Applying Digital Literacy Strategies to Enhance Creative English Reading Skills in Inclusive Classrooms for Young Learners at Islamic School

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Abstract

The lack of interest in creative reading among English language learners prompted this study. Improving students' creative reading skills, especially in inclusive English classes, through digital literacy is a new perspective discussed in this study. This study aims to determine how digital literacy can be used in inclusive classrooms to improve students' creative reading skills. This study used qualitative methods and case studies to conduct an in-depth analysis about the application of digital literacy strategies to enhance creative English reading skills in inclusive classrooms for young learners in Islamic schools. Data were collected through observations and interviews collaborated with several educators at MI Muhammadiyah 2 Kudus. This study found that there was an increase in students' creative English reading skills through the application of digital literacy in inclusive classrooms. The application of digital literacy was done by using media such as LCD projectors to watch videos or listen to audios in English. Most of the students showed a positive response, namely the development of their creative reading interest in English because of the digital literacy provides a pleasant learning atmosphere for both regular students and students with special needs. In short, both students and teachers at MI Muhammadiyah 2 Kudus responded positively to the application of digital literacy in inclusive classrooms.

Keywords: *Digital literacy, creative reading skills, inclusive classroom, young learners, students with special needs*

INTRODUCTION

Creative reading is an advanced literacy skill. The definition of creative reading is reading for implied and inferred meanings, appreciative reactions, and critical evaluation (Adams, 1968). Critical reading transcends literary comprehension and requires the reader to generate original, fresh ideas that are not stated explicitly in the reading material. However, most people assume that this skill is not yet needed by

early childhood learners. In fact, this skill needs to be introduced to students at an early age because the earlier creative reading skills are introduced, the more accustomed students will be to them and the more benefits they will receive. Reading development occurs between the ages of 7 and 9, so it is important to start teaching reading skills early with the coordinated efforts of parents and other caregivers (Casangiu & Norel, 2019; Hjetland et.al, 2019). For early childhood learners, creative reading skills are very important because these skills develop empathy, strengthen cognitive skills, and improve creative thinking in general. These skills are developed through various reading techniques and exercises that encourage early childhood learners to think critically and imaginatively.

Creative reading skills still need to be improved among young learners. Some of the reasons for their lack of interest in reading are the lack of available reading materials, and less interesting learning methods and reading materials. According to Bawawa et al. (2019), internal variables account for 62% of the reasons why students have little interest in reading, including boredom, feeling bored, and choosing to read for fun. In fact, creative reading skills are essential for young learners, including EFL learners, to promote creative thinking and improve their academic performance. According to Masadeh's (2021) research, EFL teachers often engage in creative thinking exercises in the classroom despite their ignorance of the subject. They believe that it is crucial to help EFL students develop their creative thinking skills. This skill is closely related to critical reading skills and can be improved through innovative teaching methods and pre-lesson reading activities. In addition, young learners' interest in reading can be enhanced through appropriate pedagogical support and digital tools. Addressing the gap in creative reading skills through targeted programs is essential to develope imaginative and insightful individuals. Improving creative reading skills requires the use of digital literacy techniques, such as the use of digital devices and creative activities.

Digital literacy supports the learning process and opens up opportunities for teachers to be more productive in creating digital learning media for young learners. Self-regulated learning techniques blended pedagogical approaches, curriculum integration, teacher training and professional development, equitable access to technology, and stakeholder collaboration are some of the tactics used to promote digital literacy in education. (Anthonysamy et al., 2020; Kasperski, 2022; Fan & Wang, 2020; Eden et al., 2024). Digital literacy can be acquired through various devices such as the Internet, games, and mobile phones. For young EFL learners, these devices help

them to access digital learning resources, add new vocabulary and learn correct pronunciation. Digital literacy is also beneficial in many ways, including better writing, speaking, listening, and especially reading skills (Mudra, 2020). The use of digital literacy strategies in English promotes independent and individualized learning while enhancing creative reading skills through improved comprehension, vocabulary retention, fluency, and motivation. Tablets, laptops, and interactive whiteboards are examples of digital literacy technologies that help improve students' vocabulary, phonics awareness, reading comprehension, fluency, and expression, thereby improving their English literacy skills (Joseph & Khan, 2020).

The benefits of digital literacy should be enjoyed by all students, including those in inclusive classrooms, as it has a great impact on their future. The premise of inclusive education is that all children, regardless of their individuality, should have equal access to schools without prejudice so that they can learn together with their classmates in a friendly environment (Haug, 2017; Plows, 2015; Stepanova et al., 2018; Zagona et al., 2017). By combining technology with successful teaching techniques, emphasizing teacher preparation, and paying attention to the unique needs of students with disabilities, digital literacy in inclusive classrooms will increase student engagement, participation, and learning outcomes (Munisa et al., 2024). Digital literacy can be used in inclusive classrooms to combine academic goals with real-world platforms, build communities of learners, and make the curriculum accessible (Price-Dennis et al., 2015). The implementation of digital literacy in inclusive education schools can be tailored to each student's characteristics, needs, and circumstances because each student has different barriers or characteristics from other students.

In its application, digital literacy is not only found in public schools. Several private schools also participate in the application of digital literacy to adapt to the digital world while taking advantage of existing technological advances. So far, there is no research discussing the application of digital literacy strategies to improve students' creative reading skills specifically for young learners in Islamic schools. Previous studies have mostly discussed digital literacy strategies in schools in general. The use of digital technologies and new methods such as conceptual and figurative reading, collaborative immersion in a literary work, and advertisements can improve students' reading skills for students in higher education (Budnik & Khyzhniak, 2023). Islamic schools differ from public schools in terms of curriculum and subjects. Adapting the use of digital literacy to the Islamic school curriculum and its specific subjects in Islam will be discussed in this study from the perspective of inclusive education. Therefore, this

study will explore how digital literacy can be used in inclusive classrooms for young learners to improve students' creative reading skills, especially in Islamic school.

METHODS

The research method used in this study was descriptive qualitative through case studies, in which a descriptive approach details personal and location data in the form of a narrative. The essence of this research presents the life of a person (Cresswell, 2012). The data were collected through naturalistic observations and semi-structured interviews. The research participants were the headmaster, teachers, and students of MI Muhammadiyah 2 Kudus. Triangulation of sources and techniques were also used in the processing of diverse research data, while the data was analyzed through quick scan, display data, check through field notes, early conclusion, and descriptive summation by using describing method (Miles, 2014).

RESULTS AND DISCUSSION

Result

Table 1. Data of students in inclusive classroom

No	Student's code name	Grade	Types of special needs	Treatments for creative reading
1	HN	5th	Learning Deficits (Dyslexia)	Therapy, sitting in the first row, peer-role models
2	C	4th	Physical Disability (Wheelchair User)	Audio, videocall/zoom meeting
3	P	2nd	Learning Deficits (Dyslexia)	Voice notes, pictures

Based on the observation results table above, there were 3 students belonged to the group of students with special needs. One student with the initials HN, grade 5, was mentioned to have dyslexia. Dyslexia is one of the types of learning problems that most often affect spelling, fluency, and reading accuracy (Snowling, 2019). Furthermore, student with special needs was also found in another class, the grade 4. This student with the initials C was mentioned to have a physical disorder. Finally, a student with the initials P was also mentioned to have dyslexia but belonged to the different class, namely grade 2.

Although they were categorized as students with special needs, each of them received different treatments to improve their creative reading according to their needs. Even for students HN and C who both mentioned to have dyslexia; they got different

treatments due to the special needs for each of them, even though they got the same experience. For the student with the initials HN, the therapy was placing him to sit down in the first row, and giving him peer role models. For students with the initials C, the treatment was done by giving him audio, video call, and zoom meeting. Moreover, the student with the initials P was treated with voice notes and pictures.

1. **Applying Digital Literacy Strategies to Enhance Creative English Reading Skills in Inclusive Classrooms of Islamic Primary School Students**

MI Muhammadiyah 2 Kudus has been organizing a special program by organizing an "inclusive" class program since 2006, although initially it only accommodated the wishes of parents of students with special needs to study together in regular classes. Classes was organized based on the concept of combining normal students and children with special needs exist at almost every level without planning. According to SB (Head of Madrasah) and MZ (Deputy Head of Madrasah Curriculum), each level consist of 2 classes. The inclusive classes have existed since 2006 and have graduated many students including those classified as students with special needs. The background of the existence of inclusive classes in this madrasah is to equip students not only with skills, knowledge, and insight, but also with psychological control.

In addition, MZ said that the background of parents who chose to send students with special needs to this madrasa was that they wanted their children to learn by rote and have a habit of worship. A sense of belonging and equity were promoted, diversity was respected and accepted, and academic was accomplished, and social skills, emotional development were improved by inclusive education practices (Ranbir, 2024; Napitupulo, 2023; Bindhani & Gopinath, 2024). In the very beginning, when accepting new students, there was an initial physical observation and interview. Then, if the students were accepted as students with special needs category, a special accompanying teacher was required. The Accompanying Teacher [including Accompanying Teacher for Foreign Language Studies] was sought by the parents of the student or by the madrasa. 1 Accompanying Teacher was allowed to have only 1 student with special needs to provide more intensive guidance. So, if there were some students with special needs in one class, 3 teachers would be in charged in the class, namely the class teacher.

The procedures for serving students with special needs varied, including students with special needs in grade 4 who have physical disabilities (physical disabilities and slow verbal abilities). However, since they have gone through a selection process during the PSB (New Student Admissions) handled by a psychologist, all the students with special needs were included in the mild category. in one classroom, there

were 22 students, 1 student with special needs, and 1 psychologist considering the limited number of the psychologists. There was also student with special needs who was classified as autistic. When online class was held, parental care for the students with special needs at home should be supported by physical activities and hobbies such as swimming and painting. With video or audio for memorization, students could learn digital literacy, including free zoom meeting conferences for 40 minutes. This way was better and clearer for students with special needs because the sound from the videos and audios could be heard clearer compared to the offline class. Especially, for foreign language learning, all the class teacher taught, and only at grade 4, the foreign language learning was taught by English teachers accompanied by class teacher, NN (English teacher) and JM (grade 4 teacher for inclusive students).

Outside of school hours, DM (Grade 5 inclusive teacher) informed that students with special needs had extra lessons after school. The introduction to digital literacy was given through videos on mobile phones, which were small but still clear for the students. This required the provision of support facilities in the future. During the pandemic, video calls were an alternative way of learning, including for students with special needs who have soft voices.

2. Learners' Creative Reading Ability in English Language Learning at an Inclusive Classroom

Similar with other madrasahs, this madrasah uses the Ministry of Religion's curriculum (MZ, Waka Curriculum), which categorizes English as a foreign language learning, and one of the activities mentioned is reading. Creative reading is not easy to observe the students classified with special needs. Reading activities for English language learning including mother tongue, challenge teachers to use different methods to teach this language skill. According to SB (Headmaster), this condition was caused by the inclusive students' growth was somehow similar with other children at their age, but they were 4 years behind. In fact, the inclusive students had different cognitive and motoric skill compared to normal students.

In addition, the students with special needs were still evaluated with the same KKM (Minimum Completion Criteria) standards (minimum score of 70) in terms of the evaluation, but the standards were different. The most important thing from this evaluation was inclusive students could achieve the MCC. It could be concluded that there was no special standard for assessing students at inclusive classes. However, educators highly appreciated the minimum completion of each learning criteria which could be achieved by the inclusive students.

Furthermore, MZ (curriculum deputy) argued that in general, students with special needs had good memorization skills, but had difficulty in reading and writing. Those who had difficulties in reading and understanding the material were taught in simpler children's language. For writing skill, they could write, but their sentence was not quite meaningful because sometimes the sentence was written in all dead letter [consonant].

With the learning challenges to read and write for students with special needs, educators usually had special techniques. When teaching, educators first provided materials, explained, and gave notes to non-students with special needs. After that, the teachers switched to teach students with special needs with an intensive individual approach. An example was a case when PT (inclusive students) as mentioned by NF (2nd grade teacher) whose reading ability was low and underdeveloped (no sound come out when reading or when asked to read a sentence, only the last part was said). From this situation, NF took more patience because when PT was asked to repeat, PT seemed already forgetting the words and could not pronounce it. This situation also happened in all subjects where PT could not follow optimally in the learning process.

JM clarified that the reading ability of students with special needs in Grade 4 was similar with students with special need in Grade 2. In Grade 2, although they could respond, they still required further explanation. Because of this challenge, teachers in Grade 2, used the technique by sending photos complete with the transcript and the memorizing material which was sent via voice note. For Tartil, students with special needs could follow the rules, but teachers required to put ears closer because their sound was very soft and unclear. During the pandemic, students with special needs learned via zoom. Meanwhile, in the evaluation, the involvement of students with special needs parents and cooperation with psychologists were very helpful. From then, although the treatment was not different, students with special needs was given stimulation and socialization so that they did not feel inferior, because in essence everyone has strengths and weaknesses.

Different from the previous grade level, DM (5th grade teacher) stated that there were 2 students with special needs with the initials H who were categorized as dyslexic, the condition where they could read but according to their own wishes (did not want to change their choice if they already wanted to). They also did not want to understand and complain that it was difficult to write, consequently, the teacher gave the solution to ask them sitting in the front row. Other student with special needs was also found in Grade

2, with the initials C who was slow in learning, and needed to be motivated. Moreover, to motivate the shy learners like H, teachers needed to encourage him by giving the role models. In listening activities, H could recite the Tartil although he still had difficulties for the Arabic, for Qur'an memorization subject he could follow, and for English subject he learned with a separate subject teacher.

From all the statements explained by interviewees regarding the creative reading skills for inclusive students of MI Muhammadiyah 2 Kudus were varied. The integration of 1-2 students who were classified as students with special needs in a regular classroom provided an opportunity for students to experience tolerance towards their peers. In reading activities, students learned together with the Religion curriculum, which has a minimum completion criteria standard. In general, the highest scores of students with special needs were at the minimum completion criteria level. Considering that sometimes there were still students who were confused in interpreting the same letters. In reading articulation, teachers had to ask other students to be quiet so that the inclusive students' voice could be heard clearly. For assessment, teachers asked inclusive students' parents to send audio or video recordings.

Numerous studies have demonstrated that using literature, cooperative learning, and structured reading and writing exercises can all help students become more creative readers. These strategies improved students' academic performance, fluency, and creative thinking (Marcos et al., 2020; Yakub & Efendi, 2022; Zhusupova, 2024). To encourage students' creativity in reading, teachers began with providing text material from the textbooks students have. From that way, students could create their own, although they needed additional texts provided by the teachers.

3. **The Impact of Applying Digital Literacy Strategies for Enhancing Creative English Reading Skills at Inclusive Classrooms of Islamic Elementary School Students**

The presence of regular and special students in a learning moment did not differentiate the treatment. NF (Grade 2 teacher) informed that the learning time was shared according to the lesson time. Only the management techniques were different. This situation did not make the students feel disturbed or different because everyone already understood the condition of their peers. In the process of adopting inclusive education, it was envisaged that students with disabilities could study together with classmates in general education courses, with the support needed from team members who collaborate to plan for students (Florian, 2019). Students understood the situation and often helped and even prioritized friends with special needs.

In addition, SB (head of the madrasah) added that the students with special needs could interact with normal students in regular classes, creating a sense of tolerance and empathy, not being the subject of ridicule. There was a special treatment given to students with special needs in foreign language learning at the inclusive class. Students with special needs were accompanied by an accompanying teacher whose task was guiding the inclusive student to study at regular class in all subjects.

Children with special needs had limited concentration. When they felt tired, MZ (assistant curriculum teacher) added that learning should be stopped and replaced by playing or drawing activities. The type of assessment was easier than in regular classes. The accompanying teacher also guided the students during the assessment process. The teachers themselves had participated in teacher training for children with special needs.

Having been involved in the world of education with the participation of children with special needs, the educators of students in the inclusive class could feel the positive impact of having children with special needs. The plus value of inclusion was that the psychology of parents and children with special needs felt well accepted by normal children, they also could play and help each other. For example, normal students often helped pushing the wheelchair of a disabled students.

The impact of having inclusive students has encouraged educators to participate in training on the characteristics of children with special needs, which needs to be continued. Schools need special personnel to accompany children with special needs. Teachers can improve early detection, lessen negative attitudes, increase self-efficacy and competence for inclusive practices, and support social involvement and skill development in children with special needs by receiving training on the traits of these children (Khasanah and colleagues, 2020; Leung and colleagues, 2022; Garrote and colleagues, 2017). The presence of classmates who support children with special needs to play and socialize together does not make them feel inferior. The involvement of parents as the child's first teacher also requires special therapy, as HN (inclusive students) routinely receive.

The results confirming the impact of digital literacy implementation data through interviews were then compared with the results of the research team's observations. The impacts were categorized as positive and negative. The positive impact was that students (including Gen X) could be motivated to learn using digital technology media that meet the criteria of audio and visual media. In practice, cell phones and laptops

were mobile media and supported students in using them as media. LCD projectors also made easier to develop reading creativity, because foreign language reading applications were different in providing texts and adapting to the function and level of the child. Students could even choose the text they liked.

In addition, the implementation of digital literacy such as cell phones, laptops, computers, and videos also had a negative impact because students' screen time became excessive, especially when studying at home if their parents did not control their screen time. So, the solution was that educators could monitor these activities through control books/mutoba'ah for students to limit their screen time. Parents could give verbal reminders and set a timer before activities involving digital media while studying at home.

From the educator's side, according to the educator's data at the madrasa, there were no human resources who stayed as psychologists or counselors to handle the needs of inclusive classes during the learning period. However, the institution had tried to collaborate with external institutions to provide services [psychologists and counselors], including the availability of accompanying teachers when students were in lower classes.

Discussion

1. Analyzing Digital Literacy Strategies for Enhancing Creative English Reading Skills in Inclusive Classrooms at Islamic Elementary School Students

Observations and interviews were conducted to answer the formulation of the research problem. The observation procedure used by conducting classroom observation when the teacher was teaching English in the inclusive class of MI Muhammadiyah 2 Kudus. The observations were conducted to determine how digital literacy implemented in the inclusive class of MI Muhammadiyah 2 Kudus. Based on Table 2, it could be seen that the research was conducted in 3 classes that had students with special needs, namely Grade 2, 3 and 4.

The results of the observation showed that there were 3 inclusive students in MI Muhammadiyah who had different and the same types of special needs. However, the similarities and differences in the types of special needs did not determine the treatment they need. The needs of each child with special needs varied according to the difficulties they face. The difference in class level was also the reason why they had different treatments. Therefore, an accompanying teacher was needed to handle children with special needs. In MI Muhammadiyah 2 Kudus, a support teacher was

arranged by the parents of the students or by the school. One accompanying teacher was only allowed to accompany one student so that they could provide more intensive guidance. If there were students with special needs in the class, then there were 3 teachers in the class, namely the class teacher, the assistant teacher and the accompanying parents for classes 1 and 2.

Listening is a common way for students with special needs to learn to read in inclusive classrooms. Teachers can help students with special needs learn to follow what they hear by using digital media. In practice at MI Muhammadiyah 2, audio media made easier for students with special needs to listen outside school hours when they had difficulties. Based on an interview conducted with DM (Grade 5 Teacher of Inclusive Students), students with special needs with the initials HN were given additional study hours after school hours. The introduction of digital literacy was done through cell phone videos that were small but still clear to the students. This condition was considered to require the provision of support facilities in the future. Video calls were an alternative learning option, including for students with special needs who had soft voices. HN students' creative reading activities had increased with digital literacy through videos, music and gadgets. In Ecuador, the literacy skills of dyslexic children had improved rapidly through digital applications, which had a positive impact on their education (Alexandra et al., 2023).

Digital literacy benefits students and teachers by creating a learning environment based on information and communication technology. Cross-curricular competencies and student learning can be improved by integrating digital literacy into real academic digital practices in English language teaching (Iskandar et al., 2022). Based on the study, Teachers could hear the voices of students with special needs more clearly outside of school hours through digital media in the form of audio. It made them feel more satisfied with their reading efforts. In addition, normal students could improve their social skills by helping their special needs friends. When students with special needs are integrated into regular classrooms, their instrumental learning and overall school integration are greatly enhanced (Navarro-Mateu, 2021). In the inclusive classroom at MI Muhammadiyah 2 Kudus, the use of digital devices was very helpful. According to Joseph and Khan (2020), digital literacy technologies such as tablets, computers, and interactive whiteboards help improve vocabulary, phonics awareness, reading comprehension, fluency, and expression, thereby improving English literacy. Audio and video recording data of students with special needs will provide a track record for madrasas and parents of students to consult with experts on the

development of students with special needs from time to time.

Several previous studies have also shown that digital literacy through digital devices helps students to improve students' creative reading skills. Alneyadi et.al, (2023) argued that compared to traditional techniques, digital learning platforms have the potential to improve students' reading and writing achievement levels. In addition, Budnik & Khyzhniak, (2023) also stated that students' reading skills can be improved by using digital devices and cutting-edge techniques such as conceptual and imaginative reading, which expand their knowledge of the material, improve concentration and memory, and promote creative thinking. Similar with the two research findings above, digital literacy improves EFL students' English reading comprehension by focusing on communication and access to information, especially in terms of reading and analyzing information from texts (Rochanaphapayon, 2023).

On the other hand, teachers must support and educate students with exceptional needs at the same time, which has a detrimental effect. Due to social integration issues, classroom activities, and the requirement for specialized teaching strategies and support, regular students find it challenging to integrate with students with special needs (Vivekanantharasa, 2018; Rajeetha, 2019; Szumski et al., 2017). They need training and experience to effectively manage learning in typical inclusive classrooms. The madrasas that now offer regular inclusive classes at the research site should increase the number of accompanying teachers, especially for lower grade students with special needs. The class teacher also has the responsibility for accompanying children with special needs who have undergone therapy because they are upper class students. Since the number of students with special needs in inclusive classrooms cannot be estimated when new students are admitted, each teacher is trained to teach these students. Teaching students with special needs presents several difficulties, such as the need for specialized teaching strategies and digital literacy, communication problems, behavioral problems, lack of resources, and inadequate training (Baog et al., 2024; Catoto & Mantawil, 2023). Lesson plans for regular inclusive classrooms need to be developed by teachers to accommodate the limited use of LCD projectors as digital media in these classes. Lack of digital literacy skills among teachers and students, lack of time and resources to plan and teach technology lessons, generational digital divide, and lack of access to and support for digital tools are the main barriers to digital literacy in the classroom (Purmayanti, 2022; Hosseini, 2018; Yevanon et al., 2020; Mudra, 2020).

In addition, teachers must use their creativity to ensure that students with

special needs in their class at least meet the minimum completion criteria, as madrasas with inclusive courses have non-inclusive curricula. Students' parents need to provide ongoing support for their use of the screen time to develop their digital literacy at home. Children with special needs require special help during school hours, which requires the intervention of professionals from outside the madrasa who cannot be present all the time. Therefore, in order not to overburden the teachers, first-grade students with special needs are required to be willing to find a separate accompanying teacher. According to (Terceño & Greca, 2023; Tzivinikou & Papoutsaki, 2016; Norok & Khairuddin, 2023; Damyanov, 2024; Akpan & Beard, 2016), effective teaching strategies for students with special needs include differentiated instruction, individualized education plans (IEPs), assistive technology, student-centered approaches, repetition, cooperative learning, peer tutoring, and play-based learning. They also emphasize the value of teacher preparation, parental involvement, and a supportive learning environment. From these, researchers can conclude solutions to the negative effects of implementing digital literacy in inclusive classrooms.

a. In order to become inclusive primary madrasahs, madrasahs may be assisted in obtaining a permit from the Indonesian Ministry of Religion. Teachers will then receive their Special Accompanying Teachers (GPK) certification. The potential of students with special needs, including the potential for foreign languages in Arabic and/or English, can be realized using GPK in inclusive classrooms. In addition, GPK can provide additional attention to digital literacy.

b. Prior to licensing inclusive madrasas, the first step is to provide training on inclusive education and more after-school hours as an interim measure.

c. With the help of psychologists and counselors, madrasas and parents can establish a forum to share information on how to manage students with special needs therapy during school hours.

d. To promote accountability and discipline, students with special needs counselors and students' parents should set up screen time reminders for after-school digital literacy activities.

e. Students who study with students with special needs in a class can still be motivated to treat their friends well by adhering to the Pancasila student profile, which includes having faith, being devoted to God Almighty, having high morals, being globally diverse, being cooperative, being independent, having critical thinking, and being creative.

CONCLUSION

This study aims to determine how the application of digital literacy improves students' creative reading skills in English in inclusive classes at Islamic elementary schools. Digital literacy supports the learning process and provides opportunities for teachers to be more productive in creating digital learning media for young learners. Based on the above research, it can be concluded that the application of digital literacy in MI Muhammadiyah 2 Kudus has more positive effects than negative ones. Students become more enthusiastic in improving their skills in having creative reading skills in English by using interesting media, children with special needs can also use digital tools to take notes, so it will be easier for teachers to monitor them. In addition, the application of digital literacy in inclusive classrooms improving students' creative reading skills in English is adapted to their needs because each student has different needs even though their special needs are the same. The most important, the maximum application of digital literacy requires good cooperation between teachers, schools, parents and experts.

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