

Lived Experiences of English Teachers in Teaching Learners with Special Education Needs

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Abstract- Learners with special education needs are the forlorn students of the society. Nowadays, teachers of the LSEs need to be equipped with the right tools to target their learning needs and take at hand the lived experiences of LSEN teachers are most vital in maintaining a good ecology of learning and second language acquisition. The researcher aims to know the objectives, teaching styles, and strategies that best fit these learners. Still, other students need specialized instruction because of specific learning disabilities. The over-representation of English language learners in special education classes (Yates & Ortiz, 1998) suggests that educators have difficulty distinguishing students who truly have learning disabilities from students who are failing for other reasons, such as limited English. Students learning English are disadvantaged by inadequate assessment instruments and a lack of personnel trained to conduct linguistically and culturally relevant educational assessments (Valdes & Figueroa, 1996). English language learners who need special education services are further disadvantaged by the shortage of special educators trained to simultaneously address their language- and disability-related needs. Improving students' academic performance from non-English backgrounds requires a focus on preventing failure and early intervention for struggling learners. Language programs must have the support of principals, teachers, parents, and the community. School staff should understand that native language instruction provides the foundation for achieving high levels of English proficiency (Cummins, 1994; Krashen, 1991; Thomas & Collier, 1997). Language development should be the shared responsibility of all teachers, not only those in bilingual and ESL classes. This research study aims to describe and know the lived experiences of LSEN's teachers in teaching English. This study also extracts the

teachers' most effective teaching strategies in the Sped classroom.

Indexed Terms- Forlorn Students, Learners with Special Education Needs, Lived Experiences Teaching Strategies, The LSEs Program, and Second Language Acquisition

I. INTRODUCTION

Teachers must share a common philosophy and knowledge base relative to the education of students learning English. They should be knowledgeable about all of the following areas: second language acquisition; the relationship of native language proficiency to the development of English; assessment of proficiency in the native language and English; socio cultural influences on learning; effective first and second language instruction; informal assessment strategies that can be used to monitor progress, particularly in language and literacy development; and effective strategies for working with culturally and linguistically diverse families and communities. This is why researchers and teachers of Sped classrooms need a heads up on the experiences and trends that foster their teaching strategies in the most conductive way for LSEs learners.

Zero budget for special education in 2023 makes SPED law 'meaningless'

SPED program in public schools is needed, especially by poor children living with disabilities, and how the non-inclusion of the program in the NEP could impact a law that is meant to strengthen the promotion of inclusive education, is being reposted after being named Outstanding Online Feature Article on Youth and Education in this year's Lasallian Scholarum Awards.)

MANILA, Philippines—The group Save the Children Philippines (SCP) had stressed that even before the COVID-19 crisis hit, millions of Filipino children with disabilities “already have limited access to quality and inclusive education.” This was the reason that in 2021, parents of children with disabilities asked then President Rodrigo Duterte to call for the immediate passage of a bill that seeks to provide inclusive education for learners with disabilities. Jenny (not her real name), mother of a child with disability in Parañaque City, said while all children have the right to education, not all of them have enough resources and capacity to do so. (Dela Peña, 2023) Last March 11, Duterte signed Republic Act (RA) No. 11650 or the Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act. This mandated that all schools—public and private—shall ensure equitable access to quality education for every learner with disability, stressing that the government has the responsibility to promote and protect the rights of learners with disabilities. With the law, learners with disabilities, who have not had basic education services, will receive support through the Child Find System which will identify and facilitate inclusion in learning programs, SCP said.

‘Help us’

Based on the findings of the Development Academy of the Philippines in 2018, one out of five persons with disabilities in the Philippines are children aged 0-14 and that 26.56 percent of children living with disabilities are poor. Dustin Pilapil, a SPED teacher at the Pateros Elementary School, told INQUIRER.net that this was why having SPED programs in schools is important: “Parents who do not have the resources rely on public schools for the education of their children,” he said. Clarissa Gadiano, mother of a 4-year-old child with special needs, said it is really important to establish SPED programs in schools for these reasons: accessibility, raising awareness and acceptance. “If there are strong and effective SPED programs in school, then special children will have better options and opportunities to learn. Because special children are not incapable of learning, they just have different abilities therefore they require different approaches

or methods in teaching,” she told INQUIRER.net. She said SPED programs in schools give way for awareness and acceptance to thrive: “At an early age, regular or neurotypical children will be aware that there are children who are different from them and they will be taught to accept and respect the community.” (Dela Peña, 2023)

Gadiano likewise stressed that sending a special child to school can be so expensive and on top of that, there are therapies, intervention and even access to diagnostics that are costly. “There are a lot of children who are undiagnosed because their parents can’t afford to send them to a developmental pediatrician, and even after the diagnosis, it is financially exhausting to maintain the necessary intervention for the child.”

Limited SPED centers

But despite the obvious need to reach out to learners with disabilities, out of the 13,408 schools in the Philippines that have SPED programs, only 648 are SPED centers—471 in elementary schools and 177 in high schools. The DepEd said the “ideal student—teacher ratio” for SPED is 15:1, however, Gatchalian stressed that there are only 4,000 SPED teachers. This indicates that with 126,598 learners with disabilities, the present student-teacher ratio is 31:1. Likewise, Chona Calnison, who was a SPED teacher for 15 years, previously told INQUIRER.net that since her employment as a teacher in 2003, classrooms for students with special needs were not given enough attention. (Dela Peña, 2023)

1.1 Inclusion of learners with special needs in the national assessment of the Philippines

In the Philippines, the needs, capacities, and diverse circumstances of learners with special educational needs (LSENs) are carefully studied and given special attention. With the implementation of its 12-year basic education program, the country has a goal in mind – to equalize learning opportunities for all learners and produce “holistically developed Filipinos” in the long run. Anchored on the mandate of this reform, the Department of Education (DepEd) of the Philippines developed an assessment framework for student learning aligned with the

enhanced curriculum. Published in 2016, the policy on the National Assessment of Student Learning (NASL) or DepEd Order 55, series 2016, covers different aspects of education and highlights the importance of providing quality educational service to LSEs. In previous years, LSEs were excluded from national assessments in the country for varied reasons, such as a lack of appropriate assessment tools and the appalling effect of their test scores on the national average. The NASL policy defines LSEs as “those who require special education services and modification of school practices to access educational opportunities and the general education curriculum. They include those with difficulty seeing, hearing, walking or climbing steps, remembering or concentrating, and communicating”(Department of Education, 2016, p. 2). With profound concern and determined efforts to promote the rights of LSEs, and to measure their progress in the attainment of curriculum learning standards, three assessment reforms for LSEs were featured in the NASL: (1) their inclusion in all national assessments, (2) the prescription test accommodations for them, and (3) the provision of their test performance profile.

In Section 9 of the policy (p. 26), test accommodations are prescribed as follows:

- Separate, accessible testing room situated at the ground floor near clean and accessible restrooms. They must be grouped according to difficulty;
- Double the time for test taking. This is to give them ample time to read and answer the test;
- Flexible rules such as allowing test takers to stand up once in a while or get out of the room for those who have difficulty concentrating;
- Personal assistant must be allowed to help those with difficulty walking/moving/climbing steps;
- Qualified sign language interpreters who shall ensure that all spoken instructions during testing are adequately interpreted to those who have difficulty hearing;
- Alternative test formats (Braille, large print, audio, electronic);
- For examinees with difficulty seeing, alternative response formats can be used, such as oral type wherein an examiner reads the test items to the

examinee and a scribe shades the answers in the scannable answer sheet. These alternative formats may also be used by other learners as needed;

- Appropriate test furniture (table, chair).
- At the national level, DepEd also issued an assessment tool for screening the special educational needs of learners in schools. Released in 2018, the implementation of the Multi-Factored Assessment Tool (MFAT) in regular schools is mandated by the Ministry through DepEd Order 29, series 2018. As described in the policy, the MFAT will be used to assess the first graders “who may exhibit developmental advancement or delays or have manifestations of learning disability.” Assessment results will be used for education and medical/allied services intervention as well as for planning and designing appropriate instructions.

On November 2018, the Bureau of Education Assessment at DepEd conducted an inclusive policy development workshop on “Deaf education roadmap” that involved both the hearing and non-hearing experts and stakeholders. The workshop discussed and addressed the need to review the appropriateness of paper-and-pencil national assessments. One of the recommendations came out from the discussions is to aide written tests with sign language. The Ministry of Education should take this recommendation into account in the long-term planning in order to promote inclusion and equity in national assessments. (Benito, 2018)

1.2 Handling Learners with Special Educational Needs Through SPED

Inclusive Education has been the trend in our education system since the implementation of the K to 12 Program. Including school-aged children with disabilities in regular classrooms has been a challenge since general education teachers are not trained to handle such. Regular teachers are apprehensive about receiving pupils with disabilities coming from Special Education (SPED) self-contained classes in their regular classes mainly because they have no or little knowledge or background to teach these types of learners.

This has been a perennial problem since the implementation of Inclusive Education, so the author thought of conducting action research with the partnership of her co-SPED teacher Ms. Jennifer Paras. DepEd has put in place a Basic Education Research Fund (BERF) to fund action researches from the field that would be beneficial in solving school-based or classroom-based problems or challenges. The proponents' action research proposal was approved by DepEd Region 1 and was funded P30,000 to conduct and complete the said research. (Surot, 2013)

1.3 Distance learning: A looming crisis for students with special needs

Unlike teaching regular students, learners with disabilities require SPED teachers to be hands-on in their learning process. But this posed a bigger problem to the distance learning approach when most SPED teachers in public schools handle a class of students with different disabilities. "Sa public school kasi parang wala maysadong sistema. Halo-halo ang mga bata. Sa klase ko mayroon akong estudyante na may hearing impairment, may autism, at mayroong intellectual disability," Jane said. (In public schools, there is no system in place. The students are mixed. I have students with hearing impairment, autism, and intellectual disability in one class.) "Imagine implementing distance learning in a class with multiple disabilities," she added. This is also the dilemma that teacher Jake* will face when classes start in August. Jake, also a public special education teacher in Pasig City, said that he handles a class with visually impaired students and with intellectual disabilities. Ideally, students with different disabilities should not be put in one class, but due to the lack of special education teachers, they were left with no choice. "There are enough regular teachers, but only a few are trained for special education so we really lack teachers for students with special needs," Jake said in a mix of English and Filipino. (Magsambol, 2020)

1.4 Special Education Teachers in the Philippines

In the Philippines, the government has been seeking and developing ways to address the different needs

of its citizens. Education being one of the target areas for improvement has been a serious subject of challenge to the administration most especially in Special Education; however, the aspect of education for all is not effectively implemented despite of having policies and legal framework that advocate education for all specially in the implementation of SPED classes (Allam & Martin, 2021). However, the growth of special education has been given a good support all these years both by the government and non-government organization. Despite the attempts to achieve and maintain progressive changes for the educational system for learners with disability, teachers seem that the current state of Special Education reflects the other way around (Ebol, 2000). A transcendental phenomenological research of special education teachers in Misamis Oriental, Northern Mindanao, Philippines, found that the COVID-19 Pandemic had a profoundly negative impact on their utilization of online learning modalities. During this period, it was able to depict the frustration of SPED teachers with inconsistent and unreasonable demands for teaching students with disabilities in the midst of pandemic (Abrazado, et al., 2021).

1.5 Barriers and challenges of obtaining quality education for Students with Disabilities in the Philippines

Access to quality education is the basic right of every individual. However, it's not the case for a lot of people. Some of them have to fight hard just to get the education that they deserve. These are the marginalized people of our society and persons with disabilities are included in this group. In this article, we will discuss the barriers and challenges that students with disabilities in the Philippines face in obtaining a quality education. In the Philippines, we have the Republic Act 7277 (Magna Carta for Disabled Persons, and for Other Purposes), a law that ensures persons with disabilities have the access to education. Despite this, getting a quality education is still an uphill battle for someone who has a disability. Quality education doesn't only mean accepting students in schools, accommodation, true inclusion, and support must be given to the student for them to thrive.

- Non-inclusive schools

When a child is going to start school, one of the first things that a parent asks is, “which of the schools is going to be the best for my child?” and they have a lot of different options. This is not the case for parents of children with disabilities in the Philippines. The first thing they are going to consider is, “which of the schools in my town is going to accept my child?” Many SpEd teachers will advocate for the students but if a SpEd center is not present in that school, then the student is expected to advocate for themselves at an early age because their family members can only do so much. However, not everyone can speak for themselves and this often leads to students not being able to maximize their full potential in the class. They tend to become reserved, quiet, and have self-doubt because teachers have made them feel they are an added burden. When people in the inclusive education field were asked if they have seen any changes in schools in the classroom over the years, they responded, “Struggles are always present.

Schools are so focused on their so called ‘regular’ students that the needs of Persons with Disability seem invisible to them. If we have difficulties reaching out to teachers before, more so now since we can’t visit them physically. The dominant change in the understanding of inclusive education is that educators know that it is a right, however, but they still have not accepted their responsibility of ensuring this right. They only are more charitable to Persons with Disability. So long as our department of education cling on their SpEd concept, teachers will always believe that education of persons with disability is not their responsibility but that of SpEd.” – Alphalyn Pedro, Training Coordinator at Saint Louis University Institute for Inclusive Education.

“Younger teachers are more accommodating of learners with visual impairments. However, the fear is still there since they are not fully equipped in teaching Persons with Disabilities. They don’t know how to use Braille, and they don’t know what to do so learners with visual impairment could see their visual aids, test papers and so forth. Honestly, that problem still remains until now. Teachers are still having 40 or more pupils on their classes so a lot of

them want to bring back their pupils with disabilities in Special Education.” – Irish Ayesa Mendez, SPED teacher for the Visually Impaired at Jose Rizal Elementary School.

“The problem will always be there since the teachers are handling a lot of children in their classrooms. They are accommodating to the Children with disabilities that I send to their classes because I always assure them that they can always count on me if they encounter any problems with my children. It’s on how you deal with the ‘regular’ teachers for me.” – Madonna May Guerrero, SPED Teacher at A.P. Santos Elementary School.

- Poverty and Mindset

The Philippines is a developing country and many Persons with Disabilities (PwD) are living in poverty. Some of them were forced to stop their classroom education because the family could no longer afford to send them to school. (Ambiong, 2020)

1.5 Special and Inclusive Education in the Philippines

Inclusive education responding to special needs will thus have positive returns for all students. All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. There is a definite need for teachers to be supported in implementing an inclusive classroom. With the limited coverage of existing government educational facilities, equipment, instructional materials, and trained special education teachers, the Department of Education together with other agencies and partners need to work on the expansion of basic education services to reach more persons with disability. Department of Education should specifically work on the strengthening and expansion of its SPED classes in the existing public elementary and secondary schools and the strengthening and enrichment of its regular classes to mainstream the people with disabilities. It is not our education systems that have the right to a certain type of children. Therefore, it is the school system of the country that must be adjusted to meet the needs of all

its children. (Misamis University, English 201, 2020)

1.6 LSEnS Intervention Programs

Early Intervention Program is not Sufficient An initiative has been undertaken by the SPED Division of the Department of Education in collaboration with Christoffel Blinden-mission International, an NGO in conducting Training Workshops since 1998 for SPED and regular teachers, social workers and parents of children with disabilities for them to be trained in the home teaching process using the Portage Guide to Early Intervention. Early childhood care education has been our focus in recent years by training preschool regular teachers on inclusive education and early intervention. The University of the Philippines - Philippine General Hospital (UP-PGH), Department of Rehabilitation Medicine and the Rotary Club of Manila San Miguel has put up a hospital-based pre-school building where appropriate educational intervention is provided by a teacher from the Division of City Schools, Manila. Moreover, the participation of the private sector is evident. St. Francis K-6 Inclusive School, a private school in Metro Manila with funding assistance from Japan Ear Foster Parent provides early intervention program for children with special needs.

They interpret the participants' feelings, perceptions, and beliefs to clarify the essence of the phenomenon under investigation. Phenomenological research design requires the researcher to bracket whatever a priori assumption they have about the experience or phenomenon. In simpler terms, researchers use phenomenological research designs to understand a phenomenon's universal nature by exploring the views of those who have experienced it. This approach is popularly used to study lived experience, gain a deeper understanding of how human beings think, and expand a researcher's knowledge about a phenomenon. For example, a researcher could explore a phenomenon like antisocial behavior in the workplace, women's experiences with a particular disease, and many more. (Dumlao, 2020)

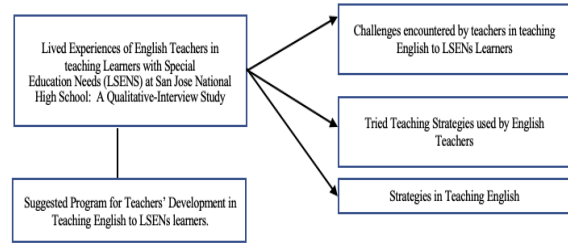


Table 1: Concept Diagram

The framework is designed to explain the process of this research. It explains the structure of the outcome from the research questions answered based on the Lived Experiences of English Teachers in teaching Learners with Special Education Needs (LSEnS) at San Jose National High School. The framework explains the teachers' experiences teaching English and the strategies used in learning reading-its effectiveness and ineffectiveness. The proposed online intervention program was established to develop teaching strategies in English for 21st-century LSEnS learners.

II. STATEMENT OF THE PROBLEM

Although it has already been mentioned that the education of children with disabilities in regular schools, especially on the aspect of teaching, remains a major challenge not only in the Philippine context, but also around the world, it is important to add that in the international contexts, there is a massive literature exemplifying the teaching practices of English teachers in primary schools for children with disabilities. However, these studies have been conducted in the contexts of developed countries such as the US, UK, and Australia. This immediately excludes developing countries in the picture. (Baessa, 2008) argues that there is a big need for studies in general to focus on developing countries so that there is an equal balance of perspectives about certain issues in terms of contexts.

III. METHODS

This study utilized the qualitative approach under the phenomenological method to describe the teachers' lived experiences teaching English to LSEnS learners. This qualitative study utilized two constructivist data collection tools: semi-

structured interviews and direct observations (Charmaz, 2006). Each of these tools serves different yet equally important roles, especially in data collection and triangulation (Creswell, 2007).

This study utilized the qualitative approach under the phenomenological method to provide an in-depth look at one test subject. This study also noted how the teachers execute the strategies, the difficulties they encounter while executing the strategies, and the programs they may recommend to improve students' reading comprehension. Semi-structured interviews were the primary means of collecting data in this study. The interview guide or topical approach employed was a more structured interview: the interview was scheduled, and the interviewer came prepared with a list of topics or questions (Patton, 2002) (see Appendix 1). In this study, the interviews allowed the researcher to gather "in-depth and direct perspectives" (Kvale & Brinkmann, 2009, p. 38) from the teachers on how they assessed children with disabilities. The researcher's role was to facilitate the process and gather relevant information from the teachers based on the interview questions (Cohen, 2007). As a constructivist tool, semi-structured interviews should achieve a level of in-depth reflection which requires multiple interviews with the participant.

4.1 Themes and Interpretation

Theme no. 1 : Preparedness and level of difficulty in handling students' disruptive behavior and readiness in class activities.

Based on the initial interview and observation, this emerging theme was extracted from the teacher's statement that there are challenges that they encounter, like Students' readiness and Students disruptive behavior. These emerging themes and interpretation are supported by the views of the theoretical framework that the application of descriptive-phenomenological studies inside the LSEN's classroom depicts that English teachers commonly struggles with learners' behavior and readiness. Many studies have shown that social and emotional skills at school entry are also associated with later academic achievement (Collie et al., 2018;

Guhn et al., 2016), as well as other important life outcomes such as success in education, employment, and public health outcomes in adulthood (Jones et al., 2015). In the case of a student with explosive behaviors, such a student can distract the rest of the class. However, the primary rationale for inclusion or mainstreaming remains that students with disabilities can benefit from inclusion, whenever possible, within the regular education classroom (Smith, 1998). Horace Mann, an educational reformer, proposed a solution to these social problems (as cited in National Council on Disability, 2005). Mann suggested that communities establish schools that tax dollars would fund. Mann believed that when children from various backgrounds, including socially, religiously, and economically diverse backgrounds, were educated, they would learn acceptance and respect for each other. Common schools taught common values that included self-discipline and tolerance for others. These public schools would work toward socializing children, improving interpersonal relationships, and improving social conditions (National Council on Disability, 2005).

Theme no. 2 : Different challenges evolves with different sets of students overtime.

The exact nature of special education and learners with special needs and interests has evolved, with origins that can be traced back to 1954. The court ruling of *Brown v. Board of Education of Topeka* ruled that segregation violated equal educational opportunity. While this decision was based on the injustice of racial segregation, it established a broad understanding that all people deserve equal access to an adequate public education. This theme was extracted from the comment of the English Teacher that different challenges evolve over time. These words are strengthened by the ability to process information and then organize it comprehensibly takes time. Children with learning disabilities struggle to process and understand information, affecting their communication, writing, and completing mathematical equations and data organization. (Unicef, Sped-support,2020) Different Challenges evolve over time because SPED/LSENs learners evolve with their learning abilities, and

these learning abilities vary depending on the obstacles the learners encounter.

Theme no. 3 Flexibility of teaching strategies that includes play-based and modification of learning materials.

Based on the initial interview and observation, this emerging theme was extracted from the teacher's statement that – As a teacher handling various types of LSENS, I think some of the practical techniques that I used over time are: knowing the specific needs and weaknesses of these learners; modifying activities; employing play-based learning; and setting out goals in learning. These emerging themes were extracted from the answer: Play-based teaching strategy helps with the modification and learning extraction of the LSENS students. An article, Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study, states that Children with communication and interaction difficulties are associated with severe and profound learning difficulties. They may adopt atypical, idiosyncratic, non-verbal, or augmentative (assisted) methods of interacting with the world around them (Coupe-O'Kane & Goldbart, 1998). Intervention aims may vary from bringing the child's language skills up to an equivalent age level, engendering social interaction with peers, using basic cognitive processes to develop information handling and management within the curriculum, removing obstacles to enable the child to participate in learning, and the life of the school (See Dee, Byers, Hayhoe and Maudslay, 2002 and Byers, 1998, concerning children and young people with more complex communication difficulties).

Theme no. 4 Student's unstable ecological, physiological and behavioral disruptions.

Based on the initial interview and observation, this emerging theme was extracted from the teacher's statement that- – There were times that learners had disruptive behavior due to several factors like they might have a bad start at home, they might be hungry, they were irritated, and most likely be not ready for learning. When this happens, I will give them a "time-out." They can use this time to draw, listen to music, play blocks, and do other simple

activities they are fond of doing. These emerging themes were supported by the statement that Students with intellectual disabilities (ID) often exhibit high levels of problem behaviors, such as self-injury, hyperactivity, aggression, stereotypes, anxiety, or impulsivity (Dykens, 2000). Children's proximal developmental ecologies are shaped by more distal influences, such as their communities' social organization and economic circumstances, as well as by social categories, such as parents' age and child gender, race, and ethnicity. Developmental ecologies affect children's interpersonal relationships with family members, teachers, and peers. We acknowledge the importance of macro-level influences on children's development and health, but like many others studying similar issues (e.g., Becker, 1991; Elder, 1974), we retain a primary focus on more proximal influences to represent a child's developmental ecology.

Theme no. 5 Used of varied teaching approaches and methods to motivate learners.

Based from the initial interview and observation, this emerging theme was extracted from the teacher's statement that-As mentioned above, I would use a "Time-out" activity where I allow them to play and relax at the SPED room. Sometimes, a quick nap could be effective too. Students with learning disabilities often become frustrated because they see themselves as incompetent in many areas of the school, thus generally making them unmotivated and unexcited to read, write, and complete tasks for fear of failure, embarrassment, and disrespect.

However, as competence in a subject or task improves, motivation typically increases, generating a cycle of engagement, motivation, and competence that supports better academic achievement for students with varying abilities (Irvin, Meltzer, & Dukes, 2007). Children with special educational needs are children with various disabilities, such as health and mental health conditions, that require particular intervention, services, or support. Parenting a child with special needs can be particularly challenging (Kirk, Gallagher, Coleman, & Anastasiow, 2009).

Theme no. 6 Parental support in teaching English and materials support from the school.

Based from the initial interview and observation, this emerging theme was extracted from the teacher's statement that- – I would always say that I am truly grateful to have a strong support from everyone in the school and in the community. They would prioritize the needs and resources that I requested from them. They also use provide technical assistance most especially in realigning the activities of the LSENS in the Transition Curriculum Packages. Teachers consider parental involvement in educating their children with special needs as parental support, linking two essential contexts in a child's life education: home and school. Students with learning disabilities receive verbal and nonverbal feedback from their parents and support from their environment about their strengths and weaknesses, work habits, and finished work daily. However, students with LD often struggle more with motivation and engagement than typically achieving students (Nyborg, 2011). Research shows that motivational utterances can increase students' expectancy of success and task value (Brophy, 2010).

Theme no. 7 Readiness of LSENS students in the Junior High School specially due to their disabilities and some learners really excels in English.

Based from the initial interview and observation, this emerging theme was extracted from the teacher's statement that- I think all of these are the most common weaknesses of some of the LSENS in our school. Basically, because when a student is diagnosed as with Learning Disability and Intellectual Disability. Everything else encompasses and this is shown in their assessment. Fortunately, there are some of them who excels in Language and Communication subjects. Considering the response, the readiness of the LSENS students involves a lot from the macro skills, and Learning disabilities is the most prevalent disability for ELs (Wilkinson et al., 2006). Cummins (1989) argued that it takes one to two years to acquire basic interpersonal communication skills (BICS) and five to seven years to acquire cognitive academic language proficiency (CALP) in the second language; however, these

phases of language acquisition can take longer if the individual does not have a strong background in the native language. It is also expected that it will take individuals with LD longer to acquire basic communication skills and academic language in their second language than the time mentioned above frame (Echeverria, Vogt, & Short, 2008). As suggested by Echeverria and colleagues (2008), ELs with LD are thought to have language patterns distinct from others in their cultural and ethnic community. These people have a limited vocabulary in both languages and demonstrate receptive and expressive language deficits. In addition, they often struggle with understanding non-verbal language.

Theme no. 8: Proper diagnosis from professionals.

Based from the initial interview and observation, this emerging theme was extracted from the teacher's statement that— I think it is also because some of them were mainstreamed in our school without proper diagnosis or assessment from the professionals. This is a common case in the public schools since most of the assessment procedures are a bit pricy. Luckily, this school year we were given free assessment from the local government of Antipolo City. And now, we already availed 4 assessments. Based on the themes mentioned earlier, Assessment plays a foundational role in special education. Students with disabilities are complex learners with unique needs alongside their strengths. Effective special education teachers have to understand those strengths and need fully. Professionals and parents should be able to distinguish and identify learners who are under the SPED/LSENS to fit into the standards when assessed in regular classrooms.

Theme no. 9: Suggested programs by teachers for struggling readers in English.

Based from the initial interview and observation, this emerging theme was extracted from the teacher's statement that – They usually have Literacy remediation activities after class hours. Teachers are also knowledgeable about and skillful in using informal assessments, such as those used to evaluate students' academic, behavioral, and functional

strengths and needs. These assessments are used to develop students' IEPs, design and evaluate instruction, and monitor student progress. As reflective practitioners, special educators also continuously analyze the effect and effectiveness of their instruction. Finally, these teachers know how context, culture, language, and poverty might influence student performance, navigating conversations with families and other stakeholders; and choosing appropriate assessments given each student's profile.

Theme no. 10: Results -based remediation program are considered effective.

Based from the initial interview and observation, this emerging theme was extracted from the teacher's statement that– Yes, they are effective because as evident in their quarterly grades. Assessment results that are based on parental input encourage respectful treatment of families and values their expertise (Fish, 2008; Wolfe & Duran, 2013). Parents provide insights about their child, as well as discuss the goals they have for their child and what they hope the school can do to best support their child. Providing families with information about assessment data prior to eligibility and IEP meetings can help families prepare for team meetings, allowing them to generate questions they may have and alleviating feelings of being overwhelmed and having too much information to understand (Lo, 2008; Wolfe & Duran, 2013).

Theme no. 11: Suggested and recommended programs of teachers of LSENS

Based from the initial interview and observation, this emerging theme was extracted from the teacher's statement that– I wish to have a "Reading Recovery Program" which I can use in teaching English to struggling LSENS. In this program, I will follow a pattern where the skills are based from the curriculum. I will also make some modifications in the reading activities. There are some available reading materials in the SPED room that I can use.

We can do some reading activities for noting details, identifying the elements of the story, getting the main idea, determining the purpose of the writer, and

other related skills. And I think, I can ask them to have it thrice a week depending on the schedule of these learners. These emerging themes are supported by the factors that LSENS students are Students with special needs who have been formally diagnosed with a learning disability or difficulty understanding language and often struggle with reading strategies. (Alaia, 2020) Children with learning disabilities, however, think, process, and understand differently than other students. They may need help to comprehend what they read for several reasons, including poor decoding or fluency.

There are often more complicated reasons students with learning difficulties struggle to comprehend, such as A lack of vocabulary or understanding of words, An inability to connect ideas in the text to more significant issues, Low attention or concentration issues while reading, and A challenge in determining essential ideas in the text. (Brown, 1987)

4.2 Summary and Conclusions

The teachers' view in the LSEN and Sped Classroom of San Jose National High School have encountered the challenges of teaching English to struggling LSENS learners. Programs were already made for a long time, and even teachers at the secondary level have a hard time coping with the needs of LSENS learners in English. The teachers' statements in the interview show that effectiveness depends on the teaching strategies, not the length of the service. However, even present teachers had difficulty providing for the needs of the struggling LSENS learners in English, especially in handling many students. The teachers of this research are all considered professionals and knowledgeable in their field of specialization, English. However, some things need improvement regarding the teaching strategies, especially in LSENS English. Teachers have used different teaching strategies for Sped students in English. However, for some reason, the strategies have some weaknesses for students with special needs regarding comprehension.

CONCLUSION

The teachers' view in the LSEN and Sped Classroom of San Jose National High School have encountered the challenges of teaching English to struggling LSEN learners. Programs were already made for a long time, and even teachers at the secondary level have a hard time coping with the needs of LSENS learners in English. The teachers' statements in the interview show that effectiveness depends on the teaching strategies, not the length of the service. However, even present teachers had difficulty providing for the needs of the struggling LSENS learners in English, especially in handling many students. The teachers of this research are all considered professionals and knowledgeable in their field of specialization, English. However, some things need improvement regarding the teaching strategies, especially in LSENS English. Teachers have used different teaching strategies for Sped students in English. However, for some reason, the strategies have some weaknesses for students with special needs regarding comprehension.

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