .292***, t=6.587) and teachers' stroke (ß = .315***, t=7.375) on students' motivation. In addition, students' motivation had a positive influence on their perception of teachers' efficiency (ß = .234***, t=4.757) for learning EFL. Therefore, as presented in Table 4, the results supported hypotheses H1a,b c; H2a,b,c; and H3a,b,c.

Mediation Hypothesis

The study results also support the mediation hypotheses H4 a, b and c (Figure 1). An indirect and positive association of inclusive teaching practices (ß = .210**, t=2.243), universal design for learning (ß = .267***, t=5.530) and teachers' stroke (ß = .245***, t=4.679) on students' perception of teachers' efficiency was found in the presence of students' motivation as a mediator as presented in Table 4.

Table 4: *Hypothesis Testing Results*

	Hypotheses	Std. Beta	*t*-Value	*p*-values	Supported
H_{1a}	ITP → TE	0.288	6.207	0.000	Yes
H_{1b}	UDL → TE	0.201	4.002	0.005	Yes
H_{1c}	TS → TE	0.290	6.380	0.000	Yes
H_{2a}	ITP → SM	0.270	5.782	0.000	Yes
H_{2b}	UDL → SM	0.292	6.587	0.000	Yes
H_{2c}	TS → SM	0.315	7.375	0.000	Yes
H_3	SM→TE	0.234	4.757	0.001	Yes
H_{4a}	ITP → SM→TE	0.210	4.243	0.003	Yes
H_{4b}	UDL → SM→TE	0.267	5.530	0.000	Yes
H_{4c}	TS → SM→TE	0.245	4.679	0.000	Yes

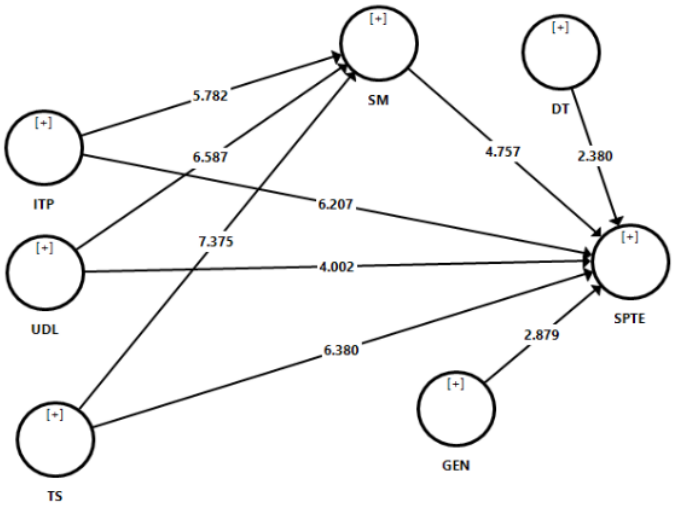

Figure 3: *Structural Model*

Discussion

The results revealed the positive association of inclusive teaching practices with students' perception of EFL teacher/teachers' efficiency. This can be related to the fact that when both teachers and students are equally involved in a learning process, students perceive that their teachers are more effective and efficient in the teaching process (Oliver, Williams-Duncan, & Kimball, 2020). This further shows that it is very important for EFL teachers to apply inclusive teaching practices while teaching students with disabilities to enhance their learning capacity and increase their efficiency. Besides, teaching EFL requires special strategies to understand and learn EFL easily (Abu-Ayfah, 2020). In addition, students with disabilities require more care and tactics during the learning process (Nazaripour & Laie, 2020). Hence, teachers need to utilize inclusive teaching practices including, interactive sessions, videotaped technologies, storytelling, etc., while teaching EFL to students with disabilities.

The results also showed the positive association between universal design for learning and teachers' efficiency. Hence, it can be asserted that the teachers who utilize universal design for learning in their classrooms are perceived to be more efficient by the students with special disabilities while EFL. These results are in line with previous studies that demonstrated the significance of universal design for learning to reflect students' and teachers' performance (Griful-Freixenet et al., 2021; Tsai, 2020). This further shows that while teaching EFL to students with disabilities, it is important for the teachers to apply a universal design for learning regardless of nationality, type of disability, ethnicity, or any other differences. Hence, every student

should be given importance to enhance their learning process. The results also showed the positive association of teachers' stroke with their efficiency. Since the teachers' stroke present their appreciation and praise for the students (Derakhshan, Saeidi, & Beheshti, 2019). Therefore, it can be stated that when teachers praise the students with disabilities for their effort to learn EFL, the students feel privileged; as a result, they put more effort into their learning process. This further reflects the students' positive perception of their teachers' efficiency in engaging them in the learning process.

Moreover, the results also showed the positive influence of inclusive teaching practices, universal design for learning, and teachers' stroke in developing and enhancing the students' motivation to learn EFL. Especially this study is conducted among students with disabilities. Hence, when teachers apply various inclusive learning strategies in the classrooms along with the universal design for learning for all, the students are more motivated to learn EFL. Likewise, results depict the significance of teachers' continuous praise and appreciation for their students in enhancing the motivation level to learn the EFL. These results can be related to the previous studies, which reflected the significance of inclusive teacher practices in enhancing students' performance (Kurniawati, 2021), universal design for learning to improve student satisfaction (Tsai, 2020), and teachers' stroke to enhance and improve the students' engagement and motivation (Derakhshan et al., 2019; Pishghadam et al., 2021) in a learning process.

Furthermore, the current study also enhances the body of literature by suggesting the mediatory role of students' motivation in between EFL teachers' use of various strategic activities and students' perception of their teachers' efficiency. The findings revealed that when teachers apply various inclusive strategies, including the use of technology, class participation, discussions, videotaped learning strategies, etc., in the classrooms, the students' motivation level is high. As a result, students perceive their teachers as more efficient in delivering the message and enhancing students' capabilities to learn EFL. Likewise, when the teachers use a universal design for learning to teach their students in the classroom environment, the students with disabilities are more motivated based on equal opportunities to learn. As a result, they perceive their teachers more efficient in increasing their foreign language knowledge and skills. Finally, students' motivation level has been found like a bridge between EFL teachers' appreciation and praise for their special needs students and students' perception of teachers' efficiency.

Conclusion

Theoretical Implications

The current study is unique as it is established in the performance management theory of action in determining the EFL teachers' efficiency based on three important teachers' strategic actions/ activities in a single comprehensive framework. These include inclusive teaching practices, universal design for learning, and teachers' stroke to develop and enhance the motivation level among the special needs students to learn EFL, which have been examined by the researchers separately in various study contexts (i.e., inclusive teaching practices (Paseka & Schwab, 2020), universal design for learning (Tsai, 2020), and teachers stroke (Pishghadam et al., 2021). Moreover, students' motivation level has been considered as a bridge to determine the perception of their EFL teacher/teachers' efficiency based on various strategies they apply in the classrooms. This further reflects that it is difficult to generalize and observe the teachers' efficiency based on their teaching practices directly, instead the underlying mechanism of students' motivation level accurately presents their teachers' efficiency. This is an interesting area for future researchers to explore more predictors of teaching efficiency via an underlying mechanism of students' motivation. Another important theoretical advance of the current study is that it is conducted among students with disabilities. The results suggest the significance of inclusive teaching practices using various strategies in the classrooms to enhance the motivation level of students with various disabilities. Likewise, the universal design for learning is vital to apply, along with continuous appreciation and praise for the students with disabilities to motivate them to learn EFL.

Practical implications

The current study's findings are helpful for policymakers, educationists, teachers, and students in the higher education sector. Since the results revealed the significance of inclusive teaching practices in enhancing students' motivation level and the perception of teachers' efficiency, therefore, the teachers need to find new inclusive teaching strategies that can engage the students in a learning process and enhance their interest level so that they can get motivated and feel easy to learn EFL. Moreover, teachers should apply a standardized universal design for learning without any discrimination between the students. The results showed that a universal design for learning is important in enhancing the motivation level of students with disabilities to learn EFL. Hence, such students should be motivated to engage in conversations, discussions, and competitions with other students to enhance their learning capabilities. Besides, sometimes strict teachers are considered more effective in improving students' grades and performance (Golann, Debs, & Weiss, 2019).

However, as the current study results show that teachers' stroke motivates students to learn EFL, it is important for the teachers to be lenient, they should praise their students even for their smaller efforts, appreciate them even if the students are not performing well, etc., to motivate their students to enhance their learning capabilities. Since the ultimate goal of the teachers is student learning and their personality and career development, they should make all such efforts that motivate the students. Moreover, educational institutions need to provide special training to their teachers to use various classroom tactics and strategies to engage their students. Finally, for the last two years, due to the COVID-19 various technologies have been applied by the educational institutions to access and teach their students. The characteristics of such technologies can be adapted in the face to the face learning mode to motivate and engage the students in the learning process.

Limitations and future research directions

The current study faced a few limitations that need to be overcome to have more strategic outcomes. First, the current study was conducted among students with disabilities in the higher education sector, collecting data from university students. At this stage, most of the students are already mature and come from various backgrounds with various motivations to learn foreign languages. Hence, there can be other factors behind their motivation level which are not considered in the current study. Secondly, in future studies, a mixed-method approach can be applied where a qualitative survey based on the interviews of the students can be conducted to know about their preferences of various strategies they expect from their teachers to apply in classrooms to achieve enhanced learning outcomes. The same can be quantitatively examined later to devise valuable policy insights. Moreover, a similar kind of study can be conducted among the elementary, primary, and high school levels students to check the significance of these three teaching strategic actions in motivating students with disabilities to learn EFL and know about their perceptions of teachers' efficiency. Finally, the current study has considered the underlying mechanism of students' motivation to predict the effect of teachers' strategic activities/actions on their efficiency. In contrast, in the future, the contingent effect of different constructs, especially teachers' gender and experience, can be analyzed via multi-group analysis technique to determine their efficiency of teaching foreign languages.

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