

Spanish language teaching, functional diversity, and inclusion. A systematic review

*Enseñanza del español, diversidad funcional e inclusión.
Una revisión sistemática*

Eman Mhanna
Universidad de Sevilla

Malak Mhanna
Universidad de Almería



VOL. 3 (2024)

ISSN 2952-2013 pp. 76-93

<https://doi.org/10.33776/linguodidactica.v3.8207>

Spanish language teaching, functional diversity, and inclusion. A systematic review

Enseñanza del español, diversidad funcional e inclusión. Una revisión sistemática

Eman Mhanna

Universidad de Sevilla

Malak Mhanna

Universidad de Almería

Contacto:

emhanna@us.es

Abstract:

Concepts such as inclusion or functional diversity have emerged in a notable way in the various research studies approached from the perspective of compulsory education or other more canonical types of education, such as university education, for example. However, these approaches do not seem to acquire the same relevance in the specific field of foreign language teaching.

In this way, we propose to find out the state of the art regarding the attention to functional diversity in the teaching of Spanish as a foreign language. To this end, we propose to carry out a systematic review of the main scientific databases, a task which we will undertake based on the guidelines of the PRISMA 2020 Declaration. One of the main difficulties of this study, even contemplated prior to carrying out the various consultations, is the probability of overlap between this object of study and other related ones, such as those related to childhood developmental problems or difficulties arising from bilingualism.

Keywords:

Spanish as a foreign language; functional diversity; disability; language disorders.

Resumen:

Conceptos como el de inclusión o el de diversidad funcional han brotado de forma notable en las distintas investigaciones abordadas desde la perspectiva de la educación obligatoria o de otro tipo de educación más canónica, como la enseñanza universitaria, por ejemplo. No obstante, estas aproximaciones no parecen adquirir la misma relevancia en el ámbito específico de la enseñanza de lenguas extranjeras.

De este modo, nos proponemos conocer el estado de la cuestión particular en torno a la atención a la diversidad funcional en la enseñanza del español como lengua extranjera. Para ello, nos proponemos realizar una revisión sistemática en las principales bases de datos científicas, tarea que emprenderemos a partir de las directrices de la declaración PRISMA de 2020. Una de las principales dificultades de este estudio, contempladas incluso previamente a la realización de las distintas consultas, es la posibilidad de solapamiento entre este objeto de estudio y otros afines, como los relacionados con los problemas del desarrollo en la infancia o las dificultades derivadas del bilingüismo en las escuelas.

Palabras claves:

Español como lengua extranjera; diversidad funcional; discapacidad; trastornos del lenguaje.

Fecha de recepción: 02 de febrero de 2024

Fecha de aceptación: 28 de abril de 2024

1. Introduction

Attention to diversity in the educational field, or what is known as *inclusive teaching*, is debated between the academic and the legislative aspect, in the sense that the laws stipulate equality that goes from the access to education itself to its effective development in order to guarantee a learning process under equal conditions for every student. This implies that legislation, as well as the specific programs of public and private educational institutions and entities, must reserve space for inclusion and feasible methods so that it can be put into practice. To this end, research plays a key role in discerning between satisfactory approaches and those which are simply designed to minimally comply with the requirements that must be fulfilled. As happens in other contexts, it is common to find approaches made from the perspective of the *dominant groups* (here, we would talk about political and educational *macro actors*), but the truly constructive approach is the one that considers the perspective of the affected people themselves, as reflected in the study by Moriña and Cotán (2017), for example. What is more, some scholars speak explicitly of education as the “expression of social views” or even as a “social antidote par excellence” (Pàlles & Cabrero, 2018, pp.6-7).

With a simple search in any database, we will notice that the interest in *inclusion* in canonical education, whether at compulsory levels or in higher education, it overlaps with specific education, such as the teaching of foreign languages. Parra (2010: p. 75) points out that, since the implementation of compulsory elementary schooling in 1917, different needs began to be detected among the students, which led to the creation of what later became known as *special classrooms*. This proposal to create special classrooms has sometimes been replaced by the idea of a *universal design*, a term coined by Ronald L. Mace at the end of the 80s, to contemplate, in its essential approach, all recipients without the need to make subsequent adaptations (Fernández, 2018: p. 253). From one orientation or another, it seems clear that concern for this type of teaching occupies a more prominent place from a scientific point of view. Sometimes, proposals related to functional diversity and inclusion, in any of the aforementioned areas, are framed in other broader studies on equality (Muntaner, 2000; Fernández, 2000; Parra, 2011 or Medina García, 2017, among others).

Therefore, in this work we propose to investigate the specific state of the issue of inclusion in the specific field of language teaching and, more specifically, what affects the teaching of Spanish as a foreign language. If, by its design, the teaching/learning process presents great difficulties for students with disabilities or who are affected by any of the conditions categorized in the large group of functional diversity (whether related or not to language), we believe that greater attention must be paid to the acquisition of the codes of a foreign language, especially if the student does not have a direct contact with it and with the culture it represents. This work must emanate, mainly, from scientific studies developed in the field of education. Hence, the purpose of this work is to know the situation of this type of research, for which we look, firstly, at the existing bibliography regarding the teaching of Spanish as a foreign language and, secondly, we contrast the results of this search with those of foreign language teaching in general.

Finally, regarding the structure of the work, after this introductory section we offer some methodological considerations, in which we follow the guidelines of the 2020 PRISMA declaration. Once the method has been defined, we proceed to present the results of the systematic search carried out, which we discuss in that same third section. And, finally, we close with a decalogue as a conclusion.

2. The method

Given that the main objective of this study is to know the state of the art regarding the contemplation of the different aspects related to functional diversity in the teaching of Spanish as a foreign language, we are convinced that systematic, transparent and, above all, replicable ways of proceeding, such as the PRISMA method, are the ones that best fit this purpose. Therefore, methodological considerations must be described meticulously, as we will proceed below. Each of the subsections that we are going to break down below correspond to one of the points indicated in the PRISMA 2020 statement (Page et al., 2020).

2.1. Eligibility criteria

Before undertaking the task of searching and examining publications related to our object of study, we have delimited their eligibility according to the following inclusion and exclusion criteria:

- A) For the topic, works related to attention to functional diversity in the teaching of Spanish as a foreign language were included, including both those that address different types of disabilities and those that deal with disorders that affect language (aphasia, dyslexia, among others). Taking into account that these issues of teaching/learning of foreign languages overlap, at times, with other areas of education, such as the design of teaching programs for teaching the mother tongue in the primary stage, mainly, or even, the particular development of bilingual students or those who are schooled in bilingual environments. To avoid this crossover, publications related to these last two areas have been excluded from the study.
- B) Regarding the type of document, all those that have a scientific nature and are compiled in an indexed journal (articles), book (monographs or chapters) or digital repository (conference proceedings, doctoral theses or any of the previous subgenres) have been included. Therefore, those productions that are not scientific or purely academic in nature, such as informative articles, for example, are excluded.
- C) For the area of knowledge, what matters to us, in this case, is the purpose of the study. If this is oriented towards the teaching and learning of foreign languages, even if the affiliation of the authors or the publishing entity is not specifically education or the work was carried out within the framework of a multidisciplinary team, they will be considered valid. However, all studies that, developed outside of that field, do not have educational objectives will be excluded. Some of the advanced search tools in the databases allow us to narrow down the topic, so, when possible, we have used this filter.
- D) Regarding language, we have taken into account two perspectives: on the one hand, the language under study and, on the other, the language used to write it. For the first one, we have included exclusively works that address the teaching of Spanish, so we have excluded those that are dedicated to the analysis of that same topic applied to other languages and in which Spanish is not mentioned. However, we have not determined any filter that would restrict the language of publication of the works, as long as the previous criterion was met.
- E) No restriction has been established regarding the period of publication of the studies, but this has been subject to what was offered by the global results of the searches, according to the particular registry of each platform.
- F) Finally, regarding availability, the only results that we have been excluded were those which were not in open access, did not have a summary either, as it is the case of citations.

2.2. Information sources

For the selection of the databases, taking into account that the two authors have links with the University of Almería and that with institutional credentials both can consult the same databases, including some that have restricted access, we have taken as a starting point the Indaga search engine, which has numerous databases classified into eight categories (1. agriculture and environment, 2. science and technology, 3. health sciences, 4. social sciences and humanities, 5. law, 6. economics and business, 7. multidisciplinary and 8. psychology). As expected, some repositories are repeated in different categories and, for this reason, we have opted for the category called “multidisciplinary”, since it contains the most solid databases in the academic field and, in addition, they collect numerous studies of all other specialized categories. In the following table, we list all the databases included in this category.

Table 1. Sources of information

Category databases *multidisciplinary*

(1) AENORMás: Normas al día, (2) Autoridades de la Biblioteca Nacional, (3) BASE, (4) Bibliografía Nacional Española, (5) Cambridge Journals Online, (6) Centro de Estudios Andaluces: Publicaciones, (7) CSIC, (8) Dialnet, (9) Directory of Open Access Journals, (10) Ebook Central Academic Complete, (11) EBSCO Open Dissertations, (12) EBSCO [Platform], (13) elibro.net, (14) Emerald Journals, (15) Essential Science Indicators, (16) INGEeBOOK Streaming Book Store, (17) Instituto de Estadística y Cartografía de Andalucía, (18) ISBN: books published in Spain since 1972 (Ministry of Culture), (19) ISSN Portal, (20) Journal Citation Reports, (21) Library, Information Science and Technology Abstracts, (22) Monografías oficiales de la Colección Administración Electrónica, (23) MyNews Hemeroteca, (24) Odilo Préstam-e [Platform], (25) Open Grey: System for Information on Grey Literature in Europe, (26) OpenAIRE: Open Access Infrastructure for Research in Europe, (27) O'Really for Higher Education, (28) Oxford Journals Collection, (29) Oxford reference online premium, (30) Portal de Revistas de la Universidad de Almería (Proquest acceso UAL), (31) Proquest Dissertation & Theses Global, (32) Proquest [Platform], (33) REBIUN, (34) Recolecta, (35) REDIB: Red Iberoamericana de Innovación y Conocimiento Científico, (36) ROAD: Directory of Open Access Scholarly Resources, (37) Sage Premier, (38) SciELO Citation Index, (39) CsiELO: Scientific Electronic Library Online, (40) ScienceDirect e-books, (41) ScienceDirect Journals, (42) SciVal, (43) Scopus, (44) The Serials Directory, (45) Síntesis Editorial, (46) Sistema de Información multiterritorial de Andalucía, (47) Taylor & Francis eBooks Open Access, (48) Taylor & Francis Open Access, (49) TDR: Tesis Doctorales en Red, (50) TESEO, (51) Ulrichweb: global serials directory, (52) Unebook, (53) UNTERM: United Nations Multilingual Terminology Database, (54) Web of Science, y (55) Wiley Online Library Open Access.

Source: own elaboration

As can be seen in the table above, not all databases included in these categories meet the eligibility criteria mentioned in section 2.1. For this reason, we have proceeded to discard those that collect studies linked to other formats, such as digital newspaper archives, dictionaries and reference works, records of authority and standards or statistical information, as well as those that deal with other areas of specialty that does not include education or social sciences, in general. In addition to these, we have had to discard the REDIB database, the Ibero-American Network of Innovation and Scientific Knowledge, because, as indicated on the main page of the platform's website, “This website will not be updated or will provide any services from June 30, 2022” (<https://www.redib.org/>). We ourselves have tried to replicate the search methods determined in this study, but the system did not correctly filter results prior to that date. In this way, the following databases were discarded:

Table 2. Excluded databases

| Excluded databases |
|---|
| (1) AENORMás: Normas al día, (2) Autoridades de la Biblioteca Nacional, (3) Bibliografía Nacional Española, (4) Directory of Open Access Journals, (5) Essential Science Indicators, (6) INGEeBOOK Streaming Book Store, (7) Instituto de Estadística y Cartografía de Andalucía, (8) ISBN: books published in Spain since 1972 (Ministry of Culture), (9) Journal Citation Reports, (10) Library, Information Science and Technology Abstracts, (11) Monografías oficiales de la Colección Administración Electrónica, (12) MyNews Hemeroteca, (13) Odilo Préstam-e [Platform], (14) OpenAIRE: Open Access Infrastructure for Research in Europe, (15) O'Really for Higher Education, (16) Oxford Journals Collection, (17) Oxford reference online premium, (18) Portal de Revistas de la Universidad de Almería (Proquest acceso UAL), (19) Recolecta, (20) REDIB: Red Iberoamericana de Innovación y Conocimiento Científico, (21) ROAD: Directory of Open Access Scholarly Resources, (22) SciELO Citation Index, (23) CsiELO: Scientific Electronic Library Online, (24) SciVal, (25) Sistema de Información multiterritorial de Andalucía, (26) UNTERM: United Nations Multilingual Terminology Database, y (27) Wiley Online Library Open Access. |

Source: own elaboration

Regarding the dates, several searches were carried out between January 10 and 24, 2024, as we will explain later.

2.3. Search strategy

To carry out the query, the keywords have been entered *teaching Spanish, Spanish, ELE, functional diversity, disability, and language disorders* in the search engines of each of the databases, obeying the parameters illustrated in the following table:

Table 3. Search terms

| Foreground | Relationship type | Second ending |
|----------------------|----------------------|--------------------------|
| (1) Spanish teaching | co-occurrences (AND) | (A) functional diversity |
| | | (B) disability |
| | | (C) language disorders |
| (2) ELE | co-occurrence (AND) | (A) functional diversity |
| | | (B) disability |
| | | (C) language disorders |

Source: own elaboration

The main requirement reflected in the search engines of the previously mentioned databases is the one that has to do with the co-occurrence of the two terms in question. For databases that offered the option of *advanced search*, the choice that appeared by default has been maintained, which is *all the results*, for all items, except for the delimitation of the area of knowledge (education or social

sciences, according to the available options and the extent of the results), in which they offered this possibility, and the citations, that is, studies without free access or availability of abstracts. To determine the other eligibility criteria of the studies, an individual reading of each of the results had to be made.

2.4. Selection process

The query has been carried out by the two authors of this work in two phases: first, one of the authors has carried out the complete query in the selected databases, in accordance with the criteria that we have previously described. And, secondly, based on these results, the other author has made a second query, following exactly the same steps, but in a different period (the first search was carried out on January 10, 2024, and this last verification took place two weeks later, on January 24 January 2024). There was no significant disagreement between one search and the other, so the results of the first were corroborated.

2.5. Study extraction process

In this regard, once the studies were selected, the two authors worked together to extract the data from each of them. The following categories were taken into account: (1) database, (2) search terms, (3) author, (4) title and (5) year. For this task, as we mentioned above, an individual reading of each document was done.

3. Results and discussion

3.1. The current state of the matter

Based on the parameters described in the second section, the data recovered was the following, which we broke down according to the co-occurrence shown in Table 3 and, at the end, we will present the total number of documents offered by each database, as well as the number of eligible documents according to the criteria mentioned in the methodology, in each database and, in the end, the global result in all the platforms analysed:

Table 4. Summary of results of the specific search

| Name | 1A | 1B | 1C | 2A | 2B | 2C | Total | Eligible |
|---|-----|-----|----|----|-----|----|------------|----------|
| BASE | 35 | 284 | 73 | 18 | 77 | 27 | 514 | 2 |
| Cambridge Journals Online | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Centro de Estudios Andaluces: Publicaciones | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CSIC | 0 | 0 | 0 | 8 | 163 | 15 | 186 | 0 |
| Dialnet | 125 | 139 | 16 | 34 | 30 | 3 | 347 | 3 |
| Ebook Central Academic Complete | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| EBSCO Open Dissertations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| EBSCO [Platform] | 5 | 1 | 74 | 1 | 48 | 6 | 135 | 0 |
| elibro.net | 0 | 0 | 0 | 0 | 13 | 0 | 13 | 0 |
| Emerald Journals | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ISSN Portal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Name | 1A | 1B | 1C | 2A | 2B | 2C | Total | Eligible |
|--|------------|-------------|------------|------------|------------|------------|-------------|----------|
| Open Grey: System for Information on Grey Literature in Europe | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Proquest Dissertation & Theses Global | 170 | 51 | 64 | 158 | 34 | 61 | 538 | 0 |
| Proquest [Platform] | 314 | 269 | 130 | 170 | 109 | 25 | 1017 | 0 |
| REBIUN | 18 | 74 | 16 | 3 | 9 | 1 | 121 | 1 |
| Sage Premier | 65 | 57 | 62 | 6 | 4 | 3 | 197 | 0 |
| ScienceDirect e-books / journals | 19 | 27 | 6 | 14 | 19 | 9 | 94 | 0 |
| Scopus | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| The Serials Directory | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Síntesis Editorial | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Taylor & Francis eBooks | 82 | 81 | 88 | 68 | 66 | 118 | 503 | 0 |
| Taylor & Francis Open Access | 81 | 55 | 52 | 12 | 5 | 3 | 208 | 0 |
| TDR: Online Doctoral Theses | 16 | 2 | 4 | 15 | 2 | 4 | 43 | 0 |
| Theseus | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| Ulrichweb: global serials directory | 0 | 0 | 99 | 0 | 0 | 0 | 99 | 0 |
| Unebook | 10 | 7 | 7 | 3 | 0 | 0 | 27 | 0 |
| Web of Science | 1 | 5 | 0 | 2 | 18 | 2 | 28 | 0 |
| TOTAL COOCCURRENCE | 941 | 1052 | 691 | 512 | 599 | 277 | 4072 | 6 |

Source: own elaboration

The information that emerges from the previous table confirms that, although the absolute number of documents extracted from all the databases analysed is 4072, the truth is that those that meet the eligibility criteria, once the individual and manual review of each document has been carried out, there are only 6 and, furthermore, located only in three of the 27 databases consulted. So, we can confirm that the majority, the remaining 23, do not provide any results that comply with the purpose of this investigation. The three databases in which the valid documents were found are BASE (Bielefeld Academic Search Engine), Dialnet and REBIUN, although we must say that some documents were repeated in more than one of these. So, finally, they were able to say that we have only 4 valid documents, as shown in table 5.

The patent imbalance between total documents for each descriptor and final number of eligible results in each database and, in general, is due, primarily, to the overlap of our object of study with that of other related topics, such as attention to diversity in language teaching in the stages of basic education or in bilingual teaching environments or a particular condition of family bilingualism, as we expected.

Table 5. Description of eligible studies for specific search.

| Database | Search terms | Author | Title | Year |
|------------------|--|--------------------|--|------|
| BASE and REBIUN | ELE y discapacidad | Barrera García | Creación de ELE accesible: un espacio virtual de asesoramiento a docentes de ELE sobre accesibilidad web y discapacidad visual | 2009 |
| Dialnet | Enseñanza del español y discapacidad intelectual | Domínguez Fernando | La enseñanza del español a inmigrantes con discapacidad intelectual | 2009 |
| BASE and Dialnet | Enseñanza del español y trastornos del lenguaje | Reyes Morente | Aplicación de técnicas de corrección e intervención logopédica para la enseñanza de la articulación del fonema vibrante múltiple /r/ a estudiantes anglófonos de ELE | 2019 |
| Dialnet | Enseñanza del español y trastornos del lenguaje | Grosso | La enseñanza del español como lengua extranjera a estudiantes con Trastorno del Espectro Autista | 2020 |

Source: own elaboration

3.2. Contrast with other results

Given that the descriptors established to explore the state of the literature on the teaching of Spanish as a foreign language in the field of functional diversity have led us to a very modest number of studies, we wanted to expand the first search term with the intention to be able to corroborate that this is, in fact, the real state of our object of study, as well as to be able to equate it with the situation of the teaching of other languages. To do this, instead of the specification that delimited the Spanish language (*Spanish teaching and ELE*), we have expanded the first term to *foreign language*, maintaining the three categories of the second term: (A) *functional diversity*, (B) *disability* y (C) *language disorders*. The fruits of this new search are set out below:

Table 6. Summary of general search results

| Name | 3A Total | 3A Eligible | 3B Total | 3B Eligible | 3C Total | 3C Eligible |
|--|----------|-------------|----------|-------------|----------|-------------|
| BASE | 0 | 0 | 4 | 3 | 0 | 0 |
| Cambridge Journals Online | 56 | 0 | 56 | 0 | 77 | 0 |
| Centro de Estudios Andaluces: Publicaciones | 0 | 0 | 0 | 0 | 0 | 0 |
| CSIC | 0 | 0 | 0 | 0 | 0 | 0 |
| Dialnet | 4 | 3 | 44 | 24 | 2 | 2 |
| Ebook Central Academic Complete | 0 | 0 | 0 | 0 | 0 | 0 |
| EBSCO Open Dissertations | 0 | 0 | 0 | 0 | 0 | 0 |
| EBSCO [Platform] | 1 | 0 | 5 | 0 | 0 | 0 |
| elibro.net | 0 | 0 | 0 | 0 | 0 | 0 |
| Emerald Journals | 0 | 0 | 0 | 0 | 0 | 0 |
| ISSN Portal | 0 | 0 | 0 | 0 | 0 | 0 |
| Open Grey: System for Information on Grey Literature in Europe | 0 | 0 | 0 | 0 | 0 | 0 |
| Proquest Dissertation & Theses Global | 0 | 0 | 0 | 0 | 0 | 0 |

4. Results and Discussion

| Name | 3A Total | 3A Eligible | 3B Total | 3B Eligible | 3C Total | 3C Eligible |
|-------------------------------------|------------|-------------|------------|-------------|------------|-------------|
| Proquest [Platform] | 47 | 0 | 272 | 3 | 37 | 1 |
| REBIUN | 7 | 1 | 17 | 3 | 4 | 1 |
| Sage Premier | 47 | 2 | 18 | 0 | 12 | 0 |
| ScienceDirect e-books / journals | 10 | 1 | 9 | 0 | 3 | 0 |
| Scopus | 11 | 2 | 45 | 2 | 12 | 0 |
| The Serials Directory | 1 | 0 | 0 | 0 | 0 | 0 |
| Síntesis Editorial | 0 | 0 | 0 | 0 | 0 | 0 |
| Taylor & Francis eBooks Open Access | 90 | 0 | 15 | 0 | 29 | 0 |
| Taylor & Francis Open Access | 60 | 1 | 21 | 1 | 13 | 0 |
| TDR: Online Doctoral Theses | 8 | 0 | 92 | 0 | 10 | 0 |
| Theseus | 0 | 0 | 0 | 0 | 0 | 0 |
| Ulrichweb: global serials directory | 0 | 0 | 0 | 0 | 0 | 0 |
| Unebook | 3 | 0 | 0 | 0 | 0 | 0 |
| Web of Science | 1 | 1 | 0 | 0 | 0 | 0 |
| Total co-occurrence | 346 | 11 | 598 | 36 | 199 | 4 |

Source: own elaboration

If we look at columns 3, 5 and 7 (corresponding to the eligible documents in each of the categories), we will see that, despite not offering such dense results, given the broad interest in research that addresses the foreign language, these are considerably broader than those of the specific descriptors that limit the search to the teaching of Spanish as a foreign language. Thus, this new search has provided us with 1143 documents, of which 51 coincided with our eligibility criteria, after carrying out the individual verification of each one of them.

The most frequent co-occurrence, as can be seen in the table, is the one that includes, as a second term, *disability* (36 of the 51 eligible documents), followed by *functional diversity* (11), so that of *language disorders* (4) in last place. In the first query, the specific one (Table 4), the situation is similar, so we assume that the term *disability* is the most profitable. Clearly, in both this general and specific search, Dialnet is the database that provides the largest number of results. In this sense, we must warn that, although we have included publications in other languages, the search terms have been entered exclusively in Spanish and that is why some databases of international scope, or foreign platforms would be more restricted.

On this occasion, of the 27 databases analysed, 9 are the ones that have provided us with results: (1) BASE, (2) Dialnet, (3) Proquest, (4) REBIUN, (5) Sage Premier, (6) Science Direct, (7) Scopus, (8) Taylor & Francis and (9) Web of Science. As we will see in the table below, some studies have appeared in more than one database, so in the first column all the sources we have been indicated in which each one was it found.

Table 7. Description of eligible general search studies.

| Database | Search terms | Author(s) | Title | Year |
|--|---|------------------------------------|---|------|
| Dialnet and REBIUN | Lengua extranjera y trastornos del lenguaje | Yúfera Gómez | La reeducación de los trastornos del lenguaje y la enseñanza de lenguas extranjeras | 1993 |
| Sage Journals and Taylor & Francis Open Access | Lengua extranjera y diversidad funcional | Lorenzo | Déficit de aprendizaje y déficit motivacional: investigando la hipótesis resultativa en el aula de idiomas | 2001 |
| Dialnet | Lengua extranjera y discapacidad | Santana Rollán | Adquisición de una segunda lengua en alumnos con discapacidad visual la integración como variable en el aprendizaje de inglés como lengua extranjera | 2003 |
| BASE and REBIUN | Lengua extranjera y discapacidad | Santana Rollán | Adquisición de una segunda lengua en alumnos con discapacidad visual la integración como variable en el aprendizaje de inglés como lengua extranjera | 2003 |
| Dialnet | Lengua extranjera y discapacidad | Montes Alcalá | Discapacidades de aprendizaje en una lengua extranjera: un curso piloto | 2007 |
| ProQuest | Lengua extranjera y discapacidad | Moirano y Pérez Albizú | Otro modo de ver la diversidad: La integración de niños con capacidades especiales en la clase de lengua extranjera | 2009 |
| Sage Journals | Lengua extranjera y diversidad funcional | Rosado, Aparici and Perera | Adapting to the circumstances: on discourse competence in L2 Spanish | 2014 |
| ScienceDirect | Lengua extranjera y diversidad funcional | Pontón and Fernández | Eficacia de la enseñanza adaptativa en el aprendizaje del inglés de personas adulta. Adaptive Teaching as method for English learning in Adult Education | 2014 |
| Dialnet | Lengua extranjera y discapacidad | Escabias Lloret and Ordóñez García | Atención a la diversidad adaptación de cursos de inglés para alumnos con discapacidad auditiva | 2015 |
| ProQuest | Lengua extranjera y discapacidad | Pizarro Chacón and Cordero Badilla | La enseñanza del inglés como segunda lengua a estudiantes universitarios con discapacidad y necesidades educativas especiales: un reto académico | 2015 |
| BASE | Lengua extranjera y discapacidad | Mancilla Piedrahita | Diseño, implementación y evaluación de una secuencia didáctica para el desarrollo de la comprensión y expresión oral en la enseñanza del inglés como lengua extranjera para estudiantes con discapacidad visual en el Instituto para Niños Ciegos y Sordos del Valle del Cauca. | 2016 |
| Dialnet | Lengua extranjera y discapacidad | Alvarado Cantero | Necesidades educativas específicas y discapacidad pedagogía de la inclusión en las aulas de ELE | 2016 |
| Dialnet and REBIUN | Lengua extranjera y discapacidad | Medina Sánchez and Pérez Valverde | Adaptaciones metodológicas en el aula de lengua extranjera para el alumnado con discapacidad intelectual leve, estudio de caso | 2017 |
| Dialnet | Lengua extranjera y discapacidad | Ernica Vogel | La canción: un recurso para generar entornos educativos inclusivos en el aula de inglés | 2017 |

| Database | Search terms | Author(s) | Title | Year |
|------------------------------|---|---|--|------|
| Dialnet | Lengua extranjera y discapacidad | Bonilla Tenesaca, Batista Medina and Jiménez Álvarez | La inclusión y atención a la diversidad en las clases de inglés a través del método LEBY en las academias de idiomas ecuatorianas | 2017 |
| Taylor & Francis Open Access | Lengua extranjera y discapacidad | Calduch | Traducción audiovisual y aprendizaje del español como L2: el uso de la audiodescripción | 2017 |
| Dialnet and REBIUN | Lengua extranjera y diversidad funcional | Fernández Portero | Diseño Universal para el Aprendizaje de idiomas en personas con diversidad funcional | 2018 |
| Dialnet | Lengua extranjera y discapacidad | Medina Sánchez | Enseñanza de la lengua extranjera para alumnado con discapacidad intelectual leve estudio de caso | 2018 |
| Dialnet | Lengua extranjera y discapacidad | Pejović and Trivić | La enseñanza de ELE y las necesidades educativas especiales en el ámbito universitario serbio. Estudio de caso | 2018 |
| Dialnet | Lengua extranjera y discapacidad | Cevallos Viscaino, Romero García, Sandoval Vizúete and Sandoval Vizúete | Utilización de software en la enseñanza del idioma inglés básico a personas con discapacidad visual | 2018 |
| Dialnet | Lengua extranjera y trastornos del lenguaje | Reyes Morente | Aplicación de técnicas de corrección e intervención logopédica para la enseñanza de la articulación del fonema vibrante múltiple /r/ a estudiantes anglófonos de ELE | 2019 |
| Dialnet | Lengua extranjera y discapacidad | Naranjo de Arcos | Enseñanza de lenguas extranjeras a personas con discapacidad auditiva | 2019 |
| Dialnet | Lengua extranjera y discapacidad | Reverter Oliver | Inclusión del alumnado con discapacidad sensorial y traducción audiovisual en las aulas de inglés de las EEOOI de la comunitat valenciana. Un estudio exploratorio | 2019 |
| Dialnet | Lengua extranjera y discapacidad | Garrote Camarena | Análisis del aprendizaje y adquisición del bilingüismo oral de la lengua inglesa en alumnos con discapacidad auditiva | 2020 |
| Dialnet | Lengua extranjera y discapacidad | Sowell and Sugisaki | An Exploration of EFL Teachers' Experience with Learning Disability Training | 2020 |
| Dialnet | Lengua extranjera y discapacidad | González Castro, Blázquez Arribas, Sánchez Fuentes and Alcalde Peñalver | En-abilities, herramientas online para el aprendizaje de inglés en adultos con necesidades educativas especiales | 2020 |
| Dialnet | Lengua extranjera y discapacidad | Carpenter | EFL Education for the Visually Impaired in Japan. Data from Five Interviews | 2020 |
| Dialnet REBIUN | Lengua extranjera y discapacidad | Medina Sánchez and Pérez Valverde | Fundamentos teórico-prácticos en torno a la inclusión del alumnado con discapacidad intelectual en el aula de lengua extranjera | 2020 |
| Dialnet | Lengua extranjera y discapacidad | Young | Guide to Systematizing Support for Students with Disabilities in Postsecondary EFL | 2020 |

| Database | Search terms | Author(s) | Title | Year |
|----------|--|--|--|------|
| Dialnet | Lengua extranjera y discapacidad | Blázquez Arribas, Barros del Río, Alcalde Peñalver and Sigona | La enseñanza del inglés como lengua extranjera en adultos con discapacidad propuesta del proyecto europeo En-Abilities | 2020 |
| ProQuest | Lengua extranjera y discapacidad | Molina Ramírez | Lectoescritura en inglés para estudiantes sordos | 2020 |
| Scopus | Lengua extranjera y discapacidad | Blázquez Arribas, Barros del Río, Alcalde Peñalver and Sigona | Teaching English to adults with disabilities: A digital solution through En-Abilities | 2020 |
| Scopus | Lengua extranjera y discapacidad | Medina Sánchez and Pérez Valverde | Theoretical and practical principles about the inclusive education of pupils with mild intellectual disabilities in the foreign language classroom | 2020 |
| Dialnet | Lengua extranjera y diversidad funcional | Villarreal Buitrago and Méndez Rivera | Dealing with Functional Diversity in EFL Classrooms. English Teachers' Positioning | 2021 |
| Scopus | Lengua extranjera y diversidad funcional | Garrote Camarena, Moreno Rodríguez and Reyes Téllez | Learning a Foreign Language in Compulsory Education: Deaf and Hard-of-Hearing Students' Experiences | 2021 |
| Dialnet | Lengua extranjera y discapacidad | Autaeva, Kismetova, Rsaldinova, Mirza, Maldybaev, Kemesheva, Aitmaganbetova and Temirbolat | Methodological basis for readiness of future language teachers to work in conditions of inclusive education | 2021 |
| Dialnet | Lengua extranjera y discapacidad | Reverter Oliver | Enseñanza de idiomas e inclusión. La discapacidad sensorial en el aula | 2022 |
| ProQuest | Lengua extranjera y discapacidad | Fernández Portero | Measuring preservice foreign language teachers' attitudes toward inclusive education through a newly developed scale | 2022 |
| Scopus | Lengua extranjera y diversidad funcional | Ortiz Medina, Arismendi Gómez and Londoño Ceballos | Teaching Foreign Languages at the U-Diversity: Exploring Pathways Towards Decoloniality and Critical Interculturality | 2022 |
| Dialnet | Lengua extranjera y diversidad funcional | Sanz Moreno | Audiodescripción y competencia intercultural en clase de francés como lengua extranjera una experiencia docente | 2023 |
| Dialnet | Lengua extranjera y discapacidad | Garrido Feijóo and Silva Baldonado | Breve revisión bibliográfica sobre el aprendizaje de lenguas extranjeras en el alumnado con discapacidad visual | 2023 |
| ProQuest | Lengua extranjera y NEAE | Belda Medina | El uso de la tecnología de apoyo (T.A.) en la enseñanza del inglés al alumnado con necesidad específica de apoyo educativo (NEAE) en tiempos de Covid-19 | 2023 |
| Dialnet | Lengua extranjera y discapacidad | Leonetti and Soría Millán | Enseñanza de ELE inclusiva desde una experiencia práctica | 2023 |

4. Conclusions

| Database | Search terms | Author(s) | Title | Year |
|----------|----------------------------------|--|--|------|
| BASE | Lengua extranjera y discapacidad | Rojas Pinto, Cubillo Ramírez and Ramos Cordero | Estrategias de enseñanza y aprendizaje para maximizar el currículo operacional en el aprendizaje de una lengua extranjera: dos casos de estudio de estudiantes con discapacidad auditiva | 2023 |

Source: own elaboration

As a conclusion to the systematic review carried out on the issue of attention to functional diversity in the field of teaching Spanish as a foreign language, we present the following synthesis as a decalogue:

- Addressing the concept of *inclusion* and research on possible methods for its adequate contemplation in foreign language teaching programs, in general, is insufficient and still must cover an enormous distance to be able to establish itself as a consolidated and, above all, useful line of research, with a view to its subsequent application to real situations.
- If the general panorama presents these large gaps, in this field, academic works that combine functional diversity and teaching of Spanish as a foreign language, despite having their first fruits around the year 2009, as we have previously seen, continue to show, more than a decade later, with inexplicable shyness.
- Among the different studies related to educational diversity and inclusion, there is a notable overlap, which, if not rigorously debated, can lead to confusion and, above all, can blur the objectives of the different types of teaching, which is detrimental for the adequate training of students in a new language.
- Given the spatial limitations of this work, in order to adjust to the permitted extension, we have had to limit the search to descriptors in the Spanish language. Hence, we recognize that one of the main limitations of this study is the one that has to do with the language used to carry out the queries in the databases analysed. The introduction of the same terms in English would certainly expand the results, at least with regard to the second block, that of language teaching and functional diversity at the international level.

5. References

- Alvarado Cantero, L. (2015). Necesidades educativas específicas y discapacidad: pedagogía de la inclusión en las aulas de ELE. *XXVI Congreso Internacional ASELE, La formación y competencias del profesorado de ELE*, (pp.65-74). Centro virtual Cervantes.
- Autaeva, A. N., Kismetova G.N., Rsaldinova A.K., N. Mirza, Maldybaev K.B., Kemeshova A. M., Aitmaganbetova S.K. & Temirbolat, A. (2021). Methodological basis for readiness of future language teachers to work in conditions of inclusive education. *EntreLínguas*, 7(8), 36-44.
- Barrera García, A. E. (2009). *Creación de ELE accesible: un espacio virtual de asesoramiento a docentes de ELE sobre accesibilidad web y discapacidad visual*. (Trabajo de Fin de Máster), Universidad Antonio de Nebrija. Madrid, España.
- Belda Medina, J. R. (2023). El uso de la tecnología de apoyo (TA) en la enseñanza del inglés al alumnado con necesidad específica de apoyo educativo (NEAE) en tiempos de Covid-19. *Digital Education Review*, 44, 93-104. <https://doi.org/10.1344/der.2023.44.93-104>

- Blázquez Arribas, L., Barros del Río, M.A., Alcalde Peñalver, E. & Sigona C.M. (2020). Teaching English to Adults with Disabilities: A Digital Solution through EN-ABILITIES. *Teaching English with Technology*, 20(1), 80-103.
- Bonilla Tenesaca, J. R, Batista Medina, I. & Jiménez Álvarez, M. (2017). La inclusión y atención a la diversidad en las clases de inglés a través del método LEBY en las academias de idiomas ecuatorianas. *Revista de Investigación, Formación y Desarrollo: Generando Productividad Institucional*, 5(1), 429-440. <https://doi.org/10.34070/rif.v5i1.62>
- Calduch, C. & Talaván N. (2017). Traducción audiovisual y aprendizaje del español como L2: el uso de la audiodescripción. *Journal of Spanish Language Teaching*, 4(2), 168-180. <https://doi.org/10.1080/23247797.2017.1407173>
- Carpenter, J. (2020). EFL education for the visually impaired in Japan: Data from five interviews. *Latin American Journal of Content & Language Integrated Learning*, 13(1), 57-78. <https://doi.org/10.5294/lacil.2020.13.1.4>
- Cevallos Viscaíno, P. S., Romero García, V. H., Sandoval Vizuete P.N. & Sandoval Vizuete E.V. (2018). Utilización de software en la enseñanza del idioma inglés básico a personas con discapacidad visual. *Didasc@lia: Didáctica y Educación*, 9(3), 13-20.
- Domínguez, F. M. (2009). *La enseñanza del español a inmigrantes con discapacidad intelectual*. (Trabajo de Fin de Máster), Universidad Complutense de Madrid, España.
- Ernica Vogel, C. (2017). La canción: un recurso para generar entornos educativos inclusivos en el aula de inglés. *Integración: Revista digital sobre discapacidad visual*, 71, 75-102.
- Escabias Lloret, P & Ordóñez García, C. (2015). Atención a la diversidad: adaptación de cursos de inglés para alumnos con discapacidad auditiva. *XIII Jornadas de Redes de Investigación en Docencia Universitaria: nuevas estrategias organizativas y metodológicas en la formación universitaria para responder a la necesidad de adaptación y cambio*, (pp.1992-2002). Universidad de Alicante.
- Fernández, A. (2003). Educación inclusiva: enseñar y aprender entre la diversidad. *Revista digital UMBRAL*, 13,1-10.
- Fernández Portero, I. (2018). Diseño Universal para el Aprendizaje de idiomas en personas con diversidad funcional. *Revista de educación inclusiva*, 11(1), 251-266. <https://doi.org/10.1111/flan.12660>
- Fernández Portero, I. (2022). Measuring preservice foreign language teachers' attitudes toward inclusive education through a newly developed scale. *Foreign Language Annals*, 55(4), 1188-1211.
- Garrido Feijóo, R. M. & Silva Baldonado, M.L. (2023). Breve revisión bibliográfica sobre el aprendizaje de lenguas extranjeras en el alumnado con discapacidad visual. *RED Visual: revista especializada en discapacidad visual*, 81, 28-53. <https://doi.org/10.53094/VPRH4528>
- Garrote Camarena, I. (2020). *Análisis del aprendizaje y adquisición del bilingüismo oral de la lengua inglesa en alumnos con discapacidad auditiva*. [Tesis Doctoral], Universidad Rey Juan Carlos, Madrid, España.
- Garrote Camarena, I., R. Moreno-Rodríguez & F. Reyes Téllez (2021). Learning a Foreign Language in Compulsory Education: Deaf and Hard-of-Hearing Students' Experiences. *Qualitative Research in Education* 10, 88-114. <https://doi.org/10.17583/qre.2021.6641>

- González Castro, J. L., Blázquez Arribas L., Sánchez Fuentes, S. & Alcalde Peñalver, E. (2020). En-abilities: herramientas online para el aprendizaje de inglés en adultos con necesidades educativas especiales. In E. J. Díez Gutiérrez y J. R. Rodríguez Fernández. *Educación para el Bien Común: hacia una práctica crítica, inclusiva y comprometida socialmente* (pp. 978-989). Octaedro.
- Grosso, M. L. (2020). La enseñanza del español como lengua extranjera a estudiantes con Trastorno del Espectro Autista. *Quintú Quimün: revista de lingüística*, 4, 15. <https://revele.uncoma.edu.ar/index.php/lingustica/article/view/2619>
- Leonetti, F. & Soria Millán, M.P. (2023). Enseñanza de ELE inclusiva desde una experiencia práctica. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, 6, 157-171. <https://doi.org/10.30827/portalin.viVI.28693>
- Lorenzo, F. J. (2001). Déficit de aprendizaje y déficit motivacional: investigando la hipótesis resultativa en el aula de idiomas. *Cultura y Educación*, 13(2), 179-194. <https://doi.org/10.1174/113564001750425132>
- Mancilla Piedrahita, D. M. (2016). *Diseño, implementación y evaluación de una secuencia didáctica para el desarrollo de la comprensión y expresión oral en la enseñanza del inglés como lengua extranjera para estudiantes con discapacidad visual en el Instituto para Niños Ciegos y Sordos del Valle del Cauca*. (Tesis doctoral), Universidad del Valle, Cali, Colombia.
- Medina García, M. (2017). *La educación inclusiva como mecanismo de garantía de la igualdad de oportunidades y no discriminación de las personas con discapacidad: una propuesta de estrategias pedagógicas inclusivas*. Cinca.
- Medina Sánchez, L. (2018). Enseñanza de la lengua extranjera para alumnado con discapacidad intelectual leve: estudio de caso. (Tesis doctoral), Universidad de Granada, España. <https://doi.org/10.30827/Digibug.54150>
- Medina Sánchez, L. & Pérez Valverde, M.C. (2017). Adaptaciones metodológicas en el aula de lengua extranjera para el alumnado con discapacidad intelectual leve: estudio de caso. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, 2, 267-282. <https://doi.org/10.30827/Digibug.54150>
- Medina Sánchez, L. & Pérez Valverde, M.C. (2020). Fundamentos teórico-prácticos en torno a la inclusión del alumnado con discapacidad intelectual en el aula de lengua extranjera. *Onomázein*, 6, 64-83. <https://doi.org/10.7764/onomazein.ne6.04>
- Molina Ramírez, M. C. (2020). Lectoescrita em inglês para estudantes surdos. *Educación y Educadores*, 23(4), 596-610. <https://doi.org/10.5294/edu.2020.23.4.3>
- Moirano, A. M. & Pérez Albizú, C. (2009). Otro modo de ver la diversidad: la integración de niños con capacidades especiales en la clase de lengua extranjera. *Puertas Abiertas*, 5, 1-10.
- Montes Alcalá, C. (2007). Discapacidades de aprendizaje en una lengua extranjera: un curso piloto. Aprendizaje de lenguas, uso del lenguaje y modelación cognitiva. Perspectivas aplicadas entre disciplinas. Actas del XXIV Congreso Internacional de AESLA, Madrid, España. UNED.
- Moriña, A. & Cotán Fernández, A. (2017). Educación Inclusiva y Enseñanza Superior desde la mirada de estudiantes con Diversidad Funcional. *Revista Digital de Investigación en Docencia Universitaria*, 11(1), 20-37. <https://doi.org/10.19083/ridu.11.528>

- Muntaner Guasp, J. J. (2000). La igualdad de oportunidades en la escuela de la diversidad. *Profesorado, revista de currículum y formación del profesorado*, 4 (1), 1-19.
- Naranjo de Arcos, A. (2019). Enseñanza de lenguas extranjeras a personas con discapacidad auditiva. *Educación en Contextos Plurilingües: Metodología e Innovación*, (pp.61-71). UCOPress
- Ortiz Medina, J. M., Arismendi Gómez, F.A. & Londoño Ceballos, P. A. (2022). Teaching Foreign Languages at the U-Diversity: Exploring Pathways Towards Decoloniality and Critical Interculturality. *Íkala*, 27(3), 663. <https://doi.org/10.17533/udea.ikala.v27n3a05>
- Page, M. J., McKenzie, J. E. Bossuyt, P. M. Boutron, I., Hoffmann, T. C. Mulrow, C. D. Shamseer, L. Tetzlaff, J. M., Akl, E. A. Brennan, S. E. , Chou, R., Glanville, J. , Grimshaw, J. M. , Hróbjartsson, A. Lalu, M. M. Li, T. Loder, E. W. Mayo-Wilson, E., McDonald, S. McGuinness, L. A., Stewart, L.A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P. & Moher, D. (2020). The PRISMA 2020 statement: an updated guideline for reporting. *British Medical Journal*, 372(71), 1-9. <https://doi.org/10.31222/osf.io/v7gm2>
- Pallares Piquer, M. & I. Cabero Fayos. (2018). La educación en la encrucijada: miradas sociales y progresión pedagógica en las puertas del 2020. *Actas del III Congreso online Internacional virtual sobre La Educación en el siglo XXI* (pp. 1-12). Eumed.net.
- Parra Dussan, C. (2010). Educación inclusiva: Un modelo de educación para todos. *ISEES: Inclusión Social y Equidad en la Educación Superior*, 8, 73-84.
- Parra Dussan, C. (2011). Educación inclusiva: un modelo de diversidad humana. *Educación y desarrollo social*, 5(1), 139-150.
- Pejović, A., & Trivić, A. (2018). La enseñanza de ELE y las necesidades educativas especiales en el ámbito universitario serbio: Estudio de caso. *El Español por el Mundo*, 1, 225-234. <https://doi.org/10.59612/epm.vi1.35>
- Pizarro Chacón, G. & D. Cordero Badilla (2015). La enseñanza del inglés como segunda lengua a estudiantes universitarios con discapacidad y necesidades educativas especiales: un reto académico. *Repertorio Americano*, 25, 165-178.
- Pontón, M. L. & S. Fernández (2014). Eficacia de la enseñanza adaptativa en el aprendizaje del inglés de personas adultas. *Magister*, 26(2), 82-89. [https://doi.org/10.1016/S0212-6796\(14\)70022-2](https://doi.org/10.1016/S0212-6796(14)70022-2)
- Reverter Oliver, B. (2019). *Inclusión del alumnado con discapacidad sensorial y traducción audiovisual en las aulas de inglés de las EEOOI de la Comunitat Valenciana: un estudio exploratorio*. (Tesis doctoral), Universitat de València, Valencia, España.
- Reverter Oliver, B. (2023). *Enseñanza de idiomas e inclusión: la discapacidad sensorial en el aula* (Vol. 20). Publicacions de la Universitat de Valencia. <https://doi.org/10.7203/PUV-OA-102-0>
- Reyes, M. B. (2019). Aplicación de técnicas de corrección e intervención logopédica para la enseñanza de la articulación del fonema vibrante múltiple /r/ a estudiantes anglófonos de ELE. *ReiDo-Crea*, 8(3), 48-59.
- Rojas Pinto, J. K., D. C. Ramírez & I. R. Cordero (2023). Estrategias de enseñanza y aprendizaje para maximizar el currículo operacional en el aprendizaje de una lengua extranjera: dos casos de estudio de estudiantes con discapacidad auditiva. *Repertorio Americano*, 33, 33-46. <https://doi.org/10.15359/ra.1-33.2>

- Rosado, E., M. Aparici & J. Perera (2014). Adapting to the circumstances: On discourse competence in L2 Spanish. *Cultura y Educación*, 26(1), 71-102. <https://doi.org/10.1080/11356405.2014.908671>
- Santana Rollán, M. E. (2003). Adquisición de una segunda lengua en alumnos con discapacidad visual: la integración como variable en el aprendizaje de inglés como lengua extranjera. *Integración: revista sobre ceguera y deficiencia visual*, 43, 7-18.
- Sanz Moreno, R. (2023). Audiodescripción y competencia intercultural en clase de francés como lengua extranjera: Una experiencia docente. *Hikma*, 22(1), 95-122. <https://doi.org/10.21071/hikma.v22i1.14524>
- Sowell, J. & Sugisaki, L. (2020). An exploration of EFL teachers' experience with learning disability training. *Latin American Journal of Content & Language Integrated Learning*, 13(1), 114-134. <https://doi.org/10.5294/lacilil.2020.13.1.7>
- Villarreal, L. C. & Méndez-Rivera, P.E. (2021). Dealing with Functional Diversity in EFL Classrooms: English Teachers' Positioning. *Colombian Applied Linguistics Journal*, 23(1), 63-77. <https://doi.org/10.14483/22487085.16343>
- Young, D. (2020). Guide to Systematizing Support for Students with Disabilities in Postsecondary EFL. *Latin American Journal of Content & Language Integrated Learning*, 13(1), 26-42. <https://doi.org/10.5294/lacilil.2020.13.1.2>
- Yúfera Gómez, I. (1993). La reeducación de los trastornos del lenguaje y la enseñanza de lenguas extranjeras. En *El español como lengua extranjera. De la teoría al aula: actas del tercer Congreso Nacional de ASELE*. Málaga, 12-22 October 1991 (pp. 159-166). Universidad de Málaga, Málaga, España.