

### **Editor's Comment:**

At the very outset, this contextualised paper utilising a phenomenological approach is accepted outright for its high quality written in intelligent English, and there is no pain in following it from its precise and concise abstract down to its conclusion. The subject-matter is very innovative in its approach with the normal breakdown such that the structure of the paper is a traditional one with an abstract, as mentioned, an introduction followed by the research methodology with a series of discussions reflecting to what extent Special Education (SPED) language is important, useful and innovative among SPED learners with reference to the USA. However, the list of cited authors in the list of references could be improved with a few couples of authors and co-authors who have contributed in this interesting field of education and second the respected author(s) could have plugged in some recommendations together with the conclusion. Third, SPED seems too important in developing countries as a support to needy students but the respected author(s) failed to have it sustainable and second only a very specific area in the Philippines during a very specific time (2019-2020) such that he/she /they should have explained that there is still room for improvement in other schools as shall always be other alternatives and opportunities for needy students where they must be taught in their maternal language in order to understand their learners promptly. The first language we all understand is our mother language. Foreign languages like English and French are always difficult for young learners especially in developing countries with, inter alia, different ethnics, castes, beliefs, customs and traditions. The list of references should also be in alphabetical order in order to ease referencing. Otherwise, I have no problem with this paper except that the age of students may be highlighted, and to what extent this paper may be used as a stepping stone for other schools in the country.

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