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Integration of linguistic principles in the implementation of the ELIGEN model in enrichment programs at inclusive schools

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Abstract

The ELIGEN Model (Enrichment Learning for Gifted and Exceptional Needs) is designed as a flexible enrichment approach to address the diverse needs of gifted and exceptional students in inclusive classrooms. This study examines the systematic integration of linguistic principles phonology, morphology, syntax, semantics, and pragmatics into ELIGEN to support differentiated language learning. Using a descriptive qualitative method, data were collected through document analysis, classroom observations involving 3 verbally gifted students and 7 students with special needs, and interviews with 2 support teachers. The findings reveal that integrating linguistic elements enhances advanced literacy, metalinguistic awareness, and linguistic creativity among gifted students while providing structured scaffolding that supports learners with special needs. This approach enables both groups to engage in meaningful language use and develop deeper semantic understanding. This study contributes a structured yet flexible linguistically based enrichment framework within the ELIGEN model that integrates cognitive, linguistic, and social dimensions of learning. The framework offers a practical and replicable approach to differentiated language instruction, advancing inclusive education beyond traditional ability-based models toward a more integrative paradigm.

Introduction

Inclusive education requires the development of instructional practices that respond to student diversity, including both gifted learners and students with learning disabilities. UNESCO (2020) emphasizes that inclusive education aims to create learning environments that support participation and equitable access for all students. In this context, enrichment approaches such as the Schoolwide Enrichment Model (SEM) and differentiated instruction have been widely adopted to provide advanced learning opportunities while accommodating diverse needs. However, recent studies highlight persistent challenges in implementing inclusive enrichment, particularly in identifying giftedness in heterogeneous classrooms and in teachers' readiness to design effective differentiated instruction (Baccassino, F., & Pinnelli, 2023).

Language plays a central role in both academic achievement and social participation. Empirical studies show that strong linguistic abilities are closely associated with literacy development and overall academic success (Hjetland et al., 2020). Moreover, structured linguistic interventions such as phonological

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training, morphological awareness activities, and semantic mapping have been shown to significantly improve literacy and cognitive processing in diverse learners (West et al., 2024). These findings suggest that linguistic principles (phonology, morphology, syntax, semantics, and pragmatics) have strong potential to serve as a foundation for inclusive enrichment practices.

Despite this potential, several critical gaps remain in the literature. First, existing enrichment models for gifted students rarely provide a systematic integration of core linguistic **components** within their instructional design. Second, there is limited research examining how such integration functions in inclusive classrooms involving both gifted students and students with special needs simultaneously. Third, most prior studies tend to focus on cognitive or literacy outcomes alone, with insufficient attention to the interaction between instructional processes, teacher adaptation, and social participation outcomes. Furthermore, teacher capacity has been identified as a crucial factor in successful language-based interventions (Egert, F., Fukkink, R. G., & Eckhardt, 2018), yet it remains underexplored in enrichment contexts. In parallel, studies on language intervention and enrichment programs focusing on the development of oral/written language indicate that structural linguistic interventions (e.g., phonological exercises, semantic mapping, morpheme manipulation) can enhance literacy skills and related cognitive processes in preschool to elementary school children. Concise findings from intervention studies demonstrate positive effects on language comprehension and literacy skills when enrichment programs include structured linguistic activities. This opens up opportunities to integrate linguistic principles into enrichment programs for gifted students (West et al., 2024).

In the context of inclusive education, the heterogeneity of learning needs poses a significant challenge. Gifted students often possess higher cognitive abilities, while students with learning disabilities may require more targeted and differentiated approaches. A study by Smith and Jones shows that applying different learning strategies can enhance student engagement and achievement in inclusive settings (Smith, J., & Jones, 2022). Therefore, integrating linguistic principles into the ELIGEN Model will not only enhance the learning experiences of gifted students but also help students with special needs understand and use language more effectively. The integration of linguistics in the ELIGEN Model can also assist students in developing metalinguistic skills, which are the abilities to think about and analyze language. Metalinguistic skills play a crucial role in students' ability to comprehend and use language in academic contexts. According to research by Brown (Brown, 2023), students with strong metalinguistic skills exhibit higher abilities in reading and writing. This indicates that by integrating linguistic principles into the enrichment program, we can support students not only academically but also in the broader development of communication skills.

Thus, this research aims to uncover how linguistic principles can be integrated into the ELIGEN Model to create a more effective and inclusive enrichment program. This study is expected to provide new insights for educators and curriculum developers in designing programs that can meet the needs of all students, including those who are gifted and have special needs. Although both lines of evidence above are promising, there is a significant research gap. First, the literature on enrichment for gifted students relatively lacks systematic exploration of how linguistic components (phonology, morphology, syntax, semantics, pragmatics) can be integrated into enrichment models implemented in inclusive schools. Second, studies evaluating the integrative effects on heterogeneous groups namely gifted students and students with special needs learning in the same classroom are still limited. Third, most existing research reports cognitive or literacy outcomes, but seldom combines classroom process analysis (teacher implementation, instructional adaptation) and social-emotional outcomes simultaneously. It is important to emphasize that teacher training is a crucial component in successful language interventions (Egert, F., Fukkink, R. G., & Eckhardt, 2018). These deficiencies highlight the need for studies examining linguistically integrated enrichment frameworks in the context of inclusive schools (Baccassino, F., & Pinnelli, 2023).

To address these gaps, the ELIGEN Model is proposed as an integrative approach that combines enrichment principles with linguistic structuring and inclusive pedagogy. This study aims to investigate

how linguistic principles can be systematically embedded within the ELIGEN Model to enhance both academic and social outcomes in inclusive classrooms.

Accordingly, this research addresses the following question "How can linguistic principles be integrated into the implementation of the ELIGEN Model to create effective and inclusive enrichment for both gifted students and students with special needs?". The specific objectives of this study are: (1) to develop an operational framework for integrating linguistic components into the ELIGEN Model; (2) to analyze teacher implementation practices and instructional adaptations in inclusive classrooms; and (3) to examine the initial impacts on advanced literacy, linguistic creativity, and social interaction among diverse learners. This research is justified by the practical need to provide replicable and linguistically sensitive enrichment guidelines that address diversity in learning needs. Additionally, linguistic integration has the potential to strengthen metacognitive and metalinguistic aspects, which are often strengths for gifted students and important intervention areas for students with language difficulties thus integrated interventions are expected to benefit both groups. Empirical support for such an approach, while promising, is still inadequate, making this study contribute to the evidence of adaptable practices for schools (West et al., 2024).

This research is descriptive-qualitative with a limited case sample (several inclusive classes in the study area), thus the findings are contextual and not directly generalizable to all settings. Additionally, the outcome evaluation is mixed across qualitative (interviews, observations) and quasi-quantitative (literacy and creativity rubric scores) data, but it does not employ a randomized experimental design often required for strong causal claims. Another limitation is the time constraints of the intervention, resulting in the long-term effects not being observed in this study. The contributions of this research include (a) the formulation and presentation of a practical framework for integrating the five linguistic domains (phonology morphology syntax semantics pragmatics) into the ELIGEN Model; (b) documentation of adaptive implementation strategies by teachers for inclusive classrooms; and (c) initial evidence on how linguistic integration can enhance advanced literacy, verbal creativity, and inclusive interaction in the classroom. Thus, this study provides an empirical foundation and operational guidelines that can be utilized by inclusive education practitioners and future researchers.

Methods

This study employs a descriptive qualitative case study design to explore how linguistic principles are integrated into the implementation of the ELIGEN Model in enrichment programs within inclusive elementary schools. A qualitative case study approach is appropriate because it enables an in-depth examination of complex instructional practices in real classroom contexts, particularly those involving heterogeneous student populations (Yin, 2020). This design allows the researcher to capture not only learning outcomes but also instructional processes, teacher decision-making, and student interactions.so on the teaching processes that involve various strategies and approaches used by teachers.

Research Design

The study was conducted in an inclusive public elementary school in Palembang. The case was selected purposively based on the school's implementation of inclusive education and its adoption of enrichment practices for both gifted students and students with special needs. The focus of the study is to examine how linguistic components (phonology, morphology, syntax, semantics, and pragmatics) are embedded in classroom activities within the ELIGEN framework.

Participants and Ethical Approval

In terms of participants, this research involves one classroom teacher, one special education teacher, one Indonesian language teacher, and ten students consisting of three verbally gifted students, seven students with special needs and 2 support teachers involved in implementing the ELIGEN model. Participants were selected using purposive sampling to represent the diversity of learners in inclusive classrooms. By

involving various student profiles, this research can provide a more comprehensive picture of how linguistic principles can be integrated into the learning process. This selection enables comparative insights into how linguistic integration affects different learner profiles within the same instructional setting. The ethical approval obtained from the Educational Research Ethics Committee of PGRI Palembang University indicates that this research was conducted with respect for the rights and privacy of participants, which is an important aspect of any educational research (Creswell, J. W., & Poth, 2021).

Data Sources and Collection Procedures

a. Document Analysis

Instructional documents including lesson plans, teaching materials, and student worksheets were analyzed to identify how linguistic principles were planned and embedded in enrichment activities. The documents analyzed include the Lesson Plan, enrichment modules based on the ELIGEN Model, records of the implementation of the literacy-based enrichment program, and the teacher assessment rubric for gifted students and students with special needs. Document analysis follows the document analysis procedure from (Bowen, 2021), which includes the stages of skimming, reading, and interpreting. By analyzing these documents, the researcher can understand how linguistic principles are applied in lesson plans and enrichment activities, as well as how the assessment rubrics reflect the teacher's understanding of the differing needs of students. For example, in the analyzed lesson plan, there is an emphasis on using simple and clear language for students with special needs, while for gifted students, the teacher provides linguistically more challenging tasks.

b. Class Observation

To ensure methodological rigor, this study utilized multiple data sources (triangulation), including. A structured observation checklist was developed based on the five linguistic domains. The instrument includes indicators such as:

1) Use of syntactic scaffolding (e.g., sentence modeling, expansion tasks)
2) Morphological instruction (e.g., affix manipulation)
3) Semantic enrichment (e.g., concept mapping, vocabulary variation)
4) Pragmatic interaction (e.g., turn-taking, contextual language use)

Observations were conducted across three instructional sessions to capture consistency and variation in teaching practices. The observation protocol was modified from the Classroom Observation Protocol for Inclusive Instruction (Juang, L. P., Wang, C. H., & Chiu, 2022). This technical modification includes the addition of observation categories regarding the complexity level of linguistic tasks, allowing the researcher to map linguistic challenges in each session and how students respond to them.

c. Semi-Structured Interviews

Interviews were conducted with the classroom teacher, the special education teacher, and the Indonesian language teacher. Each interview lasted 30–45 minutes and was recorded with the respondents' permission. The interview guidelines were developed based on the standards of semi-structured qualitative interviewing (Kvale, S., & Brinkmann, 2021) and included themes such as the teachers' understanding of linguistic principles, challenges in linguistic integration in ELIGEN, responses from gifted students and students with special needs, as well as school support for the enrichment program. This interview method provides deeper insights into the teachers' perspectives and the challenges they face in implementing this model.

d. Data Analysis Techniques

Data were analyzed using the thematic analysis technique by (Braun, V., & Clarke, 2021). Data analysis was conducted using thematic analysis through a systematic multi-step procedure. The process began with data reduction, in which observation notes, interview transcripts, and supporting documents were carefully reviewed and coded to identify relevant information related to the integration of

linguistic principles and instructional practices within the ELIGEN Model. Subsequently, an open coding process was employed to generate initial codes from the data, followed by axial coding to organize these codes into broader categories and themes. Several key categories emerged during this stage, including linguistic scaffolding strategies, differentiation practices, and student engagement and interaction.

The identified categories were then refined and developed into overarching themes that aligned with the objectives of the study, particularly focusing on the integration of linguistic principles, teacher adaptation strategies, and the impact of the ELIGEN Model on student learning and participation in inclusive classrooms. To enhance the trustworthiness of the findings, data triangulation was conducted by comparing and cross-checking evidence obtained from classroom observations, interviews, and documentary sources to ensure consistency and validity. Finally, the interpreted themes were analyzed in relation to existing theories of language learning and inclusive education, enabling a deeper understanding of how linguistic principles were integrated into enrichment programs and how such integration influenced students' linguistic development and classroom participation.

Results

Impact of ELIGEN Implementation on Linguistic Performance

The impact of the ELIGEN Model on students' linguistic development was examined through pre- and post-intervention assessments covering four core linguistic domains: syntax, morphology, semantics, and pragmatics. As shown in Table 1, both verbally gifted students and students with special needs demonstrated measurable improvements across all linguistic components following the implementation of the model. The table summarizes the magnitude and percentage of gains, providing empirical evidence of the effectiveness of linguistically integrated enrichment activities in inclusive classroom settings.

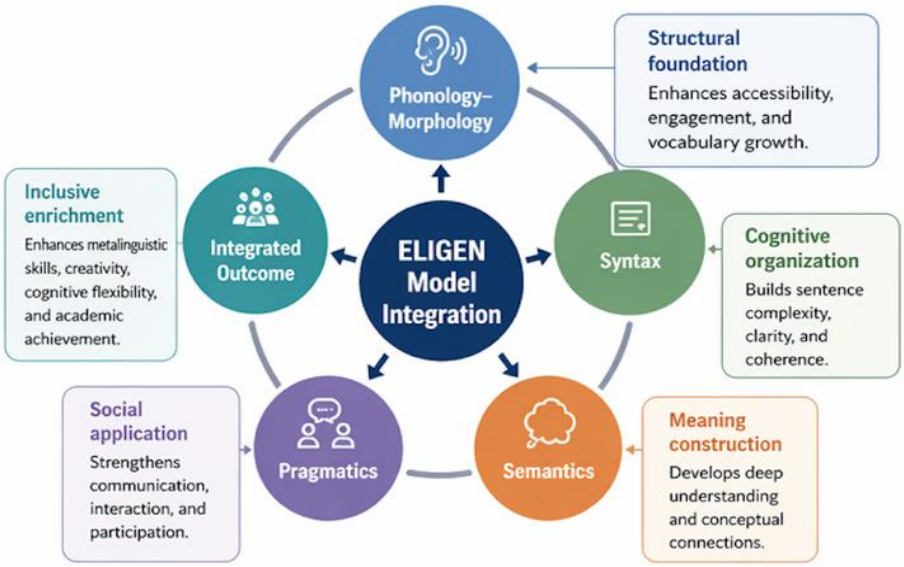
Table 1. Impact of ELIGEN Implementation on Linguistic Performance

Group	Linguistic Component	Initial Score	Final Score	Improvement (Points)	Improvement (%)
Gifted Students (n = 3)	Complex Syntax	82	94	+12	14,6
	Morphological Awareness	85	96	+11	12,9
	Semantic Flexibility	78	92	+14	17,9
	Pragmatic Competence	80	90	+10	12,5
	Average Improvement			+11,8	14,7
Students with Special Needs (n = 7)	Complex Syntax	48	63	+15	31,3
	Morphological Awareness	51	66	+15	29,4
	Semantic Flexibility	49	60	+11	22,4
	Pragmatic Competence	58	71	+13	22,4
	Average Improvement			+13,5	22,1

The data reveal differentiated yet complementary patterns of improvement between verbally gifted students and students with special needs following the implementation of the ELIGEN model. While both groups show progress across all linguistic components, the nature, magnitude, and distribution of these gains provide important insights into how the intervention functions.

The data reveal consistent improvement across all linguistic domains for both groups. However, the pattern of improvement differed according to students' linguistic profiles. Among gifted students, the largest improvement occurred in semantic flexibility (+14), followed by complex syntax (+12). This pattern indicates that enrichment activities primarily stimulated higher-order language functions involving abstraction, conceptual expansion, and creative language use. Among students with special needs, the greatest gains occurred in complex syntax (+15) and morphological awareness (+15). These results suggest that the ELIGEN Model effectively strengthened foundational linguistic structures that support language production and comprehension. A notable finding is that students with special needs demonstrated a higher relative improvement (22.1%) than gifted students (14.7%). Although their final scores remained lower, the magnitude of growth indicates that the model effectively reduced linguistic barriers and facilitated substantial developmental progress. As presented in Figure 1, the ELIGEN Model provides an integrated framework that systematically connects phonological, morphological, syntactic, semantic, and pragmatic dimensions to enhance linguistic development and inclusive participation.

Figure 1. Cross-Domain Integration in the ELIGEN Model



Integration of Linguistic Principles within the ELIGEN Model

The findings indicate that the implementation of the ELIGEN (Enrichment Linguistic Integration for Gifted and Exceptional Needs) Model successfully integrated five major linguistic domains phonology, morphology, syntax, semantics, and pragmatics into enrichment activities in an inclusive school setting. The integration was achieved through differentiated instructional strategies that accommodated the diverse linguistic profiles of verbally gifted students and students with special needs.

Phonological and Morphological Integration

Phonological and morphological instruction was implemented through onset–rime blending, syllable segmentation, affixation exercises, and word-formation tasks. Classroom observations demonstrated increasing student engagement and accuracy across three observation sessions. Gifted students displayed advanced metalinguistic awareness by generating multiple lexical variations through derivation and compounding processes. Meanwhile, students with special needs showed progressive improvement when multisensory supports such as phoneme cards, visual cues, and rhythmic activities were provided. The findings suggest that phonology and morphology functioned as foundational linguistic structures that

facilitated access to language learning for all students. By reducing linguistic complexity into manageable units, these components enabled equitable participation while maintaining appropriate cognitive challenges.

Development of Syntactic Competence

Syntactic instruction focused on sentence expansion, sentence combination, and sentence transformation activities. Distinct developmental patterns emerged between the two student groups. Gifted students produced increasingly complex syntactic constructions involving subordinate clauses, embedded structures, and varied conjunctions. Conversely, students with special needs demonstrated improvements in sentence organization, grammatical accuracy, and production of complete sentences. The use of differentiated scaffolding, including sentence frames, guided modeling, and visual sentence organizers, contributed significantly to these outcomes. These findings highlight the dual role of syntax as both an enrichment mechanism for advanced learners and a structural support system for learners requiring additional assistance.

Semantic Enrichment

Semantic enrichment activities included concept mapping, figurative language exploration, and denotative–connotative meaning analysis. Students demonstrated improved conceptual understanding, meaning interpretation, and lexical precision. Gifted students showed strong performance in abstract categorization and conceptual connections, whereas students with special needs benefited from visual and contextual supports that facilitated understanding of semantic relationships. The findings indicate that semantic enrichment promoted deeper conceptual processing and enhanced students' ability to construct meaningful connections among linguistic concepts.

Pragmatic Development

Pragmatic competence was developed through role-playing, dialogue simulations, and contextual communication activities. A substantial increase in classroom participation was observed, rising from 32% before implementation to 57% after implementation. Gifted students demonstrated advanced abilities to adapt language according to social contexts, negotiate meaning, and employ contextually appropriate expressions. Students with special needs showed notable gains in turn-taking, functional communication, and interactional confidence. These improvements suggest that pragmatic instruction contributed not only to communicative competence but also to social inclusion within the classroom environment.

Discussion

Linguistic Integration as a Mechanism for Inclusive Enrichment

The findings demonstrate that the integration of phonological, morphological, syntactic, semantic, and pragmatic principles within the ELIGEN Model provides an effective framework for enrichment programs in inclusive classrooms. The results suggest that linguistic domains do not function independently; rather, they operate as interconnected systems that collectively support language development and participation. The role of phonology and morphology as foundational linguistic structures supports previous findings that multisensory phonological instruction increases accessibility for diverse learners and promotes language acquisition among students with varying abilities (Mutiah, S., & Putri, 2022); (Sapi'ee, M. R., & Tan, 2020); (Raihana, A., & Salmiah, 2026). Furthermore, the observed improvements in morphological awareness reinforce evidence that morphological knowledge contributes significantly to vocabulary expansion and reading development (Hjetland et al., 2020). However, unlike previous studies that primarily examined phonological and morphological instruction within remedial literacy interventions, the present study demonstrates that these linguistic components can also function effectively as enrichment mechanisms in inclusive educational settings.

The findings further reveal that linguistic integration creates multiple entry points for participation, allowing both verbally gifted students and students with special needs to engage in the same learning

activities through differentiated pathways. This extends the work of West who emphasized the effectiveness of structured linguistic interventions, by demonstrating that integrated linguistic enrichment can be successfully implemented in mixed-ability classrooms rather than exclusively within intervention programs (West et al, 2024).

Differential Effects for Gifted Students and Students with Special Needs

A key finding of this study is the differentiated impact of the ELIGEN Model on student groups with distinct linguistic profiles. Although both groups improved across all linguistic domains, the developmental trajectories differed substantially. Gifted students demonstrated their greatest gains in semantic flexibility and complex syntax. These findings suggest that enrichment activities primarily stimulated higher-order linguistic processes such as abstraction, conceptual expansion, and creative language manipulation. The results align with findings by Herdiana which indicate that structured language activities can enhance syntactic complexity and higher-order language production (Herdiana, 2023). Similarly, the semantic enrichment activities employed in the present study appear to have promoted advanced conceptual processing, enabling students to establish nuanced relationships among ideas and meanings.

In contrast, students with special needs exhibited the largest improvements in morphological awareness and syntactic competence. This finding indicates that ELIGEN functioned as a scaffolding mechanism that gradually strengthened foundational linguistic structures. The effectiveness of scaffolded linguistic support aligns with previous studies demonstrating that structured linguistic interventions enhance language development among learners requiring additional educational support (Mutiah, S., & Putri, 2022); (Sapi'ee, M. R., & Tan, 2020); (Raihana, A., & Salmiah, 2026). Notably, students with special needs achieved a greater relative improvement (22.1%) than gifted students (14.7%). Although their final performance remained lower, the magnitude of growth suggests that the systematic reduction of linguistic complexity enabled substantial developmental gains. This finding supports inclusive education perspectives that emphasize differentiated instruction as a means of reducing barriers to participation and learning.

Syntax as the Central Organizing Structure of Language Learning

One of the most prominent findings concerns the substantial improvement in syntactic competence across both student groups. Students who participated in sentence expansion, combination, and transformation activities demonstrated increased grammatical accuracy, sentence complexity, and discourse coherence. These findings are consistent with Herdiana, who reported that sentence-combination activities improve syntactic complexity and overall language performance (Herdiana, 2023). Similarly, Harahap found that mastery of syntactic structures significantly enhances coherence and clarity in academic writing (Harahap et al., 2023). The present study extends these findings by demonstrating that syntactic instruction serves a dual pedagogical function within inclusive classrooms. For gifted students, syntax facilitates advanced language expression and cognitive complexity, whereas for students with special needs it provides organizational support that reduces linguistic ambiguity and cognitive load.

The findings are further supported by Swain's Output Hypothesis (Swain, 2005). which argues that language production activities encourage learners to refine their linguistic processing. Through repeated opportunities to construct and manipulate sentences, students became increasingly capable of producing coherent and grammatically accurate language. Therefore, syntax should not be viewed merely as a formal linguistic component but as a cognitive mechanism that supports communication, reasoning, and knowledge construction.

Semantic Enrichment and Deep Meaning Construction

The findings indicate that semantic enrichment played a crucial role in promoting deeper conceptual understanding and flexible meaning construction. Students engaged in concept mapping, figurative language analysis, and denotative–connotative meaning exploration demonstrated improved ability to connect ideas and interpret linguistic nuances. These results support the findings of Zamzami and Raharja,

who reported that contextual semantic instruction enhances conceptual understanding and promotes meaningful learning (Zamzami, F., & Raharja, 2024).

However, the present study extends this perspective by showing that semantic enrichment also serves an inclusive function. Through the use of visual scaffolds, contextual supports, and guided meaning-making activities, students with special needs were able to engage successfully in higher-order semantic tasks that are often considered challenging. The particularly large gains in semantic flexibility among gifted students further suggest that semantic enrichment encourages divergent thinking and creative language use. This finding supports the notion that semantic development contributes not only to language proficiency but also to critical thinking and conceptual sophistication.

Pragmatic Development as a Bridge Between Language and Social Inclusion

Perhaps the most socially significant finding is the increase in classroom participation from 32% to 57% following the implementation of the ELIGEN Model. This improvement indicates that linguistic development is closely associated with social engagement and classroom inclusion. The results are consistent with Shu and Wong (2021), who highlighted the effectiveness of socially grounded pragmatic instruction in improving communicative competence within inclusive educational settings. However, the present study demonstrates that pragmatic competence extends beyond communication skills alone. Pragmatic development appears to function as a bridge connecting linguistic competence and social participation.

Students with stronger pragmatic skills became more willing to initiate conversations, respond to peers, and participate in collaborative learning activities. This finding supports the reciprocal relationship between language competence and social interaction. As students develop greater control over linguistic structures and meaning-making processes, they become more confident communicators, which subsequently increases opportunities for language use and further development. Furthermore, the collaborative nature of ELIGEN activities appears to have amplified these effects. In mixed-ability classrooms, gifted students frequently acted as linguistic models, while students with special needs benefited from richer linguistic input and guided interaction. This observation aligns with sociocultural theories of learning, which emphasize that language development occurs through meaningful social interaction and collaborative participation.

Implications for Inclusive Education and Teacher Professional Development

The findings underscore the importance of teacher mediation in successfully implementing linguistically integrated enrichment programs. Effective implementation depended on teachers' ability to differentiate instruction, provide scaffolding, and integrate linguistic principles into meaningful classroom activities. These findings support research by Egert, Fukkink, and Eckhardt (2018), who identified teacher expertise as a critical factor influencing the effectiveness of language interventions. Similarly, Roberts (2024) reported that teachers receiving linguistic training demonstrated significantly greater instructional effectiveness than those without such preparation. The positive outcomes observed in the present study following teacher training sessions further reinforce the importance of professional development in applied linguistics and inclusive pedagogy.

At the institutional level, the findings also highlight the necessity of collaborative practices involving classroom teachers, special education teachers, language specialists, and families. This observation aligns with Baker (2023), who found that collaborative partnerships substantially improve the effectiveness of inclusive educational programs. Overall, the study suggests that the successful integration of linguistic principles within enrichment programs requires not only sound pedagogical design but also systematic institutional support, ongoing teacher development, and interdisciplinary collaboration. Through these mechanisms, the ELIGEN Model has the potential to promote both linguistic excellence and educational equity in inclusive learning environments.

Conclusion

This study concludes that the ELIGEN Model provides an effective linguistically integrated enrichment framework for inclusive classrooms by systematically combining phonological, morphological, syntactic, semantic, and pragmatic principles. The findings demonstrate that the model successfully supports both gifted students and students with special needs through differentiated and scaffolded learning experiences, resulting in measurable improvements in linguistic performance, metalinguistic awareness, linguistic creativity, and social communication. The observed gains among gifted students (14.7%) and students with special needs (22.1%) indicate that ELIGEN functions simultaneously as a cognitive enrichment mechanism and a linguistic scaffolding system, enabling equitable participation and meaningful engagement across diverse learner profiles. Beyond enhancing language development, the model promotes inclusive interaction, confidence, and classroom participation, highlighting the interconnected relationship between linguistic competence and social inclusion. Therefore, this study contributes to the growing body of inclusive education research by providing empirical evidence that linguistically integrated enrichment can serve as a practical and scalable approach for fostering equitable, adaptive, and sustainable learning environments. Future research should validate these findings through larger samples, longitudinal investigations, and experimental designs to further establish the effectiveness and scalability of the ELIGEN Model across diverse educational contexts.

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