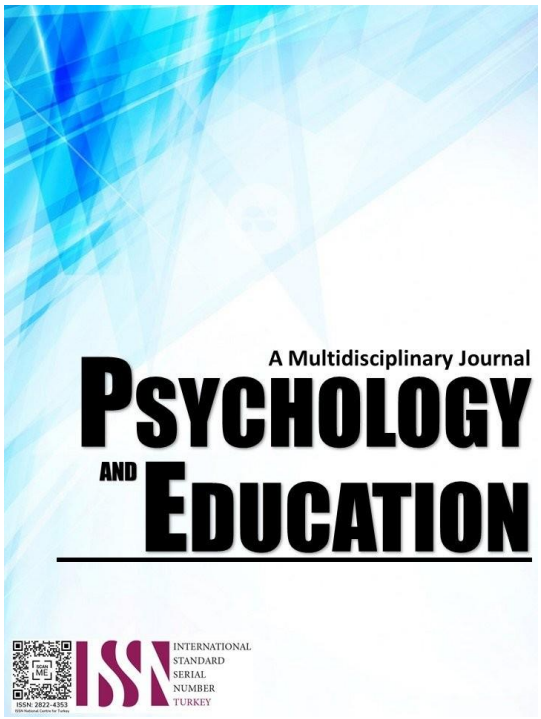
# CHALLENGES OF ENGLISH TEACHERS ON STUDENTS WITH LEARNING DISABILITITES

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Research Article

# Challenges of English Teachers on Students with Learning Disabilitites

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**Abstract**

This qualitative study investigated challenges faced by English teachers when instructing students with learning disabilities. The research delved into instructional, assessment, and classroom management aspects. Utilizing focus group discussions and interviews with five participants from Isulan Central School SPED Center, the study employed thematic analysis for data interpretation. Results indicated instructional challenges encompassing limited teaching methods, absence of Braille resources, communication difficulties, and struggles in adapting to diverse learning styles. Assessment hurdles included constrained evaluation methods, unresponsiveness to assessments, and disruption during evaluations. Classroom management challenges comprised limited participation, hyperactivity, and emotional disorder management. Teachers employed strategies such as instructional modification, positive reinforcement, gamification, and support mechanisms. These strategies facilitated interactive learning, goal achievement, and behavior regulation. Positive outcomes were observed in terms of behavioral control, hyperactivity management, and enhanced participation. The study recommended a policy named "Guidelines for Special Education Teachers." The policy encompasses areas like qualifications, individualized education plans, differentiated instruction, collaboration, inclusive environment, behavior management, progress assessment, confidentiality, and ethical standards.In conclusion, English teachers confronted diverse challenges while instructing learners with disabilities. Despite these challenges, they effectively employed supportive strategies to navigate difficulties, highlighting the importance of positive feedback and assistance.

**Keywords:** *learning disabilities, accommodation, challenges, and benefits*

## Introduction

Special Education encompasses the development and implementation of teaching procedures and interventions that are specifically tailored to cater children with disabilities in learning or exceptional abilities. The primary focus of special education lies in facilitating the growth of each individual child, empowering them to reach their utmost potential within the society. Inclusive education aims to include students with Special Educational Needs in the mainstream education which aims to integrate special needs learners into the regular sections. Since children with disabilities are not able to access the quality and inclusive education in regular basis. Special education program has become essential in addressing their educational needs.

In the Philippines, one of challenge is that students with special needs in learning often face difficulties in learning English language. Special education teachers from different institutions have employed hands-on approach to effectively employ the learning content to students with different learning disabilities especially in terms of second language learning. However, this approach poses more challenges in situations where teachers must adapt to the individualized methods while considering the diverse disabilities of their students. Tasks like reading, writing, and numeracy rely heavily on language skills, highlighting the interplay between everyday language proficiency and advanced communication abilities, which are crucial for academic success. the learning needs of students with various disabilities are unique. So, a comprehensive list of strategies is necessary to engage and address their diverse educational needs. However, determining the most suitable methods for teaching English to children with disabilities remains difficult, as these cases have not been extensively studied and researched. Furthermore, there is a lack of research that specifically focuses on the teachers of students with special educational requirement.

The Isulan Central School SPED Center is one of the implementers of the Special education program within the Sultan Kudarat division. The teachers of this institution face challenges in terms of teaching the students with English subject due to their disabilities or impairments that hinder their learning process and outcomes. Teachers struggle to impose the English lesson to learners with disabilities which requires the skill in listening, speaking, writing, reading and comprehension. Due to this phenomenon, the researcher will explore the English teachers' challenges in teaching the students with learning disabilities the different strategies that they have employed in order deal the educational needs of their students with disabilities in terms of the acquisition of

English language. Moreover, no research has underscored the notions on the different challenges of English Teachers when it comes to learners with learning disabilities which leads to teacher's lack of ideas on how to enhance their English language teaching skills to learners with disabilities. In the light of forgoing claims, it gives the researcher the strong purpose to conduct the research on the Challenges of English teachers to Learners with disabilities which also requires reexamining.

**Research Questions**

The objective of this study is to determine the challenges of teachers in teaching English to the students with learning disabilities. Specifically, this study aims to address the following sub-problems:

1. What are the challenges encountered by English teachers in teaching learners with disabilities in terms
   1.1 Delivery of the Lesson;
   1.2 Assessment of Learning; and
   1.3 Classroom Management?
2. What are the coping strategies employed to address the challenges encountered in the following;
   2.1 Delivery of the Lesson;
   2.2 Assessment of Learning; and
   2.3 Classroom Management?
3. How helpful are the strategies used in:
   3.1 Delivery of the Lesson.
   3.2 Assessment of Learning; and
   3.3 Classroom Management?
4. Based on the findings of the study, what teachers' policy can be recommended?

## Methodology

**Research Design**

This study used a qualitative research design. Qualitative research takes place in real- life contexts and involves a collection of methods and representations that shape our understanding of the world. It adopts an interpretive and naturalistic perspective to examine individuals or objects, aiming to interpret and extract phenomena and meaning from them (Denzin & Lincoln, 2011) as cited in Cresswell and Poth (2016). Qualitative research utilizes an approach that emphasizes inquiry, extensive data collection, both inductive and deductive data analysis, the presentation of findings, the researcher's reflexivity, and the intricate description and interpretation of the research problem (Cresswell & Poth, 2016). In this study, a phenomenological research approach was utilized, which is characterized as an inquiry strategy that aims to identify the most significant human experiences related to a specific phenomenon as expressed by the study participants. The focus of this approach is to gain an understanding of the lived experiences within a natural setting by conducting an in- depth examination of a small number of individuals, leading to the identification of patterns and relationships of meanings (Moustakas, 1994, as cited in Cresswell, 2009).

The main objective is to find the challenges and problems faced by teachers when teaching English in SPED classes and how they try to overcome them. To get information from the special education teachers, a descriptive research design was utilized to provide answers to the questions associated with a particular problem in the research. In conducting a phenomenological study, a descriptive phenomenological method or the seven-step process that provides an accurate data analysis resulting to a brief description of the phenomenon being studied Colaizzi (1978). This method depends on the rich experiences based on the accounts of people from the focus group discussion, online interviews, and can also be gathered through blogs, research diaries, written narratives, and other ways. The descriptive phenomenology is used to reach true meanings through engaging in-depth into reality (Laverty, 2003; Lopez & Willis, 2004).

Descriptive research was chosen as the appropriate method for this study to gather essential information about the status of the problem, which focused on the challenges encountered by teachers when instructing learners with disabilities in the English language and their strategies for addressing these challenges. The aim of descriptive research is to explore and discover the existing conditions in the field, making it a suitable approach for obtaining valuable insights into the specific issue at hand. This design will greatly help to increase the information about the challenges faced by teachers of learners with disabilities in learning.

The researcher applied thematic analysis in this qualitative research by describing its procedures and processes. Thematic Analysis is a qualitative analytical approach employed to examine and identify patterns or themes within a dataset. By analyzing diverse data sources, this method aims to extract meaningful interpretations and classify the information into distinct themes. It provides a systematic and comprehensive way to explore the underlying patterns

and extract valuable insights from the data (Boyatzis, 1998). Thematic analysis enables the analysis of extensive data gathered from numerous participants, allowing for the synthesis of their perspectives into a cohesive and meaningful account (Boyatzis, 1998). Furthermore, thematic analysis allows understanding the potential of any issue more widely (Marks & Yardley, 2004).Thus, this study utilized qualitative thematic analysis to investigate the experiences and perceptions of special education teachers.

**Participants**

The participants for this study are selected based on the following criteria: First A teacher of Sultan Kudarat division. Second a teacher who teaches English to learners with learning disabilities and Teachers with 3 years or more experience when it comes to teaching learners with disabilities.

There are only 5 participants of this study. This study applied the qualitative approach to describe the process in an expressive and persuasive language after the researcher will collect the data and analyzed the meaning of the participants' statements (Creswell, 2013). The researcher will determine the challenges of five English teachers in teaching students with learning disabilities.

**Locale of the Study**

The study was conducted to teachers of learners with learning disabilities at Isulan Central School-SPED Center, National Highway, Kalawag II Isulan Sultan Kudarat, Philippines, Division of Sultan Kudarat S.Y. 2022-2023. This study identified the different learning challenges or difficulties and determined the ways of resolving the problems, thus, making this study is timely and relevant.

**Instruments of the Study**

In this study, the researcher employed a focus group discussion (FGD) guide as an instrument to collect information about the challenges faced by English teachers when teaching students with learning disabilities. The FGD guide consisted of open-ended questions designed to elicit insights and experiences from the participants. The FGD followed an interview protocol, facilitating guided conversations between the researcher and the participants. This approach allowed the researcher to ask probing questions and gather additional information. Additionally, an interview guide questionnaire was used as the main data collection instrument for the study.

The interview guide is designed by the researcher based on readings of related literature and studies on concepts of challenges and issues in teaching English on Special Education students within the country. An interview will be carried out with every teacher selected to participate in the study. The interview questions were formulated based on the main research questions and sub questions. The research questions were not limited to English as the medium of instruction in all SPED classes. For this reason, all respondents will be interviewed in their native language for a more concise communication between the interviewer and the interviewee. Research questions include the teaching challenges of Learners with disabilities Teachers in teaching English the ways in addressing the problems, and the suggested remedies to overcome the problems. These research questions have undergone scrutiny by language experts.

**Procedure**

In this study, the researcher follows the research ethical standards prior to data collection. Transmittal letters such as Letter of Permission to conduct research, Informed Consent will be sent to the participants who are the teachers who teaches English language to learners with learning disabilities as well as the administrator of the institution. One criterion of choosing informants is based on the fact that only special needs education teachers are wanted for the interview. For this study it was decided that the teachers of learners with learning disabilities, who had been working with children with learners for several years are great choice to answer the research questions. A total of 5 teachers from Isulan Central School-Sped Center will be interviewed. The study will be conducted during the School Year 2022-2023. Permission to conduct the survey or the interview with the SPED teachers of the Isulan Central School-Sped Center will be sought by the researchers from the Schools Division Superintendent. Upon the approval of the request by Schools Division Superintendent, the researcher will administer the interview among the target respondents who are the Special Education Teachers. To allow collection of detailed information from the teachers about how they teach students with learning disabilities and the challenges faced by teachers in the Isulan Central School-Sped Center Division of sultan Kudarat, interview method was seen suitable. Focus group discussion guide questionnaire was utilized as the primary data gathering instrument for the study.

**Data Analysis**

In this qualitative research, the researcher utilized thematic analysis as the analytical approach, describing the steps and methods involved. Thematic analysis is a qualitative methodological approach used to explore and identify recurring patterns or themes within a dataset. By employing thematic analysis, the researcher was able to analyze extensive data collected from multiple participants, facilitating the integration of their perspectives into a coherent and meaningful narrative (Boyatzis, 1998).

The researcher started by transcribing the data gathered from the interview. When the general picture of the whole content of each transcript was captured, the researcher made a record of the significant statements extracted from the transcript, noting down the pages and line numbers for easy access to the required data. The researcher then categorized and clustered the meanings of the extracted significant statements from each transcript. These themes were then integrated into a vivid description of the teachers' challenges in teaching English to students with learning disabilities. Once the researcher completed describing the fundamental structure of the phenomenon, the analyzed data was presented to the participants for the purpose of validation.

**Ethical Considerations**

In this study, the researcher abides by the research procedures as set forth by Mindanao State University - Maguindanao. Prior to the data collection, ethical standards are established by sending transmittal letters such as letter of permission, informed consent to the school head to ask for their recommendation. To the Division Superintendent for the approval of conducting the study to the teachers. As part of the ethical consideration, the participant's data was kept confidential. Furthermore, research questions are crafted and designed considering the diversity of each participant where no rights had been deprived in the conduct of the study. Respondents will be given confidentiality wherein their identity will remain anonymous within the entire research giving them assurance that the personal information is being retained and used appropriately. This study is subject for further review for plagiarisms because the researchers have taken readings from secondary sources. The result of the study undergone careful analysis and interpretation; thus, this shall not be kept by the researchers for their own benefits.

**Establishing Rigor**

The researcher implements the Focus Group Discussion (FGD) to solicit the observations and challenges of the teachers regarding reading. As soon as the researchers have given the purpose of the interview, respondents are asked to validate their answers aligned to the given questions. The collected results are based on their personal insights regarding the performance of the Special Needs learners. The gathered data are analyzed, evaluated, and assessed to achieve the validity and reliability of the results. The researcher has established reinforcement strategy to deepen the understanding of teachers towards overcoming their challenges in teaching the students with learning disabilities. The researcher concludes that the desirable results are only good to the selected respondents and their answers are treated with utmost confidentiality.

## Results and Discussion

The information was taken from the audio-video recordings of the Focus Group Discussion with the teachers. These recordings were manually transcribed and translated in English. Through the process of identifying significant statements from each transcript of interviews to formulation of meanings and clustering of themes that establish the surfaced patterns, the themes were formulated.

Table 1.1. *Challenges in Delivery of the Lesson. (see appendix)*

Data on Table 1.1 reflects the challenges encountered by the English teachers teaching English to learners with learning disabilities in terms of delivery of the lesson. six themes emerged coded 001, 002, 003, 004, 005 and 006 respectively.

**Theme 1. Limited ways to teach English.**

Participant 1 coded 001 have an emergent theme "Limited ways to teach English." It pertains to a condition in which the learners experience limitations when it comes to vision that affects their language acquisition. Their visual impairment imposes challenges that affects individuals when learning English as their second language. The learner's limitations in their vision affects various aspects of their second language acquisition such as reading, writing, vocabulary, spelling, and comprehension. Participant 1 recounted that *"There are limited ways to teach them English."*. The shared statement implied

that the visually impaired learners have specific learning needs and requirements that should be addressed by their teachers. Blind students often face difficulties in acquiring language and communication skills that are typically learned through observation and imitation, as they rely heavily on auditory information. Consequently, they must develop proficient listening abilities to enhance their speaking skills and effectively analyze incoming information such as facts, figures, structures, forms, and details (Ghafri, 2015). The developmental attributes of children with visual impairment can differ based on the type and extent of the impairment. Additionally, it can influence various facets of their development, including personality, intelligence, language abilities, and cognitive growth (Sahasrabudhe, S., & Palvia, P, 2013).

**Theme 2. Unavailability of Braille Books**

Participant 1 coded 002 with an emergent theme "unavailability of braille books" It pertains to the situations wherein the teacher of blind learners experiences the lack of available instructional materials that could help the blind learners in terms of language learning. Participant 1 recounted that *"In materials you need braille books so sometimes if there is no braille books available, you should be the one to type or braille so that your learner has something to read."*. The shared statement implied that when braille books or materials are not accessible for blind learners, teachers that are assisting them needs to personally transcribe braille in order to provide an accessible reading material to blind students.

The inadequate knowledge of the teachers teaching visually impaired learners and the lack of teaching materials are the primary barriers of the student's learning (Mwakyeja, 2013). Inclusive education settings impose greater demands on students who rely on braille as their primary learning medium, as they require more extensive educational support per each state (Ryder 2017). Braille reading is complex nature it consists of rules and contractions about how it is used. Students who are blind or visually impaired face a unique challenge in their English language learning journey. In addition to learning the rules and grammar of the English language, they also have the additional task of decoding and understanding Braille. The specific difficulties and challenges experienced by these students highlight the need for an increased presence of skilled and proficient teachers in special needs education who can effectively implement their duties (Agesa, 2014).

**Theme 3. Unresponsiveness**

Participant 2 coded 003 with theme "unresponsiveness" This refers to the situations wherein an intellectually disabled learners have significant limitations in their intellectual functions such as remembering, concentrating and adaptive behavior have difficulties when it comes to responding to stimuli. She shared "*My pupils are not responding, their inability to speak clearly; my pupils have difficulty in expressing their thoughts.*" This statement denoted that intellectually disabled learners have limitations in terms of expressing their thoughts, ideas, and feelings through verbal or written communication.

Intellectually disabled learners are characterized by notable limitations in intellectual functioning and adaptive behavior, encompassing a range of social and practical skills such as communication (Kurth, Morningstar, & Kozleski, 2014). Moreover, Students diagnosed with severe intellectual functioning or disability often have limited or undeveloped speech and communication abilities. On the other hand, learners with mild intellectual disabilities may initially demonstrate seemingly adequate language skills and speech, but upon closer examination, the difficulties and challenges in communication become apparent (Chow J.C 2018). The students diagnosed with severe intellectual functioning or disability often have limited or undeveloped speech and communication abilities. On the other hand, learners with mild intellectual disabilities may initially demonstrate seemingly adequate language skills and speech, but upon closer examination, the difficulties and challenges in communication become apparent (Law J., Rush R. & McBean K., 2014).

**Theme 4. Mastery of Sign Language**

Participant 3 coded 004 with theme "Mastery of sign language" pertains to achieving a high level of proficiency and fluency in communicating using sign language as a primary or secondary means of communication. Participant 3 recounted that "If I may say that instructing this group of students is challenging because it feels like I'm learning a new language and must memorize all the signs and American Sign Language (ASL) is different from Filipino sign language (FSL) and I need to master both." The shared claim denoted that the teacher of Hearing-Impaired learners is required to master the sign language in order for them to address the learning needs of the hearing-impaired learners when it comes to language.

If the teachers are not adequately trained to become an inclusive practitioner to equip the learners with the

proper sign language, a non-standardized sign language may lead to confusion, language problems and Communication breakdown that could immensely affect the teaching and learning process (Forlin, C., Kawai, N., & Higuchi, S. (2015). Learning language through hearing is vital, in a naturalistic context which the significance is greatly emphasized when it comes to the children with hearing impairment, because the learners are unable to follow the spoken language due to their hearing impairments their ability to acquire language poses more challenges (Tamis-LeMonda et al. 2017). Sign languages (SLs) serve as the main mode of communication for individuals who are deaf or hard of hearing (DHH). However, it is unfortunate that they are seldom considered or incorporated in the continuous progress of natural language processing advancements (Yin et al, 2021). Moreover, the complexity of this approach poses more challenges and limitations compared to the natural approaches in language acquisition and processing which demands more knowledge and expertise (Lewis et al., 2020).

**Theme 5. Difficulty in Communication**

Participant 4 coded 005 with the theme "difficulty in communication" refers to the learners with autism often face challenges related to language development, which can manifest as delayed speech or a limited vocabulary. Additionally, they may encounter difficulties in comprehending and utilizing nonverbal cues, including facial expressions, gestures, and body language, which are essential components of effective communication. Participant 4 stated that "The communication difficulties which is they are having hard time in expressing and receiving or receptive language that I am implementing to them." The shared claim denoted that the language development of learners hinders effective communication since they find it hard to receive language and communicate as well.

Autism spectrum disorder is characterized by a persons' difficulties when it comes to restricted repetitive patterns of behavior such as social interaction and communication (American Psychiatric Association, 2013), In addition to the language challenges that an autistic child faces, compared to the regular children, autistic children often exhibit underdeveloped language skills. This poses challenges for educators in implementing practices aimed at improving the autistic learner's communication (Alokla, 2018). Furthermore, they are not able to form facial expressions and have difficulties in maintaining or initiating eye contact are significant aspects of communication (Vitaskova & Rihova, 2013).

**Theme 6. Difficulty in Understanding Learning Style**

Participant 5 coded 006 with theme *"Difficulty in understanding learning style"* this pertains to the presence of expressive and receptive language difficulties in autistic learners that can impede the teacher's understanding on their learning style or preferences, their needs and understanding of the topic. Participant 5 recounted that "It is very challenging for me to identify the learning style and capacity of my learners." this means that identifying the learning style and capacity of autistic learner's present challenges to the teacher due to the unique characteristics and diverse needs associated to the learners with autism spectrum disorder.

There is limited research that exists regarding the most effective approaches for teaching additional languages to neurodivergent learners. However, there are existing evidence indicates that autistic students are frequently discouraged from studying modern foreign languages (Essex and MacAskill, 2020). Children diagnosed with Autism Spectrum Disorder (ASD) have been found to exhibit distinct information processing patterns compared to neurotypical children. Numerous studies have indicated that children with ASD often demonstrate a preference for attending to and processing detailed information, which may result in more efficient processing. These cognitive processing differences can consequently impact the way academic instruction is perceived and processed by children with ASD (Miller, Odegard, & Allen, 2014). Furthermore, Children with Autism display a diverse range of academic skills, characterized by specific strengths and weaknesses in different areas (Keen, Webster, and Ridley, 2016).

Table 1.2. *Challenges in Assessment of learning. (see appendix)*

Data on Table 1.2 reflect the Challenges encountered by the English Teachers Teaching English to learners with learning disabilities in terms of Assessment of learning. Thus, four themes were formulated coded 101, 102, 103, and 104 respectively.

**Theme 1. Restricted Assessment**

Participant 1 coded 101 has an emergent theme "Restricted assessment" this refers to the limitations and challenges which are associated with assessing the learning and progress of students who have disabilities. Thus, participant 1 recounted *"*Learning can only be determined orally. There is no writing at

all.*"* This account denoted that visually impaired learners have limitations when it comes to learning which limits their assessment to oral communication.

The learners with sensory impairment, experiencing blindness, encounter several communication challenges due to the limitations in their ability to see. The interconnected nature of cognition and communication makes it a challenging endeavor to disentangle their ability to comprehend the world and their relationships to their communicative capabilities (Sahasrabudhe, S., & Palvia, P. 2013). The rigid procedures and standardized learning instruments may not be able to offer sufficient flexibility to meet the specific needs of learners who have blindness (Bruce et al., 2018). While there are established standards for accurately assessing the cognitive abilities of children with visual impairments, assessing the cognitive abilities of learners with sensory impairments presents even greater challenges and is often less well-documented. Furthermore, assessing their proficiency in various areas must be done on a regular basis to ensure accurate measurement of their progress (McCarthy et al, 2016).

**Theme 2. Unresponsiveness to Assessment**

Participant 2 coded 102 with theme "Unresponsiveness to assessment" refers to situations where a student does not engage actively or participate during the assessment process or fails to provide meaningful responses to assessment questions, tasks, or activities. This can present challenges for both the student and the teacher, as assessment plays a crucial role in monitoring progress, identifying learning gaps, and informing instructional decisions. Participant 2 stated that *"They are not responding. when I am teaching them, they are not responding. How will I know if they understand."* This statement indicates that teacher needs customize methods and strategies to be used to evaluate the progress of ID learners.

To familiarize oneself with intellectually disabled children, it is important to acknowledge and comprehend their observable traits. Intellectual Disability refers to the limitations in intellectual functioning and adaptive behavior that are appropriate for their age (Hollo et al, 2013). Alternate assessments offer an opportunity for the inclusion of students who are unable to participate in standardized assessments, even with accommodations, within the broader evaluation framework. The children with Intellectual disability often have difficulty in remembering, which is primarily caused by their limitations in understanding information and absorbing it (Kirk et al. 2015). Intellectual disability can also cause issues to learners for them to understand, speak, remember things, think, and find solutions and since they have difficulty in those aspects, it can be difficult for them to understand and learn secondary foreign language (Al Hazmi and Ahmad 2018).

**Theme 3. Limited Assessment**

Participant 3 coded 103 with the emergent theme "Limited Assessment" means that the situation or the condition where the scope or the range of assessment methods and tools utilized to evaluate student learning is restricted or insufficient. This limitation can occur due to several factors including the disabilities that the learners have which limits the assessment methods employed to measure the learning outcomes. Participant 3 recounted that "My assessment is limited sir to sign and gestures. Most of my pupils don't know how to speak.". The shared response stipulated that learners' ability to perform oral assessment is restricted due to their inability to hear and speak.

The establishment of state guidelines for alternate assessments occurred later in comparison to standardized tests and accommodations. Additionally, the selection of communication modes in the classroom can differ based on the educational environment (Andrews et al, 2016). In educational settings for the deaf, sign language is primarily employed, whereas in fully mainstreamed environments, there might be a scarcity of sign language users available for students who depend on it (Cawthon, S., & Leppo, R. 2013). Furthermore, adapting reading assessments to accommodate the needs of deaf learners is challenging due to their inherent complexity. The expectation for Deaf students to demonstrate all the grammatical components of English when signing a standardized assessment poses difficulties, as it may lead to confusion when trying to reconcile the grammatical structures of English with those of American Sign Language (ASL) (Trezek & Mayer, 2015).

**Theme 4. Assessment Disruption**

Two (2) participants out of five coded 104 with the emergent theme "Assessment disruption" refers to situations wherein the normal assessment processes or procedures are interrupted or altered, leading to challenges in accurately evaluating student's learning or performance. This disruption can occur due to various factors such as the inability of the learners to focus, new inputs, other external factors that can cause interruptions and the learner's behavioral problems.

Participant 4 narrated *"*I find it difficult to determine what they have learned already. Because pupils can be easily disrupted, the implementation of assessment sometimes should be carefully selected, it should fit to their habits and daily routines." This shared account discussed that the teacher has difficulties in determining the learning progress of her pupils because pupils can be easily disrupted, the implementation of assessment is interrupted. Participant 5 also shared that " If there are new inputs that needs to be followed, so their routine will be disrupted, so on those times the learning goal for the day is not met, because they will lose interest" When the established routine of students is disrupted, it can significantly affect their level of engagement in the learning process and intended learning goals of the day potentially leads to a failure.

The uniqueness of each student with ASD requires an explicit need for their teachers to determine individualized approaches that aid them to achieve their learning goals (Accardo, 2015). Differentiated approaches in assessment may alleviate boredom for instructors reviewing familiar content but it can distract children who are grappling with understanding new material (Fisher, et al., 2014). Sensory sensitivities to light, sound, or sensations like heat can cause disruption or anxiety in social settings. Similarly, individuals may experience strong dislikes or aversions to sensory stimuli (Black et al, 2017).

Table 1.3. *Challenges in Classroom Management. (see appendix)*

Table 1.3 presents the challenges faced by the English teachers during classroom management in teaching English among learners with learning disabilities. There are also four themes protruded coded 111, 112, 113 and 114.

**Theme 1. Limited Physical Participation**

The first participant coded 111 with a formulated theme, "limited physical participation" means that blind learners may encounter difficulties in performing certain activities that heavily relies on vision, such as navigating unfamiliar environments, or participating in physically oriented classes. Participant 1 stated that "My pupils are afraid to try doing new things sir." The statement implied that the learner's participation is only limited in certain situations where students have apprehensions about trying to engage with unfamiliar environments and do new things due to their fear which results in delayed sessions and reluctance to actively participate in activities.

Students who experience visual impairments frequently encounter challenges when it comes to the acquisition of social skills through observation and imitation, which are commonly employed by sighted students (Sacks & Page, 2017). As a result, Students with visual impairments face limited opportunities for social development, and they frequently experience delays in their social growth, placing them at a higher risk of social isolation. As a result of these challenges, they may develop negative attitudes towards educational institutions (Mwakyeja, 2013). Educators face difficulties, such as being under-prepared, when it comes to supporting learners with multiple disabilities like blindness. This is often due to their insufficient understanding of various disabilities and a lack of training in effective communication, teaching, and learning strategies (Charles, 2014).

**Theme 2. Learner's Hyperactivity**

Participant 2 coded 112 with the emergent theme "Learner's hyperactivity" refers to a condition characterized by the learner's excessive levels of activity, impulsivity, and restlessness. These behaviors can disrupt the learning environment and impact the learner's ability to fully participate in classroom activities. She shared *"I have two hyperactive pupils that cause me so much stress I am having a hard time teaching them because they keep on moving around while we were having a class."* This implies that the hyperactivity of learners poses a challenge as it can disrupt the learning environment which makes it difficult for both the hyperactive student and the teacher to stay focused and engaged within the English lessons.

Children with intellectual disabilities often exhibit challenging behaviors across various domains, including social difficulties, attention issues, self-absorbed and stereotypical behaviors, aggression, withdrawal, and anxiety, at a higher frequency compared to the general population (Marrus and Hall, 2017). Low communicative competence is a significant factor that correlates with the emergence of challenging behaviors (Hollo et al, 2013; Chow, 2018). Most children with intellectual disabilities commonly experience delayed language development, which frequently continues throughout adolescence and adulthood (Memisevic & Hadzic, 2013; Marrus & Hall, 2017).

**Theme 3. Difficulty Implementing Classroom Discipline**

Participant 3 coded 113 with the emergent theme

"Difficulty implementing classroom discipline" refers to the difficulties in imposing a positive and orderly classroom environment conducive to learning. the difficulties perceiving and understanding verbal instructions, as well as communicating effectively with their teachers which impact the ability of H.I learners to follow rules and expectations in the classroom setting that the teacher is imposing. Participant 3 stated that "It is quite hard and challenging to establish classroom discipline, especially for students who have hearing issues" this pertains that Establishing classroom discipline and instruction can be particularly challenging when working with students who have hearing issues due to their inability to receive oral instruction.

Addressing communication challenges in students who are deaf, as they contend with sensory impairments and possible coexisting disabilities. Despite the ongoing efforts in inclusive education, various challenges persist, including determining the appropriate level of inclusion, limited availability of support, and the necessity for teachers to possess up-to-date professional knowledge and skills (Zhao Hui, 2017). Furthermore, ensuring language support and intervention is vital for fostering inclusive education and effectively managing students with hearing impairments. However, the provision of these critical services has become more restricted and challenging due to the unique impairments experienced by these students (Toe, Paatsch, 2018).

**Theme 4. Difficulty in Managing Emotional Disorders**

Participant 4 and 5 coded 104 with the emergent theme "Difficulty in managing emotional disorders" means that managing emotional disorders in the classroom can present significant challenges for teachers since emotional disorders encompass a range of conditions that affect students' emotional well-being, such as anxiety disorders, depression, or mood disorders that could affect the learning environment. Participant 4 emphasized that "*When teaching a slight change could, make the learner lose their interest, some would even throw tantrums."* The given statement denoted to learners with emotional disabilities slight change in the learning environment, routine, or instructional approach can sometimes lead to a loss of interest or even result in learners displaying tantrums. Meanwhile, Participant 5 also coded 012 narrated that *"If they exhibit their tantrums is the worst possible case in my class"* This entailed that Learners could exhibit outrage or tantrums attributed to several factors such as disruptions or distractions.

Challenging social interactions can lead to the development of negative thought patterns, such as feelings of paranoia and persistent rumination. (Spain, Sin, & Freeman, 2016). Moreover, individuals with Autism Spectrum Disorder (ASD) tend to exhibit poor performance when it comes to tasks involving the recognition of emotions and socializations (Lozier et al, 2014). Educators who work with children with Autism Spectrum Disorder (ASD) are greatly concerned about emotion (Mazefsky et al. 2013). Emotion dysregulation in this population can lead to various challenging behaviors, including irritability, emotional outbursts, aggression, self-injury, impulsivity, and anxiety, as noted by (Charlton et al. 2019). In many school settings, students frequently experience transitions between different teachers and classrooms, each with its own unique blend of peers and rules. These numerous challenges can create barriers for autistic students, hindering their ability to effectively engage in the learning process (Fleury et al., 2014).

Table 2.1. *Coping Strategies in the Delivery of the Lesson. (see appendix)*

Table 2.1 presents the coping strategies applied by the English teachers in teaching English among students with learning disabilities in terms of delivery of the lesson. There are three themes protruded coded 201, 202, and 203.

**Theme 1. Instructional Modification and Accommodation**

Three (3) out of 5 participants coded 201 with the theme "Instructional modification and accommodation" pertains to the changes to instruction and lessons in order to adapt to the learning needs and situations of the students. participant 1 recounted that "I use braille reading to teach them English reading, and I give exact description of what I teach" this indicates that the teacher uses braille to accommodate the inability of the learners to see letters and texts. Meanwhile, participant 4 shared that "I use modification in my instruction and lesson sir and reinforcement." This statement implies that teacher uses instruction to suit the individual needs of learners. While participant 5 narrated that "I also call some of this. "Multisensory diet" or my activities that are necessary for the brain to be regulated or food for the brain." This meant that the teacher engages in specific activities can help regulate and balance the learners' brain's functioning.

A significant proportion of students with disabilities

are provided with accommodations, and it seems that accommodations are recommended and implemented more often than evidence-based interventions Kern et al. (2019). The most frequently suggested recommendations were accommodations, with extended time, task segmentation, and preferential seating being the top three. On the other hand, recommendations for interventions were significantly less common (Burns et al, 2020). Educational accommodations involve modifying the delivery of instruction or testing while maintaining the essential content unchanged. (Lovett and Lewandowski, 2015). The careful selection of significant words has the potential to evoke excitement, engagement, and emotional responses in students (Wormsley, 2011).

**Theme 2. Positive Reinforcement**

Participant 2 coded 202 with the emergent theme "Positive Reinforcement" refers to the use of rewards or incentives to encourage and strengthen desired behaviors or actions. It is based on the principle that when individuals experience positive outcomes or rewards for their behavior, they are more likely to repeat that behavior in the future. Participant 2 purported that *"When they answer I don't reprimand, I just accept, because I want to build their confidence because they, they rarely respond."* This implied that teacher wants to build the confidence of learners to participate in the class.

The choice of reinforcers utilized during instructional planning depends on the individual interests and needs of students. Furthermore, teachers should strategically design a system for implementing these reinforcers during teaching (Browder et al., 2014). The choice of reinforcers employed in instructional planning varies based on the individual interests and needs of students. Furthermore, teachers should carefully design a system for utilizing reinforcers during teaching (Adibsereshki et al., 2014).

**Theme 3. Contextual Learning**

Participant 3 coded 203 with the emergent theme "contextual learning" refers to an instructional approach that emphasizes the use of real-life and meaningful contexts to facilitate learning and understanding. It recognizes that students with hearing impairments may face unique challenges in processing auditory information and that providing them with relevant and concrete experiences can enhance their comprehension and engagement in the learning process. She recounted that "*Learning the sign language you should integrate it in real life situations so they could easily understand."* This statement denoted that teacher uses real-life situation for better understanding.

Utilizing targeted picture book stories as a medium and engaging in inclusive education activities involving role play games can effectively enhance the communication skills of students with hearing impairments. It is important to recognize that the communication choices made by deaf individuals in their daily lives are far more complex and multifaceted than a simplistic comparison between oral and signed languages. Deaf individuals employ a diverse array of tools and strategies to facilitate communication (Gao et al, 2018). When conducting multicultural testing translations, various modifications and adaptations are typically involved. These may include excluding culturally irrelevant or biased items, simplifying, or repeating instructions, and administering tests without time limitations. Moreover, when translating to a visual language, practical considerations such as item delivery, layout, and data collection methods need to be carefully considered and integrated into the research design (Henner et al., 2017). Teachers who are found to be successful in teaching learners with hearing impairment have both expertise in the subject matter that they handle and integrating it with the learning styles or patters of hearing-impaired students. When students are provided with chances to apply theoretical concepts in real-life situations, it fosters a student-centered learning experience that enriches their learning and facilitates personal and social growth (Larsen, Walsh, Almond, & Myers, 2017). Students who engage in experiential learning outside the confines of the classroom often demonstrate heightened motivation, enhanced retention of course material, and improved academic performance (Takeuchi et al., 2016; Ryan and Deci, 2017). Students who engage in experiential learning outside the confines of the classroom often demonstrate heightened motivation, enhanced retention of course material, and improved academic performance (Takeuchi et al., 2016; Ryan & Deci, 2017).

Table 2.2. *Coping Strategies in Assessment of Learning. (see appendix)*

As shown in Table 2.2 are the data gathered to describe the coping strategies of the English Teachers Teaching learners with learning disabilities in terms of Assessment of Learning in which four emergent themes were formulated coded 211, 212, 213 and 214 respectively.

**Theme 1. Gamification Using Games**

Two (2) of out 5 participants coded 211 with the emergent theme "Gamification using games" means that the teachers are integrating game elements into areas outside of games, such as education, with the aim of increasing engagement, motivation, and learning outcomes. In the context of learning, gamification applies educational games or the incorporation of game-like elements to enhance the learning experience. Participant 1 recounted that *"*Another sir is guessing game guessing an object by touching and feeling it, so this takes time but in the long-time sir.*"* which pertains to Guessing games involve touching and feeling objects promotes sensory exploration and learning among students which is the key for building vocabulary. participant 5 shared that *"For our daily assessment we play games routinely sir like arrange the letters, Lego, letter blocks, like that po, since this is familiar to them their outburst can be prevented and it is their performance task at the same time"* The account given stipulated that by using games as assessment tools, educators can assess students' understanding and knowledge in a fun and interactive manner, promoting active participation and engagement.

Gamification is used in teaching methods for enhancing learner motivation and engagement this focusses on understanding the perceived correlation among heightened motivation, increased time and effort dedicated to learning activities, and improved academic achievement (Dichev & Dicheva, 2017; Linehan et al. 2011). However, some evidence suggests that if gamification incorporates outcomes and experiences of student engagement, gamification could be transformed into a powerful tool that fosters student engagement for learning (Bell, 2014; Kim et al. 2018).

**Theme 2. Gamification Using Songs.**

Participant 2 with the code 212 with the theme "Gamification using songs" involves integrating music and songs into the learning process to enhance engagement, interactivity, and enjoyment. This approach transforms educational activities, such as language learning or content comprehension, into more dynamic and participatory experiences for students. By incorporating songs, students are encouraged to actively engage, retain information, and develop a range of skills through a lively and rhythmic approach. She narrated that *"Sometimes we do singing and games which is their favorite they have fun while learning words and I can ask them if they understand the words of the song or not or spell it using scrabble or blocks, if they can, they learned it."* This implied that the teacher utilizes alternative assessment methods such as singing and games to measure the development of the earners in terms of language proficiency.

It is worth considering the integration of authentic assessments, which prompt students to apply the concepts learned in class to real-world situations, moving beyond the traditional exam format. Problem-based learning, discussion boards, roleplay, and experiments are some examples of how this approach can be implemented (Adams et al., 2021, p. 25). Assessments that align with tasks, skills, or real-life situations that students will encounter in the future contribute to sustaining their motivation (Adams et al., 2021, p. 25). Different layouts of elements of games can be used to add gamification diverse activities, which in turn are able to produce different results, this is vital for determining the most significant approach that caters a specific learning group (Dichev and Dicheva 2017). one of the most effective ways to learn second language is gamification as it also suits all types of learners. gamification benefits the different styles of language learning (Pazilaha, Hashimb & Yunusc, 2019).

**Theme 3. Portfolio Assessment**

Participant 3 with the code 213 has the theme "portfolio assessment". In portfolio assessment, teachers compile samples of the learner's outputs, which can include assignments, projects, essays, artwork, presentations, or any other artifacts that demonstrate their learning and growth. These samples are then carefully selected to reflect the student's abilities, progress, strengths, and weaknesses. Participant 3 shared that *"In* assessing my learner's sir, I used different forms of assessment*"* which entails to the teacher's range of assessment strategies used to gather data on the learner's knowledge, skills, understanding and proficiency. By employing diverse assessment methods, the teacher sought to acquire a comprehensive and balanced assessment of the learner's development and capabilities.

The implementation of a continuous assessment and targeted intervention system aims to effectively tackle the diverse academic and behavioral challenges encountered by all students (Johnsen & Sulak, 2021). The practical considerations outlined below underscore the importance of implementing efficient progress monitoring to inform data-driven instruction for English learners (ELs), particularly in situations where schools must be ready to promptly adapt and make decisions regarding delivery methods due to

local and global circumstances, such as the COVID-19 pandemic (Yükselir & Yuvayapan, 2021). The portfolio approach to alternate assessment entails gathering a collection of artifacts and documents that reflect a student's classroom work. These items serve as evidence of the student's understanding of the subject matter and their acquired skills. It is essential to remember the purpose of assessments, which is to gather pertinent information about student performance, progress, interests, and potential additional disabilities. The collected results are then utilized to inform decisions regarding their learning processes. (Bennett,Gardner, & Rizzi, 2014).

**Theme 4. Variety of Assessment Methods**

Participant 4 with the code 214 having the theme "Variety of Assessment Methods" pertains to methods offer different ways to measure students' language proficiency, comprehension, and skills. she shared that *"In* assessing my learner's sir, I used different forms of assessment*"* which entails to the method that ensures that assessment is not limited to a single format or approach, allowing for a more well-rounded understanding of their strengths and areas for improvement.

Both formal and informal assessments play a vital role in terms of identifying areas of knowledge gaps and facilitating the development of targeted instruction plans (Mahdavi, 2021). Irrespective of the assessment method employed, the objective remains the same which is to continuously monitor the learning progress and offer learners direct, specific, meaningful, and ongoing feedback to enhance the learning experience of the students (Espin et al., 2009; McMillan et al., 2017). Implementing a variety of assessment methods establishes an inclusive testing system that enables students to showcase their strengths. While some students may struggle with traditional testing formats, they might excel in assignments and effectively demonstrate their comprehension of the subject matter.

By offering multiple assessment methods to evaluate understanding of course content, students with diverse abilities and strengths could exhibit their mastery of the taught concepts (Adams et al., 2021, p. 24). To avoid surprises during assessments, it is essential for teachers to provide clear communication regarding the content being taught, its relevance, and the specific details of how and when students will be assessed. Additionally, instructing students on test-taking strategies and providing opportunities for multiple practice test sessions or access to vocabulary can be advantageous (Kieffer et al., 2012; McKeithan et al., 2021). An additional strategy for effective communication is to utilize weekly announcements to provide updates on course-related matters and assignments, while also reminding students of office hours. (Adams et al., 2021, p. 33-34).

Table 2.3. *Coping Strategies in Classroom Management*. (see appendix)

Table 2.3 presents the coping strategies applied by the English Teachers Teaching students with learning disabilities in terms of Classroom Management. Five themes emerged coded 221, 222, 223, 224 and 225 respectively.

**Theme 1. Teacher Assistance and Support**

Participant 1 coded 221 with the theme "Teacher assistance and support" pertains to the guidance given to the blind learners for them to engage to activities that require physical interaction. Participant 1 said that *"Varied learning experiences sir. plus, I always assist them to what they do."* This statement indicated that teacher aids and support to students in engaging to new learning experiences.

Teachers need to stay abreast of current best practices in classroom management that expand their understanding and expertise in this field. This necessitates a commitment to ongoing research and engagement in professional development initiatives focused on enhancing classroom management skills (George et al. 2017). Managing an English as a foreign language classroom is often perceived as more challenging compared to other subject areas. EFL teachers not only face common issues encountered by teachers across disciplines but also encounter specific challenges unique to foreign language classes (Habibi et al., 2018; Macias, 2018). To stay informed about classroom dynamics of the blind learners, teachers depend on their hearing, which is undoubtedly burdened by various responsibilities such as listening to the screen reader, attending to students' reactions and responses, and being aware of the overall classroom situation (Yu & Chunlian, 2019).

**Theme 2. Giving Tabletop Games**

Participant 2 coded 222 with the theme "Giving tabletop activities" pertains to activities that promotes a positive and organized learning environment for the intellectually disabled learners which also enables them to subconsciously establish self-discipline. She recounted that *"I let my pupils play blocks and other fun tabletop activities to establish their sitting skills."*

The statement implied that the Teacher establishes routine and sitting skills by incorporating it into fun and meaningful activities.

As a result of their deep emotional connection with the teacher, students often feel a sense of responsibility for maintaining classroom order. This includes actively engaging in instructional activities, encouraging fellow students to adhere to rules, preventing cheating during quizzes and exams, and aiding the teacher when necessary. Such voluntary participation plays a vital role in promoting effective classroom management and fostering students' academic success. (George et al., 2017). One of the best ways to keep the students' engaged while supporting their interest-driven learning is game design approach (Baradaran Rahimi & Kim, 2019).

**Theme 3. Intrinsic and Extrinsic Motivation**

Participant 3 coded 223 with the emergent theme "Intrinsic and extrinsic motivation" refers to participating in an activity or behavior because it brings inherent satisfaction or enjoyment. It is driven by personal interest and internal rewards and engaging in an activity or behavior to obtain external rewards or avoid punishments driven by external factors and the desire to attain specific outcomes or consequences. She narrated that *"Good behavior is rewarded with mostly food or anything that is tangible like food, pen, small toys, stickers. Or I praise them."* This claim stipulated that the teacher uses this practice to reinforce positive behavior by associating it with something desirable, which increases the likelihood of that behavior being repeated in the future.

Studies by Anthonysamy & Singh (2023) and Osman et al. (2021) have indicated that students with high motivation are more likely to engage in online learning tasks, leading to improved academic achievement. Conversely, students with low motivation, influenced by the challenges of online learning, tend to exhibit poor academic performance during emergency remote teaching and learning, as observed in the research by Anthonysamy & Singh (2023) and Tan (2020). Therefore, it can be concluded that learning motivation significantly impacts student academic performance with motivation positively affects academic achievement and a lack of motivation having a negative impact. Additionally, the usage of effective self-efficacy and self-regulated learning strategies (Tajudin et al., 2022) were identified as predictors of academic achievement.

**Theme 4. Establishing Classroom Routines**

Participant 4 coded 224 with the theme "Establishing classroom routines" is an activity that help students understand and anticipate what activities are coming next, reducing anxiety, and promoting independence. She discussed that "I always start by establishing their classroom routines because most of my learners has difficulty performing adaptive skills it helps them to establish a clear daily schedule to create a sense of predictability and structure that can be comforting to my students." This shared response denoted that teacher supports students, especially those with difficulties in performing adaptive skills. By implementing clear daily schedules and creating a sense of predictability and structure.

Based on international diagnostic criteria, learning disabilities (LDs) encompass a broad category of neurodevelopmental disorders that consist of various specific learning disorders. These disorders impact a child's primary and/or secondary academic abilities, as well as their overall capabilities (American Psychiatric Association, 2013; Schulte-Korne, 2014). Children diagnosed with specific learning disabilities (LDs) display considerable heterogeneity, particularly concerning distinct academic abilities such as listening, thinking, reading, speaking, writing, calculating, and spelling (Sorrenti et al., 2019). Additionally, their neuropsychological and functional profiles may vary. For instance, children with learning disabilities might experience impairments in various cognitive and neuropsychological domains, including working memory, long-term memory (both implicit and explicit memory), attention (both selective and sustained), linguistic skills, praxis, visuospatial abilities, problem-solving skills, and executive functions (Petretto & Masala, 2017; Visser et al., 2020).

It is widely acknowledged that specific learning disabilities are often associated with other neurodevelopmental disorders such as ADHD and specific language disorders. It is important to note that learning disabilities commonly occur in individuals with normal intelligence (Sorrenti et al., 2019). Multiple studies suggest a connection between children with learning disabilities (LD) and difficulties in establishing positive social relationships within the school environment. (Walker and Nabuzoka, 2007). It has been observed that students, including those with ASD, tend to exhibit improved performance when they have knowledge of the daily schedule for a specific class period or the entire school day (Bulat et al. 2017). insufficient treatment of learning disabilities (LDs) may lead to their progression over time, potentially leading to various forms of psycho-social

maladjustment (Sorrenti et al., 2019). Transitions are particularly difficult for autistic students because they experience anxiety and discomfort in new or changing situations (Perfitt, 2013).

**Theme 5. Sensory Diet**

Participant 5 coded 225 with the theme "sensory diet" refers to a personalized plan of sensory activities created within the framework of sensory integration therapy. It aims to address the sensory needs of individuals with disabilities by providing a structured and individualized approach to sensory input. This plan consists of a carefully curated set of sensory activities that is tailored to the specific needs of the learners with difficulties in managing their behavior with the goal of promoting regulation and improved sensory processing. Participant 5 emphasized that "Sensory diet helped me manage my learners with disabilities especially of their unique behavioral manifestations." This refers to a management strategy that provide the appropriate sensory input to regulate and manage sensory processing difficulties, which can impact behavior and overall functioning.

To address the executive functioning deficits commonly observed in individuals with autism, it is important to deconstruct tasks into manageable components that can be taught progressively in multiple steps (Fleury et al., 2014). When instructing academic content, teachers should offer concise explanations of the skill or task sequence, demonstrate the process through modeling, provide guided practice, and offer multiple chances for independent practice and application of the acquired knowledge (Fleury et al., 2014, p. 72). Implementing structured learning environments has demonstrated effectiveness in fostering conditions that promote the academic development of students with autism (Muchetti, 2013). Imposing situations with the intention of restricting repetitive behaviors can induce stress in individuals with autism, potentially resulting in significant irritability, aggression, self-injury, or the manifestation of other repetitive and problematic behaviors. To support students who exhibit such behaviors, instructional and behavioral interventions are typically employed to foster their engagement in academic pursuits (Fleury et al., 2014).

Table 3.1 *Benefits of Coping Strategies in the Delivery of the Lesson. (see appendix)*

Table 3.1 shows the benefit of the coping strategies applied by the English Teachers Teaching students with learning disabilities in terms of delivery of the lesson. Only one theme was formulated coded 301.

**Theme 1. Accessible and Interactive Learning**

All the participants coded 301 "Accessible and Interactive learning" pertains to removing the barriers of learning and providing equal opportunities for individuals with diverse needs, including those with disabilities, limited mobility, or other challenges. It involves designing learning materials, resources, and environments that are inclusive and accommodating, allowing every student to fully participate and benefit from the educational experience. This may include providing alternative formats for content, implementing assistive technologies, ensuring physical accessibility, and promoting inclusive practices. Participant 1 recounted that *"For me sir, it made the learning process easier for my VI sir. they can catch up po, and I can teach my six learners more efficiently since we can communicate to each other it creates and alternative for them to learn reading English with the help of braille."* It implied that braille learning materials, resources, and instructional strategies are designed to be inclusive and accessible to all students with visual impairment. Moreover, participant 2 narrated that *"Somehow sir, I observe that my learners become more participative, and the lessons especially words in English."* The given response indicated that learners are encouraged to actively participate in the class because of the strategies of the teacher. Participant 3 stated that "Challenges is reduced because we interact by signing." which implies that sign language helped bridge the communication barrier between the teachers and learners. Participant 4 also said that "Somehow when the learners are soothed sir, they engage the lesson for a while and communicate, even if it is a short time, it would be a win for us." It means that the accommodation of the teacher engaged the learners with emotional disabilities to the lesson even if it is only for a brief period and it is considered a win since they are still able to receive the instruction of the day. Then participant 5 added that" The lesson will become easier to comprehend and engaging to the learners despite their shortcoming's sir becomes easier as the time goes by." The statement means that lessons designed to suit the needs of the learners which becomes easier for them to digest or comprehend.

Murcia, (2013) opened that accessible and interactive learning strives to create inclusive and engaging educational environments that cater to diverse learners, promote active participation, and enhance the overall learning experience. By ensuring accessibility and encouraging interactivity, this approach fosters equal

opportunities, meaningful engagement, and improved learning outcomes for all students. Interactive learning involves active engagement and participation of students in the learning process. It goes beyond passive reception of information and encourages students to become active contributors, problem-solvers, and critical thinkers.

Saman, (2017) accentuated that motivation in teaching English relates to the internal and external forces that drive students to engage in learning activities, such as their personal goals, aspirations, interests, and perceived relevance of English language skills. It involves creating an environment that fosters enthusiasm and a sense of purpose, encouraging students to actively seek knowledge, practice language skills, and persist in their learning journey. Moreover, Rad, (2014) discussed that engagement in teaching English involves capturing and maintaining students' attention, interest, and active participation in the learning activities. Engaged students demonstrate a genuine interest and willingness to learn English, actively contribute to classroom discussions, ask questions, and take responsibility for their learning. Engaged teaching practices can include interactive activities, real-world applications, use of multimedia resources, and differentiated instruction to cater to students' diverse needs and interests. Engaged teachers create a dynamic and inclusive classroom environment that promotes collaborative learning, critical thinking, and creativity.

In the context of teaching English as a second or foreign language, enhanced comprehension involves employing instructional techniques that promote deeper understanding and engagement with the language. This may include the use of diverse materials, such as authentic texts, multimedia resources, and interactive activities, to facilitate meaningful interactions and foster critical thinking skills. Additionally, it entails the incorporation of comprehension strategies, such as pre-reading activities, vocabulary expansion exercises, and post-reading discussions, to enhance learners' overall language proficiency (Choi, 2013).

**Table 3.2.** *Benefits of Coping Strategies in the Assessment of Learning. (see appendix)*

Table 3.2 shows the benefits of the coping strategies applied by the English Teachers Teaching students with learning disabilities in terms of assessment oof learning. Two themes emerged coded 310, and 311.

**Theme 1. Achieved Objectives and Goals.**

Participant 1 with the code 310 recounted that *"For me sir, it made the learning process easier for my VI sir. they can catch up po, and I can teach my VI learners more efficiently since we can communicate to each other it creates and alternative for them to learn reading English with the help of braille."* The response indicated that utilizing braille as a means of communication and reading has positively impacted the learning process for visually impaired learners. By incorporating braille into the instructional approach, educators have found that visually impaired learners are able to catch up with the lessons and engage more effectively in the learning activities. To achieve objectives and goals in English, individuals strive to meet specific targets or milestones that showcase their proficiency and competence in the language. This entails demonstrating a good level of proficiency and understanding in English via braille reading through the successful attainment of predetermined objectives and goals.

Lucarz, (2014) opined that the goal of enhanced language learning in teaching English is to create an immersive and learner-centered atmosphere that fosters active participation, critical thinking, and effective communication skills. By integrating innovative teaching methods and resources, educators aim to cater to diverse learning styles, promote language acquisition, and support students in developing their language abilities in listening, speaking, reading, and writing. Overall, the goal of enhanced language learning in English instruction is to optimize the effectiveness and efficiency of language learning, enabling learners to develop strong proficiency in English for personal, academic, and professional purposes. Differentiated instruction and the principles of Universal Design for Learning (UDL) are aligned with the objective of providing accommodations. Teachers who utilize these strategies are better prepared to address the diverse needs of students, including those who require accommodations (Niel et al, 2016).

**Theme 2. Monitored Progress of the Learners**

This theme entails the systematic process of evaluating and measuring the development, achievements, and proficiency levels of students in their English language learning journey. It involves assessing various language skills such as reading, writing, listening, speaking, grammar, vocabulary, and pronunciation. Four participants out of five experienced the same benefit Participant 2 recounted that *"We can still track if they have learned or not using outputs from portfolio*

*or performance task"* This claims that teacher gains a comprehensive understanding of learners' strengths, challenges, and progress across different domains. Participant 3 stated that "using their finished outputs, I can see it or not if we can proceed to the next topic or not." This pertains that with the outputs, teacher can assess whether students have acquired a strong comprehension of the current topic, enabling them to confidently proceed to the next stage. This ensures that students possess a solid foundation before moving on to new content. Participant 4 also claimed that "Sir the progress of my learners is monitored regularly to ensure they are making progress towards their goals and to identify any areas where additional support may be needed." Her claim means that Monitoring allows for a thorough evaluation of student performance, enabling teachers to gauge their understanding to the learning goals and determine if what area needs to be supported. Participant 5 "further added that and portfolio sir, like I said earlier we can use it to check their progress." The statement means that by assessing students' finished outputs, teachers can adopt a holistic approach to monitor student learning and make well-informed decisions regarding their readiness to progress.

The purpose of assessment is to gather evidence and feedback on students' language abilities and track their growth over time. It helps teachers gauge the effectiveness of their instructional methods, identify areas of improvement, and make informed decisions regarding curriculum, teaching strategies, and individualized support for students. Assessment methods may include written exams, oral presentations, group discussions, projects, portfolios, quizzes, and standardized tests. Additionally, teachers may use rubrics, checklists, and rating scales to provide structured evaluations and qualitative feedback on students' language performance and progress (Rad, 2014). Assessment of the progress of learners in teaching English refers to the systematic evaluation and measurement of students' development and proficiency in the English language. It involves assessing various language skills such as listening, speaking, reading, and writing, as well as vocabulary, grammar, and comprehension abilities. The purpose of this assessment is to gauge students' language acquisition, track their learning progress, and provide feedback to both learners and educators.

The assessment process typically involves the use of various tools and techniques, such as tests, exams, assignments, projects, presentations, and observation of students' performance in real-life language situations. It may also involve standardized tests like TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) to evaluate learners' English proficiency on a global scale (Black, 2019). Through the assessment of learners' progress in teaching English, educators can identify individual strengths and weaknesses, tailor instruction to meet students' specific needs, and provide targeted interventions or additional support when necessary. It helps students and teachers set goals, monitor growth, and make informed decisions to enhance language learning outcomes.

Mayangta, (2013) This approach recognizes that learners are more likely to retain information, develop language skills, and achieve better outcomes when they are actively engaged and motivated. It goes beyond traditional lecture-style teaching and encourages student-centered activities, collaborative projects, discussions, hands-on exercises, and the use of multimedia and technology to enhance learning (Sadiq, 2017). Engaging teaching methods in teaching English foster a positive and supportive classroom atmosphere, promote critical thinking, creativity, and problem-solving skills. They often incorporate real-life contexts, authentic materials, and interactive language tasks that reflect the communicative nature of language learning. This approach aims to make English learning enjoyable, meaningful, and relevant, fostering a deeper understanding and long-term retention of language skills.

Saman, (2017) The goal is to identify effective pedagogical practices that encourage students' active involvement, foster their language skills development, and increase their overall engagement and motivation in the English language classroom. Furthermore, this theme may also explore the impact of an engaging learning environment on students' language proficiency, confidence, and attitude towards learning English. Researchers might investigate the role of different teaching strategies in promoting effective communication, critical thinking, creativity, and collaboration among students. Overall, the focus of this theme is to shed light on practical approaches and techniques that facilitate an engaging and interactive learning environment in the teaching of English (Barnard, 2017).

Table 3.3. *Benefits of Coping Strategies in Classroom Management. (see appendix)*

As gleaned in the Table 3.3, there are benefits from the application coping of strategies by the English Teachers Teaching English on students with learning disabilities in terms of Classroom management. Four

themes emerged 311, 312, 313, and 314 respectively.

**Theme 1. Behavioral Regulation**

Behavioral regulation in teaching English refers to the strategies and processes employed by educators to guide and support students in developing self-regulated behaviors and attitudes towards learning the English language. It involves fostering students' ability to set goals, monitor their progress, and adjust their learning strategies to achieve desired outcomes. Behavioral regulation encompasses various instructional techniques and approaches that promote student engagement, motivation, and self-control in the English language classroom.

Participant 1 and coded 311 recounted *"In applying the concepts, principles and skills in daily living skills solves everyday problems in the classroom especially their anxiety."* This statement showed incorporating mindfulness and relaxation techniques into the classroom routine can help students manage stress and anxiety. Participant 3 also stated that "it makes my pupils behave in many situations." Her statement means acknowledging and rewarding desirable behavior reinforces positive actions among pupils, serving as a powerful motivator for them to consistently exhibit appropriate behavior in different situations.

Teachers use behavioral regulation to facilitate the development of students' language skills, such as listening, speaking, reading, and writing, by providing clear objectives, explicit instructions, and consistent feedback. Djamp, (2014) They may implement strategies like goal setting, self-monitoring, self-reflection, and self-assessment to help students take ownership of their learning and regulate their behaviors effectively. This approach encourages students to actively participate, persist in challenging tasks, and apply effective learning strategies to enhance their English language proficiency Koshy, (2020). Deaf teachers and administrators in deaf schools play a vital role in teaching students important life skills and guiding them in navigating the hearing world. Through their modeling of proper behavioral traits and guidance, deaf children learn valuable skills and additionally, regular interactions with deaf peers and adults provide them with knowledge and understanding of their own culture (Leigh et al., 2018).

**Theme 2. Managed hyperactivity**

Regular participation in activities offers an effective outlet for individuals with hyperactivity to channel and release excessive energy. Hyperactive individuals often have high levels of energy that need to be released in a productive way. Engaging in activities helps reduce restlessness and promotes a sense of calm among hyperactive learners.

Participant 2 coded 034 narrated *"The classroom management that I have employed to lessen the challenges that I have encountered in teaching English to the learners with disabilities greatly helped me in managing the hyperactive behavior of my pupils."* This statement stated Providing opportunities for active engagement in learning activities can help channel the energy of hyperactive students in a productive way.

It is essential to establish clear objectives, define relevant content, identify necessary skills, and specify desired behaviors to be developed. It is equally important to consider aesthetic, narrative, and technical resources to enhance the overall learning experience to encourage playability as well as engagement which are the significant aspects of a game (Garcia et al, 2017). The examples of the positive outcomes observed to the learners was the reported enhancements in terms of time management and planning/organizing skills, along with a decrease in hyperactivity symptoms among a group of students diagnosed with ADHD who participated in a serious gaming intervention (Bul et al. 2018). Furthermore, engaging in gaming activities could be beneficial for children diagnosed with attention-deficit hyperactivity disorder (ADHD). This is attributed to the activation of under-stimulated prefrontal cortical function and the improvement of executive function associated with gaming (Kim et al.). Charlier 2013 affirmed that language activities/programs such as board games are crucial for an effective educational knowledge in uplifting cognitive functions therefore reduce the anxiety and severity of hyperactivity.

**Theme 3. Creating Sense of Familiarity and Consistency**

Creating a sense of familiarity and consistency in teaching English refers to establishing an environment and instructional approach that promotes comfort, stability, and predictability for students. It involves creating a learning atmosphere where students feel secure, confident, and at ease, allowing them to focus more effectively on their language learning journey.

Participant 4 coded 313 recounted that *"Establishing routines for the students help them create a sense of stability and consistency in their environment*

*especially when they are inside the classroom."* This entailed that routines provide a sense of predictability and security for students knowing what to expect and having a consistent structure in their daily activities can reduce anxiety and help students feel safe and comfortable in the learning environment.

Sense of familiarity entails providing students with a recognizable and structured learning environment. This can be achieved by consistently implementing routines, organizing materials and resources in a systematic manner, and maintaining a consistent classroom layout or online platform structure. When students encounter a familiar setting, it reduces anxiety and enables them to feel more at ease, allowing them to better engage with the English language content being taught (Hashemi, 2017). Consistency in teaching English involves maintaining stability in instructional strategies, expectations, and assessments. It implies using a cohesive and coherent approach throughout lessons, ensuring that students understand what is expected of them and how they will be assessed. Consistency also includes providing clear and consistent feedback to guide students' progress and promote their understanding of the English language concepts being taught (Genard, 2019).

**Theme 4. Behavioral Regulation and Active Participation**

Behavioral regulation means the capacity to effectively control and manage the learner's unwanted behavior across different situations. Which on the other hand, enables the learner to actively engage and being fully involved in a task or activity without being disrupted.

Participant 5 coded 314 stated that *"It helps them to be regulated and calm inside the classroom so we can teach them without interruptions and disruptions."* This statement claimed that establishing a regulated and calm classroom environment helps minimize interruptions and disruptions, allowing English lessons without distractions. This conducive atmosphere enables students to stay focused on the lessons and actively engage teachers and their classmates. As a result, a smoother and more effective learning experience in English.

Reduced Sensory Overload in Teaching English refers to the deliberate effort made by educators to minimize overwhelming sensory stimuli in the English language learning environment. It aims to create a more comfortable and conducive setting for students with sensory sensitivities or processing difficulties, such as those with autism spectrum disorder (ASD) or sensory processing disorders (Hashemi, 2017). The concept recognizes that individuals with sensory sensitivities may experience heightened sensitivity to auditory, visual, tactile, or olfactory stimuli, which can lead to sensory overload and hinder their learning experience. By implementing strategies to reduce sensory overload, teachers create a more inclusive and supportive learning environment for all students, allowing them to better focus, engage, and participate in English language learning activities (Genard, 2019).

Sense of control in teaching English refers to the perception and belief of teachers that they have a certain level of authority, influence, and efficacy in the classroom. It encompasses the teacher's ability to establish a positive learning environment, manage student behavior, and facilitate effective instruction. A sense of control allows teachers to confidently guide and direct the learning process, maintain discipline, and respond to challenges or unexpected situations. It contributes to a teacher's confidence and ability to create engaging and effective English language learning experiences for their students (Clark, 2021). Suhr, (2018) stressed that both familiarity and a sense of control are important aspects of teaching English as they directly impact the quality of instruction and student learning outcomes. When teachers possess a strong familiarity with the subject matter and a sense of control in the classroom, they can create a supportive and engaging learning environment, tailor instruction to meet individual student needs, and effectively facilitate language acquisition and development.

In an actively engaged English language classroom, students may engage in group discussions, debates, role-plays, problem-solving activities, and hands-on tasks. They are encouraged to express their opinions, ask questions, and explore different perspectives. The teacher facilitates and guides the learning process, providing support and feedback to students as they engage with the language (Kankam, 2017). Active engagement in teaching English helps to foster a deeper understanding of the language, enhances critical thinking skills, promotes language fluency, and develops effective communication abilities. It creates an inclusive and dynamic learning environment that encourages active participation (Croston, 2012).

**Policy Title: Guidelines for Special Education Teachers**

**Policy Statement:**

This policy establishes the expectations and guidelines

for special education teachers employed within the institution. Special education teachers play an essential role in delivering a high-quality education that advocates the support to students with special needs. This policy will ensure that special education teachers possess the necessary skills, knowledge, and resources to effectively address the students with learning disabilities in their learning requirements. In addition, this also helps the teachers of learners with learning disabilities to uphold to a high-quality instruction as well as ethical standards given the support of the stakeholders.

**Qualifications and Training:** (a) Special education teachers must meet the educational qualifications and certifications mandated by the institution or division. (b) Ongoing professional development, seminars and training opportunities will be provided to enhance the capacity, skills, and knowledge of special education teachers, which will enable them to stay updated with the best practices in the field.

**Individualized Education Programs (IEPs):** (a) Special education teachers are responsible for implementing, monitoring, and developing Individualized Education Programs (IEPs) for each of the students with special needs. (b) Collaborative IEP development should involve parents/guardians, regular education teachers, and support staff is imperative for comprehensive planning and implementation.

**Differentiated Instruction:** (a) Special education teachers should be able to employ differentiated instructional strategies that will address the diverse learning needs of students with learning disabilities. (b) Modification, adaptation and accommodation of instructional materials and resources should be employed to accommodate individual student needs.

**Collaboration and Communication:** (a) Special education teachers are expected to actively collaborate with regular education teachers and other professionals involved in the education of students with disabilities. (b) To facilitate the sharing of information and progress monitoring, regular communication channels should be established.

**Assignment, tasks, and facilities:** (a) Special education teachers are expected to focus on teaching the learners with special needs and must not be sent to regular classes to uphold the quality instruction needed by learners with learning disabilities. (b) Essential learning materials as well as the classrooms needed to address further the learning needs shall be provided by the division or the institution. (c) Learners with intellectual disabilities, severe level of behavioral disabilities, visual impairment and hearing impairment shall be provided with facilities intended to cater their behavioral, intellectual, and other sensory disabilities.

**Inclusive Classroom Environment:** (a) Special education teachers should create a supportive and inclusive classroom environment that fosters the academic, social, and emotional development of students with disabilities. (b) Accommodations and modifications must be provided to ensure equal access to educational opportunities.

**Management of Behavior:** (a) Special education teachers are expected to patiently utilize the most effective behavior management strategies suitable for each student with learning and behavioral disabilities. (b) Positive reinforcement and appropriate consequences should be implemented to promote positive behavior and maintain a safe, respectful and a conducive learning environment.

**Progress Monitoring/Assessment:** (a) Special education teachers should employ a variety of assessment methods to monitor student progress and evaluate the effectiveness of instructional strategies. (b) Assessments should be administered fairly and inclusively, considering individual student needs and accommodations.

**Confidentiality and Privacy of learner's information:** (a) Special education teachers must adhere to strict confidentiality guidelines to ensure the privacy and protection of students' sensitive information. (b) Personal and educational records should be securely maintained in compliance with relevant privacy laws and regulations.

**Professional Conduct and Ethical Standards:** (a) Special education teachers are expected to demonstrate high standards of integrity, ethical conduct, and professionalism. (b) A positive and respectful attitude towards students, parents/guardians, colleagues, must be observed all the time.

**Compliance with Laws and Policies:** (a) Special education teachers are required to comply with all applicable laws, regulations, and policies related to special education services. (b) Staying informed about any updates or changes in legislation and implementing necessary adjustments is essential.

## Conclusion

Based on the findings of the study it is concluded that the English teachers encountered various challenges in teaching the students with disabilities mainly about the intellectual and behavioral disorders, but they managed to cope them primarily by positive feedback, assistance, and support.

Based on the findings and conclusion of this study, the following are recommended: (1) The School Administration should have language seminars and workshops or conduct LAC sessions that strengthen teachers' teaching strategies in addressing students' problems in learning English language with the aid of various instructional materials intended for learners with disability. (2) The English teachers should recognize the students' difficulties in using English language particularly in speaking and then should accommodate the disabilities of learners to give strong motivation to help students reduce their anxieties in learning English language. (3) The Department of Education should offer training programs that encompass a broad spectrum of subjects related to special education, encompassing aspects such as comprehending diverse disability types, identifying individualized learning profiles, and applying suitable instructional strategies and interventions. By deepening their understanding of various disabilities and the specific challenges they present, teachers can adapt their teaching methods and accommodations to effectively address the unique needs of students with learning disabilities. (4) Other researchers may conduct similar studies to other setting and participants to further validate the result of this study.

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Table 1.1. *Challenges in Delivery of the Lesson.*

| *Participant* | *Significant Response* | *Formulated Meanings* | *Emergent Theme* | *Code* |
|---|---|---|---|---|
| 1 | There are limited ways to teach them English. (145) | Visually impaired learners have specific learning needs and requirements that should be addressed by their teachers. | Limited ways to teach English. | 001 |
| (Continued) | In materials you need braille books so sometimes if there is no braille books available, you should be the one to type or braille so that your learner has something to read. | When Braille books or materials are not accessible for blind learners, teachers that are assisting them needs to personally transcribe Braille in order to provide an accessible reading material to blind students. | Unavailability of Braille books | 002 |
| 2 | My pupils are not responding their Inability to speak clearly, my pupils have difficulty in expressing their thoughts my learners also has difficulty in remembering. (164-167) | Intellectually disabled learners have limitations in terms of expressing their thoughts, ideas, and feelings through verbal or written communication. | Unresponsiveness | 003 |

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| 3 | If I may say that instructing this group of students is challenging because it feels like I'm learning a new language and must memorize all the signs and American Sign Language (ASL) is different from Filipino sign language (FSL) and I need to master both. (184-188) | Hearing Impaired learners have specific learning needs and requirements that should be addressed by their teachers using sign language in order for them to cope up with the lessons, sign language is a complex language that needs to be mastered by the teachers. | Mastery of sign language | 004 |
| 4 | The communication difficulties which is they are having hard time in expressing and receiving or receptive language that I am implementing to them. (215-217) | The language development of learners hinders effective communication since they find it hard to receive language and communicate as well | Difficulty in communication | 005 |
| 5 | It is very challenging for me to identify the learning style of my learners since uhmmm they can | The learners with ASD show unpredictability and inability to control their emotion preventing them from fully engaging in the learning experience. | Difficulty in understanding learning style | 006 |

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| | become<br>less predictable and<br>sometimes they are<br>overwhelmed by<br>emotion when<br>they arrive<br>inside.<br>the room so<br>when that<br>starts sir they<br>can't be taught.<br>anymore.Words,<br>vocabulary,<br>reading will be<br>set aside<br>(243-247) | | | |

Table 1.2 *Challenges in Assessment of learning.*

| *Participant* | *Significant Response* | *Formulated Meanings* | *Emergent Theme* | *Code* |
|---|---|---|---|---|
| 1 | Learning can only be determined orally. There is no writing at all.<br>(255-256) | Visually impaired learners have limitations when it comes to learning which limits their assessment to oral communication. | Restricted assessment | 101 |
| 2 | They are not responding. when I am teaching them, they are not responding. How will I know if they understand.<br>(266-267) | Teacher needs customize methods and strategies to be used to evaluate the progress of ID learners. | Unresponsiveness to assessment | 102 |
| 3 | My assessment is | Learners' ability to | Limited | 103 |

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| | limited sir to sign and gestures. Most of my pupils don't know how to speak. (278-279) | perform oral assessment is restricted due to their inability to hear and speak. | assessment | |
| 4 (Continued) | I find it difficult to determine what they have learned already. Because pupils can be easily disrupted, the implementation of assessment sometimes should be carefully selected, it should fit to their habits and daily routines. (290-295) | the teacher has difficulties in determining the learning progress of her pupils Because pupils can be easily disrupted, the implementation of assessment is interrupted. | Assessment disruption | 104 |
| 5 | If there are new inputs that needs to be followed, so their routine will be disrupted, so on those times the learning goal for the day is not met, because they will lose interest (303-306) | When the established routine of students is disrupted, it can significantly affect their level of engagement in the learning process and intended learning goals of the day potentially leads to a failure. | Assessment disruption | 104 |

Table 1.3. *Challenges in Classroom Management.*

| *Participant* | *Significant Response* | *Formulated Meaning* | *Emergent Theme* | *Code* |
|---|---|---|---|---|
| 1 | sometimes our sessions are delayed because they are afraid to try and touching new things or going to non-particular places (327-329) | Participation may be limited in certain situations where students have apprehensions about trying new things or engaging with unfamiliar environments their fear resulted in delayed sessions and reluctance to actively participate in activities | Limited physical participation | 111 |
| 2 (Continued) | I have two hyperactive pupils that cause me so much stress when I am teaching. ( 335-336) | hyperactivity poses a challenge as it can disrupt the learning environment and make it difficult for both the hyperactive student and the teacher to stay focused and engaged. | Learner's hyperactivity | 112 |
| 3 | It is quite hard and challenging to establish classroom discipline, especially for students who have hearing issues. (351-352) | Establishing classroom discipline and instruction can be particularly challenging when working with students who have hearing issues due to their inability to receive oral instruction. | Difficulty in implementing classroom discipline | 113 |

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|---|---|---|---|---|
| 4 | When teaching a slight change could, make the learner lose their interest, some would even throw tantrums. (364-365) | To learners with emotional disabilities slight change in the learning environment, routine, or instructional approach can sometimes lead to a loss of interest or even result in learners displaying tantrums. | Difficulty in managing the learner's emotional disorder | 114 |
| 5 | If they exhibit their tantrums is the worst possible case in my class (375) | Learners could exhibit outrage or tantrums attributed to several factors such as disruptions or distractions. | Difficulty in managing the learner's emotional disorder | 114 |

Table 2.1. *Coping Strategies in the Delivery of the Lesson.*

| *Participant* | *Significant Response* | *Formulated Meaning* | *Emergent Theme* | *Code* |
|---|---|---|---|---|
| 1 | I use braille reading to teach them English reading, and I give exact description of what I teach. (383-384) | Teacher uses braille and to accommodate the inability of the learner to see letters and texts. | Instructional modification and accommodation | 201 |
| 2 | When they answer I don't reprimand, I just accept, because I want to build their confidence because they, they rarely respond. (410-412) | Teacher wants to build the confidence of learners to participate in the class. | Positive reinforcement | 202 |
| 3 | Learning the sign language you | Teacher uses real-life situation for better | Contextual learning | 203 |

(Continued)

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| | should integrate it in real life situations so they could easily understand. (422-423) | understanding. | | |
| 4 | I use modification in my instruction and lesson sir and reinforcement. (451-452) | Teacher uses instruction to suit the individual needs of learners | Instructional modification and accommodation | 201 |
| 5 | I also call some of this. “multisensory diet” or my activities that are necessary for the brain to be regulated or food for the brain. (474-476) | The teacher engages in specific activities can help regulate and balance the learners’ brain's functioning | Instructional modification and accommodation | 201 |

Table 2.2. *Coping Strategies in Assessment of Learning.*

| *Participant* | *Significant Response* | *Formulated Meaning* | *Emergent Theme* | *Code* |
|---|---|---|---|---|
| 1 | Another sir is guessing game guessing an object by touching and feeling it, so this takes time but in the long-time sir. (502-503) | Guessing games involve touching and feeling objects promotes sensory exploration and learning among students which is the key for building vocabulary. | Gamification using games | 211 |
| 2 | Sometimes we do | The teacher utilizes | Gamification | 212 |

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|---|---|---|---|---|
| | singing and games which is their favorite they have fun while learning words and I can ask them if they understand the words of the song or not or spell it using scrabble or blocks, if they can, they learned it. (524-527) | alternative assessment methods such as singing and games to measure the development of the earners in terms of language proficiency. | using songs | |
| 3 | written activities should be intact in portfolios for me to see later on. (547-548) | Written activities serve as tangible evidence of learners' accomplishments. By including these activities in portfolios, you create a documentation of their learning journey over time. | Portfolio assessment | 213 |
| 4 | In assessing my learner’s sir, I used different forms of assessment. (554) | This method ensures that assessment is not limited to a single format or approach, allowing for a more well-rounded understanding of their strengths and areas for improvement. | Variety of Assessment Methods | 214 |
| 5 | For our daily assessment we play games routinely sir | By using games as assessment tools, educators can assess students' | Gamification using games | 211 |

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|---|---|---|---|---|
| | like arrange the letters, Lego, letter blocks, like that po, since this is familiar to them their outburst can be prevented and it is their performance task at the same time (574-577) | understanding and knowledge in a fun and interactive manner, promoting active participation and engagement. | | |

Table 2.3. *Coping Strategies in Classroom Management.*

| *Participant* | *Significant Response* | *Formulated Meaning* | *Emergent Theme* | *Code* |
|---|---|---|---|---|
| 1 | Varied learning experiences sir. plus, I always assist them to what they do. (584-585) | Teacher provides assistance and support to students in engaging to new learning experiences. | Teacher Assistance and Support | 221 |
| 2 | I let my pupils play blocks and other fun tabletop activities to establish their sitting skills. (596-597) | Teacher establishes routine and sitting skills by incorporating it into fun and meaningful activities. | Giving tabletop games | 222 |
| 3 | Good behavior is rewarded with mostly food or anything that is tangible like food, pen, small toys, stickers. Or I praise them. (611-613) | This practice is to reinforce positive behavior by associating it with something desirable, which increases the likelihood of that behavior being | Intrinsic and extrinsic motivation | 223 |

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| | | repeated in the future. | | |
| 4 | I always start by establishing their classroom routines because most of my learners has difficulty performing adaptive skills it helps them to establish a clear daily schedule to create a sense of predictability and structure that can be comforting to my students. (624-629) | Teacher supports students, especially those with difficulties in performing adaptive skills. By implementing clear daily schedules and creating a sense of predictability and structure | Classroom routine establishment | 224 |
| 5 | Sensory diet helped me manage my learners with disabilities especially of their unique behavioral manifestations. (637-638) | provide the appropriate sensory input to regulate and manage their sensory processing difficulties, which can impact their behavior and overall functioning. | Sensory diet | 225 |

Table 3.1. *Benefits of Coping Strategies in the Delivery of the Lesson.*

| *Participant* | *Significant Response* | *Formulated Meaning* | *Emergent Theme* | *Code* |
|---|---|---|---|---|
| 1 | For me sir, it made the learning process easier for my VI sir. they can catch up po, and I can teach my VI learners more efficiently since we | Braille learning materials, resources, and instructional strategies are designed to be inclusive and accessible to all | Accessible and Interactive learning | 301 |

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|---|---|---|---|---|
| | can communicate to each other it creates and alternative for them to learn reading English with the help of braille. (648-651) | students with visual impairment. | | |
| 2 (Continued) | Somehow sir, I observe that my learners become more participative, and the lessons especially words in English, (654-655) | Learners are encouraged to actively participate in the class because of the strategies of the teacher. | Accessible and Interactive learning | 301 |
| 3 | Challenges is reduced because we interact by signing. (661) | Sign language helped bridge the communication barrier between the teachers and learners | Accessible and Interactive learning | 301 |
| 4 | Somehow when the learners are soothed sir, they engage the lesson for a while and communicate, even if it is a short time, it would be a win for us. (664-666) | The accommodation of the teacher engaged The learners with emotional disabilities to the lesson even if it is only for a brief period and it is considered a win since they are still able to receive the instruction of the day. | Accessible and Interactive learning | 301 |
| 5 | The lesson will become easier to comprehend and engaging to the learners despite their shortcomings sir becomes easier as the | Lessons designed to suit the needs of the learners becomes easier for them to digest or comprehend. | Accessible and Interactive learning | 301 |

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|---|---|---|---|---|
| | time goes by.<br>678-680) | | | |

Table 3.2. *Benefits of Coping Strategies in the Assessment of Learning.*

| *Participant* | *Significant Response* | *Formulated Meaning* | *Emergent Theme* | *Code* |
|---|---|---|---|---|
| 1<br><br>(Continued) | The learning objectives and goals, achievable sir. plus guessing games in objects help build vocabularies. Braille reading help us measure reading proficiency. (692-694) | Utilizing braille as a means of communication and reading has positively impacted the learning process for VI learners. By incorporating braille into the instructional approach, educators have found that VI learners are better able to catch up to the lessons and engage more effectively in the learning activities. | Achieved objective and goals. | 310 |
| 2 | We can still track if they have learned or not using outputs from portfolio or performance task. (698-699) | Teacher gains a comprehensive understanding of learners' strengths, challenges, and progress across different domains. | Monitored progress of the learners | 311 |
| 3 | using their finished outputs, I can see it or not if we can proceed to the next topic or not. (706-707) | With the outputs, teacher can assess whether students have acquired a strong comprehension of the | Monitored progress of the learners | 311 |

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|---|---|---|---|---|
| | | current topic, enabling them to confidently proceed to the next stage. This ensures that students possess a solid foundation before moving on to new content | | |
| 4 (Continued) | Sir the progress of my learners is monitored regularly to ensure they are making progress towards their goals and to identify any areas where additional support may be needed. (711-713) | Monitoring allows for a thorough evaluation of student performance, enabling teachers to gauge their understanding to the learning goals and determine if what area needs to be supported | Monitored progress of the learners | 311 |
| 5 | And portfolio sir, like I said earlier we can use it to check their progress. (720-721) | assessing students' finished outputs, teachers can adopt a holistic approach to monitor student learning and make well-informed decisions regarding their readiness to progress. | Monitored progress of the learners | 311 |

Table 3.3. *Benefits of Coping Strategies in Classroom Management.*

| *Participant* | *Significant Response* | *Formulated Meaning* | *Emergent Theme* | *Code* |
|---|---|---|---|---|
| 1 | In applying the concepts, principles and skills in daily | Incorporating mindfulness and relaxation techniques into the classroom routine | Behavioral regulation | 311 |

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|---|---|---|---|---|
| | living skills solves everyday problems in the classroom especially their anxiety. ( 724-726) | can help students manage stress and anxiety. | | |
| 2 | The classroom management that I have employed to lessen the challenges that I have encountered in teaching English to the learners with disabilities greatly helped me in managing the hyperactive behavior of my pupils. ( 730-733) | Providing opportunities for active engagement in learning activities can help channel the energy of hyperactive students in a productive way. | Managed hyperactivity | 312 |
| 3 | it makes my pupils behave in many situations (738-739) | Acknowledging and rewarding desirable behavior reinforces positive actions among pupils, serving as a powerful motivator for them to consistently exhibit appropriate behavior in different situations. | Behavioral regulation | 311 |
| 4 | Establishing routines for the students help them | Routines can help create a controlled and familiar setting that minimizes | Creating sense of familiarity and | 313 |

| | | | | |
|---|---|---|---|---|
| | create a sense of stability and consistency in their environment especially when they are inside the classroom. (743-745) | sensory overload. Consistency in the physical arrangement of the classroom, lighting, and noise levels can contribute to a calmer and more comfortable learning environment. | consistency | |
| 5 | It helps them to be regulated and calm inside the classroom so we can teach them without interruptions and disruptions this helps them stay focused to the lessons like English they interact with us and their classmates well and lessen unnecessary instruction . (751-754) | Establishing a regulated and calm classroom environment helps minimize interruptions and disruptions, allowing English lessons without distractions. This conducive atmosphere enables students to stay focused on the lessons and actively engage teachers and their classmates. As a result, a smoother and more effective learning experience in English. | Behavioral regulation and active participation | 314 |