

## Article

# Between Intentions and Implementations: English Teachers' Lived Experiences Educating ASD Learners under DepEd's Inclusive Program

Christian Paul De Loyola, LPT, MAEd<sup>1</sup>, Shienna Marie Caparas, LPT, PhD<sup>2</sup><sup>1,2</sup> University of Cabuyao\* Correspondence: [christianpaul.deloyola13@gmail.com](mailto:christianpaul.deloyola13@gmail.com)

**Abstract:** Everyone, despite their differences, has the right to learn, and no disability should hinder a learner from maximizing their full potential through quality education. Delving into the lived experiences of general education English teachers handling secondary learners with Autism Spectrum Disorder (ASD) at Pulo National High School in Division of Cabuyao addressed the gap between the specialized needs of ASD learners—given the deficiencies in their social communication and behavioral functioning—and the limited training of general education English teachers, who are primarily equipped to teach language-related skills. While existing literature largely focuses on the experiences of ASD learners, there is a lack of studies examining these challenges from the perspective of teachers, specifically through the lenses of English language educators as to how they manage, strategize, and communicate with ASD learners within the general education classroom. This study aimed to understand how general education English teachers navigate inclusive classroom settings involving ASD learners. Using a qualitative phenomenological approach, Colaizzi's method was employed to analyze data gathered through semi-structured interviews with seven participants. Findings revealed that the teachers had not received sufficient or intensive training to effectively support ASD learners, resulting in instructional and emotional challenges. The study concludes that while inclusive education programs by the Department of Education (DepEd) are well-intentioned, their implementation remains inadequate. Further, the results highlight instructional and behavioral challenges; policy-driven but practice limited training; need for comprehensive, systemic, and multi-level support; and balancing equity, sensitivity, and pacing in inclusive English classrooms.

**Citation:** Loyola C. P. D., Caparas S. M. Between Intentions and Implementations: English Teachers' Lived Experiences Educating ASD Learners under DepEd's Inclusive Program. International Journal on Integrated Education (IJIE) 2026, 9(2), 183-191.

Received: 06<sup>th</sup> Feb 2026Revised: 11<sup>th</sup> Mar 2026Accepted: 16<sup>th</sup> Apr 2026Published: 18<sup>th</sup> May 2026

**Copyright:** © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

**Keywords:** Autism Spectrum Disorder, English Language Teaching, General Education, Inclusive Education, Inclusive Program, Teachers' Challenges, Special Education.

## 1. Introduction

Quality education is a right of all and should never be a privilege to some. Even those learners who fall under Autism Spectrum Disorder (ASD) have an equal share in this world; education could also help them serve and find their purpose. Despite the challenges that ASD learners may face, students with special needs have the right to access quality education that meets their unique needs, as emphasized by international and national policies on inclusive education (UNESCO, 2020). Since the 1994 UNESCO Salamanca Statement, there has been a worldwide push for inclusive schooling that encompasses all students, notably including individuals with autism [1]. Ensuring that educational systems accommodate ASD learners is essential for promoting equity, participation, and the development of their full potential.

It is indeed true that educators serve as pillars of progress. Not only do teachers seal the cracks in learners' foundations, but they also figuratively pour water into glasses to make them half full. All the more when the revised K-10 Curriculum, formerly known as the MATATAG Curriculum, was rolled out by the Department of Education (DepEd), aiming to improve Philippine education by streamlining learning areas, recalibrating cognitive demands, and refining the articulation of 21st-century skills.

As reasserted in the study of Cahapay, Republic Act 7277, or the Magna Carta for Disabled Persons in the Philippines, serves as a key driver for enhancing educational services for learners with special needs [2]. It requires that the specific needs of persons with disabilities be considered in developing educational policies and programs and urges learning institutions to ensure that these needs are adequately addressed. Thus, this recognizes the blueprint for the government's mandate to identify and protect the rights of persons with disabilities, including persons with autism.

However, if this progressive framework of the revised curriculum aims to create well-rounded individuals ready to face the challenges of work and life, has DepEd also equipped high school teachers to accommodate the needs of all students? Under CHED Memorandum Order No. 74 and No. 75, s. 2017, teacher education programs only began implementing a course titled "Foundation of Special & Inclusive Education" starting in 2018–2019. Hence, public teachers in the City of Cabuyao might not have undergone such an academic preparation for better understanding and approaches in this field. True enough that education sees no boundaries, but have general education teachers been prepped to teach all kinds of students, even those under the autism spectrum?

Honing the power of inclusivity, DepEd has embraced acceptance when it comes to students with ASD. Although it is not new to see students showing signs of autism in general education, DepEd Memorandum No. 43, s. 2025, empowered by Republic Act No. 11650, or the "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act" (2022), has strengthened the nation's commitment to inclusive education by guaranteeing equal access to quality learning for all students within the K-12 program. The law mandates schools to admit learners with disabilities and provide appropriate accommodations, establishing a clearer legal foundation for inclusive practices.

It is indeed that the policy of the inclusive program shows progressiveness for allowing these students to blend in general education classrooms; unfortunately, it seems to end there.

According to Moreira et al., ASD was first understood as a dysfunction of affective and social contact. Similarly, the American Psychiatric Association defines ASD as a complex developmental disorder characterized by repetitive behavior, limited interests, and persistent difficulties with social communication. Although autism is a lifelong condition, each person with autism has a different level of difficulty functioning.

Despite valuable insights from existing research, there are notable deficiencies in the literature. Most studies lack a detailed exploration of teachers' personal experiences and how these inform their approaches to teaching. Additionally, there is a need for more qualitative research that captures the nuanced challenges and successes teachers encounter in real classroom settings. This gap calls for a deeper understanding of the unique needs of both teachers and students in this context.

This study aimed to explore the lived experiences of general education English teachers at Pulo National High School in the Division of Cabuyao as they navigate the complexities of teaching secondary students with autism, uncovering their strategies and the obstacles they encounter amidst the implementation of the Inclusive Program under the recalibrated K-10 Curriculum in the Philippines. Moreover, given the challenges of ASD learners in communication, the integral role of language educators must be viewed from their lens in supporting students who need extra care, support, and compassion.

## 2. Materials and Methods

The research design utilized in the study is qualitative, applying a phenomenological approach, particularly the Descriptive Phenomenological Method. Qualitative research is used to comprehend the lived experiences of people with certain phenomena, as the information gathered provides a deeper understanding of a problem and generates new ideas [3]. Phenomenology dives into the essence of a phenomenon as presented through lived experiences and describes the first-person perspective [4], offering the truest meaning of the phenomena [5]. This study employed a descriptive phenomenological design to explore the challenges experienced by general education English teachers working with ASD learners [6], allowing the researcher to describe participants' experiences faithfully by suspending preconceived assumptions and capturing the essence of the phenomenon. Through in-depth face-to-face semi-structured interviews using research-made, open-ended questionnaires, the interviewees were asked and recorded with their consent. In line with this, the researcher adhered to Republic Act No. 10173, or the Data Privacy Act of 2012, which protects individuals' privacy while ensuring the free flow of information for development.

The participants of the study were composed of seven (7) general education English teachers from Pulo National High School. This school was selected due to its documented population of students and their association with having diagnosed ASD students in the general classrooms. In addition, a small, well-chosen sample of seven English teachers would likely be considered homogeneous enough to quickly reach saturation on a focused topic [7]. Furthermore, a purposeful sampling method was employed to choose participants from the target population. In phenomenological research, it is common to involve approximately three to ten participants for in-depth, face-to-face interviews. Also, those chosen to take part in the study must possess substantial and relevant experiences related to the phenomenon under investigation [4].

The following criteria were used to select the participants:

1. The interviewees must be currently teaching the English subject at the secondary level and should have two or more years of experience in teaching that can essentially support this study. This is beneficial to a richer understanding with regard to the challenges and strategies that general education English teachers experience under DepEd's Inclusive Program.
2. Participants must have experience working specifically with at least one diagnosed ASD learner in the general education classrooms placed with general education students presently or even before, from 2022 and beyond.
3. Most definitely, the participants must consent to the conduct of the interview, and they should be willing to participate after being informed of the inconveniences that this study may cause.

The study employed Colaizzi's method of data analysis, as cited and utilized by Sasikumar and Guzman, to extract themes from participants' responses and describe the challenges faced by general education English teachers in teaching students with ASD [8], [9]. The participants were secondary English teachers with at least two years of teaching experience, ensuring sufficient exposure to the phenomenon, while those from other departments, with less than two years of experience, or without experience handling diagnosed ASD learners in inclusive classrooms, were excluded. To analyze the data, the researcher repeatedly read and familiarized themselves with each transcript, identified significant statements relevant to the research problem, formulated meanings through interpretation of these statements, and then organized the meanings into themes based on similarities, differences, and connections in the participants' lived experiences.

The researcher ensured strict observance of ethical considerations by adhering to the Philippines' Data Privacy Act (Republic Act No. 10173), guaranteeing the confidentiality, anonymity, and secure storage of all participants' personal information. Research

activities, including onsite interviews, were scheduled flexibly to respect the teachers' time and avoid disruption of their classes and teaching responsibilities. To further protect participants, interview questions were carefully designed to prevent emotional or psychological harm, while all responses were anonymized through the use of pseudonyms and the removal of identifiable information in all reports and publications. All recorded data were securely stored with restricted access limited solely to the researcher. Overall, the study prioritized the welfare, rights, and dignity of the participants, ensuring that no harm or misuse of information occurred throughout the research process.

### 3. Results

**Table 1.** Summary of Themes.

Superordinate Themes	Subordinate Themes
<b>1. Integrated Instructional and Behavioral Challenges in Teaching English to Students with ASD</b>	<ul style="list-style-type: none"> <li>• Emotional and Behavioral Regulation Challenges</li> <li>• Lack of Specialized Training and Preparedness of General Education</li> <li>• Challenges in Building Engagement, Interest, and Classroom Relationships</li> <li>• Academic Skill Gaps and Learning Limitations</li> <li>• Social Interaction and Classroom Participation Difficulties</li> <li>• Need for Constant Instructional and Classroom Adjustments</li> </ul>
<b>2. Compensatory Readiness and Adaptive Coping in Inclusive Education</b>	<ul style="list-style-type: none"> <li>• Reliance on Mainstream Teaching Background</li> <li>• Insufficient Formal Training in Special Education</li> <li>• Challenges in Managing Parental Expectations</li> <li>• Personal Coping and Problem-Solving Attitude</li> <li>• Dependence on Student's Academic Functioning</li> <li>• Confidence Masking Despite Lack of Actual Preparedness</li> </ul>
<b>3. Context-Responsive Instructional Adaptations for ASD Learners</b>	<ul style="list-style-type: none"> <li>• Use of Differentiated and Multimodal Instruction</li> <li>• Individualized Attention and Positive Reinforcement</li> <li>• Maintaining Inclusion through Minimal or No Modification</li> <li>• Use of Structured Routines and Predictable Classroom Practices</li> <li>• Strategy Selection Influenced by Student Academic Functioning</li> </ul>
<b>4. Policy-Driven but Practice-Limited Training for Inclusive Education</b>	<ul style="list-style-type: none"> <li>• Minimal Institutional and Instructional Support Systems</li> <li>• Lack of Strategy-Focused and Behavior-Management Training</li> <li>• Limited Depth and Practicality of LAC Sessions</li> <li>• Predominance of Orientation-Based Rather than Formal Training</li> <li>• Reliance on Self-Devised or Intuitive Teaching Approaches</li> <li>• Absence of Sustained or Long-Term Professional Development</li> <li>• Awareness-Raising Without Skill Development</li> </ul>
<b>5. Need for Comprehensive,</b>	<ul style="list-style-type: none"> <li>• Adapting Physical Resources, Facilities, and Learning Materials</li> </ul>

---

<b>Systemic, and Multi-Level Support for Effective Inclusive English Education of ASD Learners</b>	<ul style="list-style-type: none"> <li>• Need for Intensive and Long-Term ASD-Specific Training</li> <li>• Need for Expert-Led Training from Specialists and Therapists</li> <li>• Need for Training in Inclusive Attitudes, Awareness, and Communication</li> <li>• Demand for Practical, Strategy-Focused, and Behavior-Management Training</li> <li>• Importance of Peer Support Systems and Inclusive School Organizations</li> </ul>
--	---

---

<b>6. Balancing Care, Collaboration, and Constraint in Inclusive Classrooms</b>	<ul style="list-style-type: none"> <li>• Partial Preparedness in Addressing Academic Needs and Managing Behavioral Needs</li> <li>• Reliance on Peer and Teacher-Assisted Support Mechanisms</li> <li>• Limited Individualized Preparation Due to Large Class Size</li> <li>• Emotional Support and Care-Oriented Teaching Approaches</li> <li>• Need for Sufficient Formal Training and Professional Preparation</li> </ul>
---	--

---

<b>7. Balancing Equity, Sensitivity, and Pacing in Inclusive English Classrooms</b>	<ul style="list-style-type: none"> <li>• Emotional Strain and Fear Affecting Classroom Management</li> <li>• Challenges in Maintaining Fairness and Consistency in Discipline</li> <li>• Minimal Disruption When ASD Learners Are Academically Capable</li> <li>• Instructional Time Adjustments for Individual Support</li> <li>• Increased Instructional and Motivational Demands</li> <li>• Heightened Sensitivity and Modified Classroom Management Practices</li> <li>• Slowed Instructional Pace Due to Balancing Competing Needs</li> </ul>
---	--

---

<b>8. Observation and Outcome-Oriented Assessment of Instructional Effectiveness</b>	<ul style="list-style-type: none"> <li>• Employing Leniency in Task Completion and Output as Indicators of Effectiveness</li> <li>• Emphasis on Performance-Based and Strength-Oriented Activities</li> <li>• Observation-Based Judgment of Strategy Effectiveness</li> <li>• Student Engagement, Participation, and Willingness as Key Measures</li> <li>• Academic Performance and Assessment Results as Evidence of Effectiveness</li> <li>• Use of Monitoring Tools and Progress Documentation</li> </ul>
--	---

---

<b>9. Compensatory Teaching Practices Arising from the Absence of Practical and Actionable ASD Training</b>	<ul style="list-style-type: none"> <li>• Inability to Apply Training Due to Lack of Concrete Strategies and Instructional Materials</li> <li>• Use of Peer Support and Buddy Systems as a Practical Classroom Adaptation</li> <li>• Reliance on Self-Devised and Experience-Based Strategies</li> </ul>
---	---

---

<b>10. Adaptive and Inclusive</b>	<ul style="list-style-type: none"> <li>• Adjusted Expectations and Lenient Academic Standards</li> <li>• Stronger Oral Communication than Written Expression</li> </ul>
-----------------------------------	---

---

---

<b>Communication Practices in Building Relationships with ASD Learners in English Classes</b>	<ul style="list-style-type: none"> <li>• Relationship-Building Through Visual and Activity-Based Engagement</li> <li>• Inclusive Treatment with Individualized Academic Support</li> <li>• Communication Ease Influenced by Learner's Language Proficiency</li> <li>• Positive Teacher-Learner Relationships Beyond the Classroom</li> <li>• Initial Uncertainty and Adaptive Teaching Experience</li> </ul>
---	--

---

In this study, ten (10) clustered superordinate themes from their consolidated subordinate themes discuss the overall lived experiences of the participants, shedding light on different factors they have been facing while teaching ASD learners in the general education classrooms. These themes include the aforementioned below: (1) integrated instructional and behavioral challenges in teaching English to students with ASD; (2) compensatory readiness and adaptive coping in Inclusive Education; (3) context-responsive instructional adaptations for ASD learners; (4) policy-driven but practice-limited training for Inclusive Education; (5) need for comprehensive, systemic, and multi-level support for effective inclusive English education of ASD learners; (6) balancing care, collaboration, and constraint in inclusive classrooms; (7) balancing equity, sensitivity, and pacing in inclusive English classrooms; (8) observation and outcome-oriented assessment of instructional effectiveness; (9) compensatory teaching practices arising from the absence of practical and actionable ASD training; and (10) adaptive and inclusive communication practices in building relationships with ASD learners in English classes.

#### 4. Discussion

This study explored the lived experiences of general education English teachers handling learners with Autism Spectrum Disorder (ASD) under the Department of Education's Inclusive Education Program. The findings reveal a complex interplay between policy intentions and classroom realities, where teachers continuously negotiate instructional demands, emotional labor, and systemic limitations.

A central finding of this study is the presence of **integrated instructional and behavioral challenges** experienced by teachers. These challenges stem from ASD learners' communication difficulties and behavioral characteristics, which significantly affect classroom instruction and management. As Helland et al. emphasized, learners with ASD often exhibit deficits in social communication and interaction, which directly influence their participation in classroom activities [10]. In this context, the difficulty is not merely instructional but also relational, as teachers must constantly adjust to unpredictable classroom dynamics. However, the findings also reveal that many teachers feel unprepared for these demands, echoing the observation of Logroño et al. that general education teachers often lack sufficient training for inclusive practice [11].

Despite these constraints, teachers demonstrated **compensatory readiness and adaptive coping mechanisms**, highlighting their resilience and commitment to inclusive education. Participants described how they modified instructional materials, differentiated tasks, and adjusted classroom routines to better accommodate ASD learners. These adaptive practices resemble those identified by Kahil & Pradia, who noted that teachers frequently rely on individualized strategies even in the absence of formal preparation [12]. Rather than relying on prescribed methods, teachers in this study appeared to develop their own approaches through experience, intuition, and continuous adjustment.

The study further revealed that teachers engage in **context-responsive instructional adaptations**, particularly in terms of pacing, content simplification, and guided support.

In many instances, teachers intuitively scaffolded learning by breaking down tasks and providing step-by-step assistance. This reflects what Hashim et al. described as the practical adjustments teachers make when addressing diverse learner needs, especially when formal training is insufficient [13]. However, while such adaptations demonstrate flexibility, they also reveal inconsistencies in practice, suggesting that intuitive strategies alone may not be enough to ensure sustained learning outcomes.

A critical issue highlighted in the findings is the **policy-driven but practice-limited nature of training for inclusive education**. While inclusive policies promote equal access to education, their implementation often lacks sufficient teacher preparation and follow-through support. This gap between policy and practice has also been noted by Gonzaga et al. [14], who found that teachers may feel theoretically prepared yet still struggle with real classroom challenges. In this study, teachers were expected to implement inclusive strategies without the necessary training, leaving them to rely heavily on self-directed learning and improvisation.

Moreover, the study explained the **need for comprehensive, systemic, and multi-level support**. Teachers pointed to the absence of collaboration with specialists, limited access to appropriate materials, and insufficient administrative backing as major obstacles. As argued by Natividad and Jardinez [15], inclusive education requires coordinated institutional support rather than isolated teacher effort. Without such support systems, the responsibility of inclusion becomes disproportionately placed on teachers, making sustainable implementation difficult.

Another significant theme is the **balancing of care, collaboration, and constraint** within inclusive classrooms. Teachers expressed a strong sense of empathy and responsibility toward ASD learners, often going beyond their expected roles to provide support. At the same time, they faced constraints such as large class sizes, time limitations, and curriculum demands. This tension reflects the findings of Marchan et al. [16], who observed that teachers in inclusive settings often experience both professional fulfillment and strain as they attempt to meet diverse learner needs.

Similarly, teachers struggled with **balancing equity, sensitivity, and pacing**. While inclusive education promotes equal opportunities for all learners, achieving this in practice requires constant adjustment of instructional strategies. As Gao pointed out, inclusion is not about uniform instruction but about responding to diverse learner needs through flexible and differentiated approaches [17]. In this study, teachers attempted to strike this balance, though not without difficulty, particularly when managing both ASD and general education learners simultaneously.

The findings also highlight the importance of **observation and outcome-oriented assessment**. Teachers relied heavily on continuous observation and informal evaluation to monitor the progress of ASD learners. In the absence of standardized assessment tools suited for inclusive classrooms, they developed their own ways of gauging understanding and engagement. This practice aligns with the observations of Apriliyanti [18], who noted that teachers often depend on practical, experience-based assessment strategies when formal systems are lacking.

Furthermore, the emergence of **compensatory teaching practices** illustrates how teachers attempt to bridge systemic gaps through personal initiative. Participants described relying on trial-and-error methods, peer advice, and accumulated experience to refine their teaching strategies. While this demonstrates adaptability, it also raises concerns about long-term sustainability. As Macabenta et al. emphasized, inclusive education requires systemic reform, as individual teacher effort alone cannot address structural deficiencies [19].

Lastly, the study emphasizes **adaptive and inclusive communication practices** as essential in building meaningful teacher–student relationships. Teachers reported using simplified language, repetition, visual aids, and individualized interaction strategies to

support comprehension. These practices are consistent with the work of Edelson [20], who highlighted the importance of communication support in helping learners with ASD express themselves and engage more effectively in classroom activities.

## 5. Conclusion

Based on the findings of the study, the gen ed English teachers' lived experiences educating ASD learners under DepEd's Inclusive Program exposed linkages among the challenges, teaching strategies, and professional growth opportunities in teaching ASD-related concerns:

1. General education English teachers experienced significant challenges in educating ASD learners due to both internal limitations and external constraints such as lack of training, communication barriers, and large class sizes. While teachers recognized the importance of inclusion and viewed ASD learners as deserving of quality education, their lived experiences revealed frustration, uncertainty, and inconsistencies in effectively supporting these learners.
2. Participants managed the demands of teaching ASD learners through varied and often improvised strategies, including observation-based adjustments, differentiated activities, peer support systems, and simplified instructional approaches. However, these strategies were largely intuitive rather than grounded in formal training, highlighting gaps in preparedness, classroom management, and professional development. Despite efforts such as LAC sessions, teachers expressed the need for more comprehensive, specialized, and practical training to build confidence and competence.
3. Given the challenges and gaps identified in the participants' lived experiences, there is a clear need for a digital support resource that provides accessible, practical, and comprehensive guidance for teachers. A platform like *AutumnPH*, offering educational videos, learning materials, and structured online training, can serve as a vital tool to enhance teachers' knowledge, instructional skills, and awareness of ASD. Such a resource aligns with the teachers' needs by bridging the gap between policy and practice, ultimately supporting more effective and inclusive education for ASD learners.

## REFERENCES

- [1] J. White, S. McGarry, M. Falkmer, M. Scott, P. J. Williams, and M. H. Black, "Creating inclusive schools for autistic students: A scoping review on elements contributing to strengths-based approaches," *Educ. Sci.*, vol. 13, no. 7, 2023, doi: 10.3390/educsci13070709.
- [2] M. B. Cahapay, "Efficacy for inclusion and intervention practices of teachers of children with autism in the Philippines," *Int. J. Didact. Stud.*, vol. 3, no. 1, 2022, doi: 10.33902/IJODS.202211438.
- [3] R. M. R. Espiritu and S. M. L. Caparas, "Walking in Their Shoes: Inclusive Language Use through the Lens of English Teachers," 2025, doi: 10.54660/IJMRGE.2025.6.3.809-819.
- [4] J. W. Creswell and J. D. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 6th ed. SAGE Publications, 2023.
- [5] M. Dowling and C. Rickwood, "Looking from within: Comparing first-person approaches to studying experience," *Curr. Psychol.*, vol. 42, pp. 10437–10453, 2025, doi: 10.1007/s12144-021-02277-3.
- [6] A. Bonyadi, "Phenomenology as a research methodology in teaching English as a foreign language," *Asian-Pacific J. Second Foreign Lang. Educ.*, vol. 8, 2023, doi: 10.1186/s40862-022-00184-z.
- [7] N. Dahal, "Ensuring quality in qualitative research: A researcher's reflections," *Qual. Rep.*, vol. 28, no. 8, pp. 2298–2317, 2023, doi: 10.46743/2160-3715/2023.6097.
- [8] P. Kr and S. Sasikumar, "Application of Colaizzi's method of data analysis in phenomenological research," *Med. Leg. Updat.*, vol. 21, no. 2, pp. 914–918, 2021, doi: 10.37506/mlu.v21i2.2800.
- [9] J. P. Guzman, "A qualitative phenomenological study on the challenges experienced by teachers in implementing

- curriculum adaptation," Jun. 2025. [Online]. Available: <https://doi.org/10.5281/zenodo.15788133>
- [10] W. A. Helland and A. J. Lundervold, "Structural and pragmatic language impairments in children evaluated for autism spectrum disorder (ASD)," *J. Autism Dev. Disord.*, 2021, doi: 10.1007/s10803-020-04853-1.
- [11] O. C. Logroño and J. T. Gongora, "Readiness of Regular Teachers for the Inclusion of Learners with Special Education Needs," *East Asian J. Multidiscip. Res.*, vol. 2, no. 11, pp. 4459–4472, 2023, doi: 10.55927/eajmr.v2i11.5149.
- [12] B. Kahil and A. Pradia, "Challenges of English Teachers on Students with Learning Disabilities," *Psychol. Educ. A Multidiscip. J.*, vol. 13, no. 7, pp. 697–738, 2023, doi: 10.5281/zenodo.8359188.
- [13] H. U. Hashim, M. M. Yunus, and H. Norman, "English as secondary language learning and autism spectrum disorder: The obstacles in teaching and learning the language," *Arab World English J.*, vol. 12, no. 2, pp. 22–30, 2021, doi: 10.24093/awej/vol12no2.2.
- [14] N. G. Gonzaga, L. D. Plan, and M. M. Aguipto, "Readiness and challenges of general education teachers on the implementation of inclusive education," *Russ. Law J.*, vol. 12, no. 1, 2024, doi: 10.52783/rlj.v12i1.3534.
- [15] M. J. Jardinez and L. R. Natividad, "The Advantages and Challenges of Inclusive Education: Striving for Equity in the Classroom," *Shanlax Int. J. Educ.*, vol. 12, no. 2, pp. 57–65, 2024, doi: 10.34293/education.v12i2.7182.
- [16] C. B. Marchan, J. J. Tenerife-Cañete, H. Añora, and L. Pinili, "Instructional Practices and Challenges of Teachers in Supporting Special Needs Students in Inclusive Settings," *Int. J. Educ. Stud.*, vol. 8, no. 3, pp. 55–65, 2025, doi: 10.53935/2641533x.v8i3.366.
- [17] R. Gao, "Promoting students' classroom participation in the context of inclusive education: A case study of students with autism," *Int. J. New Dev. Educ.*, vol. 5, no. 15, pp. 5–14, 2023, doi: 10.25236/IJNDE.2023.051502.
- [18] D. L. Apriliyanti, "Teachers' Challenges in Teaching English to Students with Special Needs: How to cope with them?," *Indones. J. Community Spec. Needs Educ.*, vol. 3, no. 2, pp. 131–140, 2023, doi: 10.17509/ijcsne.v3i2.56869.
- [19] J. M. Macabenta, C. V Manubag, J. C. Tabañag, N. B. Villegas, and T. Mae, "Inclusive education: Lived experiences of 21st century teachers in the Philippines," *Int. J. Res. Appl. Sci. & Eng. Technol.*, vol. 11, no. 4, pp. 454–462, 2023, doi: 10.22214/ijraset.2023.48982.
- [20] S. M. Edelson, "Understanding challenging behaviors in autism spectrum disorder: A multi-component, interdisciplinary model," *J. Pers. Med.*, vol. 12, no. 7, 2022, doi: 10.3390/jpm12071127.