



Difficulties and Techniques: English Teachers Management in Teaching Differently Abled Students in Secondary School

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ABSTRACT

This study aimed to examine the teaching strategies and challenges faced by English teachers in managing differently abled students in secondary schools. It focused on the lived experiences of English teachers in selected secondary schools in Parang, Maguindanao del Norte. This study used a qualitative research design employing a phenomenological approach with five (5) participants. Semi-structured in-depth interviews were utilized in gathering the data. The findings revealed that teachers employed various strategies in managing differently abled students, which were categorized into five major themes: use of differentiated and adjusted instruction, provision of individualized support and student-centered instruction, use of collaborative learning and peer support, use of instructional materials and learning resources, and promotion of an inclusive and supportive learning environment. These strategies helped improve student participation, comprehension, and engagement in English classes. On the other hand, the challenges encountered by teachers were grouped into four major themes: communication and language difficulties, lack of resources and instructional materials, difficulty in addressing individual needs and providing support, and time constraints, lesson pacing, and workload. These challenges affected lesson pacing, classroom management, and the ability of teachers to provide equal attention to all learners

INTRODUCTION

Education plays a vital role in enhancing an individual's knowledge and supporting professional development; thus, it has become an essential aspect of human existence. Over the years, several studies have explored teachers' awareness of students' impairments or disabilities. Efendi et al. (2022) contributed to this body of literature by examining aspects related to inclusive education and the role of teachers in addressing learners' diverse needs.

Inclusive education has become a global concern, aiming to ensure that students with physical impairments can participate in regular classroom settings. Since learning involves reading, writing, speaking, and listening, these skills may be affected by physical impairments, making instruction more challenging for teachers. Mahisa et al. (2023), in a study conducted in Indonesia, found that Secondary school teachers experience difficulties in teaching English to students with physical disabilities due to limited training in adapting instructional strategies and materials. Similarly, Allam and Martim (2021), in their study conducted in Malaysia and Turkey, reported that many teachers feel unprepared to handle inclusive classrooms because they lack sufficient training and professional development opportunities.

The Department of Education (DepEd) in the Philippines has mandated inclusive education, secondary schools still struggle to implement it. In their study on inclusive education among secondary schools in Lingayen, Pangasinan, Soriano et al. (2024) discovered that although most teachers support inclusion, they are not trained to work with students with disabilities. Effective teaching is limited by physical barriers, big class sizes, and low parental participation, particularly in English related subjects. Similar to this, Biado (2025) found that Schools in Northern Samar lacked in accessible facilities and assistive technology, which make it difficult for students with physical disabilities to fully participate in lessons, and more than half of teachers are lacked in formal inclusive education training.

According to MBHTE-BARMM (2021) and Magallanes et al. (2025), these difficulties were made harder in the Bangsamoro Autonomous Region in Muslim Maguindanao (BARMM) by geographical obstacles, cultural misunderstanding, and restricted access to specialized facilities. In order to ensure that all students, including those with disabilities, have equal opportunity to participate in regular schools, the Bangsamoro Ministry of Basic, Higher, and Technical Education (MBHTE) has made inclusive education a priority in recognition of these obstacles (MBHTE, 2022). The researchers moved towards the reading on the literature regarding teachers experiences teaching English language to differently abled students, yet found nothing. Therefore, this study were relevant and timely and had to be pursued to do more regarding this issue.

LITERATURE REVIEW

Inclusive Education

The goal of inclusive education is to ensure all students, regardless of their abilities or disabilities, learn together in the same classroom. It promotes equal access to education and removes barriers that prevent participation. According to Azorín and Ainscow (2020), inclusive education is not only about placing students with disabilities in regular schools, but also about changing teaching methods, classroom environments, and school policies to meet the diverse needs of all learners. UNESCO (2017) defines inclusive education as a process of strengthening the capacity of the education system to reach out to all learners. Both students with and without impairments benefit from inclusive education. According to Sharma et al. (2018), inclusive education promotes student acceptance, collaboration, and understanding among learners. Additionally, it supports the social and academic development of students with disabilities in a typical classroom setting. However, successful inclusion requires proper teacher training, accessible materials, and supportive school management. In general, inclusive education aims to establish a classroom where each student feels appreciated, respected, and capable of succeeding.

English Language

English is a universal language that is used for professional, educational, and communication purposes (Crystal, 2019). It is recognized as a global lingua franca because people worldwide often adopt it as a standard means of interaction, facilitating cross-cultural communication and knowledge exchange (Crystal, 2019; Jenkins, 2018). Learning English involves improving your speaking, listening, reading, and writing abilities that are essential to success in the classroom and in social situations. Learning English might be more difficult for students with disabilities, such as visual, hearing, or speech problems. For these students to fully participate and advance their language abilities, inclusive teaching methods, assistive technology, and modified materials may be necessary (Tomlinson, 2017). It is important to understand these difficulties in order to develop instructional strategies that effectively assist every student in learning English.

Common Impairment of Differently Abled Students

Physical Impairment

When learning English, students with physical impairments may encounter different challenges, particularly when engaging in activities that require movement, writing, or the use of traditional instructional materials. Rao et al. (2017) stated that a learner's motor abilities are influenced by physical disabilities, which can make tasks such as writing, typing essays, and participating in classroom activities more difficult. This does not mean that they are less capable of learning. These students can perform at the same level as others if they receive appropriate support. According to Azorín and Ainscow (2020), Inclusive education allows students with physical disabilities to actively participate in group work, language activities, and classroom discussions, which

promotes confidence and communication skills. Additionally, research highlights that students with disabilities achieve better learning outcomes when teachers are well-trained and when instructional strategies incorporate technology and multimedia resources (Al-Azawei et al., 2017; Ok & Rao, 2019). The overall objective is to create a learning environment where students' impairments do not prevent them from improving their English proficiency, participating actively, and succeeding academically.

Visual Impairment

Visual impairment refers to a condition involving partial or complete loss of vision that may affect an individual's ability to access information and participate effectively in educational activities (Individuals with Disabilities Education Act [IDEA], 2020). It includes a range of conditions from blindness, where there is little or no vision, to low vision, where some sight remains but is limited. Visual impairment can significantly affect a learner's ability to access and interact with educational resources, making it both a medical and educational concern. Students with visual impairments may experience difficulties in reading printed texts, recognizing visual cues, and completing written tasks when learning English, which may affect their language development and classroom participation. As a result, they may also encounter challenges in perceiving their surroundings, developing certain skills, and maintaining their overall social and academic engagement.

Hearing Impairment

is a condition in which a person has partial or total loss of hearing, affecting their ability to communicate and participate fully in learning activities (World Health Organization [WHO], 2021). It includes severe deafness, where hearing is severely restricted or completely absent and mild hearing loss, where some sounds are difficult to hear (World Health Organization, 2021). Students with hearing impairments may find it challenging to participate in class discussions, comprehend spoken instructions, and improve their listening and pronunciation abilities when learning English.

Speech Impairment

The inability to produce or pronounce sounds, words, or phrases is known as speech impairment, and it has an impact on learning and communication (American Speech-Language-Hearing Association [ASHA], 2020). Speaking can be difficult due to vocal issues, stuttering, or unclear speech (McLeod & Crowe, 2018). Students with speech impairments may find it difficult to participate in class discussions, express their thoughts, or improve pronunciation and oral fluency when studying English. Additionally, if speech and language deficiencies are not properly addressed, they may continue throughout adolescence and adulthood, which could limit opportunities for education and employment (Conti-Ramsden et al., 2018). In general, it is essential to identify and assist students with speech and language impairments in order to support their language development, learning development, and social inclusion.

Common Teaching Strategies Used by English Teachers Differentiated Instruction

Differentiated instruction is an educational approach that involves tailoring teaching strategies, curriculum objectives, and assessment methods to meet the diverse learning needs of students. By implementing this approach, teachers can design lessons that accommodate varying abilities, interests, and learning preferences, allowing students multiple avenues to demonstrate understanding. This strategy encourages the use of diverse teaching methods within the same classroom, fostering engagement and supporting the growth of all learners, including those with disabilities (Tomlinson, 2017; Suprayogi et al., 2017). Differentiated instruction is still an essential strategy for secondary school English teachers since it allows lesson plans to be modified to accommodate students with different kinds of skills or physical limitations.

Use of Visual and Audio

Many technologies are used in language learning classes to enhance student engagement and understanding. Studies showed that the use of visual and multimedia materials, such as images, videos, and interactive content, significantly improves students' comprehension, vocabulary development, and engagement in English learning. Multimedia instruction enhances learning by combining visual and auditory elements, allowing learners to process and retain information more effectively. These approaches are especially beneficial for students with diverse learning needs, as they provide multiple ways of accessing content and support inclusive classroom practices (Al Azawei et al., 2017; Moreno & Mayer, 2016). Furthermore, multisensory and multimodal instructional strategies that integrate visual, auditory, and interactive elements have been found to improve engagement and learning outcomes for students with disabilities (Rao et al., 2018). The integration of educational technology also supports inclusive education by enabling teachers to design flexible, accessible, and engaging learning experiences (Bond, 2021).

Cooperative and Group Activities

Cooperative and group activities are widely used in inclusive classrooms to promote language development, interaction, and social participation among students with diverse abilities. These strategies encourage collaboration, peer support, and active engagement in learning. Through group work, students are given opportunities to practice communication skills, share ideas, and learn from one another, which enhances both academic and social outcomes. Inclusive group activities also help build confidence and foster a sense of belonging among students with disabilities, making the learning environment more supportive and effective (Engelbrecht et al., 2017).

Common Challenges Encountered by English Teachers in Managing Differently Abled Students

Students with disabilities pose special and complex challenges in the classroom. Teachers' ability to provide effective instruction and promote

meaningful learning is significantly influenced by these difficulties. Understanding these challenges is essential in developing flexible teaching strategies that address the diverse needs of learners with disabilities.

Lack of Resources and Materials

Teachers are often under pressure to meet complex instructional demands while having limited access to appropriate support and resources. They may experience difficulty in developing effective assessments that match their students' abilities. To enhance comprehension and engagement, English teachers are encouraged to use multimedia strategies, scaffolding learning, and simplify language structures. However, the availability of instructional tools is frequently constrained by a lack of specialized materials such as Braille resources, adapted software, and audio-based learning materials (Florian & Beaton, 2018).

Lack of Training

The teaching-learning process is significantly affected by communication challenges, particularly among students with developmental delays, speech disorders, or hearing impairments. Although these students may require alternative communication methods or have limited verbal abilities, effective interaction remains essential in English instruction (Dewi, Purnama, & Sari, 2023). However, many teachers lack training in using alternative communication strategies such as sign language and Augmentative and Alternative Communication (AAC) tools, which may hinder inclusive learning (Apriliyanti, 2023). In addition, several teachers reported having limited preparation in handling students with impairments, especially in the context of second language learning (Saputra & Sari, 2020; Florian & Beaton, 2018). This lack of preparation can reduce teachers' confidence and limit their ability to apply appropriate instructional strategies. Therefore, continuous professional development focusing on inclusive pedagogy, differentiated instruction, and assistive technology is essential to improve teaching effectiveness.

Challenges in Classroom Management

Behavioral and emotional challenges can make teaching English to students with disabilities more demanding. Students with behavioral difficulties, attention issues, or other impairments may struggle to remain focused, which can affect the overall classroom environment (Firmansyah & Hadi, 2023). Managing these behaviors requires teachers to establish structured routines, maintain a supportive classroom atmosphere, and apply appropriate behavioral strategies (Florian & Beaton, 2018). However, some teachers report feeling unprepared to manage such challenges effectively, which can impact the consistency of instruction and student engagement (Saputra & Sari, 2020).

Communication Barriers

Managing students with disabilities presents various challenges in inclusive classrooms. Communication barriers were among the most significant issues that can affect teaching and learning. These barriers may include language

differences, speech or hearing impairments, and cultural misunderstandings (Engelbrecht et al., 2017; Harrison & Laxman, 2021). Teachers may struggle to deliver instructions clearly, which can lead to confusion, reduced participation, and frustration among students (Rao et al., 2017). Curriculum Related Issues. Teachers often face difficulties adapting lessons or assessments due to rigid or standardized curricula that do not account for the diverse needs of students with disabilities. Flexible curriculum design was essential to facilitate inclusive teaching practices and to provide all learners equitable access to education (Tomlinson, 2017; Florian & Beaton, 2018; Boyle et Al., 2020). Teachers' ability to do customized or personalized instruction is further limited by large class numbers and the pressure to cover all required topics (Klein, 2020). The efficient delivery of classes and the participation of all students may also be impacted by limited access to suitable teaching tools and materials (Booth & Ainscow, 2016).

Limited Teacher Preparedness

According to Chitiyo and Brinda (2018) and Sharma et al. (2018), many teachers feel that their training is insufficient for managing diverse learning needs and implementing inclusive practices effectively. Limited pre-service preparation and few opportunities for professional development have been linked to teachers feeling unprepared for inclusive classrooms, as they often lack practical training and experience with inclusive teaching methods. As a result, teachers may struggle to adapt lessons and use appropriate instructional supports and technologies to meet the needs of all learners (Rao et al., 2017). To improve teacher preparedness, educators need targeted professional development, ongoing support, and mentoring so they can confidently implement inclusive practices and respond to the needs of students with disabilities.

Theoretical Lens

This study explored the lived experiences of English teachers in managing differently abled students in secondary schools and was anchored on three major theoretical frameworks: Universal Design for Learning (UDL) by Rose (2002; CAST, 2018; Al-Azawei et al., 2017), Sociocultural Theory by Vygotsky (1978; Lantolf, Thorne, & Poehner, 2020; Daniels, 2017), and Multiple Intelligences Theory by Gardner (1983; Armstrong, 2018; Shearer, 2019). These frameworks provided a foundation for examining how teachers experienced and responded to the difficulties and instructional techniques involved in addressing learner diversity. A phenomenological approach was employed to capture the lived experiences of English teachers handling differently abled students.

1. *Universal Design for Learning (UDL)* framework was utilized to interpret how teachers adapted instructional planning and delivery to accommodate varied learning needs. UDL's principles of multiple means of representation, engagement, and expression were particularly useful in understanding how instruction was structured to support participation and access to learning among diverse learners.

2. *Vygotsky's Sociocultural Theory* further informed the analysis of teachers' experiences by highlighting the role of social interaction and mediated learning in classroom practice. The concepts of the Zone of Proximal Development (ZPD) and scaffolding were especially relevant in explaining how teachers provided varying levels of support to learners with different abilities while managing classroom demands. This perspective helped clarify how instructional assistance was adjusted according to learner needs through guided interaction.
3. *Gardner's Multiple Intelligences Theory* contributed to understanding how teachers recognized and responded to variations in learners' cognitive strengths. The theory provided a lens for interpreting the use of differentiated instructional strategies aligned with students' diverse learning profiles. It also supported an explanation of how teachers modified instructional approaches to better align with individual learning preferences and abilities.

Collectively, these theoretical frameworks provided a comprehensive lens for interpreting the complexities of teachers' experiences in managing differently abled students. They facilitated a deeper understanding of the challenges encountered and the strategies employed in addressing diverse instructional needs within secondary school settings.

METHODOLOGY

This chapter presented the description of the general methods and approaches that were used in realizing the objectives of the study. Specifically, it included the research design, locale of the study, research participants, research instruments, role of the researchers, data gathering procedure, data analysis procedure, and ethical considerations.

Research Design

This study used qualitative research design with a phenomenological approach to understand the experiences of English teachers, their teaching strategies, and the challenges they faced in managing differently abled students in secondary schools. The phenomenological approach was used because it helped describe and understand how people experienced a certain situation and the meanings they gave to it (Neubauer et al., 2019) In this design, the teaching strategies and challenges of English teachers in managing differently abled students were uncovered. Therefore, open-ended questions were used rather than close-ended questions, allowing participants to freely share their thoughts and experiences.

Research Participants

The participants of this study were six (6) English teachers who were currently teaching in secondary schools and who had regular experiences working with differently abled students. According to Creswell and Poth (2018), Phenomenology typically ranged from three (3) to ten (10) participants.

The study employed purposive sampling, where participants were intentionally selected based on defined criteria. Only English teachers who were

currently teaching in secondary schools, had direct experience handling differently abled students, possessed at least one year of teaching experience, and were willing to participate. This approach ensured that the participants were knowledgeable and capable of providing meaningful insights relevant to the study.

Locale of the Study

This study was conducted to selected places located within the parameters of Parang Maguindanao Del Norte: Specifically, in Ruth Manion Babao Memorial National High School, Parang National High School, and Making Integrated Vocational and Technology High School.

Research Instruments

The researcher formulated a semi-structured interview guide questions. the questions were based on the research questions and the researcher also sought assistance from the research coordinator and panel members for validation and suggestions. The semi-structured interview allowed flexibility for follow-up questions and deeper exploration of responses. This method helped gather detailed information on the teaching strategies and challenges faced by English teachers (Zeigler-Hill & Shackelford, 2020).

The questions in the interview guide were divided into three main parts based on the research questions. The first part focused on the teaching strategies of English teachers in handling differently abled students. This aimed to determine the various approaches, methods, and strategies they used to effectively managed and teach students with different learning needs in English classes.

The second part focused on the challenges encountered by English teachers in managing differently abled students. This section revealed the common difficulties teachers faced in addressing the diverse needs of their students, including instructional, behavioral, and communication-related challenges.

The third part focused on the coping strategies of English teachers in dealing with the challenges they encountered. This part aimed to identify how teachers adapted to difficult situations, what actions they took to overcome these issues, and what support systems they used to maintain effective teaching.

The questionnaire was validated by the members of the panel and the research coordinator. After the approval of the final draft of the questionnaire, the authorized validators signed the instrument for validation and reliability. The interview guide questions covered the domains stated in the research questions of the study.

Role of the Researcher

In this study, the researcher's role was to ensure that the information that gathered was factual, relevant, and accurate. The researcher was responsible for maintaining confidentiality and respecting the privacy of the participants throughout the study. In qualitative research, the researcher aimed to understand the experiences, thoughts, and teaching practices of English teachers who

handled differently abled students. The researcher collected and analyzed the data carefully and objectively to prevent personal bias. It was also the researcher's duty to apply appropriate research tools and methods to ensure the reliability and validity of the findings. Lastly, the researcher presented the results truthfully and clearly to contribute meaningful insights to the field of education (Creswell & Poth, 2018).

Data Gathering Procedures

According to Kumar (2019), a request letter made by the researcher helped lessen pressure on the receiver and would allowed time to think about the request. For this study, the researchers first sent a request letter and asked permission from the Academic Head. After approval, the researchers sent a request letter to school principal and the participating English teachers before conducting the research. After receiving approval, the researchers visited the school to gather information aligned with the research questions. An informed consent form was provided to the participants, which they signed prior to the conduct of the interview. Interviews were conducted with English teachers who handled differently abled students, and these interviews were designed to obtain information about their teaching strategies in managing differently abled students, the challenges they encountered, and the coping strategies they used to address these challenges. the interviews took place in a quiet and comfortable room to help participants freely share their experiences. An audio recorder was used to accurately captured their responses, and all collected information was kept private and confidential.

Data Analysis Procedures

When all of the request letters were approved, the researchers conducted in-depth interviews with the participants. The names and contact information of the five English teachers handling differently abled students in the selected secondary schools were obtained. Participants were informed that their real names would not be used in the study to protect their privacy. The interviews were conducted in a quiet and comfortable setting, and a phone recorder was used to accurately capture each response. The researchers transcribed the information verbatim and in the same order as given by the participants. To maintain anonymity and confidentiality, codes and pseudonyms were used instead of the participants real names in all transcriptions and analysis.

The study employed Colaizzi's (1978) phenomenological method, which has remained widely used in recent qualitative research (Harrison & Laxman, 2021). The researchers first read all transcripts repeatedly to gain familiarity with the participants' experiences. Significant statements related to teaching strategies and challenges in managing differently abled students were identified and interpreted to formulate meanings. These meanings were grouped into theme clusters, which informed an exhaustive description of the phenomenon. A concise fundamental structure was derived to capture the essence of the findings, and member checking was conducted to validate the accuracy and credibility of the results.

Ethical Consideration

According to Cohen, Manion, and Morrison (2018), ethical research involved respecting participants rights, ensuring voluntary participation, and protecting them from any form of harm. In this study, which focused on teaching strategies and challenges of English teachers in managing differently abled students in secondary school, the researchers secured the participants' consent before conducting the interviews.

The confidentiality of the participants were preserved by not revealing their personal identities during data collection and analysis (Tracy, 2018). They were informed that they could withdraw from the study at any time without facing any consequences. Lastly, confidentiality was an important ethical responsibility of researchers (Flick, 2018). To protect the participants privacy, codes and pseudonyms were used instead of real names in the transcription and presentation of results.

RESEARCH RESULT

This chapter presented the phenomenological data gathered to achieve the objectivities of the study. The data were taken from the cellular phone recordings of the semi-structured in-depth interviews with the 6 English teacher-participants of high school level in province of Parang Maguindanao del Norte Managing Differently Abled Students. These recordings were manually transcribed and translated into English. Moreover, a brief background of each participant specifically the school that they were in, years in teaching service and teaching other learning areas are described in this chapter.

Table 1. English Teacher's Lived Experiences and Strategies in Teaching Differently-Abled Students

Theme 1: Use of Differentiated and Adjusted Instruction

Based on the experiences of English teachers in handling differently abled students, five themes emerged, including the use of differentiated and adjusted instruction. This theme is one of the key findings that contributes to answering Research Question 1 on the teaching strategies used in managing differently abled students. The participants emphasized modifying tasks and providing alternative activities suited to learners' abilities to ensure engagement and understanding.

Participant 1 shared that she implemented differentiated instruction based on the student's condition.

The participant said:

"So the usual strategy that I am using is... the differentiation instructions because there are some... activities like reporting is not applicable for the cleft palate person. So I will give another activities or specific activities for that student that are very suitable for his or her situation." (Transcript 1; 24-28)

This statement shows that Participant 1 recognized the need to modify learning activities to accommodate the physical condition of the student. By providing alternative activities instead of forcing the learner to perform tasks that may cause discomfort or difficulty, she ensures inclusive participation.

Theme 2: Providing Individualized Support and Student-Centered Instruction

This theme highlighted how teachers provided individualized support and use student-centered instruction to address the specific needs of differently abled learners.

Participant 1 stated:

"So... the flow of the discussion for the entire lesson goes normal. But then I always make sure that the needs of that specific person are addressed." (Transcript 1; 34-36).

This indicated that while maintaining the normal lesson flow, Participant 1 ensured that the specific needs of the differently abled learner are addressed.

Theme 3: Use of Collaborative Learning and Peer Support

This theme highlighted the importance of collaborative learning and peer support in promoting active participation and inclusivity for differently-abled Students. The data reveal that English teachers intentionally use group work, cooperative tasks, and peer guidance to ensure that learners with diverse needs can engage meaningfully in classroom activities.

Participant 1 stated:

"Okay, the specific activities is the cooperative learning, so mostly in my subject, especially in my English subject. So there are... actually there are some specific activities like reporting... So I will make sure that in a certain group, everyone is... treated as equal." (Transcript 1; 39-42).

Participant 1 demonstrated the use of cooperative learning to ensure equal Participation. By structuring group activities so that all students were treated fairly, the teacher promotes inclusivity and peer interaction, giving every student the opportunity to contribute.

Theme 4: Use of Instructional Materials and Learning Resources

This theme showed how important teaching materials and learning resources was for helping differently-abled students. The teachers said that using different types of materials makes it easier for students to understand lessons, join activities, and feel included in the class.

Participant 1 stated:

"But I keep on... providing the yung mga research ko from online. So sometimes pag nakita ko there's something na may ano to, yung kahirapan sa part niya, binibigyan ko siya ng specific na text na na manual na para madali na lang niya kasi may mga times na nauubusan siya or siguro nafi-feel niya na iba siya. Opo. Although hindi namin hindi namin pinapa-feel sa kanya, pero syempre siya nafi-feel niya talaga yung difference niya with the other students." (But I keep on providing my research from online. So sometimes when I saw that she's having difficulties, I give her a specific manual text, to make it easier for her, because sometimes she feel that she is different, although I don't want her to feel that but she really felt her differences with the other students.) (Transcript 1; 71-78).

Participant 1 demonstrated awareness of the student's emotional experience. By providing a specific manual text or tailored materials, the teacher aimed to reduce feelings of frustration and difference, ensuring that the student can

participate meaningfully in class. This showed sensitivity to the psychological and academic needs of differently abled learners. This response showed that Participant 1 emphasized respect and equal treatment in the classroom. By avoiding preferential treatment, the teacher minimized social stigma and reinforces the student's sense of belonging.

Participant 4 further stated:

"I use simple engaging and supportive activities to help them participate confidently such as bare and group work, games, role playing and visual or jands-on task... I give clear guidance encourage peer support and celebrate small success to create a friend...a friendly safe and welcoming classroom where every learner feels valid and included." (Transcript 4; 94-99).

Participant 4 demonstrated multiple strategies to ensure inclusivity:

Supportive activities, peer encouragement, and celebration of small successes. These practices foster a safe and welcoming classroom culture where students feel recognized and valued.

Table 2. English Teachers Challenges in Teaching Differently-Abled Students Theme 1: Communication and Language Difficulties

One of the primary challenges identified was communication and language difficulty, particularly in oral expression. The participants revealed that speech-related impairments significantly affected classroom participation, as students struggled to express their ideas clearly and engage in verbal activities.

Participant 1 stated:

"Oo, dahil meron siyang cleft palate siya, so sa speaking skills talaga nung bata. Although the student, the specific student is very good in written and performing, but yun lang, talagang nakaapekto sa ano niya is yung oral." (Yes, because she is a cleft palate, so it's on her speaking skills. Although the

(Student, the specific student is very good in written and erforming, it's just that her cleft palate is affecting her orally. But then I told her that it is not an obstacle because I give her another task for her to catch up to the other students. But she keeps on doing it as a normal one. She's reporting, she can do reporting.) (Transcript 1; 141-156).

Theme 2: Lack of Resources and Instructional Materials

Another major challenge revealed by the participants were the lack of specialized instructional materials. Teachers expressed difficulty in accessing appropriate tools tailored for differently-abled learners.

Participant 2 stated:

"When it comes to materials, documents needed, I don't have I don't have one and the resources is..ahh... same resources sa ginagamit ko sa that regularly. But, I don't possess resources intended for that particular disabled student." (Transcript 2; 149-152).

Theme 3: Difficulty Addressing Individual Needs and Providing Support

The participants also revealed the challenge of addressing individual learner needs while managing the entire class.

Participant 2 stated:

"Siguro one of the challenges is.. the is.. boosting the confidence of that particular disabled student disable person or student." (Transcript 2; 113-114.)

Theme 4: Time Constraints, Lesson Pacing, and Workload

Time limitation and workload were also identified as significant challenges.

Participant 3 explained:

"Okay so, seguro, about sa time namin, kasi yung time namin is parang mga ano nalang siya...hindi lahat ng time namin dito sa school is focus lang sa classroom or sa studeyante yung other time namin, mayron kaming mga paperworks, mayron kaming kailangan e-encode, kailanagan e-check, kailangan e-record, kailangan, kung ano-ano pa, yun yung mga...nagkakaroon ng parang naaa-apektuhan yung mga...teaching...tawag dito? Teaching namin, so in terms of mga challenges na yun." (I think time, because our time here in school is not focused on the classroom or to the students, because we still have paperworks, needed to encode, to check, record, and etc. That somehow affect our teaching.) (Transcript 3; 162-174).

Theme 5: Student Learning Difficulties and Weak Academic Foundation

Another challenge identified was the weak academic foundation of learners.

Participant 2 stated:

"one of the aspects of teaching most affected by these challenges is yong...retention of learning." (Transcript 2; 161-162).

This statement showed that the challenges encountered by the teacher directly affect the learners' ability to retain information. Retention of learning was essential in English instruction, especially for differently abled students who may already struggle with comprehension and foundational skills. When retention was affected, it impacted overall academic performance and long-term understanding of lessons.

Table 3. English Teachers' Coping Strategies in Teaching Differently-Abled Students

Theme 1: Modifying and Adjusting Teaching Strategies

The participants reported adjusting their teaching methods, providing additional support, and using appropriate materials to address challenges and meet learners' diverse needs. One of the primary coping strategies identified is the modification and adjustment of teaching strategies according to learners' needs and classroom situations. The participants revealed that flexibility in instruction was essential in addressing diverse learning conditions.

Participant 1 stated:

"Ah yes, kung kinakailangan, kailangan siyang i-change, lalo na kung halimbawa sa reporting, kasi sa science ko, no? Not ano, I also teach, I also taught science subjects, so ah may mga times na more on reporting yan, so nagbibigay ako ng specific task sa kanya." (Yes, if needed I changed, especially

in reporting. I also teach Science, sometimes it's more on reporting, so I give specific task for her.) (Transcript 1; 217-221.)

These response demonstrated that adaptability and instructional flexibility were central coping mechanisms among the participants. This theme highlighted that teachers cope with challenges by adjusting their teaching methods, modifying lessons, and using varied strategies based on the needs and abilities of differently abled students. The participants demonstrated flexibility by simplifying instructions, using different activities, and providing additional support. This adaptability helped teachers respond effectively to students' learning difficulties and promotes better understanding and participation in the lesson.

Theme 2: Seeking Support from Co-Teachers and School Personnel

Another coping strategy revealed in the data was seeking professional support and collaboration from co-teachers and school personnel. The participants emphasized the importance of shared experiences and expert guidance in managing differently-abled learners.

Participant 2 stated:

"Yes, from co-teachers, I remind them about this special case. And they also give advice, especially if they do have experiences of handling this one. So, I ask them, if you have idea how to handle this kind of special case, you could share it to the group." (Transcript 2; 229-232).

These findings showed that collaboration and consultation were essential support mechanisms in inclusive education settings.

Theme 3: Providing Individual Support and Monitoring

The participants also revealed that individualized monitoring and continuous follow-up serve as important coping strategies. Teachers provided personal guidance and behavioral support to ensure that differently-abled students remain engaged and supported.

Participant 1 explained:

"Actions and techniques is yun yung ano... use specific behavior support no na na dahil kakaiba siya so kailangan may support with the other students and also to the teacher. So kailangan ni ano tulungan tulungan siya opo tulungan siya kung ano yung hindi niya napupunan, tulungan siya in a positive behavior, hindi yung the more siyang ida-down." (Actions and techniques is the use of specific behavior support because she different so she needs support with the other students and also teachers. So they need to help each other, help her in a positive behavior, not putting her down.) (Transcript 1; 246-256).

These response illustrated the teachers' commitment to providing consistent guidance and realistic instructional support.

Theme 4: Creating Supportive and Inclusive Learning Environment

Furthermore, the participants revealed that creating a supportive and inclusive classroom environment was a fundamental coping strategy. Teachers

emphasized respect, encouragement, and structured instructional approaches to maintain effective learning.

Participant 1 stated:

“Okay so ano to create a supportive learning environment, foster a classroom culture you know respect, patience, and the encouragement.” (Okay, to create a supportive learning environment, foster a classroom culture of respect, patience, and encouragement.) (Transcript 1; 266–268).

Theme 5: Lesson Planning, Instructional Clarity, and Structured Teaching

This theme emphasized the importance of careful lesson planning, clear instructions, and structured teaching techniques to enhance the learning of Differently-abled students. The data showed that English teachers intentionally organize their lessons, use clear guidance for activities, and monitor comprehension to ensure that students can follow instructions, understand the material, and actively participate in the classroom.

Participant 2 stated:

“One of the ...siguro underrated na...techniques for effective learning is giving clear instructions sa bawat activity na binibigay. Maintaining effective learning is that one. Nagbibigay ako ng clear instructions.” (One of the, perhaps underrated, techniques for effective learning is giving clear instructions for every activity that is assigned. Maintaining effective learning is one of them. I provide clear instructions.) (Transcript 2; 278–281).

Participant 2 highlighted that giving clear, step-by-step instructions was an underrated but effective teaching technique. Clear guidance ensures that differently-abled students understand the expectations of each activity and were able to participate successfully.

DISCUSSION

This chapter presented the discussion of the findings gathered by the researchers in order to describe the teaching strategies, challenges, and coping mechanisms of English teachers in managing differently abled students. The discussion was organized according to the research questions of the study. Each finding was interpreted and supported by related literature and studies presented in Chapter II in order to strengthen the analysis and provide a clearer understanding of the results.

A. Teaching Strategies of English Teachers in Managing Differently Abled Students

This section discussed the teaching strategies used by English teachers in managing differently abled students in the classroom. Based on the responses of the participants, several instructional strategies were identified which helped teachers facilitate learning and address the diverse needs of students with disabilities. These strategies included differentiated instruction, individualized support, collaborative learning, the use of instructional materials, and the promotion of an inclusive learning environment.

1. Use of Differentiated and Adjusted Instruction

The findings of the study revealed that English teachers used differentiated and adjusted instructional strategies in managing differently abled students in the classroom. Teachers modified their teaching methods, simplified lesson content, and adjusted learning activities to ensure that students with different abilities were able to understand the lesson. These instructional adjustments allowed teachers to respond to the diverse learning needs of students while maintaining the objectives of the lesson.

2. Providing Individualized Support and Student-Centered Instruction

Another teaching strategy identified in the study was the provision of individualized support and student-centered instruction. Teachers provided additional guidance, explanation, and assistance to students who experienced difficulties in understanding English lessons. They monitored students closely and offered support whenever students needed clarification or reinforcement of the lesson. This strategy helped teachers address the individual learning needs of differently abled students.

3. Use of Collaborative Learning and Peer Support

The findings also revealed that English teachers used collaborative learning and peer support as a strategy in managing differently abled students. Teachers organized group activities and cooperative learning tasks that encouraged students to interact with their classmates while completing learning activities. Through collaboration, students were able to assist one another in understanding lessons and completing academic tasks.

4. Use of Instructional Materials and Learning Resources

The study further revealed that English teachers utilized various instructional materials and learning resources to support the learning of differently abled students. Teachers incorporated visual aids, multimedia resources, and other instructional tools to help students better understand the lesson. These materials helped simplify complex concepts and made English learning more engaging and accessible.

5. Promoting Inclusive and Supportive Learning Environment

Another important teaching strategy identified in the study was the promotion of an inclusive and supportive learning environment. Teachers created classroom conditions where students felt respected, valued, and encouraged to participate in learning activities regardless of their abilities. Teachers promoted patience, understanding, and cooperation among students to foster a positive learning atmosphere.

B. Challenges Encountered by English Teachers in Managing Differently Abled Students

This section presented the challenges encountered by English teachers in managing differently abled students in inclusive classrooms. The findings

revealed that teachers faced several difficulties while implementing inclusive teaching practices. These challenges affected classroom instruction, communication, and the overall teaching-learning process. The identified challenges include communication difficulties, lack of resources and instructional materials, difficulty addressing individual learning needs, time constraints, and students' learning difficulties.

1. Communication and Language Difficulties

The findings of the study revealed that communication and language difficulties were among the major challenges encountered by English teachers in managing differently abled students. Teachers experienced difficulty in delivering instructions clearly and ensuring that students fully understood the lesson. Some students had challenges in expressing their thoughts, participating in discussions, and responding to questions during classroom activities. These communication barriers sometimes limited student participation and slowed down the overall teaching and learning process.

2. Lack of Resources and Instructional Materials

Another challenge experienced by teachers was the lack of appropriate instructional materials and educational resources designed for differently abled students. Teachers reported limited access to specialized learning materials that could effectively support students with disabilities. The absence of appropriate instructional resources sometimes made it difficult for teachers to present lessons in ways that were accessible to all learners.

3. Difficulty Addressing Individual Needs and Providing Support

The findings also indicated that teachers experienced challenges in addressing the individual learning needs of differently abled students. Students had varying abilities, learning speeds, and educational needs, which made it difficult for teachers to provide equal attention and support to each learner. Teachers needed to monitor students closely, provide additional explanations, and adjusted lessons in order to accommodate different learning levels.

4. Time Constraints, Lesson Pacing, and Workload

Another challenge revealed in the study was related to time constraints, lesson pacing, and teachers' workload. Teachers reported that managing differently abled students required additional time for explanation, monitoring, and providing assistance during classroom activities. As a result, teachers sometimes experienced difficulty in completing lessons within the allocated instructional time.

5. Student Learning Difficulties and Weak Academic Foundation

The findings further revealed that some students experienced significant learning difficulties and had weak academic foundations in English. Students sometimes struggled with vocabulary development, reading comprehension, pronunciation, and basic language skills. These learning difficulties made it

challenging for teachers to deliver lessons effectively and required teachers to spend additional time reinforcing basic language concepts. Coping Strategies Used by English Teachers to Address the Challenges. This section discussed the coping strategies used by English teachers to manage the challenges encountered in teaching differently abled students. In order to address classroom difficulties, teachers adopted several adaptive strategies to support students' learning needs and maintain effective classroom instruction. These coping strategies include modifying teaching strategies, seeking support from colleagues, providing individualized monitoring, creating inclusive classroom environments, and improving lesson planning and instructional clarity.

6. Modifying and Adjusting Teaching Strategies

The findings of the study revealed that English teachers coped with the challenges of managing differently abled students by modifying and adjusting their teaching strategies. Teachers simplified lesson content, adjusted learning activities, and used flexible teaching approaches in order to help students better understand English lessons. These adjustments allowed teachers to accommodate the different abilities and learning needs of students while still achieving the objectives of the lesson.² Seeking Support from Co-Teachers and School Personnel, the findings also revealed that teachers sought support from co-teachers, School administrators, and other school personnel in order to manage the challenges encountered in teaching differently abled students. Collaboration among educators allowed teachers to exchange ideas, share effective strategies, and discuss solutions for addressing the difficulties experienced in the classroom.

7. Providing Individual Support and Monitoring

Another coping strategy used by teachers was providing individualized support and closely monitoring the progress of differently abled students. Teachers paid close attention to students who needed additional assistance and ensured that they received the guidance necessary to complete classroom activities and understand lesson content.⁴ Creating Supportive and Inclusive Learning Environment the study also revealed that teachers managed challenges by creating a supportive and inclusive classroom environment. Teachers promoted patience, respect, and understanding among students in order to encourage positive relationships and cooperation in the classroom. By fostering a supportive atmosphere, teachers helped students feel comfortable participating in learning activities.

8. Lesson Planning, Instructional Clarity, and Structured Teaching

The findings further revealed that teachers coped with classroom challenges by improving their lesson planning and maintaining clear instructional structures. Teachers carefully organized their lessons in order to ensure that learning activities were easy for students to follow. Structured lesson planning helped teachers manage classroom time effectively and ensured that instructions were clear for students.

CONCLUSIONS AND RECOMMENDATIONS

This study examined the teaching strategies, challenges, and coping mechanisms of English teachers in managing differently abled students in the classroom. The findings revealed that teachers used various instructional approaches such as differentiated instruction, individualized support, collaborative learning, and the use of instructional materials in order to support students with diverse learning needs.

Despite these efforts, teachers encountered several challenges including communication difficulties, lack of instructional resources, time constraints, and students' learning difficulties. These challenges affected the implementation of affective teaching strategies and required teachers to adopt coping mechanisms in order to address classroom difficulties in response to these challenges, teachers demonstrated adaptability by modifying their teaching strategies, seeking support from colleagues, monitoring students' progress, and creating supportive learning environments. These strategies helped teachers manage diverse learners and improve classroom participation.

Overall, the study emphasized the importance of providing adequate support for teachers in inclusive classrooms. Strengthening teacher training program, improving access to instructional materials, and promoting collaboration among educators may contribute to more effective teaching practices and meaningful learning opportunities for differently abled students.

Implication for Educational Practice

The findings of this study highlighted the importance of strengthening support systems for English teachers who manage differently abled students in inclusive classrooms. Teachers demonstrated various instructional strategies such as differentiated instruction, collaborative learning, individualized support, and the use of instructional materials to facilitate the learning of students with diverse needs. These strategies showed the teachers' efforts to provide meaningful learning opportunities for all students despite the challenges they encountered.

However, the study also revealed that teachers continued to experience difficulties related to communication barriers, lack of resources, limited time, and students' learning difficulties. These challenges indicated the need for stronger institutional support to assist teachers in implementing inclusive teaching practices effectively.

Educational institutions may consider providing professional development programs that focus on inclusive teaching strategies, differentiated instruction, and classroom management for diverse learners. Training seminars and workshops may also help teachers develop the necessary skills and knowledge needed to address the needs of differently abled students. In addition, schools may provide appropriate instructional materials, assistive technologies, and learning resources that support inclusive learning environments.

Strengthening collaboration among teachers, school administrators, and educational stakeholders may also improve the implementation of inclusive education practices. Through continuous support and professional development,

teachers may be better prepared to provide effective instruction and meaningful learning experiences for differently abled students.

ADVANCED RESEARCH

This study may provide useful insights for future researchers who were interested in exploring inclusive education and the management of differently abled students in English classrooms. Future studies may further investigate the effectiveness of specific teaching strategies used by teachers in supporting the learning of students with disabilities.

Researchers may also examine the perspectives and learning experiences of differently abled students in order to gain a deeper understanding of the challenges they encounter in learning English. Exploring students' perspectives may help educators develop more appropriate instructional strategies that respond to their needs.

Additionally, future research may examine the role of teacher training programs, school policies, and institutional support in strengthening inclusive education practices. Further studies may also explore the effectiveness of assistive technologies, instructional materials, and collaborative teaching approaches in improving the learning outcomes of differently abled students.

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