

Handling Learners with Special Educational Needs: The Lived Experiences of ESL Reading Teachers

ABSTRACT

The general objective of this paper is to disclose the lived experiences of the English as a Second Language (ESL) reading teachers of learners with special needs in the mainstream classes. This qualitative research made use of the phenomenological research design and gathered rich data through the in-depth interview. Ten teacher participants were purposely chosen to help answer the research questions. The experiences of the ESL reading teachers handling LSEs were all audio-recorded, coded, and analyzed through thematic analysis. The participants provided both the positive and negative feedback on the reading skills of the Learners with Special educational Needs (LSEs) in the mainstream classes. The actual experiences of teachers, in terms of struggles and difficulties in handling LSEs, gave rise to crucial themes such as: paying special attention to special needs, the importance of parental and school support, conducting a class in a way that all students progress, LSEs have intelligence, reaching out to the LSEs is challenging, and normal classmates can help. On matters of coping mechanisms employed, the following themes were observed: getting help from specialist teachers is a must, undergoing trainings is needed, setting targets is a must, understanding and patience must be observed, using creative strategies, never thinking of quitting, and facing up to the challenge. With regards to the insights shared by the reading teachers to their peers and the whole community, these themes were established: LSEs need special attention and patience, help the LSEs become more independent readers, audio-visual and braille methods help most, other creative approaches are also needed do the extra mile, and give equal opportunities to students.

Keywords: special education, reading skills, lived experiences, coping strategies, phenomenology, ESL reading teachers, Philippines.

1. INTRODUCTION

An inclusive educational setting is an environment that guarantees learning to both learners with and without special needs regardless of their specific needs [1] (Thwala et al., 34). Teaching Learners with Special Educational Needs (LSEs) is believed to be a challenging and demanding job among the teachers especially in schools where teachers raise questions regarding their experiences in the reading performance of the said learners (Kao & Mzimela 1). The inclusion of the LSEs in mainstream classes considerably increases the role that the teachers play in such circumstance as they are now faced with making better informed decisions about the said learners

(Rens & Louw 1). For this reason, many teachers, school administrators, and parents are concerned about the outcome of enrolling learners with special needs in mainstream schools, more so because of the significant lack of teachers' academic training and experiences of handling learners with special needs (Gathumbi et al., 130).

The importance of the conduct of this study lies in the fact that the population of learners with various forms of special educational needs rises in public education, thus, the need for teachers who are better prepared for working with them also increases. In this case, this study will be of great help for the ESL reading teachers to share their experiences in handling LSEs in mainstream classes. This study may also give light among the learners with special needs that there are ways which could be done to improve their reading skills.

In the Philippine context, the government makes considerable efforts in improving effective delivery and access to special education services in the whole nation with the implementation of the Republic Act 7277, otherwise known as the Magna Carta for Disabled Persons. However, there have been many problems encountered by the teachers in teaching learners with special needs. In the City of Iligan, most of the primary teachers in their division are not trained to provide special education among the learners with special needs (Allam & Martin 39) thus, trainings and necessary professional developments are indeed important under such circumstance.

Despite the widespread implementation of mainstreaming initiatives, and, more recently, inclusive education for children and young adults with special educational needs (Gathumbi et al., 130), minimal researches focus on documenting the experiences of ESL reading teachers handling LSEs most especially on the difficulties being experienced and the coping mechanisms applied in the light of the reading development of these learners. Given the problem of an ever-increasing gap between LSEs and those who are non-disabled ones, this study is considered pressing as it seeks to gather data deemed significant in the context of teaching LSEs.

This research study is anchored on different research philosophical paradigms. Inclusive education is a concept which generally means the act of accepting the learners with special educational needs and promoting their inclusion in the classrooms by the mainstream teachers. It is the willingness to address and adapt to the unique needs of the learners through an increasing engagement in school and community activities, thereby raising the standard of the "education for all" goal of the Department of Education (Ralejoe 128). Global efforts to establish inclusive education have risen during the past twenty years. While most of the teachers tend to support the idea of inclusion, many also are faced with significant challenges in the implementation of inclusive education as they need to simultaneously maintain a high standard of instruction while adjusting their teaching strategies to the special needs of their students (Crispel & Kasperski 1).

With the realization of the goals and objectives of Education for All also known as the EFA, equal education for learners with special needs has become critical in the success of the implementation of inclusive education (Sesay 1). The United Nations has adopted the Convention on the Rights of Persons with Disabilities (CRPD)

mandating all states to take adequate measures in ensuring that reasonable accommodation is given to learners with special educational needs and recognizing the need to provide accessible education to the mainstreamed students with disabilities thus, making it a challenge for teachers in the inclusive classrooms (Ralejoe 128).

Despite the paradigm shifts in the implementation of inclusive education, educators also have various preconceived perceptions regarding its effective practices in the classroom, literature has shown that the beliefs and attitudes of the teachers contribute to their conduct of inclusive education to learners with special educational needs (Sesay 21). However, even with the constant drive toward inclusive education, literature revealed that most of the teachers have far less than optimistic views towards learners with special educational needs and their participation in the mainstream classrooms as they were not equipped with relevant trainings on how to handle such learners (De Jesus 250).

For a reason, inclusive education of learners with special needs in mainstream classrooms instigated significant issues most especially among teachers. Most of the teachers handling learners with learning disability stressed that they did not receive any special educational trainings thereby making them feel that they are not competent and skilled to teach the learners of a specific case (Allam & Martin 37). In response to the issue of the lack of training on how to handle LSEs, special education teachers build collaboration and request for additional trainings specifically in areas where they felt the less skilled or confident. With that, teachers believed that they would be able to master their engagements in special education (Crouse et al., 137).

On the other aspect, the concept of reading has long been considered critical to success, especially in learning a second language with the prime objective of helping every individual make sense of what they read (Thuy and Thuc 38). Reading skills are important not just for non-disabled children, but also for children with special needs as it is vital for children to be prepared for modern society and to have a high standard of life regardless of whether they are disabled or not (Safak 38). However, in most cases, when it comes to academics, LSEs tend to have one or more identified weaknesses that include reading which made them even if in middle school years have a below grade level in reading (Khalid and Anjum 3). A study has shown that English Language Learners (ELLs) with disabilities were not able to establish decoding, understanding, and fluency abilities for them to become qualified readers thus, throughout the school life they encounter reduced academic achievement (Schoen-Dowgiewicz 14).

In the same way, the lack of necessary enabling resources was also seen as a major problem among teachers who are handling learners with low vision. Literature has shown that low vision learners lack writing and reading stands as well as books in larger prints which are deemed essential in enhancing their reading skills thus, they have to be provided with printed materials having large prints to enhance their retinal speed (Yalo et al. 063). In a sense, teaching has become way more challenging as teachers are not provided with resources that would help learning become meaningful among these students.

Consequently, teachers are tied up with a more challenging job as they play one of the most essential tasks which is to encourage LSENs on how to read with the utilization of whatever materials that would be best suited to their special needs. Over the years, teachers have opted to employ whatever creative approaches and strategies in class that would be most helpful and suitable among the LSENs and the regular students. Consequently, for the learners to develop positively, innovation must entail the effective application of creative concepts and strategies inside the inclusive classroom (Ovbiagbonhia et al. 399).

1.1 Theoretical Lens

One of the major theories which this study is anchored is the Scientific Management Theory of Frederick Taylor which was established in the year 1910. This theory provides the idea that with the implementation of special education, the focus should shift on improving the efficiency of every teacher handling LSENs (Gaytos et al. 1248). With that being said, teachers require specific educational expertise and training to achieve the desired outcome of inclusive education (Aldabas, 201).

Further, Taylor (1910) also emphasized the idea of increasing the production and efficiency of every teacher with the use technologies which may support the learning of every LSEN. The use of technology in the teaching-learning process has played a vital role most especially on helping students overcome their difficulties thereby achieving academic success, Literature revealed that, among learners with hearing impairment, they found that outlining text and supporting captions with digital learning materials resulted in a consistent educational achievement for students with hearing impairments (Pantrakool & Chanchalor 69).

Although technology in education produces excellent learning outcomes, instructors play a critical role in facilitating the distribution and use of educational technology as the lack of understanding on how to properly use it considerably defeats its purpose. Contrary to the general belief regarding the wide access to technology, special education teachers also revealed that the lack of access to efficient technological infrastructure and the lack of materials particularly intended for learners with special needs continues to be a barrier in the pursuit of integrating technology in the teaching-learning process (Cagitlay et al., 201).

Another theory which may help describe the experiences of the ESL reading teachers is Technological, Pedagogical, and Content Knowledge (TPACK) Theory of Kohler and Mishra which was established in the year 2009. The teaching of reading is considered to be one of foundation of all learning, however, it becomes way more challenging if teachers have to teach learners with special needs (Kao & Mzimela 1). With consideration of the aforementioned issue, the researcher sought to determine the Technological, Pedagogical and Content Knowledge (TPACK) which the reading teachers should possess to effectively teach learners with special educational needs.

TPACK is one of the frameworks for effective teaching in which associations between the teacher's content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK) are well choreographed (Park & Hargis 2). In a very

simple way, in order for teachers to be effective in an inclusive classroom, they need to have a knowledge on how to utilize technology, knowledge of the subject or content that they are to teach and the instructional or pedagogical techniques that would aid the learning of the students and the ways in which technology might be integrated to support such methods. Findings of the study conducted by Kao and Mzimela in 2020 revealed that teachers handling visually impaired learners appeared to have fairly limited understanding of literacy. While they may have the knowledge on the appropriate tools that may be beneficial in helping the VI learners read and write but then, there is a significant lack of the modernized Braille technology and they appeared to be inexperienced of the instructional methods and approaches that may enhance learning of both visually impaired and sighted learners (10).

Considering the nature of this study where the use of high-tech or modernized materials was believed to be one of the helpful means in presenting knowledge among learners with special needs, TPACK is regarded as one of the appropriate theories that would support this study wherein the three areas of knowledge--- technological, pedagogical and literacy content knowledge are all significant in teaching learners with special needs.

Another theory which may support this study is the Componential Theory of Creativity which was introduced in the year 2012 by Teresa Amabile. This theory supports the understanding of the role that the teacher plays to realize the goal of inclusive education. The idea behind this lies on the concept of creativity as the generation of ideas or results which are suitable to achieve a certain goal. Literature revealed that, in special education, creativity is a crucial and complementing issue. Thus, education professionals need to understand that all students, including those with special educational needs, need to engage in creative learning experiences (Acharya & Rodriguez 26).

This theory also emphasized three dominant components which include: domain-relevant skills, creativity-relevant skills, and task motivations. In every component, there are factors to be considered and these factors depend on each other for the realization of the said components. In a sense, creativity involves the convergence of all the factors where creativity should be at its maximum when an individual who is genuinely driven and who possesses a high level of domain expertise and creative thinking ability works or is situated in an environment that offers many opportunities for it.

With consideration on the nature this study, this theory supports the understanding of the role that the reading teachers play in an inclusive classroom. The advent of inclusive education in the Philippine context demands every teacher to possess that knowledge, expertise and even technical skills of creativity-relevant processes. More than that, their motivation to undertake creative tasks is also a significant aspect in realizing the common goal of helping the LSEs achieve academic success in the mainstream classrooms.

1.2 Definition of Terms

For the purpose of this study, the following terms are defined operationally: Reading Teacher refers to English as a Second Language teacher who teaches Learner/s with Special Educational Needs (LSEs) mainstreamed into his/her regular classes and Learners with Special Educational Needs (LSEs) pertains to learners with assessment and clear manifestations in any of the following cases: Visual Impairment, Low Vision, Hearing Impairment, Learning Disability, and Emotional and Behavioral Disorder.

1.3 Research Gap

Despite the advent of inclusive education in many schools here in the Philippines and the general administration of mainstream education in regular classes (Gathumbi et al. 130), there is minimal research which focuses on the actual experiences of the teachers handling the LSEs along with the regular students most especially on the aspect of reading. Given the problem of an ever-increasing gap between the students with disabilities and their non-disabled peers, this study is considered pressing since there have been teachers who are not trained to teach the said learners but were left with no other choice but to accept them in the mainstream class.

1.4 Purpose of the Study

The purpose of this qualitative study was to explore the lived experiences of ESL reading teachers handling LSEs of a particular case on the development of their reading skills. This research also explores the coping mechanisms used by ESL reading teachers towards handling LSEs and their personal insights which they could share to their peers and to the academic community. A phenomenological research methodology was chosen as a design for this research to illustrate a clear picture of the experiences of reading teachers handling different cases of LSEs. Participants for the IDI are individually interviewed to gather data relevant to the study. Responses from the teacher-participants are then thematically analyzed to arrive at the major themes for every research question.

As the population of learners with various forms of special educational needs rises in public education, the need for teachers who are better prepared for working with them also increases. With that, this study identifies several significances: In the global aspect, this research study contributes to the improvement of the education as it exposes the difficulties, coping mechanisms, and interventions done by the reading teachers to improve the reading skills of LSEs not only on the faculty where the research has been conducted but also in other universities. Further, this study is significant concerning social change. This study will give a wide range of understanding for every person in the society towards accepting and realizing the worth of every learner with special educational needs. And by understanding the interventions which are appropriate for them, educators and people in the wider

community can now be better prepared to help create positive experiences for these types of learners.

1.5 Significance of the Study

This study also provides benefits to the Department of Education sector, particularly among its stakeholders for the following reasons: first, this research may be groundbreaking as this exposes the similarities and differences in the difficulties and interventions of teachers who are teaching LSEs thus, new teaching methods for teaching these learners particularly on the development of their reading skills arise. Secondly, parents of these learners would gain a better understanding of the challenges faced by teachers and the strategies used by them which is deemed helpful in the improvement of their reading skills. Lastly, this research is also significant to the learners themselves as this gives a positive idea that there are ways that could have been employed to help them improve their reading skills and be at par with their non-disabled peers. Finally, for future researchers, this research would present useful information related to teaching LSEs. The coping mechanisms and insights that will be provided by the teachers will serve as recommendations on what are the best ways to teach LSEs particularly on the development of their reading skills.

1.6 Limitations and Delimitations

In a qualitative study, limitations played an integral part. There are several limitations of this study that may have affected the findings. This includes the respondents being limited to providing information through interviews. The honesty and the accuracy of information were also necessary to gather relevant information for this study. Also, the qualitative data in this study was limited by what the reading teachers exposed about their difficulties in handling LSEs, how they coped up and what are the insights they can share to other teachers and the wider community in the aspect of handling LSEs most especially in the development of their reading skills. On the other hand, the delimitations of this study included secondary teachers in the one of the secondary schools in the City of Mati Division handling LSEs mainstreamed in their regular classes

2. METHODOLOGY

This section presents the method and procedures implemented in the conduct of the study.

2.1 Study Participants

Participants in the study were English as a Second Language (ESL) reading teachers in a class with mainstreamed learners with special needs, carefully selected to bring appropriate experience and expertise as they responded to the in-depth interview. According to Creswell in 2013, with phenomenology as a research design, researchers may opt to interview five to 25 participants who had undergone the same experiences in order to achieve the goal of representativeness and commonality as a baseline from a small number of participants. However, 10 to 15 people are sufficient as long as they can give in-depth descriptions of the common phenomena being studied.

Further, for this phenomenological study, purposive sampling was considered as the most suitable sampling technique as it primarily entails identifying respondents for special or unique situations (Ishak & Bakar 32). This sampling technique was also seen to be appropriate in phenomenological study as the researcher intended to seek in-depth understanding of the experiences of ESL reading teachers handling specific cases of LSEs. The researcher then selected those ESL reading teachers handling LSEs in their mainstream classes as the participants to provide the best information for the study.

This research also adhered to the criteria as to who has been included as participants on the in-depth interview. Prospective participants who are part of the study are expected to possess the following characteristics: a reading teacher of a learners with special educational needs mainstreamed in his/her regular class, has provided an informed consent to maintain ethical conduct of the study, and one who intends to remain within the area during the period of study. On the other hand, this study adhered to the following exclusion criteria which make any recruited population become ineligible for the study: one who is not a teacher from the school to which the study was taken and one who does not teach any LSEN. Lastly, this study adhered to the following withdrawal criteria: one who wishes to withdraw his/her consent to be one of the participants in the study due to reasons they are not required to disclose and one who seeks to transfer to another school within the period of study.

School A is one of the biggest schools in the city of Mati. The school already embraced inclusive education thereby giving opportunities to every learner with special needs to have an opportunity to be included in a mainstream class. With the advent of inclusive education, the school accommodates LSEs of different cases. Thus, school A was the ideal setting for the interview since it allowed the researcher to obtain a plethora of important data, unique perspectives, and unique ideas from the actual experiences of the ESL reading teachers handling LSEs as required by the study.

2.2 Materials and Instrument

In order to gather a data related to the research interest, the researcher conducted an in-depth interview with each teacher-respondent. The researcher had formulated a semi-structured interview question where a formal set of questions were asked

towards each interviewee while it was being recorded. Also, the same predetermined questions were asked among all of the respondents, followed through with probing questions when necessary.

The research instrument used was a researcher-made instrument. The researcher considered the criteria of semi-structured interview approach set by Jung and Jong in their research study in the development of the interview guide. With the said criteria, investigative study is employed to explore varied strategies such as but not limited to; probing questions and establishing rapport (31). With that, general interview questions are asked first before the probing questions. The interview guide went a process of validation with the expert validators and it has earned an average validation rating of 77 described as satisfactory.

2.3 Design and Procedure

This study is a qualitative research type which aimed to explain the phenomenological event being experienced by the ESL reading teachers handling LSEs in their mainstream classes. Qualitative research “investigates the quality—the identifiable, core concepts, experience and action as lived by individuals” (Dodge 38). Phenomenology as a research design was chosen for this research to better illustrate a clearer picture of the experiences of reading teachers handling different cases of LSEs. According to Creswell in 2014, phenomenology is a method of understanding and analyzing the significance that people or a group of individuals accord to a human or social issue. In a sense, a phenomenological research design was utilized as a platform for the participants to share their lived experiences about how classroom practices have been applied in the classroom and how they have dealt with the challenges accordingly.

In the analysis of the results, thematic analysis was employed. In this way, the researcher was able to systematically organize and examine the data being gathered (Dawadi 62). With the extensive reading and re-reading of the transcribed data, significant themes were identified. This study adhered with the inductive way of analyzing the themes as it involved allowing the data gathered to determine the themes of the study (Dawadi 63).

The researcher of this study ensured that enough detail is provided for the readers to assess the credibility and validity of the work. To achieve the said purpose, the researcher had gone through variety of processes and responsibilities which made this study more reliable. The responsibility of the researcher consequently started right after the *identification of the research problem and the construction of the research questions*. The researcher *ensured that research questions were all clearly written, provided and validated* by the experts. The researcher also took the role of *introducing the philosophical paradigm* which best fits the study and to provide the study with a clear direction to reach its goal. On top of that, since I have years of experience of working as an ESL reading teacher towards LSEs. I bracketed out my own experience (Creswell 61) thereby putting off personal experiences, opinions and perception to avoid biases without interfering with the information gathered from the interviewees.

Before the data gathering had finally begun, the researcher had gone through the following procedures: First, the researcher ensured that the research instruments at hand followed the guidelines set forth by the University of Mindanao before it has been sent for the approval of the panelists. Upon approval of the research instruments, the researcher secured a UMERC Certification and started the conduct of the study by asking permission from the authorities for the actual data gathering procedure. The researcher submitted the manuscript to UMERC to ensure its adherence to the ethical protocols in conducting research. Afterwards, the researcher has sought permission from the university to formally conduct the in-depth interview towards the research participants. The researcher also asks for approval from the office of the Superintendent and the office of the principal to where the study will be conducted.

During the process of data collection, the researcher had personally conducted the interview and explained the research materials and its purpose towards the respondents. The researcher conducted in-depth interviews with individual participants and documented their responses with every question being raised. Each participant was interviewed for 15-20 minutes and the interviews were audio-recorded. Additionally, the researcher had also maintained notes to keep a remark on the behavior, contextual circumstances and nonverbal cues which were not caught by audio-recording.

All the data collected was coded so all information can be categorized to generate rich descriptions and themes. The thematic analysis of the study was guided by steps suggested by Saraswati in the year 2020 in his study *'Thematic Analysis Approach: A Step-by-Step Guide for ELT Research Practitioners'*. The analysis has started with a crucial step, the familiarization with the data. In this step, the researcher sought to familiarize the data to figure out the themes that might be developed from the data followed by the creation of initial codes prior to searching significant themes.

Consequently, in qualitative research, when speaking of trustworthiness, will simply pose a question of "How congruent are the findings with reality?" (Stahl & King 26). True to all study with qualitative designs, the same criteria apply to this paper which include: credibility, dependability, confirmability and transferability. Credibility is the correspondent of internal validity in qualitative research and this is primarily concerned with the "truth-value" aspect of the study. In this study, the researcher ensured its credibility through the strategies which are being employed in the conduct and analysis of the study. The researcher ensured that through the following strategies: prolonged engagement and persistent observation in the field with the participants, triangulation and member checking. The researcher also invested enough time in identifying theoretical foundations which were used to direct and understand the findings of the study.

Additionally, to ensure the trustworthiness of the study, dependability is observed. The researcher ensured the dependability of the study by employing the process called "peer debriefing". For Stahl and King, peer debriefing is one of the ways in creating trust (27). The idea of using another researcher or peers to react to one's research is a form of validation which conveys a sense of self-credibility.

In the same way, the concept of confirmability was also observed with the concern for objectivity. This is done in order to ensure that the findings of the study are results of the ideas and experiences of the participants and not based upon the preference and characteristic of the researcher. Lastly, transferability was also one of the criteria being observed in this study to obtain its trustworthiness. The researcher had described not only the behavior and experiences, but also its context in order to make these behavior and experiences be more meaningful. The researcher had also been responsible for giving enough background information as well as the description of the phenomena under investigation to allow the readers to make such a transfer. When it comes to matters concerning research ethics, this study was conducted with the strong observance of the ethical protocols and guidelines set forth by the University of Mindanao Ethics Review Committee. Prior to the conduct of the study, the researcher ensured that UMERC certification was sought first with the approved UMERC protocol number (UMERC-2021-226). The researcher religiously requested and secured the corresponding permission necessary to complete this research. The researcher had also conducted a review of the level of risks and measures to alleviate these risks (including physical, psychological, and social-economic). The foundation of ethical conduct of research is 'informed consent' (Fleming & Zegwaard 210) thus, authorization and consent were also obtained from the respondents of the study, in which they were assured that all their rights would be fully protected, specifically in handling the data such as, but not limited to: Voluntary participation, Informed Consent, Privacy and Confidentiality, Risks, Benefits, Plagiarism, Fabrication, Falsification, Conflict of Interest, Deceit, Permission from Organization/Location, and Authorship.

3. RESULTS AND DISCUSSION

This chapter described the results of the qualitative phenomenological study about the experiences of the reading teachers handling Learners with Special Educational Needs in their mainstream classes. The results presented included the thematic analysis of the lived experiences of the reading teachers in handling LSENS. Ten of the secondary school reading teachers handling learners with special needs mainstreamed in their regular classes were the participants of this study and took part in the in-depth interview. For each of the cases identified, the researcher interviewed two of the teachers handling it. As shown in Table 1, different codes were given to ensure utmost confidentiality and to maintain data privacy of each participant.

Table 1. Profile of the Research Participants

Codes of the Participants	Sex	Year Level Taught	Learner Handled
IDI.EB1	Female	Grade 8	Learner with Emotional and Behavioral Disorder
IDI. EB2	Male	Grade 10	Learner with Emotional and Behavioral Disorder
IDI. HI1	Female	Grade 8	Learner with Hearing Impairment

IDI. HI2	Female	Grade 7	Learner with Hearing Impairment
IDI. LD1	Female	Grade 7	Learner with Learning Disability
IDI. LD2	Female	Grade 9	Learner with Learning Disability
IDI. LV1	Female	Grade 8	Learner with Low Vision
IDI. LV2	Male	Grade 9	Learner with Low Vision
IDI. VI1	Female	Grade 7	Learner with Visual Impairment
IDI. VI2	Female	Grade 10	Learner with Visual Impairment

3.1 Experiences of ESL Reading Teachers Handling Learners with Special Educational Needs (LSEs)

Based on the recorded lived experiences of the participants during the in-depth interview, the researcher coded their individual responses. Further, the researcher also generated resembling core ideas in each research question, categorized them, and identified their major themes accordingly. As seen in table 2, the experiences of the reading teachers handling Learners with Special Educational Needs (LSEs) have been categorized and contained indispensable themes presented in the table below.

Table 2. Experiences of ESL Reading Teachers Handling Learners with Special Educational Needs (LSEs)

MAJOR THEMES	CORE STATEMENT/IDEAS
Pay Special Attention to Special Needs	I have to be specific and give more activities which really suit my learners' needs.
	Their attention span is short; reading skills are not good.
	I have to adjust my activities for the LSEN.
	Letting them comprehend what they read is a big problem because they may or may not relate to the text easily
	Double preparation for the normal students and the LSEN.
Parental and School Support is Important	I modify teaching strategies for that learner.
	It's not really that hard because parents will support their child especially this time of pandemic.
	I was given advice because our school where I am teaching is specializing in LSEN.
Class has to be Conducted in a Way that All Students will Progress Smoothly	Trainings are really very crucial in my part as receiving teacher.
	I make the class as interactive as possible without branding anyone as different or disabled.
	Be particular in treating in LSEN students along with the normal ones.
	Do not sacrifice the normal ones.
The LSEN also have Intelligence	Accommodate the needs of every learner in that classroom, including the learner with special needs
	I think this kind of learner has intelligence.
Reaching Out to the	It is not really hard to teach this kind of learner; some excel in class.
	Classroom instruction might not be smooth.
	'A roller-coaster ride'.
	The LSEN cannot read words with multiple syllables.

LSEN Learner is Hard and Challenging	The learner is withdrawn from his classmates.
	The learner does not participate in the class sessions; is always very quiet.
	I was actually shocked that they are in grade seven, and they could not read.
	I have to double my preparation.
	Learners cannot read even mono-syllabic words.
	There are even those the learners who cannot memorize the alphabet.
Normal Classmates can Help	There were times that I would tend to forget about his situation and it was his classmates who would remind me.
	I did not treat him special. I did not treat him different. I treated him just like his normal classmates.
	When there are groupings, I always let him feel that he could be part of any group.
	I never treated that particular learner differently from my other learners.

The participants expressed their struggles as reading teachers of LSEs. The teacher-participants revealed that being a reading teacher of LSEs necessitates them to **pay special attention to the special needs** the said learners. The participants remarked that:

Teaching learner with special education needs really ah plays a big role as a teacher, because you have to...you have to supply all the needs of that learner in order for him or her to gain learning from you (IDI. EB1).

In the event that the teacher-participants were asked about the importance of the **support coming from parents and school** in achieving success for LSEs, the participants shared their appreciation for the support they have gained from parents most especially in this time of pandemic.

It's not really that hard because I know that parents will support...especially this time of pandemic (IDI. EB1).

Another significant theme from the participants was most of the teachers expressed that **class has to be conducted in a way that all students will progress smoothly**. As for them, learners with special needs should be accommodated in every classroom with fair and equal treatment.

It is really difficult because it is really difficult because from their... from the name or from the label itself, it has the word special meaning they need special attention from me and I have to... if I have prepared something which is actually for my regular or mainstream students, then I have to think of another way that this could be applicable to my LSENS (IDI. LD1).

The analysis of the data gathered yielded six important themes on the experiences, both positive and negative, of the ESL reading teachers handling LSEs in their regular classes. **Paying special attention to special needs** was one of the themes derived the participants handling EBD and LD learners. With respect to handling learners' special needs, teachers have exerted an effort of being specific in giving activities and even go as far as modifying their teaching strategies. This perception coming from the teachers is further substantiated by the findings of the investigation conducted by Dodge (2) about the teachers' perception in handling learners with

special needs, where it is revealed that teachers need much of the preparation and training which are considered valuable in their respective field.

According to the teacher participants, handling LSEN was not really that hard because of the **support received from the parents and school**, especially during the time of the pandemic. This is corroborated by the result of the study conducted by Bariroh (55) where the influence of the involvement of parents in the learning of their children with special needs offers a significant impact on their achievement and motivation in class. On the other hand, the teacher-participants also revealed the bright side of being given support coming from the school to attend training. However, the results of this study revealed a significant lack of training among teachers in the mainstream class. This finding is further corroborated by the study conducted by Khalid and Anjum (13), that teachers in private or public schools need to be trained to be able to adapt to the challenge of handling LSEs.

The importance of having special education teachers be well-trained in handling LSEs supported the Scientific Management Theory, which emphasized the help of having teachers handling LSEs be equipped with skills they need in the inclusive classroom by attending to relevant training (Gaytos et al., 1248). Because they must pay special attention to the demands of each LSEN, they also need to be equipped with the knowledge to effectively teach such learners. While many of the teachers are not given equal opportunities to attend training, many of them seek advice from their fellow educators. This is authenticated by the results of the study conducted by Crouse, Rice, and Mellard (139), where teachers have depended their professional development on their colleagues as they embark on their early years in teaching learners with special needs.

Another theme which posed a challenge among the ESL reading teachers handling LSEN was **the need to conduct class in a way that all students progress smoothly**. This claim was backed up by the result of the study of Allam and Martin, that equality should be given to every student, and in dealing with learners having special educational needs, their individual needs must be addressed, and their rights to access an education that they deserve should be respected (44).

In contrast, the ESL reading teachers saw the challenge of providing quality education to the students with or without disability as they do not have relevant trainings. Hence, teacher-participants handling LDs saw the importance of being able to prepare activities which are applicable to both LSEs and regular students. This further reinforced the results of the study conducted by Chitiyo, Kumedzro, Hughes, and Ahmed (68), where teachers emphasized the importance of training to prepare them with the abilities that they need to handle learners with special needs.

Teachers also reported that **LSEs have intelligence**, and some actually excel in class along with their non-disabled peers. This further confirmed the study findings conducted by Aldabas about the performance of visual students on high-stakes tests, which significantly revealed that the VI students were proficient and advanced in reading (14). As a result, LSEs were seen to excel in class with the variety of reinforcements given. For the teacher-participants handling EBD learners, providing reinforcements among the said learners keep up their performance in class. This result was further supported by the study findings conducted by Johnson et al. (55),

that it is important that whatever strategies employed in class should be reinforced and intensified.

Another theme that the ESL reading teachers were required to address was **the difficulty of reaching out to the LSENS**. Teachers reported that reaching out to the LSENS has been a lot more challenging as some of these learners cannot read even the mono-syllabic words. This claim is substantiated by the study results conducted by Khalid and Anjum (3) that, in certain cases, most especially in the aspect of academics, LSENS were reported to have a below grade level in reading even if they are already in their middle school years.

The research participants handling learners with hearing impairment and EBD also expressed their difficulties as a reading teacher of these learners, which included the difficulty of teaching reading among these learners just as how difficult it is to get their attention. This verified the study result conducted by Sheaffer et al. (102) that disengagement is one of the attitudes that the learners with EBD usually display which includes walking around the vicinity of the classroom during activities.

With all the difficulties experienced by the teachers in handling LSENS, the teachers were still hopeful as they believed that the **normal classmates can help**. Reading alone was a problem for most of the LSENS. Thus, teacher-participants have resorted to having them read along with their non-disabled peers who also helped in assessing their performance afterward. This is proved by the result of the study conducted by Thuy and Thuc (43), where in the case of these LSENS, they become dependent on their someone who is well-trained and who can assist them over time as they work on becoming more independent readers.

Accordingly, in the context of handling LSENS, most of the responses of the participants implied the need for intensified training in order to properly handle the LSENS. This includes but is not limited to the knowledge of how to utilize the materials beneficial for their learning, lesson planning, and curriculum development.

3.2 Coping Strategies of ESL Reading Teachers Handling Learners with Special Educational Needs (LSENS)

The next research objective was identifying the coping mechanisms employed by the reading teachers in a class with mainstreamed LSENS. Seven meaningful themes were identified and helped describe the coping mechanisms employed by the reading teachers of LSENS. These themes mainly expressed the helpful means of the reading teachers in dealing with the LSENS. These are further introduced with its core ideas in each theme in Table 3.

Table 3. Coping Mechanisms of the ESL Reading Teachers Handling Learners with Special Educational Needs (LSENS)

MAJOR THEMES	CORE STATEMENT/IDEAS
Getting Help from Specialist Teachers and Experts is a Must	The teacher specialist advised me to be more patient and to know the learner's background and how to handle this kind of learner.
	The specialist teacher gave me advice that I have to be more creative on my strategies.
	By asking a lot of questions, especially of their elementary teachers; doing research on how to handle them properly.

Undergoing Trainings is Needed	We had one time a training, a webinar that collectively rekindled our commitment to cater LSEs.
	I had attended training for high school teachers for SPED learners.
	At the University of the Southeastern Philippines, I got two semesters of special education training program.
Targets Must be Set	I have targets to unfold learners' reading development in class.
	They just told me to do close monitoring and assess every time I encounter problem
	I do have my own notebook and chart especially for their assessment
Patience and Understanding must be Observed	In the first place, I really have to understand the need of that kind of learner.
	I need to be patient & be more creative.
	The advice that I should love them, that I should teach from the heart because whenever I do that, I also feel happy and fulfilled.
	Modifying the instructional materials used for that learner.
Use of Creative Strategies	I really do creative activities when I plan my activity.
	You must give a clip of scenarios which are related to that reading selection.
	Remediation or enrichment and reading reinforcement sessions.
	Providing that learner with a study buddy especially when the teacher is not around.
Never Think of Quitting	No, I have never wanted to quit and it never entered my mind to quit.
	It's always difficult to follow other people's advices based on their personal experiences, but with my patience, I was able to get through it.
	There wasn't a time that that I'd said I would give up because we should be versatile and flexible.
	I have to double the preparation.
	I was taught that I should really be doing the learner's needs assessment before the start of the school year.
	I don't need a Braille for the LSEN to be able to read, only that it is visible enough for that specific student.

Considering all the difficulties and challenges faced being a reading teacher of LSEs, the participants have shared the following unique coping strategies: ***Getting Help from Specialist Teachers and Experts is a Must, Undergoing Training is Needed, Targets Must be Set, Patience and Understanding Must be Observed, Use of Creative Strategies, and Never Think of Quitting.***

When asked about their ways and means of coping with the challenges of being a reading teacher in a class of mainstream learners, the participants mentioned the significance of **getting help from special education specialists and experts as a necessary accountability.** According to the participants, they are determined in contacting a specialist who would assist them and guide them. The participants were very delighted to share that:

Our school is very blessed with this kind of specialist for the DEPED really find ah...ways in order to ah... (long pause) to help those students special needs. In fact, we have our ah teacher here who is really assigned to those specific learners (IDI. EB1).

The teacher-participants also shared one of the major steps that teachers should take in the pursuit of providing quality education towards the LSEs and this was

undergoing training. While many have noted the lack of training, some of the participants have mentioned their participation in training offered by school and the division office.

My training in the University of Southeastern Philippines about handling learners with special educational needs, I think it had given me the biggest impact. Also, the regional training for handling learners with V.I. in NEAP also helped me a lot, especially in learning how to use the Braille (IDI. VI1).

Further, for teacher-participants, it took them a lot of effort in **using creative strategies** in class. IDI. EB1 mentioned that creativity really has a great impact towards achieving reading competency among EBD learners.

Since this is new to me, and I need to be more patient and I have to be more creative. Because I want my learner to learn from me and I want to be effective on my teaching strategies (IDI. EB1).

The coping strategies employed by the ESL reading teachers of LSEN were supported by the theory introduced by Kohler and Mishra, which was the Technological, Pedagogical, and Content Knowledge (TPACK) Theory. This theory provides an idea that effective teaching is composed of the teacher's knowledge on the following aspects: content, methods on how to carry out the content, and utilization of technology that would support meaningful learning (Park & Hargis 2). Thus, the three essential knowledge should go together in order to cope with the challenges experienced by the reading teachers in an inclusive classroom. The founding of new technologies, and the significant teamwork of the teachers in order to gain knowledge and understanding on the best ways to help LSENs learn and improve their reading skills in the inclusive classroom were well documented by this study through the in-depth interview which provided significant insights from teacher-participants.

Getting help from a specialist teachers and experts was one of the themes generated from the second research question. For the teacher-participants. They have solicited insights from the former teachers of the LSENs they are handling as to what are the reinforcements which they've applied in the light of helping these learners learn and read. This is supported by results of the study conducted by Accardo, Xin and Shuff (61) which emphasized the fact that, constant collaborative interaction between the SPED coordinators as well as the teachers is indeed essential as the lack of communication would result to a serious gap between the expectation set by the government and the quality of education produced by the teachers of LSENs.

The need to undergo training was also one of the major themes generated. The interview session revealed that the participants have limited knowledge on the use of braille. Thus, instead on giving much emphasis on understanding the meaning of the reading materials read, teachers have allotted most of their time in preparing materials by writing through the braille. Kao and Mzimela (7) similarly reported that findings of their study revealed that teachers of visually impaired learners have limited knowledge on teaching reading among the said learners as they mainly focused on understanding the braille codes and rules, thus, there is a clear indication

that the teachers lack pedagogical knowledge on how to best teach reading among the LSEs.

In contrast, other participant handling VI learners revealed that attending trainings most especially for receiving teachers of LSEs, helped them gain pedagogical and technological knowledge in order to make the teaching of LSEs easier. This claim is corroborated by the results of the study conducted by Accardo, Xin and Shuff (64) that, trainings programs relevant to handling learners with special needs and professional communication among teachers is indeed important in the light of preparing them to effectively address the needs of the LSEs in an inclusive classroom.

With all the challenges that the teachers had faced in a class, they also have believed that one of the ways in overcoming the said challenges is being able to **set targets**. The research participants have shared that preparing an assessment chart for every learner and undertaking close monitoring and assessment in every problem encountered is helpful most especially among EBD learners. This claim is supported by the result of the study conducted by Kumm and Maggin (8) wherein results and findings revealed that with the challenge of handling behaviors of EBD learners, goal-setting has been a beneficial intervention. With goal-setting, the development of the students is constantly monitored so teachers are able to identify which part of the predefined goals need to be intensified and given more attention.

Some of the challenges faced by the ESL reading teachers LSEs included the difficulty of paying special attention to their special needs. The participants believed that **patience and understanding must be observed in the class**. Teacher-participants handling EBD and LD learners shared that as a reading teacher, they really have to understand the needs of every learner and teach them from the heart. This claim is backed-up by the results of the study conducted by Allam and Martin (45) that understanding the difficulties and struggles that the LSEs have is indeed significant in providing a classroom environment where their needs and difficulties are highly considered.

With all the challenges experienced by the reading teachers handling LSEs, teacher-participants have shared the help of **using whatever creative strategies** in teaching reading towards the said learners. This was supported by the results of the study done by Mathews et al. (476), wherein results and finding revealed that learners with EBD need highly effective and creative reading instructions. These effective reading instructions are believed to be activities which they are highly engaged and focused. This considerably supports with the idea of the reading teachers as they believed that increasing engagement of the learners is a better way to start helping them read.

Further, teacher-participants revealed the help of technology in achieving a creative classroom instruction. This is authenticated by the results of the study conducted by Ahmed (136) on the effects of technology-assisted reading interventions for learners with special needs. It has been emphasized how the utilization of web-based tools helped the learners enhance their vocabulary which is an important aspect of the reading process and reading comprehension as a whole.

As the teacher-participants shared their personal ways of coping with the challenges faced as a reading teacher of LSENs, they have shared that to **never think of quitting** as a perspective was deemed beneficial for them. The participants have shared that what they have undergone was not an easy job. However, quitting was not an option for them. This is supported by the results of the study conducted by Lubke et al. (14) on the roles that flexibility among teachers plays in realizing the goals of inclusive education. Findings have revealed that the flexibility of teachers in teaching LSENs is indeed significant and is considered to be a hopeful start in the fulfillment of the aims and goals of the inclusive classroom.

Challenging but fulfilling, this is how the participants handling VI and HI learners described their experience. Teachers have mentioned the significance of helping the students develop their skills and abilities not for any personal purpose such as promotion but to help the LSENs be able to cope with their disabilities and difficulties as well. This is reinforced by the results of the study conducted by Allain and Martin (45) wherein teachers have revealed the challenge of LSENs and how they have worked hard in helping these learners become successful.

Lastly, in the context of **facing up to the challenge**, the participants handling EBD and LD learners shared that they need to face the challenge of preparing a lesson beneficial for both the mainstream and the regular ones. This claim was corroborated by the study conducted by Allain and Martin (44) on the issues and challenges in special education wherein findings revealed that in dealing with the mainstream learners along with the regular ones, fairness should be observed. Thus, every learner is entitled to access fair and quality education that they deserve.

Aside from that, the significance of learning to use the materials which are helpful for the learners was also given emphasis. For the learners who are visually-impaired, Braille is considered to be their system of reading and writing. For most of the participants, handling VI learners indeed required an extra effort on their part as they embarked themselves on learning how to use the braille to help the VI learners develop their skills in reading. This is substantiated by the study conducted by Duarte et al. (669) wherein results and findings revealed that the continuous training of teachers involved in teaching VI learners with the use of braille is critical in ensuring the learners with an access to autonomous knowledge.

3.3 Insights Shared by the ESL Reading Teachers Handling LSENs to their Peers and to the Academic Community

Based on the challenges and the struggles faced by the teacher-participants as a reading teacher of LSENs, they have come up with some of the lessons and insights that they can share towards their peers and to the academic community.

In the table below, six meaningful themes were identified and described from the responses of the respondents. These themes with its core ideas are presented in the table below.

Table 4. Insights Shared by the ESL Reading Teachers Handling LSEs to their Peers and to the Academic Community

MAJOR THEMES	CORE STATEMENT/IDEAS
LSEN Students Need Attention and Patience	LSEN students really have our attention, our patience, and we really play a big part of their learning and of their studies.
	I've always praised a student for being able to cope really well with the other students
	It's really difficult to get their attention, to make them be interested with just a text.
	I want them to be more independent and the focus should be there, and the attention.
We have to Help them to Become More Independent Readers	I want them to be more independent and the focus should be there, and the attention.
	We still have a lot of things to prepare, especially when it comes to the materials or the resources.
	Apply Braille in all your materials.
	Using the audio-visual presentation.
Other Creative Approaches are also Needed	Visual Reading Strategy.
	"Read More to Tell More Project". is my best reading instruction practice? My students just love it and are now book lovers.
	The reading task emphasized is comprehension and understanding the meaning of the printed words.
	I would suggest this approach the Guided-Reading Approach.
We Should Really Do the Extra Mile	The bottom-up wherein, I should start with letters before teaching them the monosyllabic words and that actually helped a lot.
	I have to go beyond what's the original or regular way of teaching.
	A lot of times learners really go to the reading center, because the reading center is air-conditioned, and then there is enough lighting.
There Should be Equal Opportunities for All Types of Students	I want to see them improve like anybody else in the class.
	I always wanted a class arena with fair and equal opportunities as a teacher.
	Students should feel there's an equality, especially in education.
	I would like to add the touch of the affective domain.
	One of the things that I think helped them develop their reading comprehension is using a text magnifier.
	My personal goal for that visually-impaired student is that I would like to make that student become fast and a more independent reader.

The responses of the participants showed the importance of **paying much attention and being patient towards the LSEs**. Most of the participants felt that patience is a great deal most especially in handling the said learners. IDI. EB1 expressed that:

With this kind of learners, which I think they really have our attention, our patience, and we really play a big part of their learning and of their studies (IDI. EB1).

For the other teacher-participants, there was no one size fits all. Everything depends on what the learners need considering the different special educational needs that they have. **The need to employ other creative strategies** is one of the strategic plans shared by the respondents.

For the strategy, I would like to anchor it with the approach I have been practicing or I have been utilizing and it's the bottom-up approach because it's very impossible to apply the opposite the top down for this kind of learners because they really cannot recognize those words which are on top or which are words with multiple syllables unlike the bottom up wherein, I shouldn't start with letters before teaching them the monosyllabic words and that actually helped a lot (IDI. LD1).

The research-participants also shared their insights on giving **equal opportunities for all types of students** may it be the mainstream or the regular ones. Thus, whatever activities planned and presented towards the learners should be able to cater to both worlds. Participant IDI. EB2 mentioned that, as a reading teacher of learners with EBD, one of his personal goals was to see these learners flourish in class just like their non-disabled peers.

I want to see them improve like anybody else in the class...I'd always dream to make difference. I always wanted a class arena with fair and equal opportunities as a teacher IDI. EB2).

As introduced by Teresa Amabile in the year 2012, the Componential Theory of Creativity supports this study's understanding the role that the teachers play in realizing the general objective of inclusive education. The advent of inclusive education in the Philippine educational system should be supported by teachers who are ready to face the challenge of understanding the needs of every learner in the inclusive classroom. More so, inclusive education necessitates the teachers to go beyond the line by exploring whatever creative strategies helpful for the LSENs. Based on the insights shared by the participants, this was clearly proved to be successfully employed as they embark on the challenge of being creative in class of mainstream learner with special needs. In addition, according to Acharya and Rodriguez (30), there was a necessity to establish a creative classroom space that would encourage learners with special needs become critical thinkers and creative individuals as well.

Throughout the discussion with the teacher-participants, an earnest appeal was shared as they revealed the insights which they have learned along their journey of being a reading teacher of LSENs. **LSENs need attention and patience**. This is the first theme that emerged in the third and last research question. For the teacher-participants, when it comes to handling EBD learners, attention and patience played a big role. This is supported by the results of the study conducted by Allain and Martin (45) wherein understanding and helping the EBD learners manage their behaviors is one of the helpful ways a teacher can do as a way of paying attention to their difficulties and struggles thereby manifesting a classroom environment where their needs and difficulties are given importance.

With the fact that EBD learners have a hard time reading even the mono-syllabic words, the participants have come up with an insight of helping these learners be interested with the text as a first step in helping them develop their reading skills. This is reinforced by the study conducted by Almutairi (133) wherein results revealed that one of the aspects that help learners with learning disability improve their reading comprehension is the connection they have with the text they read. The more that

that material read is personally connected to them, the more that they get attentive and motivated to read.

Help the LSEs become more independent readers was the second insight shared by the reading teachers. For the participants, helping the LSEs be able to read at the end of the school year brings a different sense of fulfillment. For the teacher-participants who are handling learners with visual impairment believed that accessible reading materials such as braille is truly important. This is corroborated by the study conducted by Nkiko et al. (51) wherein results and findings suggested that the use of resources such as but not limited to information technology should be intensified as it helps in transcribing the reading texts into a more convenient format for learners with visual impairment.

In contrast, the lack of enough materials and resources was considered as another challenge the teachers needed to face. For the teacher-participants, teaching these learners with insufficient materials ignites them to be resourceful in finding possible ways to teach the LSEs. This is also backed up by the results of the study conducted by Allam and Martin (46) wherein in the absence of instructional materials provided for the teachers handling LSEs, they have resorted to finding IMs in the Learning Management Resource System that will help them in identifying which relevant skills and competencies to teach among the learners. Thus, to cater the diverse needs of the LSEs, teachers need to be provided with adequate resources in their respective schools and classrooms as well. This serves as an assistance for every teacher in the mainstream classroom as they work towards embracing inclusive education (Mokaleng and Möwes 82).

The **use of audio-visual and braille methods** was also considered to be most beneficial. For students with visual impairment, braille is most helpful while the use of visuals is helpful among EBD learners. These strategies surely allow the teachers to have a convenient teaching process. Without the braille, it is impossible for learners with visual impairment to read. Although it has been challenging for the teachers to learn and use the braille as it would mean an additional workload, they are also tied up with the responsibility to write the teaching materials in braille as this is the only support that they can give among the visually-impaired learners Ralejoe (135).

Another thing which helped in overcoming the difficulty of teaching reading among EBD and LV learners is the Visual Reading Strategy. The use of visual aids as an accompaniment of teaching the content of the text read is seen to be beneficial among the aid learners. This is supported by the claim of Batur et al. (43) that visual reading strategy is a critical approach with the idea that this approach will let the readers analyze and understand the visuals presented in order to grasp the idea it conveys.

The **use of other creative approaches** such as bottom-up approach was also deemed important for the reading teachers of learners with learning disability. For the teacher-participants, teaching reading to learners with learning disabilities needs more creativity. As these learners have difficulty with reading even the mono-syllabic words, teachers resorted to teaching the basic ones first before proceeding to more complex reading texts. Thus, the process of reading begins with understanding the

letters and its sounds before proceeding to words and its corresponding meanings (Suraprajit 455).

The participants who are handling learners with visual impairment and low vision also suggested the use of a creative approach such as Guided-Reading Approach to help these learners enhance their reading skills. The use of this approach was believed to be important most especially in helping learners become independent as they begin to believe in themselves and think that they have the ability to perform more and attain their personal goals. This is further reinforced by the results of the study conducted by Thage et al. (985-986) wherein results and findings show that the use of English language effectively is just one of the instances that the guided reading approach helped among learners which lead them to passing even the examinations in their class subjects.

The teacher-participants of this research study also shared insights on how **going the extra mile** contributes to the success of helping learners with special needs develop their reading skills. In handling VI students, teachers exerted an effort to read and write through the braille. This is substantiated by the results of the study conducted by Ralejoe (134) wherein teachers have shared how fulfilled they are to be teaching in a class with diverse individuals as this helped them become flexible in dealing with whatever challenges they have to overcome for their learners. Thus, teachers of visually impaired learners should know how to read and write using the braille as the very important skill they should possess in helping VI students improve their reading skills (Kao and Mzimela 2).

Teachers handling learners with Learning Disabilities suggested that doing the extra mile means proving a comfortable learning environment for the said learners. Teachers have reported that the learners have shown excitement every time they will be invited to go to an air-conditioned reading center. This is supported by the claim of study conducted by Allam and Martin (45) that the students with learning disability generally necessitate more comfortable classroom adjustments to enhance their educational experiences.

Giving equal opportunities for all types of learners was also deemed significant for the participants handling EBD, VI, and HI learners. It has been suggested that teachers should let the LSENs improve like anybody else in the class. This was supported by Abraham (47) who claimed that the perception of teachers toward inclusive education is vital in acknowledging the necessity of providing fairness in opportunities to all students regardless of abilities and disabilities although this might be the most challenging task that a teacher should face (De Neve and Devos 357).

Further, one teacher-participant has mentioned that a class should always be an arena where fair and equal opportunities are provided to all learners as a way of embracing inclusive education. This was supported by Efendi et al. (968) which claimed that the presence of LSENs in an inclusive classroom always corresponds to providing these learners the right to experience quality education which they deserve. This was also backed up by the results of the study conducted by Okech et al. (100) where teachers have perceived that inclusivity is indeed necessary especially among teachers as this ignites them be zealous and enthusiastic in embracing the diversity of every learner.

The use of Eclectic Approach to reading is also suggested by the teacher-participants handling learners with low vision. For the participants, there is no single approach that can be used which is effective in helping the LSENs enhance their skills in reading. The best approach includes the combination of many approaches used based upon the needs of every learner. Thus, this supported the idea of the study conducted by Al-Khasawneh (18) where the use of eclectic approach enables the teachers to decide on resources that are most effective in their classes' unique situations. For a reason, adopting eclectic approach in their classes gives every teacher an idea of not relying on one single teaching method but on many creative strategies.

3.4 Implications for Practice

The themes developed from the recorded lived experiences of ESL reading teachers handling learners with special educational needs in the mainstream classroom explicitly stated a paradigm shift which reinforced their understanding of the significance of the roles, responsibilities, and engagement that they play as agents of change. The job description of a teacher is not an easy one. With the advent of inclusive education, it has become a lot more challenging to teach in a mainstream classroom. Teachers may be burdened with attending to too many obligations but, as teachers, it was still in their nature to seek out solutions they believed to be helpful in overcoming the setbacks at hand.

The coping mechanisms that the ESL reading teachers of LSENs employed showed that getting help from the specialist teachers and undergoing training relevant to handling LSENs are two most helpful things for the teachers to overcome the challenges faced and provide the LSENs the quality education that they deserve. Learning from the experiences of the skilled and trained teachers allow them to modify and devise teaching methods which are deemed beneficial for the reading development of the LSENs.

The significance of setting targets will also help the teachers in identifying the needs of every LSEN. Discussing about setting targets, this is what almost all fields or disciplines do which they can benefit from. They can do close monitoring and assessment in every problem encountered. In the aspect of reading, the ESL reading teachers of LSENs indicated the use of a personal notebook and chart especially for their assessment where the needs of every learner most especially the aspects which are still target for improvement are carefully assessed and dealt with accordingly.

With all the challenges that the teachers faced in the inclusive classroom, patience and understanding was suggested to survive the responsibility of providing quality education among the LSENs. Understanding the needs of every learner, modifying the instructional materials used for their benefit and to help them become independent readers are a few of the suggested strategies. Moreover, the teacher's positive attitude towards handling LSENs---not thinking of quitting and trying the best to face up to the challenge will help improve and contribute to the development of educational plans beneficial for the LSENs.

The use of creative approaches was highly encouraged. There are lots of approaches provided for every case of LSEN to achieve the goal of helping them achieve their full potential most especially in the aspect of reading. The use of varying creative approaches depending on the case of the LSEN handles gives every LSEN the opportunity to improve regardless of the disability they have thereby achieving the shared purpose of helping these learners improve in an inclusive classroom.

3.5 Implication for Future Research

This study limits its participants to the number of ESL Reading Teachers Handling Learners with Special Educational Needs (LSEs) in their mainstream classroom selected by the researcher in the identified secondary school in the division of Mati City, particularly in Mati Central District. That being the case, the researcher only identified and interviewed 10 teacher-participants. Unfortunately, with the advent of inclusive education, the methods employed by the 10 teacher-participants from a particular school in Mati Central District may not be representative of the whole ESL Reading teachers of LSEs in Mati central District or even in Mati City.

Thus, the conclusions and findings of this study will not be generally applicable to other circumstances outside these 10 individuals. The researcher hopes that additional studies relevant to handling LSEs in the mainstream classroom and on the ways and means of improving their reading skills be made and undertaken not just in Mati City but also in any part of the region or even in the whole country as an addition to the personal experiences and coping mechanisms shared by the participants of this study. The researcher further recommended that future researchers explore and delve deeper into a myriad of strategies which could benefit both the LSEs and the regular students in the mainstream classroom and how these strategies be best employed not just for the present learners but also for future generations.

4. CONCLUSION

As a secondary school teacher who teaches in a class with mainstream Learners with Special Educational Needs (LSEs), I took the privilege to study the reading development of the LSEs focusing on the experiences of the secondary school reading teachers handling the said learners with their regular students. For me, the inclusion of LSEs in the regular classrooms imposes a more challenging job for every teacher with the fact that there is not enough training provided for them. Thus, I have found this as an important problem that needs much attention as a concerned teacher in one of the inclusive schools in Mati City.

I utilized a phenomenological study to conduct a thorough analysis of the issue having the experiences of reading teachers handling a specific case of LSEN explored. With hints from significant learning theories, the idea of Scientific Management Theory was strongly emphasized in this study. As teachers pay special attention to the needs of every LSEN, they also need to equip themselves with the

knowledge from relevant trainings to effectively handle the said learners. Also, the Technological, Pedagogical and Content Knowledge Theory (TPACK) was observed in this study. Reading teachers in the inclusive classroom should be able to recognize the importance of the association between their knowledge of content, pedagogy and technology necessary to achieve academic success not just for the learners with special needs but also to the regular students. Lastly, the Componential Theory of Creativity likewise suggested that to deliver a meaningful teaching-learning experience towards the LSEs, the generation of creative ideas which are suitable to achieve a certain goal in the inclusive classroom is indeed important.

I personally have seen the struggles faced by the fellow reading teachers who are handling LSEs and how teaching reading to these learners have been a lot more challenging. This study's main purpose was to understand how the ESL reading teachers handling LSEs in their mainstream class cope with the challenges and difficulties confronted. The insights shared by the teachers handling LSEs may give light to the novice teachers who would be dealing with the same situation in the future.

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