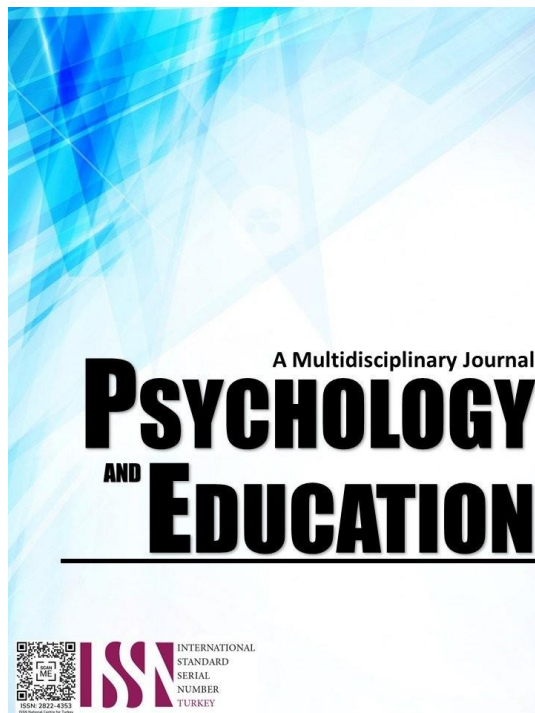


NURTURING LITERACY: EDUCATORS' EXPERIENCES IN DEVELOPING READING VOCABULARY OF SPECIAL EDUCATION STUDENTS



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Nurturing Literacy: Educators' Experiences in Developing Reading Vocabulary of Special Education Students

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Abstract

This study aimed to determine the English teachers' experiences in developing the reading vocabulary of the special education students and the challenges of the English teachers in handling them. The experiences of English teachers in developing a vocabulary for special education students were challenging, with creativity, collaboration, and commitment to meeting the diverse learning needs of every student in their classroom. Special education students often exhibit different learning styles and behaviors that reflect their individual needs. Some SPED students participate actively, while others are distracted and less responsive due to attention and cognitive challenges. The Schema Theory was used to determine the background knowledge of the special education students in developing their reading vocabulary. The researcher used a phenomenological qualitative method by Moustakas (1994) to explore the phenomenon of the Educators' experiences in developing the reading vocabulary of the special education students as described by the English teachers. The teacher participants of the study were six (6) teachers from Grade 7, Grade 8, Grade 9, Grade 10, Senior Grade 11, and Grade 12. Purposive sampling was applied by the Researcher since there was only one (1) English teacher per grade level who handled SPED students. The study revealed that the English teachers had problems in developing the reading vocabulary of the special education students as described by the participants. Meanwhile, providing training, seminars, and appropriate learning materials that are tailored to the needs of the SPED students to aid the needs of the SPED students.

Keywords: *Special Education Students, reading vocabulary, educators*

Introduction

The unique learning needs of special education students are particularly in the context of reading and vocabulary development. These students often face challenges related to language delays, cognitive disabilities, and other learning differences that can impact their ability to acquire and use vocabulary effectively. Literacy development in special education underscores the importance of educators' experiences, practices, and perspectives in developing the reading vocabulary among students with diverse learning needs.

Reading vocabulary is a fundamental aspect of literacy development and academic success and it refers to the words a person recognizes and understands when reading. Special education students often encounter unique challenges in developing reading vocabulary. These challenges may stem from learning disabilities, language delays, attention deficits, or other cognitive differences that impact their ability to acquire and use vocabulary effectively.

According to Garcia and Martinez (2022), collaborative teaching practices highlight the significance of collaborative teaching practices between general educators and special educators in nurturing literacy skills among special education students. They emphasize the importance of creating inclusive learning environments where educators work together to meet the diverse needs of students. Challenges and strategies examine the challenges faced by educators in developing reading vocabulary among special education students and discuss strategies to overcome these challenges. They emphasize the importance of professional development, collaboration with colleagues, and ongoing assessment to inform instructional practices (Nguyen & Patel, 2021).

In the study of Norhalim (2020) and Istinganah (2023), there is a gap in understanding how the absence of adequate training, limited access to the resources, and communication barriers for English teachers specifically in Commonwealth High School for School Year 2023-2024 that impacts their ability to effectively develop reading vocabulary for special education students and the limited access to appropriate reading materials and instructional resources tailored to the diverse needs of special education students.

Due to the lack of training and limited appropriate reading materials and instructional resources tailored to the diverse needs of special education students, the researchers were motivated to conduct this study in Commonwealth High School to contribute valuable insights into educators' experiences and practices in nurturing literacy, specifically in developing the reading vocabulary among special education students. The two studies conducted by Norhalim (2020) "Teacher's Strategies in Teaching English for Mentally Disabled Students" and Istinganah, (2023). "Teacher's strategies in teaching English vocabulary to students with special needs of mental retardation at SLB Negeri Banjarnegara". The researcher felt that there was a need to study the challenges faced by the English teachers in Commonwealth High School in developing the reading vocabulary of the special education students so that future findings would help remedy the aforementioned problems.

Research Questions

This phenomenological study's main aim was to identify the experiences of English teachers in developing the reading vocabulary of special education students. Specifically, this study answered the following;

1. What are the most common experiences English teachers encounter in developing the reading vocabulary of special education students during lectures?
2. What are the strategies of English teachers when developing a reading vocabulary for special education students?
3. How do English teachers utilize their strategies to develop the reading vocabulary of special education students?

Literature Review

Understanding Literacy Development in Special Education

Cognitive foundations of literacy development researchers such as Smith et al. (2020) have examined the cognitive processes underlying literacy development in special education, emphasizing the importance of phonological awareness, decoding skills, and comprehension strategies. Their findings highlight the need for targeted interventions that address the specific cognitive challenges faced by students with disabilities.

Differentiated instruction and personalized learning studies by Johnson et al. (2020) and Garcia et al. (2020) explored the effectiveness of differentiated instruction and personalized learning approaches in supporting literacy development for students with diverse learning needs. These authors emphasize the importance of individualized instruction, scaffolded support, and flexible learning environments tailored to students' strengths and challenges. Nguyen and Lee (2021) evaluated assessment tools and practices used to measure literacy development in students with intellectual disabilities. The authors synthesized research on standardized assessments, informal measures, and observational techniques commonly used in special education settings. They discussed the strengths and limitations of different assessment approaches and provided recommendations for educators and practitioners seeking to monitor and support literacy progress in this population.

Understanding literacy development in special education the importance of tailored instructional approaches and interventions to address the unique learning needs of students with disabilities. The review of related literature from different scholars emphasizes the role of educators in providing differentiated instruction, adapting teaching methods, and implementing evidence-based practices to support literacy development in special education settings.

Vocabulary Mastery

Vocabulary mastery is very important in English. By mastering vocabulary, one can easily convey ideas and ideas and vice versa; if the vocabulary is limited, it will be difficult. Therefore, teachers need to provide students with an understanding that vocabulary is an important part of language mastery. Smith and Williams (2020) explored various instructional strategies aimed at enhancing vocabulary mastery among special education students. It reviews evidence-based practices and their effectiveness in improving vocabulary acquisition and retention. Garcia and Martinez (2021) examined the role of technology in vocabulary instruction for special education students. The review discusses the benefits and challenges of integrating technology tools to enhance vocabulary learning outcomes in this student population. Chen and Nguyen (2022) investigated the influence of cultural factors on vocabulary development among special education learners. They discussed the importance of culturally responsive instruction in supporting vocabulary mastery and academic success.

Clear and Explicit Instruction to Special Education Students

Anderson, and Smith (2020) explored the perspectives of special education teachers regarding the challenges they face in providing clear and explicit instruction to students with diverse learning needs. The findings offer insights into effective strategies and instructional practices that can support special education students in developing literacy skills. Garcia and Martinez (2021) examined various instructional strategies used by educators to provide clear and explicit instruction to special education students. They synthesized findings from previous research to identify effective approaches for promoting learning and academic success among students with diverse needs.

Modifying Instruction for Special Education Students

Nguyen and Patel (2022) examined evidence-based practices for modifying instruction to meet the diverse needs of special education students. The study identified effective instructional strategies, accommodations, and modifications that support student learning and engagement in inclusive classroom settings. Chen and Wilson, (2023) explored the experiences and perspectives of educators in modifying instruction to promote inclusive learning environments for special education students. Through interviews and observations, the study identified effective instructional modifications and accommodations used by practitioners to support student success and participation in mainstream classrooms.

Training for Educators

Garcia and Martinez (2021) examined the impact of professional development on teacher preparedness to support special education students in reading vocabulary development. The study synthesized research findings on effective professional development models, coaching approaches, and ongoing support mechanisms that empower teachers with the knowledge and skills to meet the diverse needs of students with disabilities. Nguyen and Patel (2022) reviewed the literature on strategies for addressing the training gap among

English teachers in teaching reading vocabulary to special education students. The study highlighted the importance of targeted professional development, mentorship programs, and collaboration with special education colleagues in enhancing teacher efficacy and promoting inclusive literacy instruction. Lastly, Brown and Johnson (2023) investigated teacher training needs and practices in literacy instruction for special education students. The study explored variations in teacher preparation programs, professional development opportunities, and ongoing support structures across different educational contexts, providing insights into effective approaches for equipping English teachers with the skills to teach reading vocabulary effectively to diverse learners.

Communication Barriers for Special Education Students

Johnson and Smith (2020) explored communication challenges encountered by English teachers when developing reading vocabulary for special education students. The research highlighted barriers such as limited language proficiency, speech impairments, and social communication difficulties, and discusses strategies for fostering effective communication and language development in inclusive classrooms. Rodriguez and Patel (2023) analyzed how special education teachers' approaches influence literacy development, focusing on overcoming barriers like auditory processing disorders and attention deficits. Chen (2022) assessed various digital tools that facilitate communication and learning for special education students struggling with traditional reading methods. Chen's research highlights how specific apps and software can tailor learning experiences to individual needs, thereby improving vocabulary retention.

Addressing Limited Access to Reading Materials for Special Education Students

The overcoming of limited access to reading materials for special education students. Williams and Brown (2020) discussed the importance of providing accessible texts in various formats, such as digital resources, adapted materials, and multisensory learning tools, to support diverse learning needs and facilitate vocabulary development in inclusive classrooms. The importance of building partnerships between educators, librarians, and community stakeholders to expand access to literacy resources for special education students. Explored collaborative initiatives, such as book donation programs, literacy events, and library outreach activities, aimed at increasing access to diverse reading materials and fostering a culture of reading and lifelong learning in special education settings (Brown & Johnson, 2023).

Effective Strategies for Special Education Students

Martinez and Garcia (2020) explored the use of board work as an effective strategy for enhancing reading vocabulary in special education classrooms. The research highlighted the benefits of visual aids, interactive activities, and multisensory approaches to engage students, reinforce word recognition, and promote vocabulary acquisition in diverse learners. Smith and Williams (2023) investigated the effectiveness of multimodal instruction, including board work, technology, and songs, in enhancing reading vocabulary in special education classrooms they explored instructional strategies such as concept mapping, digital storytelling, and song-based mnemonic devices to support vocabulary development, improve comprehension, and foster academic success in diverse learners.

Assessment Strategies for Special Education Students

Johnson and Smith (2020) examined the use of diagnostic assessments to inform reading vocabulary instruction for special education students. They explored the benefits of assessing students' prior knowledge, identifying areas of strength and weakness, and tailoring instruction to individual learning needs, ultimately promoting effective vocabulary development and academic progress. Garcia and Martinez (2021) discussed the use of standardized tests, formative assessments, and performance-based evaluations to measure students' vocabulary skills, track progress over time, and inform instructional planning and intervention strategies. Nguyen and Brown (2022) explored the use of written quizzes as a tool for monitoring reading vocabulary progress in special education students and the design and implementation of quiz-based assessments, including multiple-choice, short-answer, and fill-in-the-blank formats, to assess students' word recognition, comprehension, and retention, facilitating ongoing feedback and targeted instruction.

Promoting Positive Feedback and Supportive Classroom Environments

Anderson and Wilson (2020) investigated strategies for providing constructive praise, encouragement, and reinforcement to students, fostering motivation, self-efficacy, and engagement in literacy activities, ultimately enhancing vocabulary development and academic achievement. Garcia and Martinez (2021) recommended creating a supportive classroom environment for special education students the importance of establishing clear expectations, fostering positive relationships, and implementing behavior management techniques to promote a safe, inclusive, and conducive learning environment, facilitating reading vocabulary development and academic success.

Inclusive Classrooms and the Role of Educators in Promoting Literacy Development for SPED students

Williams and Martinez (2019) studied the nurturing literacy skills in special and education students and highlighted the importance of incorporating research-based instructional approaches and utilizing assistive technology. Educators play a crucial role in developing the reading vocabulary of special education students and promoting literacy skills. The literature emphasizes the need for teacher education programs to provide training on Universal Design for Learning and related strategies to improve instruction and learning outcomes for students with special needs. Additionally, the literature underscores the importance of educators being aware of their shortcomings and biases and actively working to overcome them to create an inclusive and the existing literature on nurturing literacy skills in special education students. It highlights the importance of teacher education, research-based instructional approaches, and the

use of assistive technology to support access to the curriculum and learning for students with significant intellectual disabilities. Educators' views on inclusive education for students with disabilities vary, with some expressing positive attitudes towards inclusion and others expressing concerns about teacher skills and negative views of students with disabilities and their families.

Literacy Interventions for Special Education Students

Nurturing literacy skills in special education students suggests that educators play a crucial role in developing the reading vocabulary of these students. Educators are encouraged to provide explicit instruction in vocabulary acquisition, utilize evidence-based practices such as repeated readings and word walls, and incorporate multi-sensory approaches to learning. The literature also highlights the importance of creating a supportive and inclusive classroom environment, where students with special needs feel valued and included. Educators should also focus on individualized instruction, taking into account the specific learning needs and abilities of each student. Furthermore, the literature emphasizes the importance of collaboration between general education and special education teachers to effectively support the literacy development of special education students. The literature also emphasizes the need for ongoing professional development and training for educators working with special education students, particularly in the area of literacy instruction.

The literature on nurturing literacy skills in special education students suggests that educators play a crucial role in developing the reading vocabulary of these students. Educators are encouraged to provide explicit instruction in vocabulary acquisition, utilize evidence-based practices such as repeated readings and word walls, and incorporate multi-sensory approaches to learning. Additionally, the literature emphasizes the importance of creating a supportive and inclusive classroom environment where students with special needs feel valued and included. This literature also highlights the importance of individualized instruction that takes into account the specific learning needs and abilities of each student (Smith et al., 2020).

Teacher Perspectives on Literacy Challenges

Anderson and Smith (2020) explored special education teachers' perspectives on literacy challenges faced by students with disabilities. Through interviews and focus groups, the researchers identified common barriers to literacy development, such as limited access to resources, lack of professional development opportunities, and inadequate support for diverse learning needs. Highlighted the importance of teacher collaboration, ongoing assessment, and targeted interventions to address these challenges effectively. Brown and Johnson (2021) investigated the beliefs and practices of special education teachers regarding literacy instruction for students with special needs. Surveys and interviews were used to gather data on teachers' instructional approaches, perceived challenges, and professional development needs. The findings revealed discrepancies between teachers' beliefs and practices, as well as challenges related to time constraints, large class sizes, and limited access to instructional materials. The study underscored the importance of ongoing support and training to help teachers effectively address the literacy needs of students with disabilities.

Strategies and Instructions for Special Education Students

Smith and Brown (2020) examined various instructional approaches, including explicit instruction, vocabulary games, graphic organizers, and technology-based interventions. They reviewed and highlighted the importance of individualized instruction, multisensory learning experiences, and ongoing assessment to support the diverse needs of students with disabilities. Nguyen and Patel (2021) explored innovative approaches to developing reading vocabulary in special education contexts. The authors analyzed a range of interventions, including peer-assisted learning, vocabulary apps, storytelling, and literature-based activities. They identified promising practices, such as incorporating students' interests, providing explicit vocabulary instruction, and using assistive technology to enhance engagement and comprehension.

Garcia and Martinez (2022) examined the effectiveness of instructional strategies for developing reading vocabulary in special education settings. The authors synthesized findings from multiple studies and identified key factors associated with positive outcomes, such as teacher-led instruction, explicit vocabulary teaching, and frequent opportunities for practice and reinforcement. The meta-analysis underscores the importance of evidence-based practices and individualized support to improve reading vocabulary skills in students with disabilities.

Anderson and Wilson (2023) explored promising practices for developing reading vocabulary in special education classrooms, as reported by practitioners. Through interviews and focus groups with teachers, the researchers identified effective strategies, such as using visual aids, incorporating real-world contexts, and providing scaffolded support during reading activities. The study highlighted the importance of teacher creativity, collaboration, and ongoing professional development in supporting students' vocabulary development.

Assessment Techniques for Special Education Students

Johnson and Smith (2020) examined assessment techniques used by educators to evaluate reading vocabulary in special education settings. The authors analyze various assessment tools, including standardized tests, informal assessments, curriculum-based measures, and observational methods. The review highlights the importance of selecting assessments that align with students' individual needs, considering factors such as language proficiency, cognitive abilities, and learning disabilities.

Chen and Nguyen (2021) explored innovative assessment approaches used by educators to evaluate reading vocabulary in special education contexts. The authors examine alternative assessment methods, such as portfolio assessments, performance-based tasks, and dynamic assessment procedures. They reviewed and identified promising practices for assessing reading vocabulary, such as using authentic texts, incorporating multimedia resources, and providing opportunities for student self-assessment and reflection.

Rodriguez and Martinez (2022) investigated the use of technology-assisted assessment tools for evaluating reading vocabulary in special education settings. The authors reviewed the researches on digital platforms, apps, and software programs designed to assess vocabulary knowledge and comprehension skills. They discussed the benefits of technology-assisted assessments, including increased efficiency, enhanced engagement, and opportunities for individualized feedback.

Department of Education Program for Special Education Students

The Republic of the Philippines recognizes the right of every citizen to receive quality education. As stated in Article 13 Section 11 of the 1987 Constitution of the Philippines, the state “shall protect and promote the rights of citizens to quality education at all levels and shall take appropriate steps to make such education available to all”. Further, it shall “provide adult citizens, disabled and out-of-school youth with training in civics, vocational efficiency, and other skills.” For this purpose, the State shall “create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment.” (Article 3). This section presents the journals, books, studies, and websites containing information related to the research problem. For many years, Special Education (SPED) has been in existence in the Philippines and it has significantly improved the lives of special needs learners through the development and implementation of several programs designed to meet their unique needs. In collaboration with private schools, non-government organizations, and other government agencies, DepEd has carefully studied, planned, and rolled out several Special Education curricula across the country to deliver quality and effective instruction for learners with special education needs. The Department of Education program for special education students addresses various aspects of support and resources provided to meet the unique needs of these students and aims to create an inclusive and equitable learning environment where all students can reach their full potential.

The Importance of Inclusion of Special Education Students

DepEd Order No. 44 s. 2021 provides a better environment for all learners to collaborate, regardless of their issues or differences, and sought to make schools inclusive; this shall ensure that students with disabilities are included in mainstream or general education classes. This can be accomplished through identifying, accepting, and respecting differences to guarantee that all types of students learn together in a welcoming environment. Initial and ongoing inclusion is likely to generate the best results. Inclusion must begin in primary school and continue throughout the basic education curriculum.

All the related studies highlight how English teachers provide and create learning experiences for SPED students in developing their reading vocabulary based on the strategies and approaches of the English teachers despite the challenges encountered by the English teachers.

Methodology

Research Design

The researcher used a phenomenological method of Moustakas (1994) to explore the phenomenon of the English teachers' experiences in developing the reading vocabulary of the special education students as described by the teachers and to gather information that is vital to the completion of the study. This transcendental qualitative study allows the researcher to determine the experiences, challenges, and strategies of the English teachers through one-on-one interviews and classroom observations the researcher collects data for her study. This has something to do with the common experience of the teachers in Commonwealth High School. The phenomenon in this study is the experiences of the English teachers in developing the reading vocabulary of the special education students.

For the Epochen or bracketing, the researcher set aside her personal beliefs and knowledge upon investigating the phenomena of the study on the experiences of the English teachers in developing the reading vocabulary of the special education students during lectures. She was permitted to conduct interviews and classroom observations of the teacher-participants on the lived experiences of the English teachers during class discussions.

This research is a transcendental phenomenology (TPh), largely developed by Husserl (1938), is a philosophical approach to qualitative research methodology seeking to understand human experience (Moustakas, 1994) and seeks to understand the participants' experiences that led to the education teachers to develop the reading vocabulary of the students with learning disabilities and the researcher aims to understand how the participants teach the SPED students with special needs. The researchers used semi-structured interview guide questions in data collection which were considered best-fit instruments to gather the data required in this study. The questions in the interview guide are divided into three main questions. The participants' background information is the subject of the first question. The goal is to build a connection with research participants so that the researcher gathers more detailed information. Second, is about the English teachers' experiences and common problems encountered in developing the reading vocabulary of the special education students during lectures. Third is about the strategies English teachers utilize to develop students' reading vocabulary.

The qualitative design is employed in the experiences and perceptions regarding a particular phenomenon, in this case, the development of reading vocabulary in special education students. Similar to the study of Johnson (2021) this study focused on the lived experiences of English teachers in their efforts to develop reading vocabulary among special education students and explores the teachers' experiences including challenges, successes, and strategies employed in supporting the literacy development of special education students. Another study was conducted by Martinez (2020) about teachers' experiences, challenges in facilitating reading vocabulary development, and strategies by English teachers to support special education students. Through one-on-one interviews with educators, the researcher gathered rich and detailed accounts of their experiences, challenges, and strategies in nurturing literacy skills among students with special needs.

The philosophical underpinning guiding this study was aligned with Vygotsky's Sociocultural Theory (1978) which emphasizes the importance of social interaction and cultural context in learning. Vygotsky's concept of the Zone of Proximal Development (ZPD) is particularly relevant, as it suggests that learning occurs effectively when instruction is aligned with what students can do with help, which is important for differentiating instruction to meet the needs of special education students.

Participants

The teacher participants of the study were six (6) teachers from Junior to Senior High School. They described their experiences in developing the reading vocabulary and assisting the special education students during School Year 2023-2024. The researcher used purposive sampling since the participants of the study were limited. Given this, she included them all in her study.

Instrument

Qualitative data for this study were collected through in-depth, semi-structured interviews, documentation, and classroom observations designed and facilitated by the researcher. She followed the specified protocols and spoke with the participants. She made sure that they were at ease during the data-gathering point and was careful not to ask leading questions. To ensure that the method used to obtain the information needed to understand the subject was fair and truthful this was done.

Lastly, the researcher ensured that all materials such as mobile phone recordings, Internet connections, and notebooks were ready in advance for data collection. The researcher checked the authenticity and reliability of all documents related to the study to observe;

Interviews. The participants were interviewed in person wherein the researcher used the interview guide questions following a specific set of protocols. The researcher guided the participants in their own interview protocol. They were given time to speak freely of their experiences and challenges which had a bearing on the study. It was expected that each interview would last between 45 and 60 minutes.

Classroom observation. It was used by the researcher to observe and document what had been observed in the setting. The researcher has obtained documents that contain pertinent data for the study, with the consent of the participants. All the documents, which served as guides for drawing up conclusions and recommendations, have been utilized to make sense of participants' replies.

Data Analysis

For the analysis of the data, the researcher followed Moustakas' (1994) phenomenological method for the bracketing or epoche, horizontalization, textural description, structural description, and essence.

For the Epoche or bracketing, the researcher set aside her personal beliefs and knowledge upon investigating the phenomena of the study on the Nurturing Literacy: Educators' experiences in developing reading vocabulary of the SPED students as described by the teachers to fulfill the purpose of the study. She was permitted to conduct classroom observation and witnessed how the English teachers delivered the lesson, particularly in reading vocabulary with the help of the SPED teacher.

Horizontalization was used to highlight important statements of the teacher-participants in the study on Nurturing Literacy: Educators' experiences in developing the reading vocabulary of the SPED students. It is a phenomenological reduction process where all participants' statements were given equal value by the researcher based on the theme of this study.

The researcher removed all repeated statements as well as those unrelated to the statement of the problem. Themes were done in the statements of the teacher-participants that contain the phenomenon. These were first collected with repetitive statements from the said participants and overlapping statements were described. Categorizing together the remaining statements was done into similar meaning units.

Textual description represents the meaning and essence of the experience (Moustakas, 1994). The responses of the participants were based on their experiences as they described their experiences in developing the reading vocabulary of the SPED students. The teacher-participants narrated their experiences and answers during the one-on-one interview on how these experiences affected the learning and development of the reading vocabulary of the SPED students.

The structural description was used to take the varying responses of the participants and to unify them into structural themes so that they represented the essences or underlying structures of the experiences. For the tabular format, was applied in analyzing data where there were responses of the teacher-participants, codes of the responses, categories, and themes.

Results and Discussion

Theme 1: Reading Vocabulary Development

Teaching reading vocabulary to special education students is challenging and require patience and creativity using explicit instruction from both English teachers and SPED teachers. Educators in this field enhance the reading vocabulary of the SPED students through their experiences and this theme is under to research Question Number 1.

Participants have the same experiences in instructing the SPED students in developing their reading vocabulary; they provide explicit instruction to them so that they can be easily understood by the SPED students. Giving explicit instructions breaks down tasks into manageable steps, making it easier for students to follow along and complete assignments successfully. This approach reduces ambiguity and confusion, leading to improved learning outcomes for students with special needs.

“I need to give word-for-word or explicit instruction because they have limited vocabulary. For example class let's break it down ‘‘ courageous’’ (Participant 1, page 132; line 427-428). “For SPED students then need for clear, and simple instruction” (Participant 2, page 128; line 217-218). “Sa kanila I used specific word for word pag sa SPED students.” (Participant 3, page 125; line 123). “Time na babaan ko yung level of difficulty at clear ang instruction ko po sa kanila.” (Participant 4 page 123; line 32).“ Providing explicit instruction.”(Participant 5 page 130; line 311). “Easily understand explicit instruction. ” (Participant 6 page 135; line 534).

The review-related literature anchored according to Anderson and Smith, (2020) explores the perspectives of special education teachers regarding the challenges they face in providing clear and explicit instruction to students with diverse learning needs. Garcia and Martinez (2021) examined various instructional strategies used by educators to provide clear and explicit instruction to special education students. The study synthesizes to identify effective approaches for promoting learning and academic success among students with diverse needs.

Theme 2: Challenges of English teachers

English teachers struggle in some aspects of developing the reading vocabulary of the special education students due to a lack of training in this category. The participants shared their challenges in teaching SPED students as described by the English teachers.

Participants 1,2,3,4, and 5 described the lack of specific training and preparation provided to English teachers to effectively teach and support students with special needs in the classroom, and without adequate training, English teachers may have a limited understanding of the diverse learning needs and challenges faced by special education students. This can hinder their ability to effectively tailor instruction and support individual student needs.

“I think lack of training.” (Participant 1 page 132; line 408). “Ahh first no formal training for SPED student.” Participant 2 page 127; line 214). “Hindi lang po ako kami po walang formal training basta andun na sila sa section ng regular” (Participant 3 page 125; line 101).“ Wala po ako training.” (Participant 4 page 123; line 11). “Training para sa amin na English teachers kasi wala kami formal training.” (Participant 5 page 130; line 311-312).

Giving training and support to English teachers, according to Garcia and Martinez (2021), highlights the importance of professional development models, coaching approaches, and ongoing support mechanisms that empower teachers with the knowledge and skills to meet the diverse needs of students with disabilities. Nguyen and Patel (2022), addressing the training gap among English teachers in teaching reading vocabulary to special education students, highlighted the importance of targeted professional development, mentorship programs, and collaboration with special education colleagues in enhancing teacher efficacy and promoting inclusive literacy instruction.

Theme 3: Strategies of English teachers

To develop students with special needs to read vocabulary during lectures, English teachers need to use a variety of strategies. During lectures, strategies of English teachers may contribute to active learning for students with special needs and this theme relates to research Question number 2.

Participants 1,2,3,4, and 5 have the same strategies in developing the reading vocabulary of the SPED students during lectures. The English teachers used different strategies for the SPED students like board work, integration of the technology, pictures, songs, games, repeat readings, and multisensory. Using various strategies can enhance student engagement and participation in the learning process and employing a variety of strategies during lectures can create a supportive and inclusive learning environment where special education students can thrive and develop their reading vocabulary effectively.

“Ginagawa ko po using board work and technology may pictures kasi more on visual learners.” (Participant 1 page 133; line 447). “Board work, and song activities.” (Participant 2 page 128; line 237). “Di mawawala ang board work.” (Participant 3 page 125; line 126). “Like games, board work, lyrics with actions, and technology po.” (Participant 4 page 124; line 46). “Sa part ko po Ma’am kasi techy ako as much as possible use the technology po board work yes minsan po at may activity din kami na play songs with actions po. ” (Participant 5 page 130; line 345-346).

The phenomenon was anchored on the review-related literature by Martinez and Garcia (2020) which highlighted the importance of using different approaches like board work, technology integration, and songs to create engaging and accessible learning experiences that cater to the diverse needs and learning preferences of students with special needs.

Theme 4: Supportive Classroom

In every aspect of teaching teachers' approach toward the students, especially the SPED students, has a great impact on their learning and success. That's why English teachers should employ a positive approach to both regular and SPED students to have a conducive classroom.

Participants 1,2,3,4,5 and 6 have the same classroom management strategy. The primary strategies identified by the teachers are the positive approach, implementation of structured routines, giving rewards, and procedures to promote consistency and predictability in the inclusive and conducive classroom. English teachers emphasize the importance of establishing clear expectations and guidelines for behavior, communication, and participation of the SPED teachers and SPED students.

"Welcoming where all students feel valued and respected." (Participant 1 page 123; line 466). "Developing their reading vocabulary, una yung sense of belonging and acceptance among all students by showing positive relationships, encouraging open communication, and promoting respect." (Participant 2 page 130; line 253-255). "Contributions nila sa klase para ma feel ng mga SPED students safe and supportive classroom na di nila maramdaman na iba sila and also respect." (Participant 3 page 126; line 145-146). "As their subject teacher po sa English una po good role model po sa regular at sa SPED students and respect them sa loob or labas ng class." (Participant 4 page 124; line 60-61). "Para ma feel ng mga SPED students the sense of belonging and acceptance among all students." (Participant 5 page 131; line 361-362). "The use of giving positive feedback acknowledged." (Participant 6 page 135; line 554-555).

In the related studies by Anderson and Wilson (2020) promoted positive feedback and supportive classroom environments the English teachers can create a learning environment conducive to SPED students.

Theme 5: Strategies utilization

Special education students with learning disabilities obtain particular instruction designed by the teacher to meet their unique learning needs. Strategies utilization of the English teachers would help SPED students a chance to grasp their academic success. For SPED students strategies of the English teachers enhance their ability to participate in the classroom in the presence of their classmates and teachers. This theme relates to research Question number 3.

Participants 1,2,3,4, 5, and 6 have the same utilization of their strategies in developing the reading vocabulary of the SPED students. They incorporate real-life situations into their lessons. English teachers utilize various instructional strategies, such as modeling, demonstration, pictures, vocabulary games, multisensory methods, technology integration, and collaboration with special education teachers. English teachers can create inclusive learning environments for all students, including those with special needs.

"For me po ha ahh using technology, demonstrations during lectures and relate sa totoong situation para mas maka-relate po sila." (Participant 1 page 134; line 497-498). "Ahh using visual aids, illustrations, and more examples to the SPED students." (Participant 2 page 129; line 298). "Para sa mga SPED students or kahit regular students more on illustrations act-outs." (Participant 3 page 127; line 181-182). "Demonstrations pictures, images para mas maintindihan nila." (Participant 4 page 124; line 73). "Ano po demonstration, technology and also relates to the real-life situation." (Participant 5 page 131; line 396-397). "Using visualization and the use of technology." (Participant 6 page 136; line 607).

The study of Anderson and Wilson (2023) explored promising practices for developing reading vocabulary in special education classrooms, as reported by practitioners using visual aids, incorporating real-world contexts, and providing scaffolded support during reading activities the SPED students motivate to participate during lectures.

Theme 6: Monitor the progress

Using assessments to the SPED students is the process used to determine whether they demonstrate their learning and help provide chances to improve their performance with each area of assessment.

Participants 1,2,3,4,5, and 6 have the same answers to track the progress of the SPED students through the results of their exams, written outputs, answering comprehension questions, and individual tasks. English teachers recognize the importance to monitor the progress of the SPED students so that they can able to adjust and adapt instruction accordingly. Monitoring the progress allows educators to identify areas where students are excelling and areas where they may need additional support and tracking progress through exams and quizzes provides valuable data that can be used to evaluate the effectiveness of instructional strategies and interventions.

"Through the results of their exams, written outputs, and answering basic comprehension questions po Ma'am." (Participant 1 page 134; line 492-493). "Results of their quarterly exams, written outputs, and answers to basic comprehension questions." (Participant 2 page 129; line 292-293). "Exams mga results ng quizzes nila." (Participant 3 page 127; line 177). "Results ng exams, quizzes, and written outputs po nila." (Participant 4 page 125; line 85). "Based on the results of their pen-and-paper quizzes and tests." (Participant 5 page 131; line 392). "Tests, outputs scores and additional enrichment activities." (Participant 6 page 136; line 602).

The related study of Garcia and Martinez (2021) assessed reading vocabulary development in special education settings. The study discussed the use of standardized tests, formative assessments, and performance-based evaluations to measure students' vocabulary skills, track progress over time, and inform instructional planning and intervention strategies for SPED students.

Conclusions

Based on the findings of the study the following conclusions were drawn: English teachers are not trained to handle special education students with different needs specifically in developing their reading vocabulary. Reading materials used in the discussions are not based on the level of the vocabulary of the special education students. Explicit instructions from the teachers help address the problems with the difficult words used in the reading materials.

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