

Vocabulary Challenges and Strategies of Teachers for Learners with Disabilities in Key-Stage One Inclusive Classroom

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ABSTRACT

Vocabulary deficits remain a persistent problem in education. This study examined learners' vocabulary challenges and teachers' strategies using semi-structured interviews, observations, and document analysis, with an elementary teacher, a SPED teacher, and a school head as participants, and analyzed the data through thematic analysis. My journey made me claim that socio-cultural mismatches, communication barriers, and limited social interaction hinder vocabulary development and teachers addressed these through differentiated instruction, scaffolding, collaboration, and contextualized approaches. The implication in this study highlights the need for culturally responsive, inclusive practices. Consequently, I proposed strong teacher training, resources, and calls for further research on effective vocabulary instruction.

Keywords: Vocabulary challenges, teaching strategies for learners with disabilities, key stage one inclusive classroom

INTRODUCTION

In this chapter, I presented the problem and its scope, the significance of my study, the research questions, the theory, the theoretical lens, and my assumptions.

Problem and its Scope

Globally, vocabulary deficits are recognized as a major setback to foundational learning. In a recent UNICEF study, 70% of 10-year-olds in low-income countries were found to be unable to read or understand a simple text, a sharp increase from pre-pandemic levels (UNICEF, 2023). Similarly, the Oxford Language Report highlighted the constant word gap, indicating that vocabulary knowledge directly impacts reading development, educational success, and even future employment opportunities (Morjaria, 2023).

In Asia, vocabulary deficits among learners are evident in several countries, reflecting systemic challenges in foundational literacy. In India, the Annual Status of Education Report (ASER) 2023 revealed that 25% of adolescents cannot read a Grade 2-level text fluently in their mother tongue, which is alarming. This highlights literacy gaps that persist into higher education (Pratham Foundation, 2023). Similarly, Indonesia ranked 79th out of 113 countries in the EF English Proficiency Index 2023, in the "low proficiency" category, with learners struggling to acquire vocabulary essential for global competitiveness (EF Education First, 2023). The Philippines faces an even more critical situation, as the World Bank reported a ninety-one percent learning poverty rate among Filipino 10-year-olds, meaning nearly all struggle to read and understand age-appropriate texts due to weak vocabulary foundations (The World Bank, 2023).

In the Philippines, vocabulary deficits are particularly alarming. The EDCOM II report (2023) revealed that only 35% of Grade 3 learners meet proficiency standards, with mastery declining to 0% by Grade 12 (Philippine

Institute for Development Studies, 2023). Research further evidenced that Filipino learners face difficulties in reading comprehension, vocabulary development, and critical thinking, compounded by resource limitations and inadequate teacher training (Idulog et al., 2023).

The consequences of vocabulary deficits among Key Stage One learners are profound. Learners with weak vocabulary foundations often struggle with comprehension, which limits their success across different subjects and contributes to academic underachievement. These difficulties also affect their confidence and participation, as vocabulary gaps can lead to frustration, withdrawal, and reduced engagement in classroom activities. Outside the classroom, a limited vocabulary hampers communication and social interaction, leading to feelings of isolation and exclusion from peer groups. It is for this reason that I conducted this study.

Significance of the Study

My study aligns with Sustainable Development Goal 4: Quality Education, focusing on the challenges of vocabulary-building strategies for learners with disabilities in an inclusive elementary classroom. It bridges the gap between general instruction and diverse learner needs, promoting a more inclusive learning environment. The findings help school administrators and policymakers develop programs, policies, and training that support equitable education, which aligns with the goals of Holy Cross of Davao College.

Research Questions

In this study, I explored the relationship between teaching and learning in the context of Socio-Cultural Learning Theory. Significantly, I seek answers to the following research questions:

What challenges are in vocabulary building when social interaction is limited?

What are the language-centered teaching strategies undertaken by the teacher to address the challenges?

What are the cultural mismatches as outcomes between teachers' strategies and students' learning backgrounds?

Theoretical Lens

Lev Vygotsky proposed that "learning is a collaborative activity" and that higher mental functions develop through social interaction before being internalized by the learner. He juxtaposes the fact that children develop higher thinking skills through guided participation with the help of more knowledgeable others, such as teachers, parents, and peers. This culture provides the tools, traditions, and norms that shape how and what children learn. The Zone of Proximal Development (ZPD) connects what a child can do independently and what they can achieve with guidance, representing the optimal space for learning and growth. Language, in his view, was not only a means of communication but also a fundamental tool for structuring thought and reasoning. (Vygotsky, 1978).

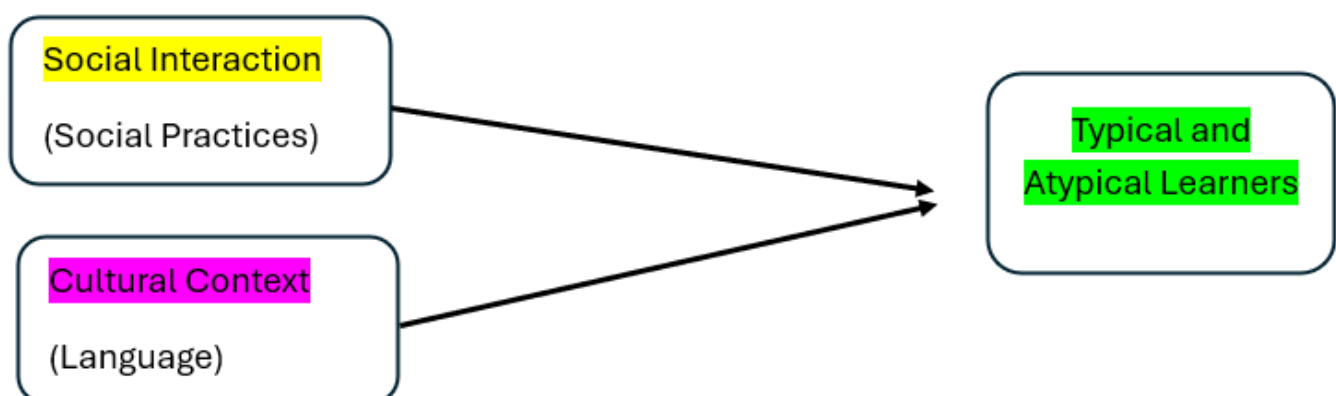


Fig. 1 Conceptual Paradigm by Lev Vygostksy (1978)

Assumptions

In this study, I assumed that vocabulary development among learners with disabilities is socially mediated through interaction with teachers, peers, and culturally responsive environments. It further assumes that language scaffolding, through guided support, modeling, and dialogue, is essential in bridging linguistic and conceptual gaps. Integrating culturally responsive teaching with scaffolding is therefore expected to enhance learners' engagement, comprehension, and participation, leading to more equitable developmental outcomes.

METHODOLOGY

In this chapter, I discussed the research design, the study locale, the sample and sampling technique, the data-gathering technique, the data-analysis technique, and the study's trustworthiness.

Research Design

In my study, I used a descriptive–qualitative research design, which emphasizes description over explanation and is interrogative in nature, to gather information on "who, what, where, and how" questions before starting the main research questions by presenting a comprehensive summary of events and experiences. I collected the data through semi-structured interviews, focus groups, and observations, then analyzed them using qualitative thematic analysis. I chose this design because, as Ayton (2023) explained, qualitative descriptive studies are "journalistic in style," capturing the realities and situations from a personal point of view of the one being interviewed in an orderly manner, which is particularly useful when the research area is underexplored or lacks prior theoretical grounding. In addition, I found this method lucrative, as Oranga and Matere (2023) highlighted: qualitative research approaches, including descriptive designs, offer flexibility, allow fewer samples, and give me the time to observe non-verbal cues, enabling me to read between the lines as I listen to participants' experiences.

Locale of the Study

The study was conducted in an inclusive classroom setting in a selected public elementary school in the Davao Central District, Division of Davao City, Department of Education. The participants included a Kindergarten teacher with 7 years of experience working with a learner with a disability (as tagged in the LIS) as of the 2025-2026 school year, a Special Education I (SPED I) teacher, and the school principal.

Sample and Sampling Technique

In this qualitative descriptive study, I employed purposive sampling, a nonprobability sampling technique. This technique focuses on learners' experiences from the perspective of their handling teacher. This method was appropriate for obtaining in-depth insights from information-rich cases, particularly from the three participants who encountered unique challenges related to vocabulary deficits. The use of purposive sampling during data collection provides meaningful information for selecting the participants that align with the participation criteria based on the research approach. These are their profiles

- **Elementary Teacher (7 years experience)** – She handles a mixed-ability Kindergarten class with one learner formally identified in the Learner Information System (LIS) as having a disability. The teacher has extensive experience in early literacy instruction and inclusive classroom practices.
- **SPED Teacher (10 years experience)** – Special Education I, teacher responsible for individualized programs for learners with hearing and speech impairments, as well as those with developmental delays. The teacher has training in differentiated instruction and adaptive communication strategies.

- **School Head (15 years experience)** – Oversees the inclusive education program of the school, ensuring compliance with Department of Education policies and supporting teachers in implementing inclusive practices.

As noted by Etikan and Bala (2023), purposive sampling enables researchers to focus on participants who can provide the most relevant data, thereby enhancing the credibility and relevance of qualitative studies.

Data Gathering Technique

I used a semi-structured interview technique in this study; I directly engaged my participants through structured, semi-structured, or unstructured questioning to gather detailed accounts of their experiences and perspectives. I applied this method because I wanted to explore the subjective viewpoints and capture the lived realities that require depth and nuance. One of its advantages is the flexibility of the interview, using the research questions and probing questions to guide the flow of the conversation and to empathize with participants' voices, ensuring that their experiences are truthfully represented. As Dursun (2023) noted, semi-structured interviews are frequently used to support methods that align with transcription and provide a comprehensive point of view depending on how individuals narrate their experiences, thereby enhancing the validity and in-depth credibility of my descriptive research that adheres to Holy Cross of Davao College (HCDC) vision, mission, and goals, and cross-examined by validators.

Data Analysis Technique

Thematic analysis followed Braun and Clarke's six-step framework. First, transcripts were read repeatedly to ensure familiarity. Second, initial codes were generated to capture meaningful segments of data. Third, codes were grouped into broader themes aligned with the research questions. Fourth, themes were reviewed and refined through peer validation to ensure credibility. Fifth, themes were defined and named to reflect their essence. Finally, the themes were integrated into the discussion, connecting participant voices with theoretical insights. This systematic process enhanced transparency and consistency in the analysis. The ability to highlight both shared and unique perspectives makes it particularly effective in descriptive studies. As Naeem et al. (2023) emphasized, thematic analysis offers an academic yet sensible framework that ensures credibility in qualitative research.

Trustworthiness

This study adhered to the guidelines of the Holy Cross of Davao College – Society of Moral Integrity and Legal Ethos (HCDC - SMILE). It also complied with national standards, including Republic Act No. 10532 (Philippine National Health Research System Act of 2013), to promote transparency of the Philippine Health Research Ethics Board (PHREB) and safeguard the dignity, safety, and protection of all participants.

I established trustworthiness by ensuring credibility, transferability, dependability, and confirmability. I used data profiling to establish accurate data findings. To support transferability, I used a small group or a class setting to provide the exact situation needed. I maintained dependability by recording an audit trail to exemplify transparency in the research process. In conclusion, I upheld confirmability by adopting a reflective narrative approach to elicit participants' real-life scenarios, using audit trails and recording as raw data to minimize prejudice, censorship, and bias, thereby ensuring that findings reflect participants' perspectives rather than my own assumptions.

RESULTS

In this chapter, I presented the modified paradigm, the actual conversation of my study participants, and the summary of my findings.

Modified Paradigm

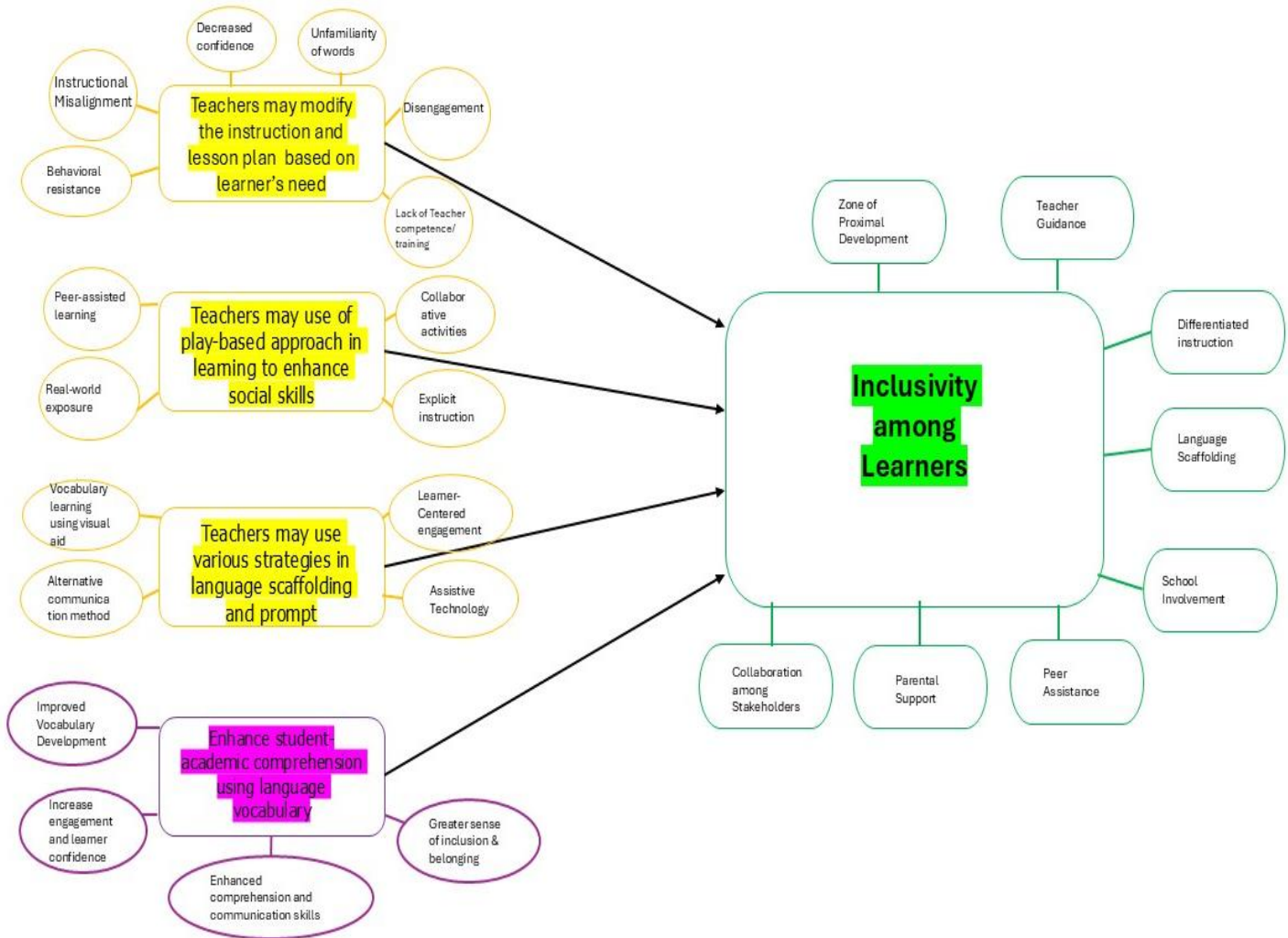


Figure 2. A Modified Paradigm Highlighting the Teacher's Process of Scaffolding and Social Interaction in Vocabulary Development

Challenges in Vocabulary Development Among Learners with Disabilities

On Behavioral unpredictability and resistance. In my journey as a SPED teacher, I have come to realize that one of the most pressing challenges I face is learners' behavioral unpredictability and resistance when instructional content does not align with their socio-cultural and developmental needs. Flor's words ring true to me, as she said:

"If this is not aligned with his or her special needs, dili jud functional inyung day, walay mahitabu... mo resist jud ang bata." (Flor, L5–12). Flor's statement captured the stark reality that a misaligned lesson can turn an entire day into a non-functional one. I have felt this myself; those moments when a child refuses to engage, and I am left with the sinking feeling that all my preparation has gone to waste. Confirming this, Joelli shared:

"Activities that require oral participation... may cause frustration or withdrawal from class engagement." (Joelli L40–45). The account emphasized that learners often withdraw or resist when lessons feel disconnected from their abilities and socio-cultural realities, not out of stubbornness but as a protective response to frustration and potential failure. This resistance signals the need for teachers to adjust their strategies and provide scaffolded, culturally relevant instruction that meets learners where they are. While this can be frustrating, it also fosters empathy and highlights that teaching is about building meaningful connections rather than forcing content. The insights affirmed that mismatched instruction leads to disengagement and non-functional learning, reinforcing that vocabulary development is not just about words but about trust, inclusion, and respect for the learner's context and dignity.

Communication barriers and teacher preparedness. In my own practice as a SPED teacher, I have seen how communication barriers, such as mismatches, can become the greatest stumbling block to scaffolding vocabulary learning. Jane's reflection captures this challenge vividly, as she shared:

"...teacher... does not also know how to do the sign language... Lip-reading nalang siya... individualized jud" (Jane, L20–33)

Jane's words reminded me of the painful reality that when teachers lack competence in alternative communication methods, such as sign language or AAC. The learner is left struggling to connect, and the lesson itself becomes a wall rather than a bridge.

Confirming this, Joelli shared:

"...lessons that heavily rely on verbal recitation... without appropriate modification may affect his confidence and participation" (Joelli, L46–55).

Joelli's statement resonated with Jane's account, like two sides of the same coin. Both highlight that when communication mismatches occur, learners are not only excluded from the lesson but also from the sense of belonging that comes with participation. Transitioning between these accounts, I realized that communication is the heartbeat of learning. As the saying goes, "it takes two to tango." Without a shared language, whether spoken, signed, or symbol-based, Teacher and learner cannot dance together in the rhythm of instruction. Instead, the learner is left standing alone, unable to follow the steps. This mismatch does not simply slow vocabulary development; it erodes confidence and creates barriers to inclusion.

Jane and Joelli's revelations confirmed what I have experienced firsthand: communication barriers and a lack of teacher preparedness create obstacles to aligning lessons with socio-cultural experiences, hindering vocabulary development and participation. Their voices remind me that teacher training in sign language, AAC, and alternative communication tools is not optional; it is essential. As a teacher, I carry this insight with urgency, knowing that every word, gesture, or symbol we provide is more than instruction. It is a lifeline to inclusion, confidence, and growth. Reduced confidence and participation. While observing teaching as a SPED teacher, I have seen how deep misalignment between instructional content and learners' socio-cultural experiences can affect their confidence and participation. Joelli's reflection captured this reality with precision, as she shared:

"...may affect his confidence and participation... hinder their academic progress in their social interaction and sense of belonging" (Joelli, L46–55).

Joelli's words reminded me of those moments when a child, faced with a task that feels foreign or unattainable, begins to withdraw, not only from the lesson but from the classroom community itself. Flor's observation confirmed this pattern when she said:

"...walay mahitabu kung dili jud align sa iyang capabilities iyang skills because mo resist jud ang bata" (Joelli, L10–12). The statement highlighted that when lessons are not aligned with learners' abilities and socio-cultural contexts, learners may resist participation and gradually lose confidence, viewing the learning experience as irrelevant to their lives. This resistance and reduced self-esteem are interconnected, often serving as a protective response against repeated failure or embarrassment. Vocabulary Development and Differentiated Instruction. In my role as a SPED teacher, I have learned that differentiated instruction is the lifeline for vocabulary development when socio-cultural mismatches arise. Jane's observation captured this beautifully when she said:

"...Teacher J utilized differentiated instruction... that child also is engaging that activity, but teacher J gave that child different activity suited to the level of the child" (Jane, L65–72)

Jane's words reminded me that differentiation is not about lowering standards. It is about opening doors. By tailoring tasks to the learner's level, Teacher J ensured that vocabulary learning remained accessible, meaningful, and achievable.

Confirming this, Joelli made this emphasis:

"...require differentiated instruction, visual supports, and alternative communication methods" (Joelli, L50–55)

Joelli's statement aligns with Jane's account, emphasizing that differentiated instruction is essential to prevent learner exclusion and promote confidence and vocabulary development. These insights highlighted that differentiation is not merely a strategy but a guiding philosophy, recognizing that learners have diverse needs and abilities that require flexible and responsive teaching approaches. Reflecting on this, I realized that while differentiation demands effort and creativity, it leads to meaningful outcomes, as learners become more engaged and capable when instruction matches their level. Both perspectives affirm that addressing socio-cultural mismatches through differentiated instruction supports inclusive learning, making vocabulary development more effective, personalized, and empowering for every learner.

Social Interaction Beyond the Classroom. In my experience as a SPED teacher, I have seen how social interaction beyond the classroom walls becomes a powerful tool for enriching vocabulary learning. Flor's account captures this beautifully when she said:

"...dili lang man gud nila ma learn into classroom ang vocabulary. Pwedi nila ma-learn outside... naa pod koy ginatawag na class home activities... encourage them so they can explore, they can observe..." (Flor, L5–15). Flor's words reminded me that vocabulary is not confined to textbooks or drills. It lives in the everyday world, in the names of places, objects, and experiences learners encounter outside. Confirming this, Joelli shared:

"...collaborative tasks, such as matching pictures to words, role-playing with visual prompts, and interactive storytelling, help reinforce vocabulary in a more engaging way" (Joelli, L40–47). Joelli's statement resonated with Flor's, like two voices harmonizing on the same melody. Both highlight that vocabulary learning thrives when learners are immersed in real-world, interactive contexts where words are not abstract but tangible, connected to lived experiences. Transitioning from their accounts, I realized that vocabulary learning is much like planting seeds. It cannot grow in isolation. As the saying goes, "it takes a village to raise a child." In the same way, it takes social interaction, collaboration, and exposure to authentic environments to nurture vocabulary growth. Learners absorb words more naturally when they hear them in conversations.

As I reflected, I heard participants highlight recurring communication barriers, language mismatches, and instructional misalignment that lead to learner withdrawal, frustration, and limited participation, especially among those with hearing and speech impairments. I observed these challenges firsthand through learners' hesitation, reliance on non-verbal communication, unequal engagement, and difficulties in social interaction, such as turn-taking and adaptation, which further limit vocabulary exposure. From this, I realized that vocabulary development issues are not merely linguistic but are deeply rooted in socio-cultural mismatches and inadequate instructional support, making learning less meaningful and accessible. I also recognized that without inclusive and responsive strategies, learners risk reduced confidence and exclusion from meaningful participation. These insights made me feel both concern and empathy, while strengthening my commitment to advocate for more culturally responsive, adaptive teaching practices, as well as stronger support systems, training, and resources to ensure equitable learning opportunities for all learners.

Language-Centered Teaching Strategies for Vocabulary Development in Learners with Disabilities

Collaborative Activities and Peer Support. As a SPED teacher, I have witnessed how collaborative activities and peer support accelerate vocabulary learning in ways that solitary drills cannot. Flor's account captures this truth with clarity when she shared:

"...there are a lot of things that we learned during collaborative activities. The mas dali siya e-cope kay pas-pas man pod sila and observant pod sila with the help of the parents" (Flor, L15–22).

Flor's words reminded me of those moments when learners, surrounded by peers and guided by parents, suddenly grasp new vocabulary more quickly, almost effortlessly. It is as if the group's energy carries them forward, making learning lighter and faster. Confirming this, Joelli also shared:

"...peer-assisted learning, where learners are paired or grouped with supportive classmates who model correct pronunciation and vocabulary usage" (Joelli, L30–37).

Joelli's statement resonated with Flor's, like two threads weaving the same fabric. Both highlighted that vocabulary growth is not just about repetition. It is about modeling, sharing, and learning together. When learners hear peers speak words correctly, they imitate, practice, and eventually internalize them. From their accounts, I realized that collaborative learning is much like the saying, "iron sharpens iron." Learners sharpen each other's skills through interaction, and vocabulary becomes more than words. It becomes a shared experience. Peer support transforms the classroom into a community where learners feel safe to try, make mistakes, and learn again.

Flor and Joelli's revelations confirmed what I have experienced firsthand: collaborative activities and peer support accelerate vocabulary learning by creating authentic, interactive contexts. Their voices remind me that vocabulary is not learned in isolation but in community. As a teacher, I carry this insight with conviction, knowing that every group activity, every peer partnership, and every shared word is a step toward inclusion, confidence, and meaningful growth.

Structured and Modified Instruction. As I journey with my teaching profession as a SPED teacher, I have learned that structured and modified instruction is the backbone of effective vocabulary support. Jane's reflection captures this clearly when she said:

"...I advised her to have at least that structured strategies or structured instruction... could also be modified... since we have that SPED teacher... naa siya didto'y session" (Jane, L20–28).

Flor's words remind me that structure is not rigidity. It is guidance. By providing pull-out sessions and targeted strategies, learners receive the scaffolding they need to grasp vocabulary at their own pace. Flor confirmed this approach, showing how she explicitly teaches vocabulary through real-world objects. She shared:

"...so kabalo sila asa ang gymnasium... unsa ang function sa stairs... unsa colors sa stairs..." (Flor, L10–15).

Her practice demonstrated that structured instruction can be both concrete and meaningful. By naming and describing familiar surroundings, she ensures that learners connect words to lived experiences, making vocabulary functional and relevant. Between these accounts, I realized that structured and modified instruction is much like the saying, "a stitch in time saves nine." When lessons are carefully planned and adapted, they prevent frustration and disengagement later on. Structure provides predictability, while modification ensures flexibility; together, they create a safe learning environment where vocabulary can flourish.

Jane's recommendation and Flor's practice confirmed what I have experienced firsthand: structured and modified instruction, including pull-out sessions and explicit teaching, ensures learners receive targeted vocabulary support despite socio-cultural barriers. Their voices reminded me that vocabulary learning is not just about words. It is about scaffolding, pacing, and making language meaningful in the learner's world. As a teacher, I carry this insight with pride, knowing that every structured step is a bridge toward confidence, inclusion, and growth.

Challenges in Social Interaction. Being a SPED teacher, I have seen how social interaction, while powerful for vocabulary learning, also brings its own set of challenges. Flor's account captures this reality with honesty as she expressed:

"...ang challenge lang nila is unsaon nila pag kanang ang time of waiting, kanang ilang patience, take turns, unsaon nila pag adapt..." (Flor, L22–25).

Jane's words reminded me of those moments when learners struggle with the rhythm of group activities, waiting for their turn, practicing patience, and adapting to others' pace. These challenges often surface during

collaborative tasks, where the social demands can feel heavier than the academic ones. Confirming this, Joelli shared:

"...through guided social interaction, learners build confidence... they feel included in the learning process" (Jane, L47–55).

Jane's statement resonated with Flor's, like two sides of the same coin. While Flor highlighted the difficulties learners face, Joelli emphasized the growth potential when social interaction is carefully guided. Together, their voices reminded me that challenges in patience and turn-taking are not insurmountable. They are opportunities for scaffolding social and emotional skills alongside vocabulary. With this account, I realized that social interaction is much like the saying, "Rome wasn't built in a day." Learners cannot master patience or adaptability instantly; these skills are cultivated slowly through repeated practice and gentle guidance. Collaborative tasks may test their limits, but with structured support, they also become stepping stones toward confidence and inclusion.

As I reflected on the teachers' interviews, I noted that they use differentiated, structured, and individualized instruction supported by repetition, modeling, visual aids, lip-reading, and alternative communication methods, along with peer-assisted learning and real-life, collaborative activities to develop vocabulary. I observed that they actively adapt instruction through task modification, SPED support, and multisensory materials, which leads to greater learner engagement when activities are interactive and contextualized, with strong coordination among teachers and parents. These insights suggest to me that effective language instruction for learners with disabilities must be flexible, scaffolded, and grounded in real-life experiences, where language acts as a mediating tool strengthened through interaction and culturally responsive strategies. Reflecting on this, I felt both appreciation for teachers' dedication and a strong sense of urgency to enhance training, resources, and inclusive practices to support diverse learners better.

Cultural Mismatches in Vocabulary Instruction for Learners with Disabilities

Flor identified the hurdles of patience, turn-taking, and adaptation, while Joelli confirmed that guided collaboration helps learners overcome these difficulties and build confidence. Their accounts aligned with my own experience: social interaction is both a challenge and a gift. It tests learners' limits but, when scaffolded well, it enriches vocabulary learning, strengthens social bonds, and fosters a sense of belonging. As a teacher, I carry this insight with hope, knowing that every guided interaction is not just about words. It is about building resilience, confidence, and community.

Language as a Mediating Tool for Expression. As I listened to Flor, I was struck by her heartfelt emphasis on language as a lifeline for learners with disabilities. She described how words become the bridge:

"masulti niya unsa iyang gusto... unsa onia pag express sa iyahang feelings," (Flor, L5–12)

Allowing students to voice their needs and emotions so that those who support them can truly understand. Her words reminded me that language is not just vocabulary; it is the key that unlocks awareness and empathy. Joelli's confirmatory statement echoed this truth. She admitted:

"It is more challenge in handling like Angel... I do it again and again until she can get the instructions." (Joelli, L95–102)

Her persistence revealed the patience and strategies required when scaffolding through language. As the saying goes, "Rome wasn't built in a day," and neither is comprehension. Repetition, though exhausting, becomes the steady drumbeat that helps learners internalize instructions and gradually expand their vocabulary.

As a researcher, I felt both admiration and empathy. I could sense Flor's pride in seeing language empower her learners, and Joelli's resilience in facing the uphill climb of repeated scaffolding. Their voices reminded me of the idiom "every cloud has a silver lining." Even when comprehension falters, the effort itself builds resilience and reveals systemic limits that must be addressed.

Social Interaction as Language Scaffolding. Listening to Flor, I was moved by her conviction when she said:

"Daghan way in helping them is to expose jud, expose and engage jud sila in the social interaction with the other children... let them explore jud... they can learn at their own pace." Flor (L12–20)

Her words painted social interaction as more than casual play. It became scaffolding, a living classroom where vocabulary is nurtured through authentic exchanges. I felt the warmth in her voice, as if she were saying, "No man is an island," reminding me that language blossoms best in community.

On the other hand, Joelli confirmed this perspective, acknowledging the difficulty as she shared:

"...difficult for them in communicating with their classmates... But it's good for Simon... he will also laugh... he will also adjust." Joelli (L110–118)

Joelli's statement revealed both challenge and hope. Though communication hurdles remain, laughter and adjustment signal growth. It reminded me of the common saying "every little step counts," because even small moments of joy in interaction build confidence and vocabulary.

As a researcher, I felt a mix of admiration and empathy. Flor's emphasis on exposure conveyed optimism, while Joelli's account revealed the uphill climb faced by learners like Simon. Their voices together confirmed that social interaction is not merely supplementary; it is the scaffolding itself, the fertile ground where vocabulary takes root.

Teacher Competence and Training in Language Tools. When Jane spoke, I felt the weight of her concern:

"...she has not enough confidence on teaching sign language... we need more trainings... we need budget for trainings pertaining to SNED... materials to suit to the level of the learners... 'The Talking Book'... that material perhaps can assist..." (Jane, L25-40).

Her words revealed the heart of the matter: Teacher competence and access to language-based tools are not luxuries but necessities. I was reminded of the idiom "you can't pour from an empty cup," because without training and resources, teachers cannot fully empower their learners.

Flor practically confirmed this reality:

"...I will not open this unless you do not tell the word open." (Flor, L18–22)

Her statement illustrated how language prompts serve as scaffolding tools, requiring learners to use vocabulary to actively unlock action. It was a simple but powerful reminder that competence in guiding language use directly shapes learning outcomes.

"...The Talking Book". So that material perhaps can assist to the need of the child, kay mo storya, if she touches the letter, mo tingog man..."(Jane, L-62-63).

As a researcher, I felt both urgency and empathy using auditory learning as an assistive technology. Jane's voice carried hope through a material prompt using a book; Flor's example carried hope, showing how even small prompts can scaffold vocabulary learning. Together, their testimonies confirmed that teacher competence and training are the backbone of effective language scaffolding.

Collaboration as Language Support. Joelli spoke with precision related to her daily class experience as she explained this:

"...Collaborative tasks, such as matching pictures to words, role-playing with visual prompts, and interactive storytelling, help reinforce vocabulary in a more engaging and less stressful way. Though, through guided social interaction, learners build confidence. So they build confidence on that, they improve their comprehension, and

they feel included in the learning process. And those strategies promote not only vocabulary development, but also social skills, emotional support, and a sense of belonging in that classroom..." (Joelli, L-37-44)

Flor also spoke with conviction:

"...Need jud og collaboration from me... mag follow-up sila sa akua unsa na ang performance sa bata... constant communication jud, collaboration jud ang kailangan... No man is an island..." Flor (L45–60).

Her words resonated deeply with me. Collaboration was not framed as optional but as essential scaffolding, ensuring that SPED and regular teachers share responsibility for language and vocabulary development. I felt her urgency like the idiom "two heads are better than one," reminding me that collective effort strengthens the scaffolding process.

Jane confirmed Flor's perspective, adding a practical dimension by saying:

"...we allotted for materials... training sa teachers... if we ourselves are not knowledgeable... we cannot help improve the need of our learner." Jane (L65–75)

Her statement highlighted that collaboration must be supported by adequate training, materials, and budget, as it cannot be sustained effectively without institutional backing. While Flor emphasized the value of communication and human connection in collaborative learning, Jane highlighted systemic gaps that limit teachers' capacity to support learners fully. Together, their insights show that collaboration is essential for language development but must be strengthened by resources and competence. This balance of optimism and constraint underscores that effective vocabulary scaffolding requires a collective effort among teachers, institutions, and the wider community.

Technical Assistance and Parental Involvement. Flor emphasized the importance of technical assistance and parental involvement. She said:

"...naa mi mga technical assistance og mga technical wisdom pod na ma share... parents consent... anecdotal, checklist or observation... para maka ingon ka na kailangan nimo e-tag..." Flor (L80–95)

As I listened, I realized how vital these supports are in scaffolding vocabulary learning. Her words reminded me of the idiom "it takes two to tango," because teachers cannot carry the responsibility alone. Technical experts and parents must also step in to ensure progress. She later confirmed the tangible impact of such assistance, saying:

"...naka benefit pod siya sa DCSNICC og SPMC nga 100,000 nga hearing aid... maka utter na siya og letter, words or humming... dako na siya nga progress..." (Flor, L95–105)

This statement struck me deeply. Providing a hearing aid was not just a technical intervention; it was a turning point that unlocked language, enabling the learner to produce sounds and words.

From participants, I heard recurring mismatches, including language barriers (English versus the mother tongue), limited teacher proficiency in sign language, and reliance on verbal instruction despite learners' communication needs, along with issues of instructional alignment, limited resources, and insufficient training. I observed that these mismatches led to learners' difficulty in understanding lessons, reduced participation, communication breakdowns, and signs of frustration, withdrawal, and low confidence, even as teachers attempted to adapt through differentiation and alternative strategies. These findings suggest that such challenges stem from a disconnect between instructional practices and learners' linguistic, developmental, and socio-cultural contexts, which can hinder vocabulary development and inclusion if not addressed through culturally responsive, contextually relevant teaching. Reflecting on this, I felt both concern and a strong sense of responsibility to advocate for more inclusive practices, improved teacher training, and better support systems to ensure equitable learning opportunities for all learners. **Supplementary Observations** Although the study primarily relied on qualitative thematic analysis, several quantitative indicators emerged from the data, **Frequency of strategies mentioned** – Differentiated instruction was cited by all three participants, collaborative activities by two

participants, and contextualized approaches by two participants. **Observed activities** – Across classroom observations, at least five distinct vocabulary-related tasks were documented, including role-playing, picture-word matching, and home-based vocabulary reinforcement. These counts provide preliminary evidence that certain strategies recur consistently across different roles, suggesting their potential effectiveness in inclusive vocabulary instruction.

SUMMARY OF FINDINGS

Comprehension difficulty, communication barriers, language unfamiliarity, hearing impairment, speech impairment, oral participation difficulty, frustration and withdrawal, behavioral resistance, reduced confidence, low participation, social interaction difficulty, turn-taking and patience issues, unpredictable behavior, limited vocabulary exposure, low self-esteem, social exclusion or lack of belonging, and language delay or emergence issues collectively characterize the challenges encountered by learners with disabilities in vocabulary development.

Differentiated instruction, individualized instruction, explicit instruction, visual supports, alternative communication (AAC, gestures), modeling and repetition, peer-assisted learning, small group activities, interactive learning (role-play, storytelling), vocabulary reinforcement strategies, guided social interaction, collaborative activities, outdoor or experiential learning, real-world vocabulary exposure, scaffolding strategies, structured and modified instruction, pull-out sessions (SPED support), teacher collaboration, parent involvement, technical assistance, and use of assistive devices (e.g., hearing aid, talking book) collectively represent the language-centered teaching strategies used to address vocabulary challenges among learners with disabilities.

What cultural mismatches arise between teachers' strategies and learners' backgrounds? Socio-cultural mismatch, language barrier (English vs. Mother Tongue), instructional misalignment, lack of sign language competence, teacher preparedness gap, limited teacher training (SPED/sign language), inadequate instructional adaptation, resource limitations (materials/devices), institutional support gaps, communication mismatch, cultural or contextual disconnect, limited contextualization of lessons, overreliance on verbal instruction, exclusion from participation, inequitable learning opportunities, disconnection from learners' experiences, and misalignment of teaching strategies collectively describe the cultural mismatches between teachers' approaches and learners' backgrounds.

DISCUSSIONS

In this chapter, I revealed that inclusive success is shaped by three interrelated themes highlighting both supporting and contradicting perspectives to provide a balanced scholarly interpretation: (1) Challenges in Vocabulary Development among Learners with Disabilities (2) Language-Centered Teaching Strategies for Vocabulary Development in Learners with Disabilities and (3) Cultural Mismatches in Vocabulary Instruction for Learners with Disabilities and student learning background, implications for practice and future direction of the study. This study was conducted with a small sample of three participants, which restricts the generalizability of the findings to wider educational contexts. The qualitative descriptive design emphasizes depth over breadth, and therefore the results should be interpreted as exploratory rather than conclusive. Additionally, while rich qualitative insights were obtained, the absence of standardized quantitative measures of vocabulary growth limits the ability to evaluate instructional effectiveness objectively. Future research should involve larger and more diverse samples, incorporate quantitative assessments, and explore longitudinal outcomes to strengthen reliability and applicability.

The Challenges in Vocabulary Development Among Learners with Disabilities

In my study, recent literature supports the idea that instructional mismatch and limited social interaction negatively affect vocabulary development and learner participation. Students have increased withdrawal and low engagement, intertwined with low confidence in school performance tasks, when instruction does not align with their linguistic and developmental needs. This aligns with verbal approaches without scaffolding (Douglas et al., 2023). In addition, meaningful interaction can be limited, creating barriers to vocabulary acquisition (Sancibrian

et al., 2024). However, I also noted studies that suggest these negative effects can be minimized under certain conditions. Learners may develop vocabulary understanding through adaptive scaffolding techniques, multimodal strategies, and continuous constructive feedback (González et al., 2023). Likewise, digital and assistive technologies can provide multifaceted sensory use in alternative communication as pathways to support learning (Li & Cheung, 2025). Overall, I realized that instructional mismatches and limited interaction pose challenges, but effective supports and continuous strategies can still sustain learner engagement and vocabulary development.

The Language-Centered Teaching Strategies for Vocabulary Development in Learners with Disabilities

In my study, I found that recent literature strongly supports the effectiveness of collaborative and scaffolded language instruction in improving vocabulary development among learners with disabilities. Peer-assisted learning and collaborative activities promote vocabulary acquisition through modeling, interaction, and contextualized language use (Alsubaie & Ashuraiah, 2023). Structured and differentiated instruction, when combined with multisensory adaptations such as AAC (Augmentative Alternative Communication) that involve senses such as touch, taste, smell, and especially hearing the words using phonemic awareness as a widely used approach, can increase learner engagement and language outcome in inclusive classrooms (Ok & Rao, 2024). In a contrasting study, poor implementation is ineffective, as unstructured collaboration may lead to unequal participation, cognitive overload, and limited vocabulary gains (Kirschner et al., 2023). In addition, relying solely on highly structured or teacher-directed approaches may restrict learners' autonomy and independence, reducing opportunities for spontaneous language use, socialization, and learning experiences (Zhang & Lin, 2025). Overall, I realized that collaborative and scaffolded strategies are essential to effective lesson planning, an appropriate balance, and the quality of the scaffolding provided.

Cultural Mismatches in Vocabulary Instruction for Learners with Disabilities

In my study, I found that recent literature affirms that culturally and linguistically misaligned instruction negatively affects language development and learner engagement. Diverse learning and economic backgrounds can limit academic progress when teaching is not culturally aligned. (Gay, 2023). In addition, language absorption remains a barrier due to a lack of culturally relevant understanding, which contributes to communication breakdowns, low confidence, and difficulties with vocabulary acquisition (Castro & Rodriguez, 2024). However, a contrasting research suggests that cultural mismatches do not necessarily hinder learning outcomes when adaptive and differentiated strategies are applied. Learners can still develop language skills through prompts, such as translation, through actively engaging in culturally aligned practices (Hammond et al., 2023). They may also gradually adapt to linguistic and cultural differences through consistent, immersive learning environment prompts (Lopez & Kim, 2025). Overall, instructional and cultural mismatches represent significant challenges, but their negative effects can be mitigated through responsive educational practices and learner adaptability.

Implication for Practice

Based on my findings, I identify the importance of using modified instruction and lesson plans to meet learners' diverse needs, particularly when addressing behavioral resistance, instructional misalignment, decreased confidence, unfamiliarity with words, disengagement, and limited teacher competence. I also see the value of using play-based approaches to enhance social skills by providing real-world exposure, encouraging peer-assisted learning, fostering collaborative activities, and applying explicit instruction. To further support learners, I will employ varied language scaffolding strategies, including visual aids, alternative communication methods, learner-centered engagement, and assistive technology. My target is to enhance student academic comprehension through vocabulary instruction that promotes greater engagement and confidence, enhanced comprehension and communication skills, and a stronger sense of inclusion and belonging. All regular teachers are receiving teachers, so this may encourage them to hold seminars and training on inclusive strategies and a play-based approach to vocabulary. These practices contribute to Inclusivity among Learners, in which I sustain the use of the Zone of Proximal Development (ZPD), teacher guidance, differentiated instruction, language scaffolding, school involvement, peer assistance, parental support, and collaboration among stakeholders. By integrating these factors into my teaching strategies, I aim to foster equitable participation and create inclusive learning

environments that respond to both academic and socio-emotional needs of the learner. The findings highlight the urgent need for teacher training in alternative communication methods such as sign language and augmentative communication tools. Schools should provide structured professional development on differentiated instruction and culturally responsive pedagogy to ensure that learners with disabilities are not excluded from vocabulary learning opportunities. Policymakers may also consider allocating resources for inclusive classroom materials, such as visual supports and adaptive technologies, to strengthen vocabulary instruction. By addressing these areas, educational institutions can move closer to achieving equitable and inclusive learning environments.

Future Directions of the Study

Future directions of this study include using multiple linear regression (MLR) to examine how instructional determinants and predictors coincide with learners' inclusivity. These determinants include teacher modification of instruction, play-based approaches, language scaffolding strategies, and vocabulary-focused academic support.

Furthermore, Exploratory Factor Analysis (EFA) may be employed to validate research instruments based on these themes. Additionally, further studies such as qualitative approaches, case studies, and phenomenological research can provide deeper reflective insights into inclusive practices and lived experiences, strengthening the overall understanding of inclusivity in education.

ACKNOWLEDGMENT

First and foremost, I offer my deepest gratitude and praise to Almighty God for His endless grace, wisdom, strength, and guidance throughout the completion of this study. His unfailing love sustained me during moments of difficulty and uncertainty, and His divine providence made this academic journey possible.

I sincerely express my heartfelt appreciation to the Holy Cross of Davao College Graduate School for providing me with quality education, academic guidance, and opportunities for professional and personal growth. I am especially grateful to my research adviser, panel members, and professors for their valuable insights, patience, encouragement, and unwavering support in refining this manuscript.

To the school head, SPED teacher, Kindergarten teacher, and all participants of this study, thank you for your cooperation, honesty, and willingness to share your experiences and expertise, which greatly contributed to the success of this research.

I extend my warmest gratitude to my family, whose love, prayers, understanding, and sacrifices inspired me to persevere. To my parents and loved ones, thank you for being my source of strength, encouragement, and motivation throughout this endeavor.

Most importantly, I dedicate this achievement to God and my family, whose faith, love, and support continue to guide me in fulfilling my purpose as an educator and researcher.

Dedication

This humble work is lovingly dedicated to Almighty God, who gave me wisdom, courage, strength, and perseverance to complete this academic journey especially as a working mom. Without His guidance and blessings, this study would not have been possible.

I also dedicate this manuscript to my beloved family, Joel E. Monjardin, JC Zimri Monjardin and soon to be baby since I am currently pregnant while writing this. I will always cherish your unconditional love, prayers, sacrifices and financial help, the encouragement that supports me when I needed it most, my inspiration in every challenge I encountered. Your support reminded me to remain steadfast and hopeful throughout this journey.

To all teachers, my mother Biengil, father Franciso and Cobi my brother my inward support and extended family as well especially those serving teachers serving the learners with disabilities in inclusive classrooms, this study

is dedicated to your compassion, patience, and dedication in making education meaningful and inclusive for every child.

Finally, this work is dedicated to all learners with disabilities, typical, atypical and struggling learners whose resilience and uniqueness continue to inspire educators to create equitable, inclusive, and learner-centered environments where every child is valued and empowered.

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APPENDIX

Appendix A: Interview Guide Questions

Research Questions	Main Questions	Follow-Up Questions
What challenges arise when instructional content does not align with the sociocultural experiences of learners with disabilities?	What challenges do you encounter when instructional content does not align with the sociocultural experiences of learners with disabilities?	1. What examples from your teaching experience show how these mismatches affect learners' vocabulary development? 2. How do teachers describe the cultural mismatches between learners' backgrounds and instructional materials that contribute to vocabulary difficulties?
In what ways do teachers use social interaction and collaborative activities to help learners with disabilities cope with vocabulary challenges?	In what ways do you use social interaction and collaborative activities to help learners with disabilities cope with vocabulary challenges?	1. In what ways do you adjust your instructional strategies to respond to these challenges? 2. How do peer support and teacher-student relationships function as coping mechanisms in addressing mismatches between learners and instructional materials?
What insights do teachers gain about the role of language as a mediating tool in scaffolding vocabulary learning for learners with disabilities?	What insights do you gain about the role of language as a mediating tool in scaffolding vocabulary learning for learners with disabilities?	1. What reflections do you draw from these experiences about making education more inclusive and responsive to learners' needs? 2. How do teachers reflect on the effectiveness of language-based scaffolding strategies in fostering inclusivity and supporting learners' vocabulary development?

Appendix B: Informed Consent Form



HOLY CROSS OF DAVAO COLLEGE

GRADUATE SCHOOL OFFICE

Sta. Ana Avenue corner C. De Guzman Street, Brgy. 14-B, Davao City, Philippines

Tel. No. (082) 221-9071 to 79 loc. 150 • Telefax: (082) 221-3008

Email: graduateschool@hcdc.edu.ph • Website: <http://www.hcdc.edu.ph/>



Informed Consent Form Title of Study: Navigating Words: Case Study on Vocabulary Challenges and Effective Strategies of Teachers for Learners with Disabilities in Key Stage 1 Inclusive Classroom

Researcher: FILLINE BIEN A. LECIAS, Master of Education Major in Special Education-Area 5-Learning Disability, Graduate Student at Holy Cross of Davao College

Purpose of Study: To explore the vocabulary challenges faced by learners with disabilities and identify effective teaching strategies in Key Stage 1 inclusive classrooms.

Participation Details:

- Participation involves interviews with teachers and possibly parents/guardians.
- Optional classroom observations or review of anonymized learner work may occur.
- Participation is voluntary, and participants may withdraw at any time.

Confidentiality: All data will be anonymized. Pseudonyms or codes will replace real names in transcripts and reports. Data will be securely stored and only accessible to the researcher and adviser. I have read and understood the information above, and continue to participate in this study.

Data profile:

- Name: Joelli
- Age
- Gender: (Male/ Female/ LBGTQ+) F
- Position: (teacher 1, teacher 2 etc.) T-II
- What Grade are you handling? Kindergarten
- How many years are you handling Key Stage 1 learners? 11 years
- Do you encounter vocabulary difficulty in one/more than one of your students?

☒ I voluntarily agree to participate in the study and have read confidentiality statement and conditions.

☐ I do not agree to participate in the study and have read the confidentiality statement and its conditions. What is the reason for not participating? _____

Name and Signature: _____



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Confidentiality: All data will be anonymized. Pseudonyms or codes will replace real names in transcripts and reports. Data will be securely stored and only accessible to the researcher and adviser. I have read and understood the information above, and continue to participate in this study.

Data profile:

- Name: FLORE
- Age:
- Gender: (Male/ Female/ LBGTO+) FEMALE
- Position: (teacher 1, teacher 2 etc.) SPET-1
- What Grade are you handling? NON-GRADER
- How many years are you handling Key Stage 1 learners? 2 years
- Do you encounter vocabulary difficulty in one/more than one of your students? YES

☒ I voluntarily agree to participate in the study and have read confidentiality statement and conditions.

☐ I do not agree to participate in the study and have read the confidentiality statement and its conditions. What is the reason for not participating? _____

Name and Signature



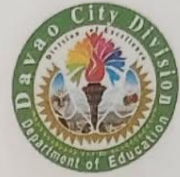
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Confidentiality: All data will be anonymized. Pseudonyms or codes will replace real names in transcripts and reports. Data will be securely stored and only accessible to the researcher and adviser. I have read and understood the information above, and continue to participate in this study.

Data profile:

- Name: JANE
- Age:
- Gender: (Male/ Female/ LBGTQ+) Female
- Position: (teacher 1, teacher 2 etc.) P- III
- What Grade are you handling?
- How many years are you handling Key Stage 1 learners?
- Do you encounter vocabulary difficulty in one/more than one of your students?

☒ I voluntarily agree to participate in the study and have read confidentiality statement and conditions.

☐ I do not agree to participate in the study and have read the confidentiality statement and its conditions. What is the reason for not participating?

Name and Signature:



Republic of the Philippines
Department of Education
Region XI
Division of Davao City
Davao Central District
Cesareo Villa-Abrille Elementary School

Name of Teacher: **Flora C. Macion**
Educational Qualification: **Bachelor of Elementary Education - SPED**
Civil Service Status: **Regular Permanent**
Total Years of Experience: **6 years**

Designation: **SPET-4**
Years of Experience in this Grade: **1 year & 6 months**
Eligibility: **Licensure Examination for Teachers (LET)**

SPET-4
1 year & 6 months
Licensure
Examination for
Teachers (LET)

INDIVIDUAL CLASS PROGRAM
SCHOOL YEAR 2025-2026



Time	Minutes	LEARNING AREAS	Needs & Venue
8:00 a.m. – 9:00 a.m.	60	Group Class	ASD, ILRC
9:00 a.m. – 10:00 a.m.	60	Individual Class	Difficulty in Remembering, Concentrating, Paying Attention Understanding ILRC
10:00 a.m. – 11:00 a.m.	60		ILRC
11:00 a.m. – 12:00 noon	(60)	Preparation of Instructional Materials	ILRC
12:00 noon – 1:00 p.m.	(60)	Lunch Break	-
1:00 p.m. – 2:00 p.m.	60	Group Class & Pull-Out	ASD, ILRC
2:00 p.m. – 3:00 p.m.	60	Individual Class	Difficulty in Applying Knowledge ILRC
3:00 p.m. – 4:00 p.m.	60	Pull-Out Class	ASD - ILRC
4:00 p.m. – 5:00 p.m.	(60)	Completion of Journals/Anecdotal/IEP	ILRC
Total Time in Minutes	360		
Total Time in Hours	6		

Notes:

The remaining 2 hours to complete the required 6-hour teaching load can be spent in library works, learning stations, reading and play activities, remediation, and other related tasks.

Reference: DepEd Order Number 19 series 2021 (Policy Guidelines in the K to 12 Basic Education

Prepared by:

FLORA C. MACION
Class Adviser

Recommending Approval:

MARYJANE S. SARILLANA
Principal III

Approved by:

JEAN FE A. COLANGO, PhD
Public Schools District Supervisor



Republic of the Philippines
Department of Education
Region XI
Division of Davao City
Davao Central District
Cesareo Villa-Abrille Elementary School
Davao City

CLASS PROGRAM

School Year: 2025 - 2026

Grade: Non-Graded Section: EARTH

Name : Floradel C. Macion
Educational Qualification : BEED major in Special Education
Designation : Special Education Teacher I
Civil Service Status : Permanent
Civil Service Eligibility : Licensure Examination for Teachers
Years of Experience in Present Position : 1 year & 6 months
Total Years of Experience in DepEd : 6 years
Teacher's Official Time : (8:00am-12:00nn) (1:00pm-5:00pm)

TIME	NUMBER OF MINUTES	BLOCKS OF TIME		BLOCKS OF TIME FRIDAY
		MONDAY and WEDNESDAY	TUESDAY and THURSDAY	
8:00 - 9:00	60	Psychomotor Domain Cognitive Domain Language Domain	Development of Waiting Skill Psychomotor Domain	Interactive Activities - Music - Arts - Drama - P.E - Environmental Activities
9:00 - 10:00	60	Psychomotor Domain Cognitive Domain Language Domain	Development of Waiting Skill Psychomotor Domain	Interactive Activities - Music - Arts - Drama - P.E - Environmental Activities
10:00 - 11:00	60	Psychomotor Domain Cognitive Domain Language Domain	Development of Waiting Skill Psychomotor Domain	Interactive Activities - Music - Arts - Drama - P.E - Environmental Activities
11:00 - 12:00	60	Preparation of Materials		Preparation of Interactive Activities
12:00 - 1:00		LUNCH BREAK		
1:00 - 2:00	60	Psychomotor Domain Cognitive Domain Language Domain	Psychomotor Domain Cognitive Domain Language Domain	Interactive Activities - Music - Arts - Drama - P.E - Environmental Activities
2:00 - 3:00	60	Psychomotor Domain Cognitive Domain	Psychomotor Domain Cognitive Domain	Interactive Activities - Music

ANNEXES:

129555250088	ALGABRE, CRIZZANNE GAIL, SUPLITO	F	08-13-2020	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	ALGABRE, CRISTIAN CASILAO	SUPLITO, ANGE LIKA, MAGDAGA SANG,				Face to Face
129555250088	ATOS, SOFIA KATE, DURON	F	10-07-2020	4	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	ATOS, JOHN HARDY ESPIRITU	DURON, MARY ANN, GUINITA,				Face to Face
129555250088	ESPAÑOL, MICHELLE, GASIS	F	05-30-2020	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	ESPAÑOL, MICHAEL ROSALES	GASIS, MARISSA, TOMENDACO,				Face to Face
129555250088	FUDOLIG, JEACY JADE, SOLIS	F	04-06-2020	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	FUDOLIG, JEACENT JADE JASPER JAYECTIN	SOLIS, MAYFLO R, GENON,				Face to Face
129555250088	GARRIDO, FRANCES QUINZEL, ABAQUEZ	F	02-21-2020	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	GARRIDO, EDJAY GRAVADOR	ABARQUEZ, DIVINE,				Face to Face
129555250088	LAUDE, MARIA OLIVA, INGGAO	F	05-25-2020	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	LAUDE, JOMAR SAMPEROY	INGGAO, MARY GRACE, BUTANAS,				Face to Face
129555250088	NAVARRO, FAITH ZIA, -	F	12-25-2019	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR		NAVARRO, TANYA, LABAYEN,				Face to Face
129555250088	PUDPUD, ASONTA, PLAZA	F	09-25-2019	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	PUDPUD, SANNY GUIWAN	PLAZA, AIZA, PEDRON,				Face to Face LWD
129555250088	ROGERO, AMANDA MOLLY, ESTAVILLA	F	02-08-2020	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	ROGERO, ARMANDO GUIGAYOMA JR	ESTAVILLA, JANICA MAE, ROMERO,				Face to Face
129555250088	SARMIENTO, ARIANA MAE, LABAYEN	F	05-22-2020	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	SARMIENTO, ADRIAN SULLA	LABAYEN, PHOEBE ANN, VARGAS,				Face to Face
129555250088	TABLA, ANGELA, TUTOR	F	07-20-2020	5	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	TABLA, EDWIN CURATO	TUTOR, PREGIE, ESTELLOSO,				Face to Face
129555250088	TUSAN, BEA JEAN, GAMLONG	F	10-30-2020	4	Cebuano	Christianity	BUCANA	DAVAO CITY	DAVAO DEL SUR	TUSAN, BENJIE LAGBANG	GAMLONG, ANJEAN, PANAY,				Face to Face
12	TOTAL FEMALE														
24	COMBINED														

List and Code of Indicators under REMARKS column

Indicator	Code	Required Information	Indicator	Code	Required Information
Transferred Out	TIO	Name of Public (P) Private (PR) School & Effectivity Date	CCT Recipient	CCT	CCT Control reference number & Effectivity Date
Transferred In	TI	Name of Public (P) Private (PR) School & Effectivity Date	Back Arai	BIA	Name of school last attended & Year
Dropped	DRP	Reason and Effectivity Date	Special Needs Education Accelerated	SNE	Specify
Late Enrollment	LE	Reason (Enrollment beyond 1st Friday of SY)		D	Specify Level & Effectivity Date
				ACL	

REGISTERED	BoSY	EoS
MALE	12	
FEMALE	12	
TOTAL	24	

Prepared by:

JOELLI MAE ANEMITA GUOMALIN
(Signature of Adviser over Printed Name)

BoSY Date: EoS Date:

Certified Correct:

MARYJANE SALAS SARILLANA
(Signature of School Head over Printed Name)

BoSY Date: EoS Date:

Generated thru LIS

Generated on: Friday, February 13, 2026

Annex 2: Teacher Joelli-A Kindergarten Teacher Handling 2 Learners with Disability as seen in School Form 1 generated in Learner's Information System (Department of Education).

Appendix E

Appendix E

Interview Transcriptions

Research Title: Navigating Words: Case Study on Vocabulary Challenges and Strategies of Teachers for Learners with Disabilities in Key Stage 1 Inclusive Classroom (Transcription)

1 **RQ1:** Question number one, what challenges arise when instructional content
2 does not align with the socio-cultural experiences of learners with disability?

3 **A:** So when the instructional content does not align with the socio-cultural experiences
4 of learners, with disability, several challenges arise. So there are problems. First, the
5 learners may struggle to understand and relate to the lesson. Why? Because of the
6 language, and the situations presented are not familiar or meaningful to them. For
7 learners like Angel (not her real name) she cannot speak at all. Because she has
8 difficulty in hearing and the activities that require oral participation, it creates barriers
9 and may cause frustration or withdrawal from class engagement. So meanwhile, my
10 other student Simon (not his real name) who has a difficulty in producing the sound of
11 the letters T and S. The lessons that heavily rely on verbal recitation and pronunciation
12 drills without appropriate modification may affect his confidence and participation.
13 Additionally, misalignment may limit inclusive participation because the teaching
14 strategies do not consider their communication needs. And the learners with speech
15 difficulties, it requires differentiated instruction. visual supports, and alternative
16 communication methods. So, if these are not integrated into culturally relevant and
17 accessible lessons, it may hinder their academic progress in their social interaction and
18 sense of belonging in the classroom. So in overall, the lack of alignment between
19 instructional content and the socio-cultural and developmental needs of learners with
20 disabilities can lead to reduced engagement, low self-esteem, communication
21 barriers, and unequal learning opportunities.

22 **RQ2:** The second question, in what ways do teachers use social interaction and
23 collaborative activities to help learners with disabilities cope with vocabulary
24 challenges?

25 **A:** Okay, so me as a teacher of these children, It's also a challenge for me, and I
26 use social interaction and collaborative activities as supportive strategies to help
27 them, to help the learners with disability cope with vocabulary challenges. So one
28 way is through peer-assisted learning, where learners are paired or grouped with

29 supportive classmates who model correct pronunciation and vocabulary usage.
 30 And because of this, it allows learners like Simon to hear or correct sounds in a
 31 natural and encouraging environment without feeling pressured. So I also use
 32 small group activities, games, and partner work to create meaningful
 33 communication opportunities. So for learners like Angel who cannot speak, I
 34 encourage participation through non-verbal, like action-action. point-and-point
 35 responses, such as pointing to pictures using visual cards, gestures, or alternative
 36 communication tools. Collaborative tasks, such as matching pictures to words,
 37 role-playing with visual prompts, and interactive storytelling, help reinforce
 38 vocabulary in a more engaging and less stressful way. Though, through guided
 39 social interaction, learners build confidence. So they build confidence on that,
 40 they improve their comprehension, and they feel included in the learning process.
 41 And those strategies promote not only vocabulary development, but also social
 42 skills, emotional support, and a sense of belonging in that classroom.

43 **RQ3:** Last question What insights do you as a teacher gain about the role of
 44 language as a mediating tool in scaffolding vocabulary learning for learners with
 45 disabilities?

46 **A:** Okay, so as a teacher of Simon and Angel, I gain important insights about the
 47 role of language as a mediating tool in scaffolding vocabulary learning for
 48 learners with disabilities. They realize that language is not only a subject to be
 49 taught but also a bridge that supports thinking, understanding, and
 50 communication. Through guided interaction in modeling and repetition, I see that
 51 learners gradually build meaning when language is supported with visual gestures
 52 and concrete experiences. So I also understand that scaffolding is essential. For
 53 learners like Angel, who cannot speak, meaning can still be developed through
 54 alternative forms of communication, such as pictures, symbols, and guided
 55 pointing. For learners like Simon, who struggles with certain sounds, teachers
 56 recognize that breaking down words, emphasizing correct sound modeling, and

57 providing patient repetition helps strengthen vocabulary acquisition without
58 damaging confidence. And another insight for me is I gained that social
59 interaction plays a key role in mediating learning. When the vocabulary is
60 introduced through conversations, peer support, and contextualized activities,
61 learners are better able to connect words to real-life experiences. This reinforces
62 the idea that language developed happens best in meaningful, supportive, and
63 inclusive environments. So in overall, I learned that language serves as a powerful
64 meditating tool, that when scaffolded properly, it promotes cognitive
65 development, confidence, and inclusive participation for learners with disabilities.

66 **Probing Question:** So in your journey as a kinder teacher, who among them is the
67 more challenging? What examples from your teaching experience show how
68 these mismatches affect learners' vocabulary development?

69 **A:** For me, it is more challenge in handling like Angel because it's also difficult for
70 me to communicate with her because some of my actions she cannot
71 understand and I cannot speak to her. like giving instructions of the activity. Yeah,
72 it's a challenge for me. I do it again and again until she can get the instructions.
73 She needs more patience and more strategies so that she can get fast with the
74 instructions. On her language, she use. She's the one she have hearing aid, two
75 hearing aid because her two ears cannot detect sound, more loud sound.

76 **Probing Question:** You as a teacher, what is your reflection about handling
77 learners with disabilities? Are they easy to handle, difficult, or is it more challenging
78 compared to regular learners? What reflections do you draw from these
79 experiences about making education more inclusive and responsive to learners'
80 needs?

81 **A:** It's a challenge for me and it's difficult for them. difficult for them in
82 communicating with their classmates, in the lesson, copying up the lesson. But in
83 Sabiel, I cannot say there's it's difficult for him. Only some of his classmates will

84 laugh at him because he cannot say the proper word. Like did S when he called
85 the name, Sandro, Tando, Tando, like that. So, some of his classmates will laugh
86 at him. It's communication, It's very challenging. It's difficult for them to adjust. But
87 it's good for Simon, he is a strong child. He's not emotional. He's a boy. It's okay for
88 him if everyone will laugh with me, he will also laugh.

89 **Researcher:** Thank you ma'am Joelli for sharing your insights.

Research Title: Navigating Words: Case Study on Vocabulary Challenges and Strategies of Teachers for Learners with Disabilities in Key Stage 1 Inclusive Classroom (Transcription)

1 **RQ1:** Question number one, as a SPED teacher what challenges arise when instructional
2 content does not align with the socio-cultural experiences of learners with disability?

3 **A:** So if, for example, when you prepare ka og materials or lessons, then unexpectedly,
4 you won't need to determine on that day, unlike the regular, the same moods in the
5 bata, because the behavior of the learners with special needs is unpredictable jud sila.
6 So amo ang mga typical, so ang amo ang ang term na mga karon is atypical, so those
7 learners are atypical. So ang challenges jud that I've encountered during my
8 preparation if this is not aligned with him or her special needs dili jud functional inyung
9 day, walay mahitabu kung dili jud align sa iyang capabilities iyang skills because mo
10 resist jud ang bata. Because dilit maniya kaya ang imuhang standards nyang we set.
11 So dapat ikaw as teacher makabalu jud ka ahead of time kung asa pa iyang facing of
12 learnings. So meaning kung challenges expected yud siya every now and then. Kay, dili
13 man jud ma-predict kong unsa ang saang behavior on that day sa imong bata. Unlike
14 sa rig sa mga typical learners a regular.

15 **RQ2:** Second question, in what ways do you as a SPED teacher use social interaction
16 and collaborative activities to help learners with disabilities cope with vocabulary
17 challenges?

18 **A:** So, social interaction, dako juD siya og impact. Labaw natong gina buhat every
19 Friday na developmental activities. So, gagawas jud mi sa classroom. So, dili lang ngu
20 dili lang man gud nila ma learn into classroom ang vocabulary. Pwedi nila ma-learn
21 outside, madunggan nila sa other people ganilas other people sa, naa pod koy
22 ginatawag na class home activities, so the outdoor activities na dili sila mag stay sa ilang
23 balay, so we encourage them so they can explore, they can observe, so naay panahon
24 na ma introduce sa ilaha sailang parents unsay pangalan ana, so sa gawas pod,
25 example diri sa school, so kabalo sila as ang gymnasium. So that way, it's a part of
26 vocabulary. Unsa ang function sa stairs, unsa colors sa stairs, unsa makitan nila sa
27 surroundings sa flowers, naay trees, naay grass, naay stones, naay balls, og unsa among
28 gina gamit during developmental activities. So, there are a lot of things that we learned

29 during collaborative activities. The mas dali siya e-cope kay pas-pas man pod sila and
30 observant pod sila with the help of the parents. So social interaction and collaborative
31 group jud siya. So ang challenge lang nila is unsaon nila pag kanang ang time of
32 waiting, kanang ilang patience, take turns, unsaon nila pag adapt, mao na ang
33 challenge dira sa ilaha.

34 **RQ3:** So the third question is, what insights do you as a SPED teacher gain about the role
35 of language as mediating tool in scaffolding vocabulary learning for learners with
36 disabilities?

37 **A:** So, as a teacher, it's a challenging and very important part of learning that is the
38 words that maSulti niya unsa iyang gusto inside mama pangalan sa yahang gusto sa
39 ang yahang pangalan sa yahang kailangan and saonia pag express sa iyahang
40 feelings kay para makabalu jud ug aware ang mutabang sailaha kay mostly autism
41 children right now na akung na handle is daghan way in helping them is to expose jud,
42 expose and engage jud sila in the social interaction with the other children, kay dako
43 kaayo siya og tabang. Tapos dili lang sila a contain into one corner, let them explore
44 jud. Kay that way they can learn at their own pace, then they can learn also at their
45 own capabilities. So naa jod time na kanang sila jod kusa na mo storya, imu silang
46 pugson na "I will not open this unless you will not tell the word open." So, that way, wala
47 jud siya specific tool isa lang jud ang way, ang connection jod ang isa ka tool na
48 maingon nako, dapat kaila jud ka sa imong bata, kung kanu-a mo sila pwedeng banat-
49 banatan, dapat kaila jud ka sa ilaha.

50 **Probing Question:** As a Sped teacher do you use social interaction and collaboration
51 to help learners as with disabilities cope with vocabulary challenges? Do you constantly
52 collaborate with the receiving teachers?

53 **A:** Need jud og collaboration from me, ako kailangan pod nako ang tabang from the
54 receiving teachers, nga mag follow-up sila sa akua unsa na ang kung unsa na ang
55 performance sa bata labaw na ang ma transition sa ilaha, kanang ma fully inclusion. So

84 kay prood, anecdotal, checklist or observation, para maka ingon ka na kailangan nimo
85 e-tag with the provided documents to justify it. For Key Stage 1, tanan man gud naay
86 na-identify na difficulty og na tag sa LIS. So they are considered as receiving teacher
87 including teacher Joelli. Kaning learner ni ma'am nga naay hearing difficulty. Si girl
88 student lang akong nameet mao na tong na ay hearing difficulty na gi talk na mo ang
89 parents then gi na ingnan namo sa yang process kung unsa na iyang buhatun so mao
90 to naka adto sila sa doctor nagpa check then nahatagan sila og budget na 100,000
91 para sa iyanan hearing aid, then after that one gi ingnan pod nako siya na adto siya sa
92 DCSNICC para naa siyay madawat na therapy, so good thing kaya ang parent
93 cooperative, so naka benefit pod siya sa DCSNICC og SPMC nga 100,000 nga hearing
94 aid. Kay both ears man gud niya ang naay nag block, so tingala man gud sila nganung
95 dili ka storya ang bata, so didto pag tan aw nako sa iyang dalunggan, barado mao to
96 isa sa reason nganung dili siya ka storya kay tungod dili siya kadungog, so pag check
97 naa jud diperensya iyang hearing, so after that nabutangan na siya og hearing aid,
98 maka utter na siya og letter, words or humming, meaning karon pa siya naga start naga
99 learn to speak so iyang voluntarily nga voice madunggan na jud siya, dako na siya nga
100 progress kay naay uban na maka cope up na siya sa lesson, maka adapt na siya.

101 **Researcher:** Thank you very much, Ma'am Flor, for your time and insights. I conclude this
102 interview

Research Title: Navigating Words: Case Study on Vocabulary Challenges and Strategies of Teachers for Learners with Disabilities in Key Stage 1 Inclusive Classroom (Transcription)

RQ1: How would you as a school head or as a principal address to her needs or to other learners with the same case or challenges that arise when the instructional content does not align with socio-cultural experiences of learners with disabilities when I mean socio-cultural like example the language barrier which is English and the learner only knows Bisaya okay so that's the socio-cultural or language barrier. How would you as a school head to address it?

A: In the case of Teacher Joelli, in which she has that one learner who has difficulty in hearing and speaking. At first, when I knew that Teacher Jay has a pupil like that, I told her to recommend the child to the school, to a special school. I told mom Joelli to request the parents to have her, to have their child seek assistance, but then I understand that the parent parang murag walay kwarta gud ano so ang ilahang problem is ang pamasahi ba padulong sa Sped Bangkal if they will enroll their child sa Sped Bangkal, and so also I learned na did to na pod diay sila gikan and then ano pud sila kanang murag na dili pud na disapoint kanang sort of ni consider na lang pud siguru nila ang kanang distance kay dool lang sila dri sa school nato. Because SPED bangkal is mainstream ang bata, despite of her impairment in hearing and speaking, gi mainstream here in her class and in regular inclusive education same with the school SPED bangkal we also accepted the child kay inclusive education man but then when in terms of the socio-cultural experiences of learners aligned to the instructional content. Perhaps masasabi ko na dili siya kanang ma meet it's because ang teacher na magtudlu, does not also know how to do the sign language. So socio-cultural experiences of learners dili nato mabaloan kay the child cannot speak. So as a school head, I told the teacher na to have that explicit instruction na lang. Parang kung na siay e-relay sa bata. Lip-reading nalang siya. Kay dili man pod maka storya ang bata, dili pod maka dungog. So individualized jud and teacher to address the need of the child to align the instructional content to the socio-cultural experience of the child.

Probing Questions: As a school head or as an observer of the case of Teacher J, what example from her teaching experience or your observation show how these mismatches affect learners' vocabulary development and mismatches in socio-cultural context?

A: When I had my annual classroom observation with Teacher J, when I had my classroom observation with Teacher J related to the identified case of the child, I observed that Teacher J utilized differentiated instruction, of which I, myself, highly recommend that instructional

strategy, Because it's like, kasi para ma hit talaga yung need ng bata. So, even if the regular learners are having their activities, that child also is engaging that activity, but teacher J gave that child different activity that will suited to the level of the child.

RQ2: Second question is that in relation to Teacher J case, to confirm, what do you as a school head recommend in ways that Teacher J to use social interaction and collaborative activities to help her learners with disabilities cope with vocabulary challenges?

A: In the case of teacher J in the case of teacher J, I advised her to have at least that structured strategies or structured instruction since the child is um di man pod ta mo ingon nga different from the others because inclusive education uh anu naman siya sagul naman siya sa regular but although mainstream siya but she should be given that structured instruction. Siguro na anu sha kanang or modified could also be modified na siya diba namat a pull-out session since we have that sped teacher so its time for ma'am Floradel Macion to have her pull-out session in her class. Although mainstream siya sa regular ni Teacher J pero naa pod siya time kay mam Macion. That could be a structured instruction since mam Macion mgid ang trained on that sped children so naa siya didto'y session.

RQ3: As a principal or as a school head, what insights do you as an observer to Teacher Jade gain about the role of language as mediating tool in scaffolding vocabulary learning?

A: In the case of Teacher J, again, so as I have said, it is a bit difficult for Teacher J since he has no knowledge, she has not enough confidence on teaching sign language, We Need to train teachers. So, to scaffold the learning difficulty of the child, I should have given teachers enough trainings, especially on sign language. But although we, nag train man ta actually, we have conducted na trainings on that, we invited ka tung sa talomo diba, tulo to siya ka speakers on sign language. But still, we need lots of trainings on that to cater the need of each individual who has difficulty. We need more trainings, we need more insights. I-apil nato na sa SIP, we need budget for trainings pertaining to SNED. Mga devices, kailangan nato og mga materials to suit to the level of the learners. Actually nagpalit ta og libro, para to siya sa speech, gi kuha to sa canteen, funded by canteen. Kung e-touch nila ang letter, mo tingog. "The Talking Book". So that material perhaps can assist to the need of the child, kay mo storya, if she touch the letter, mo tingog man, "Aaah". So that would be a better intervention. In terms of materials that uses English. At least maka dungog na siya

gamay, so with that after English siguro nga word, e supplement sa teacher ang mother tongue kay Kinder paman pod siya. Pero and Kinder karon kay Filipino and English na baya atong target. So pwede ra pod e-supplement sa teacher ang English to Mother Tongue, sa kato lang na bata. Because we are directing our learners to achieve Filipino and English.

Probe Questions: What reflections do you draw from these experiences about making education more inclusive and responsive to learners' needs?

A: So my reflection as a school head, I should know that there must be enough budget allocated to our SNED learners. Just like that, we allotted for materials to our canteen. So now we can reflect on that. Because if we will not do that, we cannot help improve the need of our learner. Tapos training sa teachers. So now we can reflect on the training and the teachers on SPED. Special education, inclusive education. How will we address the need if we if we ourselves are not knowledgeable on that? Emotional or behavioral need behavioral one of the learners. We are not interacting. Dili ta makabalo unsaon pag interact sa ilaha kay wala man ta'y capacity. Capacity to address the need because we lack trainings. So at least somehow naka reflect ko as a school head, I have nakahatag man ta training sa my teachers, naka palit pod tag materials ana. So partly, I have contributed to the need, to the improvement of our SNED learners.

Researcher: Thank you, ma'am Jane, for your time. So I will now end the recording.

Appendix E

a. Certificates and Validation



Republic of the Philippines
Department of Education

SCHOOLS DIVISION OF DAVAO CITY
CESAREO VILLA ABRILLE-DAVAO CENTRAL DISTRICT

REYNANTE A. SOLITARIO, CESO V
Schools Division Superintendent
Department of Education – Division of Davao City
Quirino Ave. Davao City

Dear Sir Solitario:

Good day! May you be filled with joy and abundant blessings this Christmas season!

I respectfully write to request permission to conduct my graduate school research study entitled “Navigating Words: Case Study on Vocabulary Challenges and Effective Strategies of Teachers for Learners with Disabilities in Key Stage 1 Inclusive Classroom.” This study is being undertaken as a partial requirement for the completion of my Masters degree Holy Cross of Davao College, Davao City.

The purpose of the study is to explore the challenges faced by learners with disabilities in inclusive Key Stage 1 classrooms, as well as to examine the instructional strategies used by teachers to support vocabulary development. Through a qualitative case study approach, the research aims to contribute insights that may inform instructional planning, inclusive education practices, and professional development programs for teachers handling diverse learners.

Data collection will involve interviews, classroom observations, and document analysis, all of which will be conducted in Cesareo Villa Abrille Elementary School, Davao Central District, under your Division, subject to the approval of the school head, MARYJANE S. SARILLANA and participating teachers. Rest assured that the study will strictly adhere to ethical research standards prescribed by DepEd and my academic institution. Confidentiality, anonymity, and voluntary participation of all respondents will be fully observed.

I am humbly requesting your approval to conduct this study within schools in your Division. I also commit to submitting a copy of the final research report to your office for reference and possible use in future initiatives on inclusive education and vocabulary instruction.

Thank you very much for considering my request. I look forward to your positive response. Should you need further information, I would be glad to provide any necessary documents as annexed in this letter.

Respectfully yours,


FILLINE BIEN A. LECIAS

Graduate Student, Master of Education Major in Special Education in Learning Disability
Holy Cross Davao College, Davao City
Email: filline.lecias@deped.gov.ph / fillinebien.lecias@hcdc.edu.ph
Cellphone Number: 09952121031



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO CITY

December 11, 2025

FILLINE BIEN A. LECIAS

Proponent
Holy Cross of Davao College
Sta Ana Avenue, Davao City

Dear **Ms. Lecias**:

We acknowledge receipt of your letter dated December 10, 2025, in which you requested permission to conduct a research study titled **"Navigating Words: Case Study on Vocabulary Challenges and Effective Strategies of Teachers for Learners with Disabilities in Key Stage 1 Inclusive Classroom."**

In order to proceed with your research endeavor, we kindly request the following additional document to be submitted:

1. Ethical Clearance from the Ethics Committee, ensuring that your research adheres to ethical standards and guidelines.

This additional document is necessary to ensure the thorough review and approval of your research study. Please submit the required document at your earliest convenience to expedite the processing of your request.

Should you have any questions or require further assistance, please do not hesitate to contact us at **225-1172**. We are here to support you in your research endeavors.

Thank you for your cooperation and understanding.

Very truly yours,

REYNANTE A. SOLITARIO, CESO V
Schools Division Superintendent





HOLY CROSS OF DAVAO COLLEGE

GRADUATE SCHOOL OFFICE

Sta. Ana Avenue corner C. De Guzman Street, Brgy. 14-B, Davao City, Philippines

Tel. No. (082) 221 – 9071 to 79 loc. 150 • Telefax: (082) 221-3008

Email: graduateschool@hcdc.edu.ph • Website: <http://www.hcdc.edu.ph/>



Data Protection Plan

Phase	Action	Access	Security
Collection	Interviews, notes, recordings	Researcher, adviser	Encrypted digital storage, locked cabinets
Anonymization	Assign codes/pseudonyms	Researcher	Master-code sheet stored separately
Analysis	Use anonymized data	Researcher, adviser	Password-protected computers
Reporting	Use pseudonyms / aggregated data	Researcher, adviser, committee	No identifiers included
Retention	Retain anonymized data for — years	Researcher	Destroy master-code sheet after retention

Risk Management Plan

Identified Risks:

- Emotional discomfort discussing challenges.
- Privacy breaches.
- Coercion or pressure to participate.

Mitigation Strategies:

- Obtain voluntary informed consent and assent.
- Ensure anonymization and confidentiality.
- Conduct interviews in a safe, comfortable environment.
- Allow participants to skip questions or stop at any time.
- Follow Ethics Committee guidelines for mandatory reporting if required.



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Email: graduateschool@hcd.edu.ph • Website: <http://www.hcd.edu.ph/>

CERTIFICATION OF COMPREHENSIVE EXAMINATION RESULTS

This is to certify that Mr./Ms. **LECIAS, FILLINE BIEN A.**, a student of Master of Arts in Education major in Special Education, passed the comprehensive examination last August 31, 2025 at Holy Cross of Davao College

This certification is issued to Mr./Ms. **LECIAS** for whatever legal purpose this may serve his/her best.

Issued this 7th day of January, 2026, in Davao City, Philippines.

REYNALDO O. CUIZON, PhD
Dean, Graduate School



Not valid without

School Seal

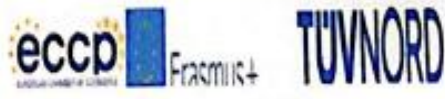
Accredited:



Institutional Member of:



Certified: ISO 21001:2018





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Email: graduateschool@hcdc.edu.ph • Website: <http://www.hcdc.edu.ph/>

Certificate of Society for Moral Integrity and Legal Ethics

This is to certify that the study of Mr./Ms. FILLINE BIEN A. LECIAS., titled **"Navigating Words: Case Study on Vocabulary Challenges and Effective Strategies of Teachers for Learners with Disabilities in Key Stage 1 Inclusive Classroom"**, Undergone adequate ethics review process by the Society for Moral Integrity and Legal Ethics (SMILE) of HCDC-Graduate School.

This is to further certify that SMILE has not identified potential harm affecting the researcher the study participants and possible consumers of the study.

Approval is valid 20th December, 2026. The researcher is permitted to gather data in accordance with ethical guidelines and approved methodologies.

Issued this 7th day of January, 2026, in Davao City, Philippines.

JOHN MART ELESIO, EdD
HEAD-SMILE REVIEWER



Accredited:



Institutional Member of:



Certified: ISO 21001:2018





HOLY CROSS OF DAVAO COLLEGE

OFFICE OF THE GRADUATE SCHOOL

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Email: graduateschool@hcdc.edu.ph • Website: <http://www.hcdc.edu.ph/>

Document Number

HCDC-GRE-FR-28.05

Revision Number

00

Controlled Date

September 04, 2024

Date:

SOCIETY FOR MORAL INTEGRITY AND LEGAL ETHICS (SMILE)

PROTOCOL REVIEW FORM

A CASE STUDY EXPLORING THE PRACTICES OF RECEIVING TEACHERS OF
DEAF AND HARD OF HEARING (DHH) LEARNERS

Control No. _____

Proposed Research Title

48487799 Series: SMILE-2025-461

Code

Reviewer's Observation:

Instruction: Please tick (/) the box that corresponds to the observation made.

Major risk is identified	
Minor risk is identified	/
No risk is identified	

Reviewer's Note:

Please specify the potential risk/s identified:

___ "To protect the confidentiality of the DHH learner, the study should include clear
___ procedures instructing all teacher-participants to avoid sharing any personal,
___ sensitive, or identifiable information about the child.

Date Received: December 03, 2025

Date Reviewed: Dec.05,, 2025

Reviewer's Name: Elsa D. Villanueva, PhD

Signature:

Chair of the Technical Panel: _____

Signature: _____

Series: SMILE-20 _____

**PROCEDURE FOR FILLING OUT THE
SOCIETY FOR MORAL INTEGRITY AND LEGAL ETHICS (SMILE)
PROTOCOL REVIEW FORM**

1. The SMILE staff assigns a code to the student who submits the proposal.
2. The SMILE staff forwards the proposal to the SMILE reviewer.
3. The SMILE Reviewer indicates the observation on the form by ticking the box that corresponds to the observation.
4. If the SMILE Reviewer observes an identified risk(s) it should be specified in the Reviewer's Note portion.
5. The SMILE Reviewer indicates the date received and the date reviewed of the proposal.
6. The SMILE Reviewer affixes his/her name and signature in the space provided.
7. The SMILE Reviewer submits the filled-out to the graduate school staff.
8. The graduate school staff sends the form to the student via email.
9. The student submits the form to the chairperson to affix his/her signatures.
10. The Chair of the Panel affixes his/her name and signature.
11. The Chair of the Panel returns the form to the student.
12. The student submits a scanned copy to the Graduate School email for compliance.
13. The student attaches the form to the manuscript.

Appendix E

b. Documentation

