Learning Dynamics and Adaptations of Learners with Special Educational Needs (LSENs) in English Language Teaching in Inclusive Classrooms

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ABSTRACT: Learners with Special Educational Needs (LSENs) experience unique educational journeys in inclusive English classrooms. The study aimed to understand response patterns and task completion dynamics of learners with special educational needs (LSENs), particularly focusing on the deaf and visually impaired, within inclusive English instructional environments to inform effective pedagogical approaches and support structures.

The qualitative study employed a case study method at Abra High School in rural Abra Province, Philippines. Purposive sampling selected two Grade 7 learners with special educational needs (deaf and visually impaired) enrolled in English classes. Data collection involved semi-structured interviews, classroom observations using protocols, and document analysis using templates to explore learner experiences, classroom dynamics, and educational materials. Thematic analysis was applied to interview transcripts, observation notes, and document reviews.
text.

The study yielded significant insights into the English language learning experiences of learners with special educational needs (LSENs), focusing particularly on visually impaired and deaf students within inclusive classrooms. It found that assistive technologies such as screen readers and tactile aids were instrumental for visually impaired learners, enabling them to effectively access and engage with English materials. Similarly, deaf learners benefited greatly from visual communication tools like sign language interpreters and captioning, facilitating their comprehension and active participation in English tasks. Support systems emerged as crucial components in navigating English learning for LSENs. Personalized teacher guidance and peer collaboration were highlighted as essential factors that fostered inclusivity and mutual support among students. These support mechanisms enhanced engagement and contributed significantly to the student's comprehension and ability to navigate complex language structures. Despite these supportive measures, the study also identified challenges faced by LSENs, particularly in understanding abstract concepts and intricate language nuances. However, the study also highlighted the effectiveness of tailored instructional approaches that incorporated visual aids and provided clear explanations, instilling confidence in the potential of these methods to address these challenges effectively.

Ultimately, the findings emphasize the transformative potential of inclusive practices in enhancing the educational experiences of learners with special educational needs in English language education. They advocate for continued efforts to integrate assistive technologies, personalized support systems, and tailored instructional strategies to ensure equitable access and optimal student learning outcomes.

KEYWORDS: educational needs, assistive technology, classroom dynamics

I. IINTRODUCTION

In recent decades, the landscape of education has witnessed a paradigm shift towards more inclusive practices that prioritize the needs and rights of all learners, regardless of their abilities or challenges (UNESCO, 2017). This shift has been propelled by international mandates such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Sustainable Development Goals (SDGs), which advocate for the creation of inclusive learning environments that accommodate diverse student populations (UNESCO, 2019; United Nations, 2016).

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However, while widespread acknowledgment of the importance of inclusion exists, translating these ideals into effective educational practices remains complex. Students with special educational needs (SEN) continue encountering challenges within mainstream educational settings, including limited access to resources, inadequate teacher training, and social stigma (Gavrilă-Ardelean & Gavrilă-Ardelean, 2021). Consequently, many SEN students experience academic underachievement, low self-esteem, and disengagement from the learning process, perpetuating cycles of exclusion.

"Learners with disabilities" are individuals whose long-term physical, mental, intellectual, or sensory impairments, in conjunction with various barriers, may impede their full and effective participation in education on par with others, as articulated by UNESCO in 2019. This definition aligns with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) of 2006, which defines persons with disabilities as those whose impairments, when interacting with societal barriers, hinder their full societal participation (United Nations, 2006). The World Health Organization (WHO) defines disability as an umbrella term encompassing impairments, activity limitations, and participation restrictions. Disability is not just a health issue but is also influenced by environmental and societal factors. According to the WHO's International Classification of Functioning, Disability and Health (ICF), disability is a multifaceted concept influenced by an individual's health condition and various environmental factors such as physical, social, and attitudinal environments. (WHO, n.d.).

According to Bryant & Smith (2017), Special Educational Needs (SEN) encompass learners with learning, physical, and developmental disabilities; behavioral, emotional, and communication disorders; and learning deficiencies. Historically, the term SEN has evolved, reflecting changes in societal attitudes and educational practices. Today, SEN specifically refers to students who, due to intellectual or medical reasons, lag behind their peers in education. It excludes areas such as remedial teaching, gifted education, and support for economically or culturally disadvantaged children.

Delaney (2019) defines SEN as, "Students have special educational needs if they have significantly greater difficulty in learning than the majority of students of the same age and special educational provision needs to be made". Terminology around SEN varies, with terms like "struggling learners," "inclusive classrooms," and "specific learning differences" also used. The language reflects historical, legislative, and social contexts. Terms such as "handicapped" or "retarded" are now outdated and objectionable, replaced by more respectful and accurate terminology (O'Brien, 2016).

In English language teaching (ELT), the principles of inclusion and diversity are paramount in ensuring that all learners have equal access to language learning opportunities. English language proficiency is a valuable skill in today's globalized world and a gateway to academic and socio-economic opportunities (Molyko-Buea, 2020). Therefore, educators must adopt inclusive practices that cater to all students' diverse linguistic and learning needs, including those with special educational needs (SEN).

Miyauchi (2020) claims there has been a growing recognition of the unique challenges students with LSENs face in acquiring English language skills within mainstream educational settings. These challenges may range from difficulties in phonological processing and reading comprehension to issues related to language processing and expressive communication. Consequently, traditional approaches to English language teaching, which often rely on one-size-fits-all instructional methods, may not adequately address the diverse needs of SEN students, thereby hindering their language learning progress and academic success.

Educators and researchers have increasingly focused on developing and implementing inclusive practices in English language teaching in response to the challenges of creating inclusive learning environments. In addition to instructional strategies, integrating assistive technology has been crucial in supporting students' language learning needs (Balmeo, 2014). Integrating Technology in Teaching Students with Special Learning Needs in the SPED Schools in Baguio City. https://files.eric.ed.gov/fulltext/EJ1080370.pdfwith SEN in inclusive classrooms (Jacob & Pilaly, 2022). Assistive technologies such as speech-to-text software, word prediction tools, and digital dictionaries can help overcome barriers to language acquisition and promote independence and autonomy among SEN students (Collan & Kaye, 2020). Moreover, peer support programs and collaborative learning activities have been shown to enhance social inclusion and language development among students with SENs by fostering positive relationships and providing additional support within the language learning context (Jeyasivanesan & Selvam, 2019); Manitsa & Doikou, 2022).

Deesha (2022) reported that despite these advancements, there remains a need for further research into the specific dynamics of English language learning among students with SEN in inclusive classrooms. By examining SEN students' strategies and perspectives in responding to English language learning tasks and challenges, this study aims to provide insights into effective teaching practices and support mechanisms tailored to these learners' unique linguistic and learning needs (Santangelo, 2014). Ultimately, by promoting inclusive practices in English language teaching, educators can create learning environments that empower all students to achieve proficiency in English and realize their full potential in academic and professional settings. Inclusive education became part of the basic education system in the Philippines in 1997, with recent legislation like Republic Act

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11650 supporting this initiative (Garg, 2014). Despite this, challenges such as inadequate resources and teacher preparedness persist (Muega & Echavia, 2011). While various training workshops have been conducted since 1996 (Dizon, 2011), essential services for children with special needs in public schools remain largely unavailable (Pugach & Winn, 2011). General education teachers often express confusion about their roles in inclusive classrooms (Thawala, 2015), and there is a lack of specialized knowledge and skills among teachers, leading to ineffective inclusion (Kupper et al., 2020, as cited in Leijen et al., 2021). Moreover, there are no initiatives on the part of learners regarding how they must learn and cope while in the mainstream educational setting. However, the K to 12 curriculum takes a comprehensive approach to inclusive education, emphasizing learner-centered and relevant education (DepEd Order No. 20, s. 2018). The Inclusive Education Policy Framework aligns with the MATATAG Agenda, addressing fundamental challenges in Philippine basic education, including curriculum relevance, learner well-being, and teacher support (Llego, 2021).

In light of these considerations, this study seeks to address these gaps by examining the learning dynamics of learners with special educational needs (LSENs) in the context of English instruction in inclusive classrooms. By focusing on the specific strategies and perspectives employed by LSENs, the study aims to provide insights into effective teaching practices and support mechanisms tailored to the diverse needs of these learners. Additionally, by adopting a diversified research approach incorporating student perspectives and exploring underrepresented areas, the study seeks to advance understanding in inclusive practices and classroom dynamics in English, ultimately contributing to developing more equitable and inclusive educational practices.

II. METHODOLOGY

The qualitative study utilized the case study method to investigate learners' learning experiences with special educational needs (LSENs), specifically focusing on the deaf and visually impaired within inclusive English instructional settings at Abra High School in rural Abra Province, Philippines. The research drew on insights from Creswell (1994) and Yin (2018), who underscored the method's suitability for exploring complex phenomena within their natural contexts. Purposive sampling was employed to select two Grade 7 learners with special educational needs, ensuring participants had relevant experiences aligned with the study's objectives (Patton, 2012). Data collection methods included semi-structured interviews, classroom observations using detailed protocols, and systematic document analysis of educational materials and policies related to inclusive education. Interview guides were meticulously designed to explore participants' perspectives and practices regarding engagement with English learning tasks. Observation protocols facilitated real-time documentation of classroom interactions and instructional strategies, drawing on the methodology outlined by Marzano (2007) for effective classroom observation and data collection. Following the guidelines proposed by Miles & Huberman (1994), document analysis templates guided the systematic review of educational materials, ensuring comprehensive insights into accommodations and inclusive practices. Adherence to ethical guidelines included obtaining informed consent from participants and maintaining confidentiality throughout data collection. Thematic analysis, informed by qualitative data analysis techniques outlined by Braun & Clarke (2006), was applied to interview transcripts, observation notes, and document findings. This approach facilitated identifying and interpreting key themes, enhancing the study's rigor and reliability. The study generated nuanced insights into the impact of inclusive educational practices on the English language learning experiences of learners with special educational needs through constant comparison and triangulation of findings across multiple data sources.

III. RESULTS AND DISCUSSION
A. Learning Dynamics in English Classroom
Adaptive Strategies and Assistive Technologies

The study's findings reveal that visually impaired learners discussed utilizing various assistive technologies to access and interact with English learning materials effectively. They highlighted the importance of screen readers and speech-to-text software, which enable them to listen to and engage with written content, compensating for their visual impairment. Additionally, tactile learning aids such as diagrams and graphics were noted for enhancing understanding of English grammar and vocabulary through physical representations of concepts. These adaptive strategies underscore the significance of multisensory learning approaches that cater to their specific needs, ensuring comprehensive comprehension and retention of English lessons. A study by McDonald et al. (2020) explored the impact of digital accessibility tools, including screen readers and speech-to-text software, on the academic performance of students with visual impairments. They found that these technologies significantly improved access to educational content and supported independent learning.

Conversely, deaf learners emphasized the essential role of visual communication tools in their English learning journey. They rely heavily on visual aids such as sign language interpreters, captioning, and visual diagrams to access spoken and written

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English content. A study conducted by Watson and Olson (2020) investigated the impact of visual supports, including sign language interpreters and captioning, on the language development and academic performance of deaf students. They found that visual aids are crucial in facilitating communication and comprehension of language structures, promoting equitable access to educational content in inclusive classrooms. These tools facilitate effective communication and comprehension by providing visual representations that supplement auditory information. Additionally, assistive technologies such as captioning systems and video resources incorporating sign language interpretation were highlighted as instrumental in bridging communication barriers and ensuring equitable access to educational resources.

Both groups of learners emphasized the supportive role of peer collaboration and clear communication from teachers in inclusive classroom settings. Peer support and inclusive teaching methods were critical factors in enhancing engagement and participation in English tasks. Adopting adaptive strategies and assistive technologies reflects their proactive approach to overcoming challenges in English learning, promoting inclusive educational practices that effectively accommodate diverse learning needs. Research by Williams and Maheady (2019) focused on the effectiveness of assistive technologies in facilitating language and literacy skills among students with SEN. Their findings highlighted that text-to-speech and word prediction tools enhance students' reading fluency and comprehension. The adaptive strategies and assistive technologies discussed by visually impaired and deaf learners illustrate the evolving landscape of inclusive education. These approaches facilitate access to educational materials and foster a supportive learning environment where learners with special educational needs can thrive academically in English and beyond. Supported by Blackorby et al. (2019), his study focused on personalized learning plans (PLPs) and the integration of assistive technologies in inclusive classrooms. They found that tailored PLPs, combined with assistive tools like text-to-speech software and adaptive learning platforms, effectively support individualized learning goals and academic success for students with diverse learning needs.

Support Systems and Peer Interaction

Support systems and peer interaction are pivotal in navigating English tasks effectively within the classroom. Support systems, including peer assistance and teacher support, emerged as essential in their English learning experiences. Visually impaired learners highlighted the crucial role of teacher support in ensuring they understand tasks and providing tailored assistance when needed. Teachers often check in with them individually, offering explanations and guidance aligning with their learning needs. This personalized approach in a personalized learning environment boosts their confidence and enhances their ability to participate actively in English lessons.

Similarly, deaf learners emphasized the significance of peer interaction in their English learning process. Collaborative efforts with classmates help them discuss and clarify English concepts through visual aids such as sign language and written communication. Peers often assist in translating spoken instructions into visual formats or explaining content in ways that are accessible to them, fostering a supportive and inclusive classroom environment. Studies by Gindis (2010) and Erting et al. (2022) underscored the positive impact of visual and tactile supports on language development and academic achievement among students with sensory impairments. These supports aid in understanding abstract concepts, enhance communication skills, and facilitate social interaction within educational settings.

Moreover, both groups benefit from peer support during task completion. Visually impaired learners described instances where classmates read aloud instructions or tasks and assisted in organizing their responses, ensuring they stayed on track with assignments. This peer collaboration alleviates the challenges their impairments pose, enabling them to manage their workload effectively. Studies have explored integrating SEL supports in inclusive education settings to enhance social-emotional skills and well-being among students with SEN (Allen et al. (2020).

The reliance on support systems and peer interaction among visually impaired and deaf learners significantly enhances their ability to navigate English tasks. These interactions facilitate comprehension and engagement and cultivate a sense of inclusivity and mutual support within the classroom. By leveraging these supportive networks, learners with special educational needs can achieve greater success in their English studies, emphasizing the importance of inclusive educational practices in fostering academic growth and social integration. Effective implementation of inclusive practices often requires ongoing professional development for educators. Research by Farrell et al. (2020) evaluated the outcomes of professional development programs focused on inclusive education strategies and teacher support networks. Their findings indicated that targeted professional learning opportunities enhance educators' capacity to implement inclusive practices effectively and support the diverse needs of students with disabilities.

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B. **Response Patterns and Adaptations for Written Works and Group Performance Task Completion**

Regarding their response patterns with written and performance tasks in English classes, several distinct themes and patterns emerge from the responses of learners with special educational needs (LSENs):

Preference for Differentiated Instruction

LSENs often highlight the importance of differentiated instruction that caters to their specific learning needs. They appreciate when tasks are adapted to accommodate their pace of learning, whether it involves extra time for processing information, simplified language, or personalized feedback. This personalized approach helps them feel supported and enhances their ability to comprehend and complete English tasks effectively.

Utilization of Assistive Technologies

The use of assistive technologies emerges as a crucial theme among LSENs. Many learners rely on technologies such as screen readers and speech-to-text software to access and engage with written and performance tasks in English classes. These tools facilitate independent learning and bridge accessibility gaps, enabling LSENs to participate more fully in classroom activities.

Impact of Visual and Multisensory Learning

Visual aids and multisensory learning tools significantly aid LSENs in understanding and retaining English content. Learners frequently prefer visual aids like diagrams, charts, and videos with captions or sign language interpretations. These tools enhance comprehension by providing additional context and support, particularly for learners with visual impairments or auditory processing challenges.

Collaborative and Peer Support

Collaborative learning environments and peer support systems are pivotal in LSENs' experiences with English tasks. Many learners benefit from working in small groups or pairs where they can discuss concepts, clarify doubts, and support each other through tasks. Peer interactions enhance understanding and boost confidence and social integration within the classroom setting.

Emotional and Motivational Factors

Emotional factors significantly influence LSENs' engagement and performance in English classes. Positive feedback from teachers, peer encouragement, and supportive classroom environments contribute to their motivation and willingness to participate in tasks. Conversely, feelings of stress or frustration when tasks are challenging or when they feel unsupported can hinder their learning experience.

C. **Managing Challenges with Language Complexity**

Based on the responses gathered from learners with special educational needs (LSENs), including both visually impaired and deaf students, it is evident that they commonly encounter challenges with understanding abstract concepts and complex language structures in their English learning journey.

Visually impaired learners struggled to grasp abstract concepts when specific examples or visual aids were not provided. They emphasized the importance of tactile learning materials and diagrams, which help them visualize and connect abstract ideas more effectively. For instance, tactile diagrams and hands-on activities were noted as crucial tools that aid in comprehending grammar rules and vocabulary.

Similarly, deaf learners faced challenges understanding complex language structures, especially without visual cues or clear explanations. They highlighted the need for instructional approaches incorporating visual aids, such as sign language interpreters or captioning, to facilitate their understanding of English texts and assignments. These visual supports help bridge the gap caused by their hearing impairment, enabling them to comprehend nuanced language constructs and participate more actively in classroom discussions.

Tailored instructional approaches emerged as a critical need for both groups. Visually impaired learners benefit significantly from instructional strategies that integrate tactile and auditory elements, ensuring they receive information in accessible formats that cater to their specific learning styles. Likewise, deaf learners require visual accommodations and clear explanations to navigate the intricacies of English language tasks effectively. Research by Florian & Black-Hawkins (2011) highlighted the importance of inclusive education practices that promote collaboration, personalized learning experiences, and supportive environments for all learners. It emphasizes the need for educators to adopt flexible teaching strategies and utilize resources effectively to meet the diverse needs of students with disabilities, thereby fostering an inclusive educational culture.

The challenges with language complexity faced by LSENs underscore the importance of personalized and inclusive instructional approaches in English classrooms. By addressing these challenges through tailored methods incorporating visual aids, tactile materials, and clear explanations, educators can empower LSENs to overcome linguistic barriers and achieve academic success. Moreover, fostering a supportive learning environment that embraces diverse learning needs enhances the overall

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educational experience and promotes inclusive practices within the classroom. Teacher self-efficacy plays a crucial role in fostering an inclusive environment, as educators with high self-efficacy are better equipped to manage classroom diversity and support LSENs (Arias-Pastor et al. 2024). Effective teaching strategies that enhance self-efficacy can lead to improved writing and overall English performance among students (Yang 2024).

D. Impact on Inclusive Education

Based on the insights gathered from the responses of learners with special educational needs (LSENs), both visually impaired and deaf students, it is evident that the inclusivity of the classroom environment plays a crucial role in shaping their engagement, confidence levels, and overall learning outcomes in English tasks.

Enhanced Engagement and Participation

The study reveals an inclusive classroom setting encourages active engagement among LSENs in English tasks. By providing accessible learning materials and fostering supportive interactions with peers and teachers, LSENs are more likely to participate actively in discussions, group activities, and individual assignments. This increased engagement is crucial as it enhances their learning experience and promotes a deeper understanding of English language concepts. Creative tools such as gamification and collaborative projects foster inclusion and motivation, leading to increased participation in ESL classrooms (Ojong & Addo 2024). Strategies that address psychological barriers, such as open-ended questions and group discussions, are effective in promoting engagement among students (Phuntsho 2024).

Improved Confidence and Self-Efficacy

One of the notable outcomes observed is the boost in confidence levels among LSENs within an inclusive environment. Feeling included and valued in the classroom contributes significantly to their self-esteem and belief in their academic abilities. This newfound confidence translates into more proactive involvement in English tasks, such as reading aloud, participating in presentations, and completing written assignments. As a result, LSENs are more willing to take on challenges and persist in mastering English language skills.

Positive Learning Outcomes

The study underscores that the inclusivity of the classroom positively influences the learning outcomes of LSENs in English. Tailored support mechanisms, such as assistive technologies and adapted instructional strategies, help address their learning needs effectively. This personalized approach enhances their comprehension of abstract concepts and complex language structures and improves their grammar, vocabulary, and reading comprehension proficiency. As a result, LSENs demonstrate significant progress in achieving academic benchmarks and goals related to English language proficiency. Inclusive classrooms create a supportive atmosphere that significantly boosts LSENs' self-esteem and confidence, leading to increased participation in activities like reading aloud and presentations (Luo et al. 2024). Research indicates that high self-efficacy correlates with improved academic performance, as students who believe in their abilities are more likely to engage in challenging tasks (Asyanova et al., 2024; Aprianto et al., 2024).

Promotion of Equity and Belonging

Inclusive environments create a sense of equity and belonging for LSENs, crucial for their well-being and academic success. Inclusive classrooms foster a supportive atmosphere where LSENs feel accepted, respected, and understood by embracing diversity and accommodating different learning styles and needs. This sense of belonging contributes to a positive school climate and promotes positive peer interactions, collaboration, and mutual support among students.

According to research reviewed by Luckner & Cooke (2010), inclusive instructional practices are crucial for meeting the diverse learning needs of students with disabilities. Effective strategies include differentiated instruction, the use of assistive technology, and adaptations in teaching methods to accommodate various learning styles and abilities. These approaches are particularly beneficial for LSENs, ensuring equitable access to educational content and promoting active participation in learning activities. The inclusivity of the classroom significantly enhances the engagement of learners with special educational needs (LSENs) by creating opportunities for active participation. Visually impaired students emphasized the importance of a supportive environment that caters to their specific needs, such as access to tactile learning materials and clear verbal instructions. This inclusivity makes them feel valued and motivates them to actively participate in English lessons actively, enhancing their understanding and retention of course content.

Similarly, deaf learners highlighted visual accommodations and communication supports, such as sign language interpreters or captioning, in fostering their engagement. When these accommodations are in place, they feel more included and capable of fully participating in discussions, group activities, and assignments. This inclusive approach significantly improves their comprehension of English language concepts and bolsters their confidence in expressing their thoughts and ideas.

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Moreover, the inclusive nature of the classroom environment contributes positively to the overall confidence levels of LSENs. Visually impaired students noted that receiving individualized support from teachers and peers boosts their confidence in navigating English tasks effectively. This personalized attention and encouragement reinforce their belief in their academic abilities despite their visual impairment.

For deaf learners, an inclusive environment that respects their communication needs and provides accessible resources is crucial in enhancing their confidence in English learning. Access to sign language interpreters or captioned materials enables them to fully engage in classroom activities and discussions, leading to greater self-assurance in their language skills.

Beyond mere participation, the inclusive classroom environment significantly impacts the overall learning outcomes of LSENs. When these students feel included, supported, and accommodated, they are more likely to succeed academically in English tasks. This inclusive approach addresses their specific educational needs and fosters a sense of belonging and equity within the classroom.

Ultimately, the study underscores the profound impact of creating and maintaining an inclusive environment for LSENs in English classrooms. By implementing inclusive practices and providing targeted support, educators can effectively nurture these learners' academic and socio-emotional development, ensuring they thrive and succeed in their English language education. Recognizing and accommodating their diverse learning needs optimizes engagement and confidence and cultivates a supportive community where all students can flourish academically and personally.

IV. CONCLUSIONS

The study emphasizes the crucial role of adaptive strategies and assistive technologies in supporting learners with special educational needs (LSENs) in English learning. For visually impaired students, tools like screen readers and tactile aids enhance access to English materials. Deaf learners benefit from visual communication tools such as sign language interpreters and captioning, which bridge communication gaps and facilitate comprehension, promoting inclusive educational practices.

Support systems, including personalized teacher guidance and peer collaboration, are vital for effectively navigating English tasks. Visually impaired students value tailored support from teachers, boosting their confidence and aiding comprehension. Deaf learners highlight peer interactions using visual aids and adapted communication methods, fostering inclusivity and mutual assistance, thereby enhancing overall engagement and academic performance.

Both groups encounter challenges with abstract concepts and complex language structures in English. Tailored instructional approaches incorporating visual aids, tactile materials, and clear explanations are essential for addressing these challenges, promoting equitable access to educational content, and enhancing language development among LSENs.

Inclusive classroom environments significantly influence LSENs' engagement, confidence levels, and learning outcomes in English. These environments foster active participation, improve self-efficacy, and enhance academic achievement. Tailored support mechanisms and adaptive technologies are pivotal in boosting comprehension and English proficiency, contributing to a positive school climate and sense of belonging.

Overall, inclusive educational practices positively impact LSENs' English language learning experiences by addressing their diverse needs through adaptive strategies, assistive technologies, and supportive environments. Recognizing and accommodating these needs optimizes engagement, builds confidence, and cultivates a community where every learner can thrive. Ongoing research and collaborative efforts are essential for advancing inclusive education and ensuring equitable access to quality English language education for all students.

V. RECOMMENDATIONS

1. Ensure every visually impaired learner can access essential assistive technologies like screen readers and tactile learning aids, enhancing their engagement and comprehension in English classrooms.
2. Implement a professional development program to equip teachers with differentiated instruction techniques tailored to learners with special educational needs (LSENs), optimizing their English language learning outcomes.
3. Launch a peer mentoring initiative to foster collaborative learning among LSENs in English classes, utilizing visual aids to enhance their understanding of complex language structures.
4. Provide workshops and seminars on inclusive teaching strategies and assistive technology utilization, ensuring educators can effectively support diverse learning styles.
5. Conduct assessments and surveys to evaluate the impact of inclusive practices in English language learning, gathering feedback from LSENs, teachers, and parents to continually improve instructional approaches.

6. Advocate for inclusive policies at local and state levels, supporting funding and resources that meet the educational needs of LSENs in English classrooms.

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