

# Supporting Learners with Difficulty and Special Needs: An Inclusive Classroom Reflection of English Teachers

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**Abstract.** The study explored the realities of English teachers in supporting the difficulty and unique needs of learners in a private institution. The participants of this study were the eight (8) English teachers of Jireh Mission Academy, INC. The findings revealed the challenges English teachers face in helping learners with special needs; three themes emerged from the participants' responses: parental denials, lack of teacher training, and peers' social acceptance. Meanwhile, in coping with the challenges of delivering instructions to learners with difficulties and unique needs in an English class, three themes emerged from the participants' responses: giving differentiated instruction for academic achievement, removing social prejudice, and collaborating with colleagues. Without proper resources, students with disabilities were often at a disadvantage in the classroom. Whether feeling overwhelmed, overstimulated, or completely lost, students' needs were not always accommodated, making it difficult for them to coexist with their classmates. Lastly, regarding the educational insight from the experiences of English teachers, three themes emerged from the participants' responses: establishing a conducive classroom climate, providing facilities and appropriate instructions, and engaging in effective professional development. These themes implied that with the move from a divided general education/unique education model to a unified inclusion system, the most successful educators would be those who work together and share resources and expertise to meet all students' needs in any way possible.

## KEY WORDS

1. special needs 2. inclusive classroom 3. coping mechanism

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## 1. Introduction

Every learner has the right to learn the way it is easier for them to perceive and process information, and it is one of the teachers' responsibilities to notice learners' talents and challenges and adjust the teaching/learning process accordingly. That is complicated; however, it is not impossible if teachers try to involve all kinds of learners in their lessons. In other words, while preparing for their daily work, teachers should have all the learners in mind, those who are lagging and those who are gifted, because all of them can cause behavioral problems. The essence of mixed-ability teaching is careful preparation, meticulous selection of materials, and creative planning of activities to help each learner make the most of their learning (Dudley, Osvath, 2016). Including students with special needs and manifestations in the

general education classroom has been a major topic of discussion for many years. And throughout these years' philosophies involving inclusive education have changed dramatically (Avramidis Kalyva, 2007). In the past, segregation of special education needs students seemed an easy solution. However, it denied these students the right to develop their personality in a social and school environment. Special education is described to include the view that learning and behavior problems are the reciprocal product of individual and environmental interaction. Inclusive education should not just address a marginal part of the education system; it should rather constitute a framework that all educational development systems should follow. With this, teachers face the challenge of creating a welcoming and inclusive environment for an increasingly diverse learner population. An inclusive classroom environment encourages active participation and facilitates learning for all learners. While promoting sensitivity to cultural differences, one of the biggest hurdles to engaging all students is the process of learning a second language, which some learners must overcome. In the United States, teachers agreed that most teachers lack an appropriate knowledge base to effectively educate typically developing learners. This study shows that teachers do want learners with special needs in their classroom; however, they do not feel fully prepared for teaching this category of learners. While these teachers might be capable of teaching learners with special needs, they do not feel confident enough to do so. Learners with special needs should be given the opportunity to learn to their full potential. A classroom environment that is least restrictive is typically most beneficial. Teachers need to know many different inclusion strategies for learners with special needs to be most successful in an inclusion classroom (Walsh, 2018). In Nepal, the government has endorsed and enacted different policies to support the principles of inclusive

education. However, a significant portion of marginalized and disabled learners are yet to gain access to education in Nepal. In addition, many children who attend school do not receive quality education and do not complete primary education. There is no documented information available about inclusive education practices in Nepal. A study conducted reveals that Nepali inclusive education policies contain contradictory and confusing views, which appeared to be primarily guided by a medical discourse of disability. Although the government of Nepal endorses equity, equality, and social justice for all people, Nepali society still interprets disability as a result of negative Karma, which directly leads to discrimination, stigmatization, categorization, and exclusion of disabled learners. On the basis of these findings, the study conducted concludes that there is an implementation gap between inclusive policy and inclusive practices. Teachers constructed disability through a medical and religious discourse of disability and viewed disability as an individual problem rather than a social issue (Thapaliya, 2018). In Ghana, their constitution states that "All persons shall have the right to equal educational opportunities and facilities and to achieve the full realization of that right— (a) basic education shall be free, compulsory and available to all" (Government of Ghana, 1992, article 25, section 1(a)). In light of this, all children, whether disabled, have special manifestations or not, must be given equal opportunities to get an education. Inclusive education integrates disabled learners in the same classroom and school as other non-disabled learners, and they enjoy teaching strategies that benefit all children. It helps them feel comfortable in school and participate in society, as they feel accepted by people within the school and the community (Petrescu, 2013). Despite the benefits of inclusive education and the support given by the United Nations, evidence shows that its implementation has not been sufficiently realized. This may be due to the lack of

opportunities and several challenges that hinder its implementation. In the Philippines, teachers and students are under intense pressure to improve academic achievement because of the implementation of the No Child Left Behind Act (NCLB) in 2001 and the Education for All goal (EFA) in 2015. Teachers need to be committed to ensuring that all learners are meeting state standards and achieving. Educators need to understand students' learning differences and accommodate these different learning styles in classroom instruction on a daily basis. However, many schools still remain ill-equipped to manage inclusive settings. This could be one of the reasons why many general education teachers in the Philippines doubt their capacity to teach inclusive classrooms. Research conducted in the country reveals that teachers are willing to handle inclusive classrooms, but they are not prepared to take on the challenges of handling learners with disabilities or difficulties. This problem is further aggravated by the difficulty of meeting other vital requirements of sound, inclusive education. At this point, teachers in the Philippines, whether trained or otherwise, will have to accept that they will be spread too thinly in an inclusionary setting because the presence of learners with special needs in an oversized group of learners if taken seriously, requires the preparation of more than one lesson plan (Muega, 2016). On the 11th of March 2022, the President of the Republic of the Philippines, President Duterte, signed a law mandating all schools nationwide to ensure inclusive education for learners with disabilities. RA 11650 provides that no learner shall be denied admission based on their disability. The said policy of inclusion is instituted in all early and basic education schools, both public and private. This republic act strengthens the country's inclusivity of education. However, many private institutions are not thoroughly equipped to cater the needs of these learners. Hence, this study aimed to explore the realities of English teachers in supporting the needs of learners with difficulty in a private institution. The challenges and coping strategies of these teachers shed light on meaningful recommendations for a sound, inclusive education.

*1.1. Purpose of the Study*—This study aimed to investigate the realities of English teachers in supporting the difficulty and special needs of learners in a private institution. Given the primacy of English for political, social, economic, and cultural integration, and in light of the status of English as one of three core subjects, English language teacher must prepare themselves with the skills to meet learners' diverse needs. Although the importance of affective components of teacher knowledge has been variously established in the literature and in policy, it has not systematically addressed teachers' attitudes towards inclusion, beliefs about language learning, or reflective dispositions regarding the inclusion of learners with special needs in classrooms. The underlying assumption was that dedicated instruction to develop teachers' reflective competence regarding inclusive instruction would positively shape their attitudes, beliefs, and the performance of the learners. Thus, the unifying element was a focus on reflective activities, embedded whenever possible within a reflective task cycle.

- 1.2. Research Questions*—The primary research questions of this study were the following:
- (1) What are the challenges of English teachers in supporting learners with special needs?
  - (2) How do the teachers cope with the challenges of delivering instructions to learners with difficulties and special needs in an English class?
  - (3) What educational insight can be gained from the experiences of the English teachers?

*1.3. Definition of Terms*—

The following terms were defined for use in this study: Learners with special needs were used to apply to all persons with disabilities, including those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinder their full and effective participation in society. Learners with difficulty refers to the conditions that affect an individual's ability to gain knowledge and skills at the same rate as his or her peers. An inclusive

classroom- refers to a general education classroom where students with and without learning differences learn together. Inclusive classrooms are welcoming and support the diverse academic, social, emotional, and communication needs of all students. Teacher reflections refer to the thoughts or realizations that teachers have about their professional activities and their students. These reflections are shaped by their background knowledge and life experiences and influence their professional behavior.

*1.4. Significant of the Study*—This study was significant for the following: DepEd Officials. The findings served as a guide and resource document to policymakers in assisting the private institutions in providing a sound, inclusive setting for learners with difficulties and special needs. And for them to design responsive and relevant individualized education policies. School Administrators. This study may be beneficial for administrators, as the data gathered served as research-based information that

can be used to acquire the support of numerous stakeholders by providing them with ideas pertaining to the needs and challenges of an inclusive classroom. Stakeholders. The stakeholders' support through adopt-a-school may be a great means of making conceptualized interventions possible. Teachers. This study may benefit teachers by addressing their teaching needs for learners to meet the standards of learning. Future Researchers. The findings generated provided comprehensive data for conducting future research with similar or relevant scope.

*1.5. Theoretical Lens*—This study was anchored on the theory of Hierarchy of Needs by Abraham Maslow (1943). Maslow's Hierarchy of Needs theory states that every person has basic needs that must be met. Educators strive to fulfill the students' needs within the school building. These needs are self-actualization, esteem, belongingness, safety, or physiological. According to the theory, students with special needs in an inclusive education setting learn best when these five needs are met. According to Bradshaw (2014), the school learning environment is detrimental to a student's success. The school climate was also important, determined by the learning environment, safety, and engagement between students and adults. When looking at this theory, the school must provide

for students' needs through teacher-student engagement, student-parent engagement, school climate, and the learning environment. If these needs are lacking, then many times, it results in students' intellectual and emotional failure. Another theory that supported this study was Herzberg's Motivation Theory (1950). Educational psychologists have used these studies to get a deeper look at what motivates teachers in dealing with inclusive education classrooms. This theory identified that motivation is divided into two groups—intrinsic and extrinsic. Intrinsic motivation is a yearning to teach for natural reasons, self-fulfillment, and executing mastered skills. Extrinsic motivation is a want to perform for an incentive or specific outcome. Understanding the importance

of motivation to teachers is significant in creating a sound, inclusive education classroom. It is the challenge of the administrators to provide administrative support in order to motivate and help teachers do well in inclusive education classrooms. Furthermore, this study was also anchored on Bronfenbrenner's Theory of Ecological Systems (1970). This theory focuses on the quality and context of the child's environment. He stated that as a child develops, the interaction within these environments becomes more complex. This complexity can arise as the child's physical and cognitive structures grow and mature. Inclusive education means different things to different individuals in different contexts. However, there are some commonalities. These are a commitment to building a more just society, a commitment to building a more equitable education system, and a conviction that the extension of the responsiveness of mainstream schools to students' diverse barriers to learning can offer a means of translating these commitments into a. Inclusive education is meant to offer not only individual students educational equality but also social, economic, and political equality regardless of that student's intelligence, disability, gender, race, ethnicity, and social background (Shongwe, 2005). As this study focuses on educators' experiences with inclusive education, it is necessary to look at those perceptions they may bring into the classroom. According to Bronfenbrenner's the-

ory, people create perceptions based on realities and subjective experiences (Hays, 2009). This allows this current study to understand the reality of educators reality of teaching students with barriers to learning while considering their subjective accounts. In terms of the barriers to learning that will be discussed in this study, it is vital to define what Barriers to learning involve. It involves intrinsic and extrinsic factors that can either prevent optimal learning or lessen the extent to which learners can benefit from education (Amod, 2003). Barriers to learning result from pervasive social conditions and attitudes, inappropriate education policies, unhelpful family or school conditions, or a classroom situation that does not match the learning needs of a particular student. In the past, disability was one of the many factors that caused segregation within schools. Disability is referred to as an affliction from which a minority of individuals may suffer and is often attributed to physical and medical causes; however, different cultures and countries will have different views on disability. The conceptual framework of the study is presented in Figure 1. Based on the figure, there were two interconnected working themes. These working themes were the (1) challenges of English teachers in supporting learners with special needs, (2) English teachers coping with the challenges of delivering instructions to learners with complex and special needs, and (3) educational insights drawn from the study.

## 2. Methodology

This chapter presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. As elaborated in this chapter, exploring facts and knowledge in this study necessitates the consequent design and implementation.

*2.1. Philosophical Assumptions*—The philosophical assumption was a framework used to collect, analyze, and interpret data in a specific field. It established the background for

the following conclusions and decisions. Typical philosophical assumptions have different types, which are elaborated below. Ontology. This part of the research pertains to how the

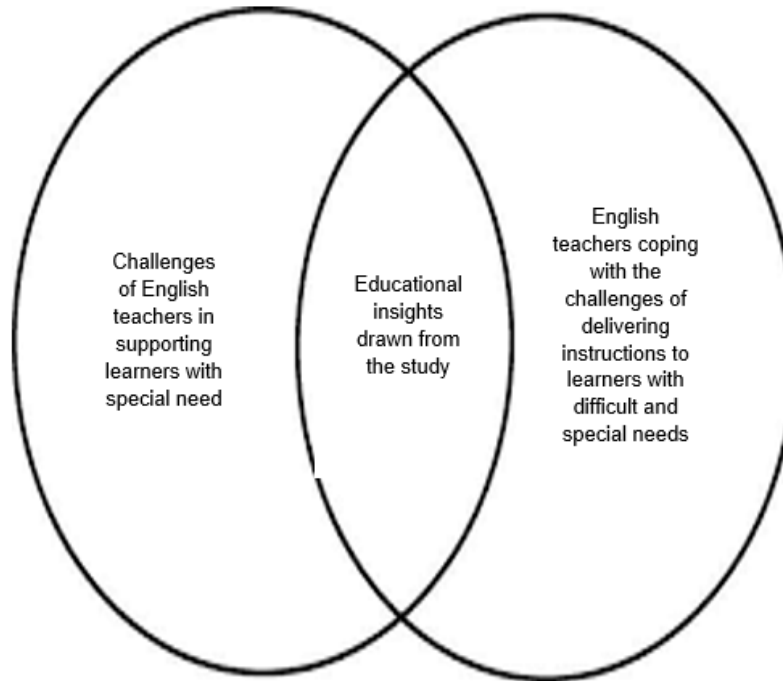


Fig. 1. The Conceptual Framework of the Study

issue relates to the nature of reality. According to Creswell (2012), reality was subjective and multiple as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the experiences of teachers in balancing their responsibilities as the classroom manager and a troop leader are discussed by the participants, and tries to look into their mechanisms in addressing the challenges and educational insights gained. In this study, the researcher relied on the voices and interpretations of the participants through extensive quotes and themes that reflected their words and provided evidence of different perspectives. The participants' answers in the study were coded and analyzed to build and construct the commonality and discreteness of responses. The

participants' responses were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. Epistemology. This refers to the awareness of how knowledge claims were justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln, as cited by Creswell (2012), stated that the researcher attempted to lessen the distance between himself or herself and the participants on the epistemological assumption. He suggested that, as a researcher, he or she collaborates, spends time in the field with participants, and becomes an 'insider.' This study intended to understand how stakeholders' partnerships in school-initiated programs were built and maintained between schools and the surrounding community. It was assured that close interaction with the participants was established to gain direct information that would shed light on the knowledge behind the inquiry. Axiology. This was the role of

values in research. Creswell (2012) stated that the role of values in a study was significant. Axiology suggested that the researcher openly discussed values that shape the narrative and included his or her interpretation in conjunction with participants' interpretation. The researcher ensured the dignity and value of every detail of information obtained from the participants. The researcher understood the personal and value-laden nature of the information gathered from the study. Therefore, the researcher pre-

*2.2. Qualitative Assumptions*—The methodology was different from the method. The methodology was a creative and responsive approach to understanding questions and subject matter, while the method refers to the exact knowledge and procedure (Gerodias, 2013). This study explored the lived experiences of English teachers supporting the difficulty and unique needs of learners in a private institution, particularly those teachers from Jireh Mission Academy, INC. The researcher learned the deeper meaning of their experiences and became the basis for doing qualitative research, which is considered helpful in looking for meanings and motivations that underline cultural symbols, personal experiences, and phenomena. By using phenomenology, this need was hoped to be addressed by bringing the stories of the floating teachers so that, as David (2005) wrote, the themes, symbols, and meaning of the experiences were presented. Phenomenological

*2.3. Design and Procedure*—This study employed a qualitative approach to research, specifically a phenomenological research design, since it focused on the realities of English teachers in supporting the difficulty and unique needs of learners in a private institution. According to Creswell (2012), phenomenology is an approach to qualitative research that focuses on the

served the merit of the participants' answers and carefully interpreted the answers in light of the participants' interpretation. Rhetoric. This philosophical assumption stressed that the researcher wrote in a literary, informal style using personal voice, qualitative terms, and limited definitions. In the study context, the researcher used the first person to understand how stakeholders' partnerships in school-initiated programs were built and maintained between schools and the surrounding community.

research was based on two premises. The first was that experience was a valid, rich, and rewarding source of knowledge; this experience is a source of knowledge and shapes one's behavior. From the definition, human experience was viewed as a cornerstone of knowledge about human phenomena and not an unreliable source. The second premise of phenomenological research is that the everyday world is a valuable and productive source of knowledge, that we could learn much about ourselves and reap key insights into the nature of an event by analyzing how it occurs in our daily lives (Morrissey Higgs, 2006). By using phenomenology, which concerns the "what" and the "how" (Moustakas, 1995), the researcher projected that the subjective experiences, challenges, and coping mechanisms of the physical education teachers were explored, and insights were drawn as a basis for possible future research and policy analysis about this research.

commonality of lived experiences within a particular group. The fundamental goal of the approach is to describe the nature of the particular phenomenon. Typically, interviews were conducted with individuals with first-hand knowledge of an event, situation, or experience. Other forms of data, such as documents, observations, and art, were also used. The data were read and

re-read and were culled for phrases and themes grouped into clusters of meanings. Through this process, the researcher constructed the universal meaning of the event, situation, or experience and arrived at a more profound understanding of the phenomenon. Moreover, Maxwell (2013) added that phenomenology, rooted in philosophy, psychology, and education, attempted to extract the purest, untainted data. In some interpretations of the approach, the researcher used bracketing to document personal experiences with the subject to help remove him or her from the process. One method of bracketing is taking notes. According to Corbetta (2003), the phenomenological research design is a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help grasp the subjects' perspective. Creswell (2012) also claimed that qualitative research primarily used interviews. Interviews occurred when researchers asked one or more participants general, open-ended questions and recorded their answers. Often, audio tapes were utilized to allow more consistent transcription. Interviews were helpful in following up with individual respondents after questionnaires, such as investigating their responses further. In this qualitative research, interviews were used to explore the meanings of central themes in the world of their subjects. The main task in conducting interviews was to understand the meaning of what the interviewees would say (McNamara, 1999). Based on Quad's (2016) statements, the researcher transcribed and typed the data into a computer file to analyze it after the interview. Interviews were beneficial for uncovering the story behind a participant's experiences and pursuing in-depth information about a topic. The researcher collected data from individuals who have experienced the phenomenon under inves-

tigation, typically via long interviews. Next, the data analysis involved triangulation, extracting significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. The researcher incorporated his or her meaning of the experiences here. Finally, the report was written so that readers could better understand the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected for the study were individuals who had experienced the phenomenon. The researcher needed to bracket his or her own experiences and observations, which was difficult. The researcher needed to decide how and when his or her observations would be incorporated into the study. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity and emphasized the importance of personal perspective and interpretation. As such, they were a powerful tool for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the cluster of taken-for-granted assumptions and conventional wisdom. Since this study focused on exploring and assessing the teachers' experience and feelings towards the school environment from their perspectives, the researcher intended to employ phenomenological methods of qualitative research.

#### 2.4. *Research Participants—*



The participants of this study were the eight (8) English teachers of Jireh Mission Academy, INC. The participants were chosen based on the following criteria: (1) must be in the present position for at least 5 years- regardless of their age, sex, and marital status; and (2) they must have gained at least a very satisfactory rating in their school performance. The researcher uti-

2.5. *Ethical Considerations*—Ethical considerations were significant in the design of this research study. The researcher needed to consider several ethical issues regarding the research participants in this fieldwork. Ethical considerations can be specified as one of the most important parts of the research. The researcher needed to adhere to the aims of the research, impart authentic knowledge and truth, and prevent errors. Social Value. Research is essential to the society. In this study, the social value was focused on the experience of teachers. This study was conducted explicitly among the elementary teachers. This study also served as a basis for the higher authorities to create more programs and resolutions from which classroom teachers could benefit. Thus, the social problem that pushes the researcher's interest is the challenges English teachers face in supporting learners' difficulties and special needs in a private institution. Informed Consent. In the conduct and practice of this study, the Treaty Principle of Participation, as cited by McLeod (2009), was adhered to. The invitation to the participants ensured that their participation in the research was completely voluntary and was based on the understanding of adequate information. The recruitment and selection of participants are lodged in the appendices of this study. Gaining the trust and support of research participants is critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007, as cited by Pillerin, 2012). All participants were given an informed consent form

lized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study (Creswell, 2014). It was also known as judgmental, selective, or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996).

before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the study's intent, request voluntary participation by the recipients, and anticipate the information the informants were expected to provide. All participants were required to sign and return the consent letter to the researcher before participating. Vulnerability of Research Participants. This study's participants could answer the research instrument because they were all professional teachers in public elementary schools. Thus, the researcher assured them that he or she could easily be reached through the contact number and address in case there were any clarifications or questions regarding the study. Risks, Benefits, and Safety. The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the chair of the panel or panel members if they had queries related to the study. Furthermore, if respondents experienced potential discomfort and inconvenience while answering the questions, they were not compelling to participate in any manner. Further, the researcher ensured the respondents were safe during the survey and interview. Thus, the questionnaire was distributed in a safe venue and administered at a convenient

time. The dominant concern of this study is the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to ensure that the data cannot be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed output that was carried out from this study was kept in anonymity. Furthermore, all the issues were given consideration so that there were no conflicts of interest between the researcher and the respondents. Any misleading information and representation of primary data findings in a biased way was avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They were briefed that they had to be fully honest in answering the survey questions and that any communication related to the research should be done honestly. Similarly, they were informed that they were the ones to benefit first from the study's results. Transparency. The results of the study were accessed by the participants and heads of the participating schools because the information was available and was placed on CD or other storage devices, which can be requested from the researcher. In addition, by learning from the study's results, English language teachers were aware of the significance of the study and its contribution to their well-being. Further, each of the participants was advised that they have the right to withdraw their information at any time up to the completion of the data collection process and that they can be requested and allowed to verify their individual transcript after the interview is carried out. This

allowed the participants to amend or remove any information they felt might identify them. The researcher reserved the right to employ the use of pseudonyms and change names and/or non-significant dates in the interest of protecting the identity of the participant in all subsequent data analysis and reporting. Qualification of the Researcher. The researcher ensured that he or she possessed the qualifications to conduct the study. The researcher completed the academic requirements, passed the comprehensive examination before thesis writing, which was the last requirement to obtain the master's degree, and was qualified to conduct the study physically, mentally, emotionally, and financially. In addition, the advisee-adviser tandem ensured that the study reached its completion. Adequacy of Facilities. The researcher strived that the study can be completed successfully in the specified time and that he or she is equipped with the necessary resources. Likewise, the technical committee helped enhance the paper by giving the needed suggestions and recommendations for the improvement of the study. Also, the researcher ensured that he or she had enough funds to continue and finish the research. Thus, this study was hoped to be completed in the target time. Community Involvement. The researcher showed respect to the local tradition, culture, and views of the respondents in this study. Moreover, this study did not involve any use of deceit in any stage of its implementation, specifically in the recruitment of the participants or methods of data collection. Furthermore, the researcher necessarily expressed great pleasure in the wholehearted participation of the interviewees in the conduct of the study. Plagiarism and Fabrication as the researcher. The researcher respected other works by properly citing the author and rewriting what someone else said his or her way. The researcher also used quotes to indicate that the text had been taken from another paper. Similarly, the researcher assured that honesty was present when working on the

manuscript and that no intentional misrepresentation and making up of data or results was in-

cluded, or that conclusions were purposefully put forward that were not accurate.

*2.6. Role of the Researcher*—The researcher is responsible for uncovering, transferring, and exploiting knowledge to benefit educational institutions. To do so, the researcher took up the following roles in the course of the study: Facilitator and Promoter of Unbiased Research. The researcher conducted interviews with the participants and guided them in the process. The researcher interpreted ideas and responded based on existing literature and related studies and not on the researcher's knowledge, thoughts, and feelings to avoid the intrusion of bias. Expert in qualitative methods. The researcher implemented the qualitative method correctly. To do so, the researcher assessed himself and sought help from the research adviser and other professionals. These helped him exhibit competence in explaining the study without biasing the participants, conducting interviews properly according to the design, making appropriate field observations, selecting appropriate artifacts, images, and journal portions, and employing Environmental Triangulation and Thematic Content Analysis precisely. Collector and Keeper of data. The researcher ensured different ways of making a record of what was said and done during the interview and Focus Group Discus-

sion, such as taking handwritten notes or audio and/or video recording. The recordings were transcribed verbatim before data analysis can begin. Records done by the researcher were properly secured as they contained sensitive information and were relevant to the research. However, the data were being collected, and the researcher's primary responsibility was to safeguard participants and their data. Mechanisms for such safeguarding were clearly articulated to participants and were approved by a relevant research ethics review board before the research began. Analyst of data. The researcher saw the phenomenon or problem from the participants' perspective by interpreting data, transcribing and checking, reading between the lines, coding, and theming. The researcher ensured that the findings were true to the participants and that their voices were heard. The researcher organized and presented the data, as well as the problem and the related literature and studies that support it. The findings of the study were presented, too, by the research question, stating the results for each one using themes to show how the research questions were answered in the study. Moreover, the researcher gave future directions and implications of the study for improving educational policy and practices.

*2.7. Data Collection*—The following was the step-by-step process of gathering the data needed. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school. The researcher sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, together with the research instrument, which explains the study's objec-

tives and the identification of the participants. The researcher waited for the response of the SDS before conducting the study. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools. Obtaining consent from the participants. The researcher asked permission from the participants and their parents/guardians. They were for-

mally oriented about the study and the process they would undergo as participants. Conducting the interview. The researcher conducted the in-depth interview using the interview questionnaire. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. The researcher precisely transcribed the interviewees' responses by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English. Data Coding and the-

2.8. *Data Analysis*—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the participants' answers from the interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Familiarization with the data is common to all forms of qualitative analysis. The researcher immersed herself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. Coding is also a common element of many approaches to qualitative analysis and involves generating pithy labels for important features of the data that are relevant to the (broad) research question guiding the analysis. Coding was not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data

2.9. *Framework of Analysis*—The framework analysis of this research was flexible to allow the researcher to either collect all the data

matizing. After the transcription, the data were then categorized and coded. Then, themes were extracted, and individual data within the participants were compared and contrasted. The researcher then conducted a second round of interviews (FGD) to corroborate any data that needed further explanation and input from the participants; additional information gathered was examined thoroughly and integrated into the existing body of data. After this, data were compared and contrasted between the participants in order to come up with patterns and trends.

item and ended this phase by collating all their codes and relevant data extracts. Searching for themes was a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each theme, as well as the relationship between the themes. Defining and naming themes: The researcher prepared a detailed analysis of each theme, identifying the 'essence' of each theme and constructing a concise, punchy, and informative name for each theme. Writing-up involved weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it about existing literature. The researcher made sure that the experiences of English teachers in supporting the difficulty and special needs of learners in a private institution were presented comprehensively.

and then analyze it or do data analysis during the collection process. In the analysis stage, the gathered data was sifted, charted, and sorted in

accordance with key issues and themes. This involves a five-step process: familiarization, identifying a thematic framework, indexing, charting, and mapping and interpretation (Ritchie Spencer, 1994). Familiarization refers to the process during which the researcher became familiarized with the transcripts of the data collected such as interview or focus group transcripts, observation or field notes, and gained an overview of the collected data (Ritchie Spencer, 1994). In other words, the researcher became immersed in the data by listening to audiotapes, studying the field, or reading the transcripts. Throughout this process, the researcher became aware of key ideas and recurrent themes and made a note of them. Due to the sheer volume of data that can be collected in qualitative research, the researcher may not be able to review all of the material. Thus, a selection of the data set was utilized. The selection depends on several aspects of the data collection process. For example, the mix of methods used in interviews, documents, and observations. Identifying a thematic framework, the second stage, occurred after familiarization when the researcher recognized emerging themes or issues in the data set. These emerging themes or issues may have arisen from a priori themes issues; however, it was at this stage that the researcher allowed the data to dictate the themes and issues. To achieve this end the researcher used the notes taken dur-

ing the familiarization stage. The key issues, concepts, and themes that have been expressed by the participants now form the basis of a thematic framework that could be used to filter and classify the data (Ritchie Spencer, 1994). Indexing means identifying portions or sections of the data that correspond to a particular theme. This process is applied to all the textual data that has been gathered like transcripts of interviews. For the sake of convenience, Ritchie and Spencer recommend that a numerical system be used for the indexing references and annotated in the margin beside the text (1994). Qualitative data analysis tools are ideal for such a task. The final stage, mapping, and interpretation, involved the analysis of the key characteristics as laid out in the charts. This analysis was able to provide a schematic diagram of the event/phenomenon thus guiding the researcher in their interpretation of the data set. It was at this point that the researcher was cognizant of the objectives of qualitative analysis, which are: “defining concepts, mapping range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies” (Ritchie Spencer, 1994). Once again, these concepts, technologies, and associations reflected the participants’ attitudes, beliefs, and values. Therefore, any strategy or recommendations made by the researcher echoed the participants’ true attitudes, beliefs, and values.

*2.10. Trustworthiness of the Study*—Trustworthiness was all about establishing credibility, transferability, confirmability, and dependability. In a qualitative study, trustworthiness is very important because the research study’s results and findings would depend on how the researcher conducts it. The trustworthiness of a research study was important in evaluating its worth. Due to the nature of the qualitative study, honesty in all the data and details was required. Trustworthiness makes the researcher’s

study worthy to read, share, and be proud of. Credibility was how confident the qualitative researcher was in the truth of the research study’s findings. The researcher in this study believed that honesty in everything you do was essential to attain worthwhile success. The researcher has no derogatory records or administrative issues that ruin her integrity. Lincoln and Guba (2000) stated that credibility refers to the idea of internal consistency, where the main issue was “how we ensure rigor in the research pro-

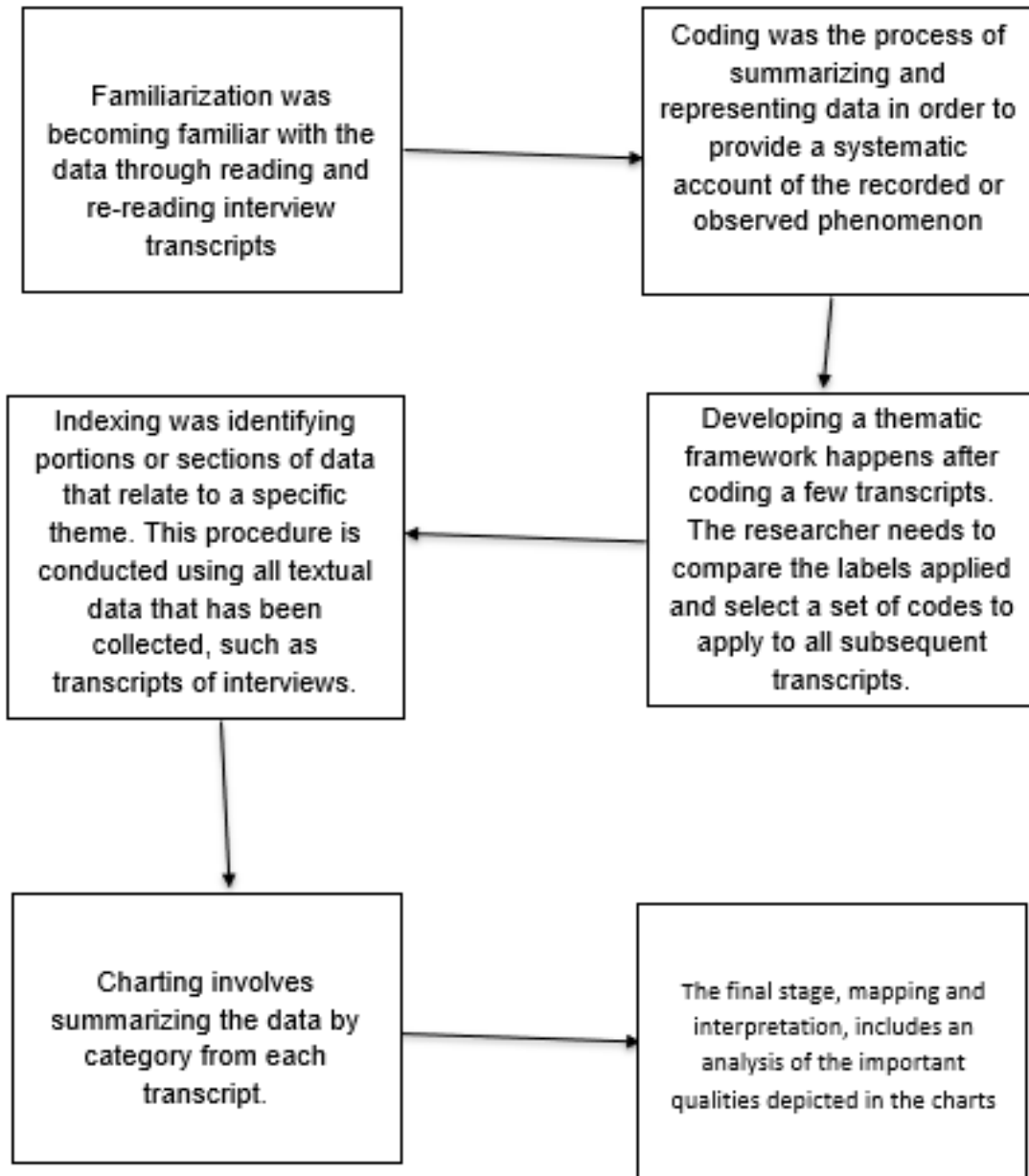


Fig. 2. Analytical Framework of the Study

cess and how we communicate to others that we have done so.” Transferability was how the qualitative researcher demonstrated that the research study’s findings applied to other contexts. In this case, “other contexts” would mean similar situations, similar populations, and similar phenomena. The researcher has already studied the effects of using graphic organizers to teach reading comprehension. Using graphic organizers as a strategy for teaching reading comprehension was effective in the domains of analysis and creation. The researcher is interested in the students’ perspectives on using this strategy. Gasson (2004) emphasized transferability as the extent to which the reader could provide a generalization of the study based on his context and could address the core issue of “how far a researcher may make claims for a general application of the theory.” Confirmability was the degree of neutrality in the research study’s findings. In other words, this means that the findings were based on participants’ responses and not the researcher’s potential bias or personal motivations. This involves ensuring that researcher bias does not skew the interpretation of the research participants’ statements to fit a specific narrative. The information used in the audit trail in this situation was thoughtfully recorded by

the researcher, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study’s findings accurately portray participants’ responses. Gasson (2004) stated that confirmability was based on the acknowledgment that research was never objective. Dependability was the extent to which other researchers could repeat the study and ensure that the findings were consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher uses an inquiry audit to establish dependability, which requires an outside person to review and examine the research process and the data analysis to ensure that the findings are consistent and can be repeated. In this component, the use of a database was very important in backing up information collected and noting changes for all types of research studies. All the data collected was properly kept for future use as references. Gasson (2004) stated that dependability deals with the core issue that “the way in which a study is conducted should be consistent across time, researchers, and analysis techniques.”

### 3. Results and Discussion

This chapter presents the results generated from analyzing the interview data. It presents themes that emerged from the analysis and comprehensive discussions that answered the study’s objectives. This chapter discusses the themes that emerged from the data gathered. The result primarily presents the description and background of the participants who were assigned pseudonyms to conceal their identities.

*3.1. Challenges of English Teachers in Supporting Learners with Special Needs—*Inclusive education requires considerable organizational changes, practices, norms, and more. As inclusive education is a process, it will be motivating and encouraging when all factors leading to its success have been considered and

acted upon for its improvement (inclusive practice). That is, providing the necessary equipment and materials to support inclusive education. Some factors make implementing and practicing inclusive education a challenge for both the government and the people in the country and, therefore, the mainstreamed children as well.

*3.1.1. Parental Denials*—People need to have good motives and intentions about the practice of inclusive education in both schools and in society. The participants claim that people should have a good mindset and positive attitude toward inclusive education. As people develop positive attitudes towards inclusive education, implementing and practicing inclusive education becomes easier. In order for that, people need to know the importance of inclusive education. However, not all parents embrace the situation of their children. Adopting a positive attitude towards children with special education needs begins in the family. As Obeng Asamoah (2016) stated, families, especially the parents, need to have a good mindset for their children. When family members develop a positive attitude toward their children, they are more open to sending them to schools to get a quality education and its advantages. However, this may not be easy for some families when they find it difficult to publicly show their children because people laugh at them (Tchintcharauli Javakhishvili, 2017). This makes it difficult to let them go out of the home because they consider it a shame to give birth to such a child. Therefore, authorities need to identify these families make them aware of inclusive education and its importance, and encourage them to send their children to schools despite the challenges they are facing in society. As stated in the Salamanca Statement, 21“a

*3.1.2. Lack of teacher training*—When discussing families and social attitudes towards mainstreamed children, it is essential to consider the teachers. The participants argue that teachers can develop a positive attitude towards mainstreamed students; however, when teachers are not trained to handle these children in regular or segregated schools, it becomes a challenge for them to handle and develop a positive attitude towards them. These statements corroborated with Kuyini (2010), who asserted that it is significant for teachers and school lead-

positive and good attitude from parents helps with school and social integration” (UNESCO, 1994). This means that parents need to be supported to help children with special education needs by providing the necessary information, that is, educating them on the importance of encouraging their children and sending them to school. If successful, these measures lead people in society to respect and accept children with special education needs because they see how their families embrace and accept them as part of the family and closer community. When families do not develop good behavior and attitude towards children with special education needs, it becomes a challenge for the children to feel part of society and people in the community develop a negative attitude towards them (Gadagbui, 2010). When families and the public are educated on the importance of including children with special education needs within the families, society, and schools, the negative perception formerly developed against them will turn into positive and good behavior towards the children. In view of this, many of them will be lead to school, and this will encourage the government to build more facilities to support their learning and able children as well as making the necessary organizations in the various schools for these kinds of children not to feel discriminated from their peers (Ministry of Education, 2015).

ers to be aware of what inclusive education is all about, which means they need to be introduced to the concept. Introducing the concept means that teachers need to have teacher training to equip them with the views and importance of inclusive education, thus developing a positive attitude towards mainstreamed children and gaining knowledge and skills on how to handle them. Teachers must also receive training in teaching approaches and styles suitable to teach all children. The training needs to introduce and train both new and old teachers in inclusive



education and practices. Private school teachers need to develop the knowledge and skills in handling and teaching these mainstreamed students in mainstream schools. If teachers are not trained to manage all the children in the classroom, it will be difficult for teachers to handle the teaching (Agbenyega, 2007). Teachers may not have a good and positive attitude toward mainstreamed students if they do not get an education on teaching approaches and relevant pedagogy to include them and learn

*3.1.3. Peers' Social Acceptance—Mainstreamed students can face many hardships when they come into the general education classroom. Becoming socially accepted by their peers in this classroom setting can be very difficult. This is especially true for students who are experiencing inclusion for the first time. These students are not used to being around their peers without special education needs, so it is difficult for them to interact socially with them. This is similar to the notion of Sucuoğlu (2006), who asserted that the intense interaction that students with special needs have with their normal peers their sense of belonging to this group increases. In this case, class teachers must plan activities and actions in inclusive classes that will facilitate the acceptance of students with special needs by their peers and improve their friendship relations. Metin (1992) claims that when inclusive environments are well-planned, it will facilitate easy and intense interaction between typical peers and students with special needs, especially at early ages, as a result of which social acceptance behavior can be acquired at early ages. In cases where social acceptance is*

*3.2. Coping with the Challenges of Delivering Instructions to Learners with Difficulties and Special Needs in an English Class—Since the inception of the inclusive education policy, teachers' roles have been extended to practice*

ways to handle them in the classroom (Kuyini, 2010). Opoku, Aybenyega, Mprah, Mckenzie, Badu (2017) argue that private school teachers also need to be supported and trained to adopt different teaching techniques, strategies, styles and approaches to teach and support diverse students in the school and classroom. As a result, this encourages and gets more children to attend schools which motivates and encourages parents to bring their children to school (Banks Banks, 2010).

low or non-existent, it is observed that children with special needs feel lonely and valueless, their self-esteem and academic success worsen, and low academic performance is expressed in such behaviors as aversion and disobedience (Ergüden, 2008). One of the fundamental keys to ensuring the success of inclusion applications is peer acceptance. The attitudes, prejudices, and beliefs of peers without disabilities towards their peers with special needs are seen as an essential factor in their acceptance as friends of students with special needs. Figure 3 presented the generated themes on the challenges of English teachers in supporting learners with special needs. Three themes emerged from the participants' responses: parental denials, lack of teacher training, and peers' social acceptance. These themes implied that inclusive education is a process that requires everyone to contribute to its full effectiveness and processing. Families, communities, and schools need to change and accept children with special needs as part of the system and refrain from expecting the children to adjust and conform to what the system provides.

inclusion and integration of children with special needs in schools. Teachers' role is to focus their duties within the inclusion practices that encompass the alignment of the goals of the inclusive education policy. Valliant (2011)

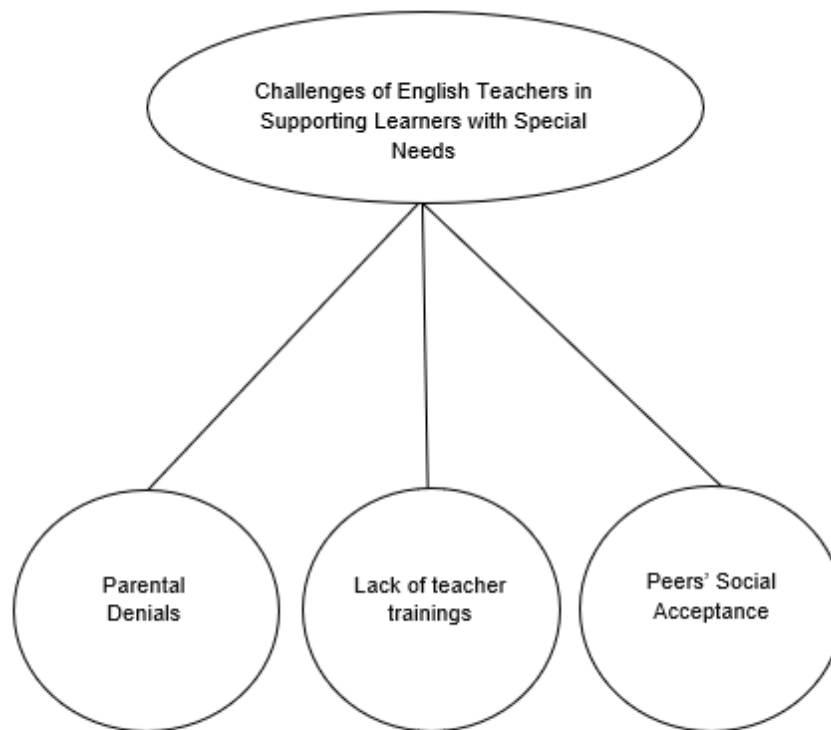


Fig. 3. Emerging Themes on the Challenges of English Teachers in Supporting Learners with Special Needs

notes the teacher is a vital partner in the development and success of inclusive education. Their role in making education inclusive will make government innovation become a reality at the school level. The inclusive education policy succinctly spells out that teachers are the ones who can make learning equitable not only

for mainstream students but also for regular students. The inclusive skills and knowledge teachers learn through their teacher training programs should help them make inclusive practices effective in order to deliver quality learning experiences for both mainstreamed students and regular students in the classroom.

*3.2.1. Giving differentiated instruction for academic achievement*—According to the participants, differentiated instruction should be given to students; they defined it as a teaching approach that tailors instruction to all students' learning needs. All the students have the same learning goal. But the instruction varies based on students' interests, preferences, strengths, and struggles. This corroborates with Tomlinson (2001), who believed that differentiated instruction may be conceptualized as a teacher's response to the diverse learning needs of a student. Teachers must know the learners in the class, understanding not only the learning style and learning preferences of each learner but also showing concern for each student by tailoring instruction to meet the needs of each student. Given the teacher's professional observations of a student's learning, the teacher would concentrate on modifying (differentiating) the learning in three areas: content, process, and product.

Giving differentiated instruction to all students allows both mainstream and regular children to be exposed to a richer curriculum. Often, in special education classrooms, teachers can be forced to stray away from the curriculum due to fear that their students will not understand the important concepts and will not be able to master the material, as stated by Voltz, Brazil, and Ford (2001). Moreover, in an inclusive setting, mainstreamed students are being exposed to age-appropriate curricula and are receiving differentiated instruction to support them in the regular education classroom. This can lead to students with special education needs feeling more confident because they are being given important work that is challenging them academically, compared to completing work that is easy and feeling like their accomplishments were minimal. Kavales and Forness (2000) believe that if students feel that they are being given authentic, meaningful work, they are more likely to show pride and accomplishment in that work.

*3.2.2. Removing social prejudice*—Every student should feel comfortable in their classroom and that they are part of a learning community, as perceived by the participants. By exposing children to diversity, teachers are exposing them to reality. By doing this in inclusive classrooms, mainstreamed and regular students form friendships, gain an improved sense of self-worth, and become better human beings by learning tolerance. By being exposed to inclusive settings, students have a better understand-

ing and are more tolerant of individual differences. When the classroom climate respects and reflects diversity, so will the students who are exposed to that environment. As soon as students with special education needs do not have the "special education student" label, while in inclusive classrooms, they do not feel singled out or embarrassed in any way (Brown, 2001). When every student is included in the learning activities occurring in the classroom, students are unaware of the students who receive special

education services, according to Brown (2001). Moreover, by using cooperative learning groups, teachers can mix students with special education needs into groupings based on their strengths; they will feel that they belong because they are not being taken out of the room or being segregated from their peers. By doing this, their peers will see them as contributing members

*3.2.3. Collaborating with colleagues—* When educators work together, they can create a better learning experience. When thinking of an inclusive classroom, teacher participants claimed that while educators often work alone in the classroom, they do not — and should not — operate independently. The best way to improve an educational experience is to work together. All of the teachers and staff that are in inclusive classrooms need to be committed to the idea of inclusion and be willing to work together to make it successful. The faculty needs to work as a team to ensure that every student's needs are being met and that all students are being supported in reaching their maximum potential, as stated by Voltz, Brazil, and Ford (2001). By working together, teachers are more likely to create more diverse, engaging lessons for students with a wide range of abilities, interests, and intelligence, according to Villa and Thousand (2003). They will also be able to discuss their different instructional and assessment techniques. Collaboration allows for shared expertise and perspectives about a student among those responsible for the student's learning and well-being. This collective expertise provides collaborators with a more comprehensive understanding of each student's needs, which can be used to plan and implement instruction and services more effectively. Teachers use respectful and effective communication skills as they collaborate with others, considering the background, socioeconomic status, culture, and language of the families and the

to the classroom and not as "different" or "special". Voltz, Brazil, Ford (2001) feel that every student has something unique to share and differences among students should be openly acknowledged and addressed. Differences should be valued and seen as assets to students' learning.

professionals with whom they work (Mcleskey et al., 2017). Collaborative activities should be focused on designing each student's instructional program to meet specified outcomes, collecting data, and monitoring progress toward these outcomes. Practical and purposeful collaboration should enlist support from district and school leaders, who can foster a collective commitment to collaboration, provide professional learning experiences to increase team members' collaborative skills and create schedules that support different forms of ongoing collaboration like individualized education programs teams, co-teachers, teachers–families, and teachers–paraprofessionals (Mcleskey, et al., 2017). The figure above presented the generated themes on coping with the challenges of delivering instructions to learners with difficulties and special needs in an English class. Three themes emerged from the participants' responses: giving differentiated instruction for academic achievement, removing social prejudice, and collaborating with colleagues. These themes implied that teachers must be able to identify and attend to the needs of students with special needs who are in the mainstream classroom, using various learning and teaching styles and approaches and by doing so, ensure quality education to all children through the appropriate curriculum, organizations, and resources to incorporate them into their communities. Figure 4 shows the Coping with the Challenges of Delivering Instructions to Learners with Difficulties and Special Needs in an English Class and the

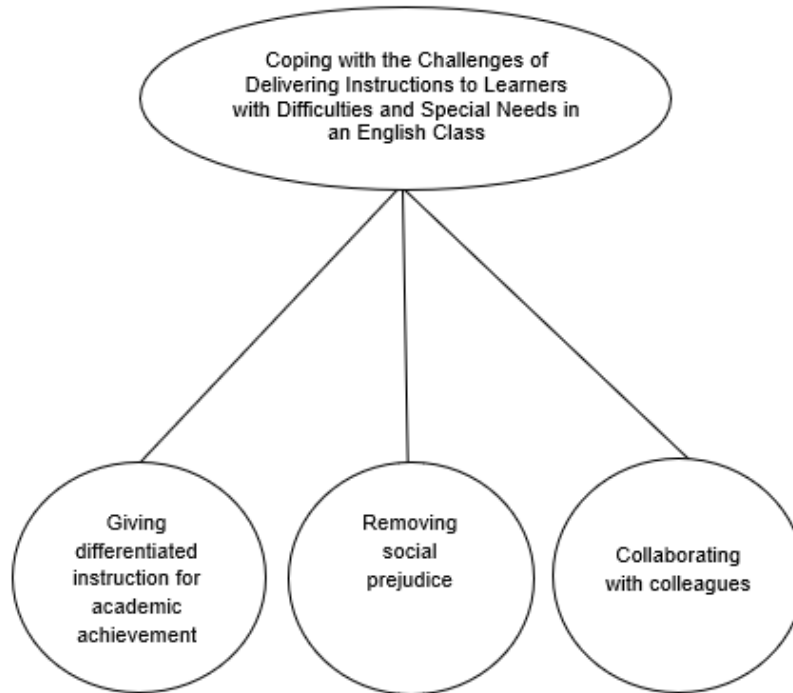


Fig. 4. Emerging Themes on Coping with the Challenges of Delivering Instructions to Learners with Difficulties and Special Needs in an English Class  
 emergence of three themes: giving differentiated instruction for academic achievement, removing social prejudice, and collaborating with colleagues.

3.3. *Educational Insight from the Experiences of English Teachers*—Even though implementing and practicing inclusive education presents challenges, teachers create and find ways to maintain successful inclusion classrooms. As teachers strive to meet the needs of all students, they will realize that there is no clear, consistent dichotomy between “special” and “regular” students. The same students will

not always be at the top or the bottom when they are evaluated according to their intellectual, social, physical, and creative abilities. With the move from a divided general education/special education model to a unified inclusion system, the most successful educators will be those who work together and share resources and expertise to meet all students’ needs in any way possible (Stainback et al., 1989).

3.3.1. *Establishing a conducive classroom climate*—For students to feel safe in their school environment, they must feel accepted by their teachers and peers. This implies the need to develop respect for differences. To make this happen, the participants suggest that teachers first model an attitude of respect for individual

differences. The words and actions presented by the teacher must reflect the idea that everyone is equal. There needs to be a sense of community in the classroom. Mainstreamed students should not feel that they are an addition to a general education classroom but that they are a part of it and belong there. When teachers make

accommodations and support student participation, every child feels respected. Every student needs to be encouraged to participate in all classroom activities, and their contributions should be valued. Teachers need to foster mutual respect among all of their students (Voltz et al., 2001). The rules of the classroom should reflect a positive learning environment that exhibits re-

*3.3.2. Providing facilities and appropriate instructions*—Inclusive education has many advantages for children with special education needs as well as parents, schools, teachers and society. As more facilities are provided, it encourages more children to stay in schools and encourages teachers to develop a positive attitude towards mainstreamed students. As teachers are trained, they get innovative ideas, techniques, teaching approaches, and styles to teach students with special needs. This develops teachers to be creative and innovative in their teaching strategies (Gadagbui, 2010). This encourages the implementation and practice of inclusive education to become effective. This then leads to the provision of appropriate teaching aids and equipment to support all children in learning, which takes care of children's needs and interests. Furthermore, it encourages teachers to be more flexible in their teaching methods

*3.3.3. Engaging in Effective Professional Development*—Teacher professional learning is of increasing interest as a critical way to support students with special needs in an inclusive classroom. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. Participants claimed the need to attend professional training about special education to provide students with the quality educa-

tion they deserved. Worldwide, there is a need for many well-trained and motivated teachers who can help ensure that every child learns to their full potential from an early age and enters adult life well-equipped to be active citizens and support the development of their community and country (Patton, 2011). Many countries do not have enough teachers, let alone teachers who have received sufficiently high-quality pre-and in-service training and access to continuing professional development (Bowe, 2005). Hammond and Hyler (2011) defined 'effective'

spect, cooperation, and acceptance, as found by Ferguson, Desjarlais, Meyer (2000). Every student should be held accountable for their actions, whether positive or negative. By setting the standards and discussing them early in the school year, the students will be responsive and considerate of the rules and expectations in place.

and approaches (Gadagbui, 2010). This furthermore leads to a positive attitude among teachers and children. Therefore, inclusive education encourages teachers to provide more facilities, resources, and appropriate teaching strategies to support its implementation and practice. Schools should provide the necessary facilities in support of inclusive practice. Kuyini (2010) supports the idea of providing the necessary facilities for the implementation and practice of inclusive education to be effective. Similarly, Kuyini and Boitumelo (2011) added that it is necessary to provide more facilities for effective inclusion. They state that the lack of these facilities and infrastructures leads teachers to develop a negative attitude towards mainstreamed children, and teachers think these children need to be excluded. Lacking facilities and resources in school makes teachers have limited knowledge and skills in handling these children.

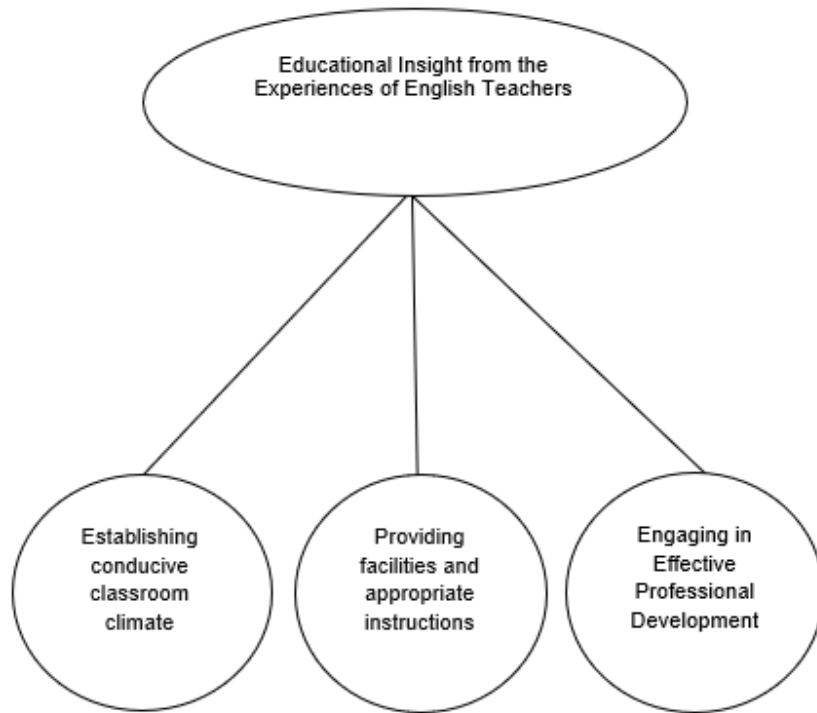


Fig. 5. Emerging Themes on the Educational Insight from the Experiences of English Teachers

professional development as a structured professional learning that results in changes in teacher practices and improvements in student learning outcomes. Hammond (2013) explained that for professional development to be ‘effective,’ it should be content-focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration. By recognizing the importance of effective professional development programs for special education and by receiving such learning opportunities, the No Child Left Behind Act would be in reality. The figure below presents the themes of educational insight generated by the experiences of English

teachers. Three themes emerged from the participants’ responses: establishing a conducive classroom climate, providing facilities and appropriate instructions, and engaging in effective professional development. These themes implied that with the move from a divided general education/special education model to a unified inclusion system, the most successful educators would collaborate and share resources and expertise to meet all students’ needs in any way possible. Figure 5 shows the educational insight from the experiences of English teachers and the emergence of three themes: establishing a conducive classroom climate, providing facilities and appropriate instructions, and engaging in effective professional development.

#### 4. Implications and Future Directions

This chapter presented a brief overview of the study and its implications based on its findings. Future directions in the field of experiences of English language teachers in private institutions were also discussed here.

##### 4.1. Findings—

The study explored the realities of English teachers in supporting the difficulty and unique needs of learners in a private institution. Regarding the challenges English teachers face in helping learners with special needs, three themes emerged from the participants' responses: parental denials, lack of teacher training, and peers' social acceptance. Meanwhile, in coping with the challenges of delivering instructions to learners with difficulties and unique needs in an English class, three themes emerged from the participants. The participants of this study were the eight (8) English teachers of Jireh Mission Academy, INC. The participants were chosen based on the following criteria: must be in the present position for at least 5 years- regardless of their age, sex, and marital status; and they must have gained at least a very satisfactory rating in their school performance. The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study. The findings revealed that the challenges English teachers face in supporting learners with special needs and the emergence of four

themes: parental denials, lack of teacher training, and peer social acceptance. Without proper resources, students with disabilities were often at a disadvantage in the classroom. Whether feeling overwhelmed, overstimulated, or just completely lost, students' needs were not always accommodated, making it difficult for them to coexist with their classmates. Coping with the challenges of delivering instructions to learners with difficulties and special needs in an English class, three themes emerged: giving differentiated instruction for academic achievement, removing social prejudice, and collaborating with colleagues. Differentiated instruction helps educators connect with different learning styles since not all students would respond to a class lecture; a game or a video may work better with other students. Some students may learn better by reading than they do using a computer. Moreover, the educational insight from the experiences of English teachers and the emergence of three themes: establishing a conducive classroom climate, providing facilities and appropriate instructions, and engaging in effective professional development.

*4.2. Implications*—This study aimed to investigate the realities of English teachers in supporting the difficulty and special needs of learners in a private institution. Regarding the challenges English teachers face in supporting learners with special needs, three themes emerged from the responses of the participants: parental denials, lack of teacher training, and peers' social acceptance. These themes implied that inclusive education was a process that required everyone to contribute to its full effectiveness and processing. Families, communities, and schools need to change and accept children with special needs as part of the system and refrain from expecting the children to adjust and conform to what the system provides. Meanwhile, in coping with the challenges of

delivering instructions to learners with difficulties and special needs in an English class, three themes emerged from the responses of the participants, which were giving differentiated instruction for academic achievement, removing social prejudice, and collaborating with colleagues. These themes implied that teachers must be able to identify and attend to the needs of students with special needs who were in the mainstream classroom, using various learning and teaching styles and approaches and by doing so ensure quality education to all children through the appropriate curriculum, organizations, and resources to incorporate them into their communities. Lastly, regarding educational insight from the experiences of English teachers, three themes emerged from the par-



ticipants' responses: establishing a conducive classroom climate, providing facilities and appropriate instructions, and engaging in effective professional development. These themes implied that with the move from a divided general education/special education model to a unified inclusion system, the most successful educators would collaborate and share resources and expertise to meet all students' needs in any way possible.

**4.3. Future Directions**—Data obtained had implications for various educational stakeholders, including DepEd Officials, school administrators, teachers, students, other stakeholders, and future researchers. The implications of the practice of this study were as follows: Policymakers should provide training programs and learning facilities on inclusive education so that teachers can fully equip themselves in the teaching-learning process. School administrators should provide technical assistance to teachers regarding inclusive education and assess their needs to provide necessary training. For teachers, they may acquire practical inclusion skills and knowledge to competently face the challenges of inclusive education. Merging special education with regular education students requires skilled, inclusive teachers to carry out the government innovation on inclusion education. Moreover, it is vital that teachers should be equipped with the appropriate skills and knowledge so that mainstream students will not be left behind by the exclusive practices of the regular school system. The stakeholders may investigate effective communication strategies with the community, the parents, and the students so that negative attitudes toward having special education needs are eradicated. If these negative attitudes remain, moving forward to successful implementation would be vague. For future researchers, several areas for future studies within this field need to be explored. Further development on the similar and different contexts can be done in this study. Future researchers may consider the experiences of other subject areas teachers in different key stage areas. Moreover, they may also examine the views and beliefs of administrators and policymakers, which were not tackled in this research, to uncover the issues they face regarding implementing the inclusive education policy. Surely, this would yield advantageous findings and implications tailored to the strengthening of inclusive education in schools.

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