Exploring the Difficulties of Teaching English to Pupils with Learning Disabilities, Case Study: Mujahed Ben Hamou Visually and Hearing Impaired School of Bechar

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Abstract

English language teachers working with pupils who have learning disabilities encounter numerous professional and practical difficulties that impact the effectiveness of instruction. The current study aims to explore the difficulties that teachers encounter when teaching English to pupils with learning disabilities, highlighting the need for educational reforms that focus on specialized teachers' development, enhanced institutional support, and the integration of inclusive teaching strategies and technologies. To gather insights on teachers' experiences a structured interview was conducted with teachers at Mujahed Ben Hamou Houssine Visually and Hearing Impaired School in Bechar as a qualitative research method to identify the difficulties they face when teaching English to pupils with learning disabilities. The findings reveal that teachers grapple with significant barriers, including inadequate training for teachers, lack of specialized instructional materials, and adaptive curriculum, in addition to communication difficulties and insufficient classroom resources, which limit learning effectiveness. Despite these constraints, both teachers and learners demonstrate a strong commitment to the learning process, particularly when multisensory methods and individualized support are employed.

Keywords: English Teachers, Pupils, Learning Disabilities, Difficulties, Strategies.

Introduction

Learners with sensory impairments, including deafness, mutism, and visual disabilities, frequently encounter substantial difficulties with conventional English learning methodes, especially in listening, speaking, reading, and writing. In Algeria, the growing focus on English in educational settings intensifies these difficulties, as many educators are not adequately equipped to meet the varied needs of these learners. A lack of specialized training, appropriate teaching materials, and institutional support further hinders the development of inclusive and effective classrooms. These issues highlight the urgent need for improved strategies, professional development, and resources to equip teachers with the tools necessary

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to support pupils with sensory impairments in their English language learning academic journey.

The current study explores the teaching challenges that educators face when instructing students with sensory impairments, specifically those who are deaf, mute, or have visual disabilities. It investigates the varied learning needs of these students and examines the instructional strategies and adaptations used to improve their English language acquisition.

The objective of this study is to examine the difficulties encountered by teachers in the instruction of English to pupils with sensory impairments. It seeks to understand how these difficulties influence pedagogical practices and the extent to which teachers adapt instructional strategies and methods to accommodate the diverse needs of these learners. Furthermore, the study aspires to contribute to the body of knowledge on inclusive education by identifying effective methodologies that support the English language learning of pupils with sensory impairments, thus promoting equitable access to effective education. In this context, the current study aims to explore the following questions:

1. How does the lack of specialized training and assistive resources affect English language teaching outcomes for pupils with learning disabilities?
2. What is the impact of multisensory teaching methods such as visual aids, auditory tools, and interactive activities on the engagement and comprehension level of pupils with sensory impairments in English classes?
3. How does adapting teaching strategies based on the type of sensory impairment hearing, speech, or visual influence the English learning achievements of pupils with learning disabilities?

To address the research questions and to predict the expected results of this study, the following hypotheses are proposed to investigate the potential outcomes related to the difficulties of teaching English to pupils with learning disabilities.

1. It is hypothesized that the lack of specialized training and inadequate teaching resources significantly hinder the effectiveness of English language instruction for pupils with sensory impairments.
2. This study hypothesized that multisensory teaching methods (such as the use of visual aids, auditory materials, and interactive activities) enhance the engagement and English language learning outcomes of pupils with sensory impairments.
3. It is also hypothesized that the individualized support and adaptation of teaching strategies to the specific type of disability (visual, hearing and speech impairment) lead to better English language learning among pupils with sensory impairments.

I. Literature Review

Teaching English to pupils with learning disabilities is a complex challenge. These pupils struggle with specific academic skills due to differences in brain function. These disabilities have various types, which require tailored teaching approaches and support. Initially it is convenient to understand the term learning disabilities.

I.1 Definition

Learning disabilities is also called learning difficulties, or learning disorders. In fact, the definitions of learning disabilities have varied over time, in the sense that there is no universal definition for this term. According to MacKaye 'there is no universally agreed definition of learning difficulties' (MacKay, 2019). However, in Lenhard et al.view 'Learning difficulties' might thus be regarded as an umbrella term for variations of different learning deficits that differ in severity and chronicity (Lenhard et al.). Learning disabilities can also 'be regarded as the most severe forms of low achievement' (Kavale and Forness, 2000), which manifest in varying forms and are of pervasive nature.

Moreover, Price and Cole pointed out that, "learning disabilities are a group of conditions that can impact how verbal or nonverbal knowledge is learnt, organized, retained, understood, or used. Learning is impacted by these illnesses in people who otherwise have at least average thinking and/or reasoning skills. Learning problems are, therefore, different from global intellectual deficits. Learning difficulties arise from deficiencies in one or more perception, thought, memory, or learning processes. These comprise but are not restricted to: executive functions (e.g planning and decision-making), memory and attention, visual-spatial processing, language processing, phonological processing, and processing speed." (Price and Cole, 2009)

Students with learning disabilities usually exhibit major difficulties in at least one of different basic areas of learning (reading, writing, math and/or language) (Kavale and Forness, 2000). In the sense that, learning disabilities are the cognitive disorders that affect how individuals process, retain, and apply information, making tasks such as reading, writing, mathematics, and language more challenging. Learning disabilities were also described as under achievement that relied on ability-achievement discrepancies in the identification (Kavale and Forness, 2000; Grigorenko et al., 2020). Despite the significant variance among pupils with learning difficulties, they share several common characteristics. So, what are these characteristics?

I.2 Characteristics of Pupils with Learning Disabilities

Since every learner has a distinct learning style, no single definition or profile can fully capture the traits of all students with learning disabilities. Here are some of these characteristics:

I.2.1 Learning Disability and Behaviour

Learners with disabilities struggle with certain behavioral issues despite appearing capable of engaging with the material, which can hinder their academic performance and social interactions. Some may act out to avoid challenging tasks, while others may stop trying altogether, believing they cannot succeed. Early identification and the use of proven support strategies are key to helping these learners succeed and preventing further emotional or behavioral difficulties.(Saskatchewan,2003)

I.2.2 Attention Difficulty

Attention is essential for learning and it has three main aspects, including the ability to stay focused, sustained attention and selective attention. According to Brown and Wynne (1984), students with learning disabilities often struggle to distinguish between essential and irrelevant parts of a task, focusing on unnecessary details and missing crucial information. While the exact causes of these attention issues are unclear, research suggests that strategic instruction can improve focus, task engagement, and selective attention, helping students learn more effectively.(Graham and Harris, 1996)

I.2.3 Speech and Language Impairment

This characteristic can lead to learning difficulties by affecting a learner's ability to understand and use spoken or written communication. These disorders may impact the form, content, or meaning of language, hindering both expressive (speaking/writing) and receptive (listening/reading). Learners with these impairments often require support from speech-language pathologists alongside other learning specialists (Saskatchewan,2003). Moreover, the linguistic features of English present difficulties for students with special needs. Irregularities in pronunciation and spelling, along with complex intonation patterns and a focus on authentic accents, often impede their development of listening and speaking skills. Audio-visual materials that lack multimodal alternatives such as transcripts, intonation visualizations, or visual phonics further exacerbate these barriers (Annisa, 2025). Thus, there is formal access to materials, but functional access to meaning and interaction is not fully achieved.

I.2.4 Memory Difficulty

Memory difficulty refers to the ability to recall facts, experiences, and people, and it encompasses three distinct forms: working memory, short-term memory, and long-term memory (Saskatchewan, 2003). Working memory helps manage information for tasks like reading and problem-solving; students with difficulties

may forget parts of a lesson, affecting their comprehension. Short-term memory, on the other hand, temporarily holds information; those struggling with it may fail to retain details long enough to complete simple tasks. However, long-term memory stores information for extended periods, and students with issues in this area may struggle to integrate new knowledge, though techniques like repetition and association, which can help enhance memory retention (Saskatchewan, 2003).

Indeed, each type of memory plays a crucial role in learning and processing information. Difficulties in any of these areas can significantly impact a student's ability to learn and succeed academically. Strategies to support these students often involve targeted practice and reinforcement to help strengthen their memory capabilities. Furthermore, there are educational theories which are helpful for teaching these pupils.

I.3 Educational Theories Relevant to Teaching Pupils with Learning Disabilities

Teaching pupils with learning disabilities requires a deep understanding of educational theories that guide effective instruction. These theories provide insight into how they learn, process information, and overcome challenges in the classroom. Through the application of these strategies, teachers can foster supportive and inclusive environments that improve language acquisition and overall learning outcomes.Some key educational theories relevant to teaching pupils with learning disabilities are as follows:

I.3.1. Multiple Intelligence

Gardner's Multiple Intelligences Theory encourages teachers to recognize and teach diverse learning styles, making classrooms more inclusive. By integrating visual, musical, physical, and social, modes of learninglessons become more engaging and accessible, especially for learners with learning difficulties. This approach boosts confidence by allowing them to learn through their strengths, leading to a more balanced and effective educational experience for everyone. (Gardner,2001)

I.3.2 Universal Design for Learning

This theory promotes flexible teaching methods that accommodate diverse learning needs, recognizing that traditional approaches can create barriers. It provides multiple ways for pupils to engage with content, access information, and show what they have learned. (Mayer et al, 2014)

I.3.3 Zone of Proximal Development

Vygotsky's Zone of Proximal Development highlights the gap between what pupils can do alone and what they can achieve with support. When teaching English to pupils with learning disabilities, teachers should provide targeted scaffolding, like visual aids, templates, or peer support, that builds on their current skills and gradually increases in complexity. This step-by-step approach helps learners develop English skills effectively, despite their challenges.(Vygotsky,1978)

I.3.4 Executive Function Theory

Executive function skills like self-control, planning, and organization are crucial for academic success. Teaching strategies such as keyword methods, semantic mapping, and pre-writing techniques can improve vocabulary and writing. Similarly, explicit instruction in note-taking, summarizing, and self-monitoring enhances reading comprehension. By building these skills, teachers help them become independent, strategic learners capable of managing the demands of English instruction. (Meltzer,2018)

I.3.5 Social Learning Theory

Albert Bandura's theory highlights the role of observation and imitation in learning, suggesting that pupils learn best by watching others model behaviors and skills. For learners with disabilities, this means language instruction should include guided demonstrations and think-aloud strategies, such as showing how to analyze text or draft writing. Peer activities and collaborative learning also provide valuable opportunities for observing and practicing language skills. By offering clear, real-world examples through teachers, peers, and media, educators help them improve their language abilities through practical, observable models. (Bandura,1977)

I.3.6 Growth Mindset

Promoting a growth mindset is especially important for pupils with learning disabilities, who have faced repeated difficulties in language learning. By encouraging effort, providing constructive feedback, and treating mistakes as learning opportunities can build resilience and motivation. This mindset shift empowers pupils, helping them regain confidence and a sense of control over their learning journey. (Dweek,2016)

I.3.7 Differentiated Instruction

Tomlinson's differentiated instruction offers a flexible approach to teaching English to pupils with learning disabilities. For example, teachers can provide texts at varying reading levels, use diverse vocabulary activities, and allow them to demonstrate understanding through different formats. This method values learning differences and creates multiple paths to mastering English, ensuring all pupils can succeed.(Tomlinson,2017) While teaching these pupils, teachers face many difficulties.

I.4 Difficulties faced by Teachers in Teaching Pupils with Learning Disabilities

Teaching English to learners with disabilities is challenging and this is due to several factors that hinder the teaching process. Therefore, overcoming these barriers is crucial for equitable education. Among the factors that hinder the teaching process:

I.4.1 Lack of Training

Insufficient training limits teachers' ability to adapt methods and support learners with learning disabilities. Jerome Simiso Jali's research highlights a significant

concern regarding the preparedness of mainstream teachers to effectively support learners with special educational needs. The overwhelming consensus among participants indicates a critical gap in teacher training, which hinders the implementation of inclusive education. Without the necessary skills and knowledge, teachers feel ill-equipped to address the diverse challenges faced by their students. This lack of preparation not only affects the learning experiences of students with barriers, but also reflects poorly on instructors. To achieve fruit results, there is an urgent need for comprehensive training programs that equip teachers with the tools they require to meet the needs of all learners.

I.4.2 Lack of Resources

The lack of specialized resources, such as assistive technology and adapted materials, significantly hampers teachers' ability to support students with disabilities, thereby hindering the creation of an inclusive classroom environment. The effectiveness of an educational system depends on the availability of teaching and learning resources, including textbooks and instructional materials, which engage students and prevent dull lessons (Padmanabhan, 2001). However, Coombs (1970) highlighted that a shortage of textbooks, library services, and facilities can impede an education system's ability to adapt to evolving demands. Furthermore, in Okongo, et.al view, a lack of teaching and learning resources leads to poor academic outcomes, higher dropout rates, behavioral issues, and demotivated teachers (Okongo, et.al.2015). Therefore, to improve the quality, efficiency, and productivity of education, it is necessary to invest in better instructional materials, adequate facilities, and skilled human resources. Additionally, Lyons (2012) highlights that learning is influenced by various factors, including motivation, teaching skills, and the availability of teaching and learning resources. Adequate teaching and learning resources, mainly the integration of technological resources as a pedagogical enabler, such as the use of audio, visual, and interactive modalities, and as a result, each student can access materials according to their abilities and learning preferences. Moreover, school effectiveness and students' performance will be improved by making learning more engaging and accessible. This is consistent with the view of Azizah and Hendriani (2024), who emphasized that technology should be viewed as an empowering instrument, as it serves to open access and opportunities for students to develop their academic and social potential.

I.4.3 Curriculum and Adaptation Difficulties

Teachers frequently encounter significant challenges when adapting the curriculum to address the diverse learning needs of students with disabilities. Curriculum adaptation requires modifications to content, pacing, and assessment methods to ensure accessibility while maintaining high standards, which often demands additional time, resources, and training (Friend and Bursuck, 2018). Furthermore, effective instructional strategies, such as differentiated instruction,

multisensory approaches, and assistive technology, are crucial, yet many teachers feel unprepared to implement these methods due to insufficient professional development opportunities (Hallahan et al., 2018). Additionally, managing a classroom that includes students with learning disabilities can be stressful, as these students often need extra support, which may lead to teacher burnout (Westwood, 2017).

I.4.4 Instructional Strategies

Effective strategies for teaching English to pupils with learning disabilities involve structured instruction, behavioral interventions, and classroom management so as to make pupils engaged through the use of structured lessons, using audiovisual aids and assistive technology, have constructive objectives, and build on prior knowledge to improve comprehension and retention for pupils with learning disabilities.

I.4.5 Classroom Management Difficulties

Classroom management presents significant challenges for teachers who instruct English to learners with disabilities. Creating an inclusive and supportive environment requires addressing diverse learning needs, which can be complex and demanding.

Teachers often struggle with managing the behaviors of students with learning disabilities, who may seek special attention and exhibit disruptive behaviors such as distractibility and frustration. This situation is exacerbated by limited training and resources (Sharma and Sokal, 2016). Besides, effective behavioral management involves a mix of proactive strategies, like setting clear expectations and routines, and reactive strategies to address disruptive behavior, but many teachers lack the necessary training to implement these effectively (Westwood, 2018). Time management is another concern, as students with disabilities may require extra time for instruction, which can create tension in balancing curriculum demands (Vaughn and Bos, 2020). Emotional and behavioral issues, such as low self-esteem and anxiety, further complicate classroom dynamics, necessitating empathy and consistent management strategies (Algozzine and Ysseldyke, 2017).

Furthermore, collaboration with special education professionals is essential, yet many general instructors feel unsupported, resulting in mixed management strategies and increased stress (Friend and Bursuck, 2019). Overall, the stress and burnout experienced by teachers stem from the demands of managing diverse needs, compounded by inadequate training and resources (Salend,2016). Additionally, policy and resource limitations hinder effective classroom management and the creation of inclusive learning environments (Turnbull et al.,2020).

I.4. 6 Communication Barriers

Lack of communication between administrators, instructors, specialists, staff, parents, and learners is one of the most frequent obstacles to inclusive education. In

order to obtain successful inclusion, general education teachers and special education specialists must coordinate their plans and communicate openly. To identify and execute adjustments, modifications, and particular goals for each pupil, instructors and specialists must have time to meet and develop well-thought-out plans. To satisfy a pupil's needs and support learning at home, parents, staff, and teachers must work together. (Ahmad, 2012).

I.5 The Role of Supporting Learners with Learning Disabilities

Parents play a crucial role in supporting learners with disabilities through the provision of emotional encouragement and reinforcement of learning at home, which enhances self-esteem and academic performance. However, their involvement varies based on access to resources and understanding of learning disabilities, which require proper training and support.

On the other hand, supportive societal attitudes and collaboration among families, teachers, and community organizations are vital for advocating necessary accommodations and raising awareness for these learners. According to Samaniego et al. (2025), multistakeholder collaboration is key to the success of inclusive education because each party plays a complementary role. Therefore, inclusive education must be understood as a collective responsibility, not solely the responsibility of teachers.

Friends also provide valuable emotional support and foster inclusivity, enhancing self-esteem and motivation among learners with disabilities. Their positive peer relationships help them cope with challenges and it has a great impact on their academic outcomes, and it can pave the way for inclusive environment that is vital for their success. Generally, school environment plays a crucial role in supporting or hindering inclusive English learning for students with disabilities. For instance, discrimination can lead to low self-confidence and motivation in learning English and lower academic achievement. Lawrence et al. (2025) emphasize that true inclusivity is measured not only by physical and academic access, but also by equal social acceptance. In the sense that a supportive school environment will enhance the involvement of students with disabilities in the learning process.

I.6 Collaboration with Specialists

Collaboration with specialists is crucial for creating effective learning environment for learners with disabilities. Teamwork among teachers, psychologists, speech-language pathologists, and occupational therapists leads to personalized intervention plans that support students' academic and social development. Friend and Cook (2016) highlight that such collaboration fosters a shared understanding of each student's strengths and challenges, enabling tailored strategies. Co-teaching and consultation models further enhance the implementation of evidence-based practices in inclusive classrooms (Scruggs, Mastropieri, and McDuffie, 2007). Therefore

effective communication and mutual respect among professionals are essential for providing holistic support to these learners.

I.6.1.Collaboration with Speech Therapists

Collaboration among specialists is essential for addressing the diverse needs of students with learning disabilities. Coordinated efforts among educators, speech-language pathologists, and other professionals help develop personalized intervention plans that enhance academic and social success (Friend and Cook, 2016). Collaborative models, such as co-teaching and consultation, further support the implementation of evidence-based practices in inclusive settings (Scruggs, Mastropieri, and McDuffie, 2007). Moreover, studies from the UK show that educators and SLTs view collaboration as essential for addressing the educational and therapeutic needs of these pupils (Kersner, 1996), though challenges such as professional role confusion, time constraints, and institutional barriers exist (Law et al., 2000). Nevertheless, effective collaboration include shared intervention approaches, the exchange of knowledge and skills, and a unified focus on the holistic development of pupils (Tollerfield, 2003).Indeed, this collaboration will lead to improved learning outcomes for pupils by integrating both educational and therapeutic support.

I.6.2Collaboration with Psychologists

Effective collaboration between teachers and psychologists is so important for addressing the needs of learners with disabilities. Psychologists provide essential insights into cognitive, emotional, and behavioral evaluations, which are crucial for identifying learning difficulties and creating personalized interventions. According to Friend and Cook (2016), successful collaboration is based on shared decision-making, mutual respect, and open communication, ensuring that both professionals contribute meaningfully to learner support. This partnership fosters cognitive growth and boosts students' confidence and motivation.

I.7 Teaching Strategies for Learners with Disabilities

Teaching strategies for learners with disabilities in English focus on personalized, inclusive approaches that cater to diverse needs. These strategies emphasize adaptability, multisensory techniques, and fostering a supportive learning environment to enhance engagement and comprehension. In this context, some effective teaching strategies are provided, they are as follows:

Research highlights explicit instruction as an effective method for pupils with learning disabilities. It involves breaking down complex skills into smaller steps, providing clear explanations, modeling tasks, offering guided practice, and giving frequent feedback (Archer and Hughes, 2011).

This approach helps pupils with learning disabilities, who often struggle with information processing and retention, master foundational skills before advancing to more complex concepts. Multisensory strategies, which integrate visual, auditory,

and kinesthetic-tactile pathways, have proven effective for learners with dyslexia and other disabilities (Joshi et al., 2002).

Additionally, assistive technologies like text-to-speech software and graphic organizers further improve access to the curriculum and allow learners to demonstrate their knowledge (Edyburn, 2013). Finally, the role of the government cannot be ignored in realizing an inclusive English learning ecosystem. The government should develop policies that promote the establishment of disability-friendly facilities, provide subsidies for assistive technology, and ensure consistent regulations for an inclusive curriculum. Kour et al. (2025) emphasize that literature reviews can be an important basis for formulating sustainable, evidence-based policies. In fact, these strategies emphasize the need for personalized, learner-centred approaches to address the unique requirements of learners with disabilities.

In conclusion, the literature review outlines that pupils with learning disabilities face significant obstacles in learning English due to cognitive, sensory, and emotional challenges. Additionally, it highlights the need for inclusive strategies like differentiated instruction, universal design for Learning, and multisensory teaching methods. Despite these approaches, many teachers encounter many difficulties. Therefore, collaboration with specialists, families, and peers is so essential so as to support learners effectively. Overall, continued research and investment in teachers' training, resources, and pedagogical methods are so vital to improve outcomes and ensure equal access and success in English language learning for sensory impairments learners.

II Methodological Framework

Teachers who teach English to pupils with special needs, such as those with hearing, speech or visual challenges, encounter distinct obstacles that demand adaptive instructional approaches. Although inclusive education continues to gain emphasis, effectively meeting the diverse needs of these learners remains a significant concern for many teachers. This study seeks to investigate the specific difficulties faced by teachers in this area and the techniques they employ to address them.

To gather meaningful and detailed perspectives, a structured interview was conducted with teachers as a qualitative research method to identify the difficulties they face when teaching English to pupils with sensory impairments, including hearing, speech and visual impairments. This interview provided an in-depth understanding of the teachers' experiences and strategies in adapting teaching methods to meet the diverse needs of their learners with sensory disabilities.

II.1 Data Analysis

To explore the challenges encountered by instructors at Mujahed Ben Hamou Houssine Visually and Hearing Impaired School in Bechar, an interview was addressed on 20th March, 2025 to two teachers, whose inclusion provided valuable

perspectives on the pedagogical strategies, difficulties and support systems involved in teaching pupils with disabilities. The following ten (10) questions were addressed to two instructors, who teach there:

Q1: Which kind of disabled pupils do you have in your school, and are the classes overcrowded?

Q2: In your experience what are the most common difficulties you face you when teaching English to pupils with learning disabilities?

Q3: How do you typically adapt your teaching methods and instructional materials?

Q4: Are there specific strategies or resources you find particularly effective to support English learners with disabilities?

Q5: When you are working with hearing and speech-impaired pupils what techniques do you use to facilitate communication and ensure comprehension?

Q6: Do you use individualized lesson plans?

Q7: Which specific materials do you incorporate into your English lesson?

Q8: What are the biggest barriers you face in assessing appropriate teaching resources and materials for these pupils?

Q9: Did you receive professional training or support for teaching English to these pupils?

Q10: In terms of educational policies and institutional support, what measures would you suggest to promote English language learning for these pupils?

For the first question, teachers reported that their school consists of primary school pupils with visual disabilities, primary school pupils with hearing and speech impairments, and middle school pupils with hearing and speaking impairments. The first one includes (08) pupils diagnosed with visual impairments. The second one comprised (15) pupils with hearing and speech impairments, and the last one comprised (6) pupils diagnosed with hearing and speech impairments.

Concerning the second question, according to their experience teaching English to pupils with learning disabilities presents several key challenges. First, there is a lack of specialized training because, during their university education, they were trained to teach normal students without sufficient focus on this category of pupils.

They added that once they entered the job, there was no additional training to equip them with the necessary skills to teach. Second, there is a lack of ongoing guidance. The often struggle with adapting the curriculum and designing the appropriate lesson plans since the standard programs are not tailored to accommodate their learning needs, so they always have to modify them on their own. Finally, they claimed that the diversity of the disabilities adds complexity. For instance, they teach pupils with visual impairments, hearing and speech impairments. Each category requires a special approach. Some pupils are completely deaf while others can hear and pronounce certain sounds; this variation makes them confronting a tough task.

When asking them the third question, they said that they are working within a fixed curriculum, and try to adapt their methods, keeping the same contents to meet the needs of pupils with sensory impairments. Since deaf and dumb pupils struggle with restoring and remembering large amounts of information, they try to simplify the lessons for them, using visual aids like printed pictures, drawings and written rules with simple examples and explanations instead of lengthy ones. However for blind pupils, they focus on auditory learning since they are excellent at listening and memorization. They use songs, verbal descriptions and storytelling to explain the lessons' contents. Their objective is to make the pupils access the contents and remember it for future use.

As regards the fourth question, in their support to English learners with disabilities, they noted that they use multisensory materials to simplify the lesson. For the visually impaired, they use audio recordings and music. When teaching them, they always focus on listening skills for good memorization and better understanding. However, with hearing and speech-impaired pupils, they always stress on looking at and observing the lesson by using flashcards.

For the fifth question, they recognized that they combined sign language, gestures and visual tools like printed pictures to ensure effective communication and allow pupils to respond to their instructions.

When asking them question six, they claimed that they don't use individualized lesson plans. They use for each type of disability the appropriate one, including the suitable approaches, techniques and tools to provide pupils' with their diverse needs.

Teachers' answer for question seven is that teaching English to pupils with sensory impairments requires carefully designed multisensory tools to ensure that all of them can access the contents effectively. They maintained that they implement a differentiated approach for each type. For example, if the lesson is about toys and their names, they use visual aids like flashcards for hearing and speech-impaired pupils by writing under each one its name and adding their exact signs and gestures. Meanwhile, blind pupils explore real toys for real touch paired with Braille labels and oral descriptions that highlight each toy's physical characteristics.

Concerning question eight according to them, the biggest barriers that they face are the variety of disabilities from partial to complete hearing loss in deaf students, which require completely different teaching approaches and the time-consuming process of manually preparing Braille handouts and exam sheets for blind pupils.

While asking them question nine, they claimed that unfortunately, they did not receive any specific English training to deal with pupils with special needs.

For the last question, the measures that they suggested are to provide classrooms equipped with suitable tools like tablets loaded with interactive learning applications, special microphones and headsets for hearing assistance and data shows for visual amplification. They also suggest the adaptation of the curriculum to fit the learners'

needs. They also pointed out that training and supervision of teachers are essential to facilitate their teaching task and dealing with this category of pupils.

Indeed, it is noticed that both teachers shared the same responses in the majority of the interview questions. However, the second teacher's view on the last question is different from the first one. She just pointed out that teachers need adequate training and supervision to be able to deal with this category of pupils

II.2 Discussion of Teachers' Interview

Teachers' interview covers several essential themes, including the common difficulties they encounter when teaching pupils with learning disabilities, the strategies they use to adapt their teaching methods and materials, also the communication techniques they employ with pupils, who have hearing, speech, or visual impairments. It also examines how teachers address the diverse needs of learners in inclusive classroom settings. Additionally, the interview explores the application of multisensory teaching approaches, the difficulties in accessing suitable resources, teachers' experiences with professional training, and their suggestions for policy and institutional improvements.

Teachers' interview reveals significant difficulties in teaching English to learners with sensory impairments, primarily due to inadequate teacher preparation and systemic barriers. Teachers reported that they received no specialized training during their university education or professional careers. As a result, they were obliged to independently adapt standard curricula. They managed to perform a hard task for pupils with diverse needs. For instance, deaf learners, ranging from partial to complete hearing loss, require visual supports like flashcards and written instructions, while blind students benefit most from auditory-tactile methods using Braille materials and verbal descriptions. However, these adaptations prove time-consuming, particularly the manual preparation of Braille handouts, and are often limited by a lack of institutional support. Teachers identified three critical needs: specialized classroom technologies such as interactive applications and hearing assistive devices, curriculum modifications tailored to diverse learners, and adequate training in special education methodologies.

It is worth saying that teachers demonstrated strong commitment and creativity in adapting their teaching strategies to meet pupils' needs; however, the absence of consistent communication tools and limited specialized resources pose significant obstacles to optimal learning outcomes. Teachers encounter huge difficulties, including lack of specialized training, insufficient resources such as Braille materials and assistive technologies, and the burden of independently modifying curricula without institutional support. Therefore, there is an urgent need for systemic reforms, including the provision of specialized teacher training, investment in updated assistive technology, curriculum adaptations for diverse learners, and ongoing institutional support.

Conclusion

The current study investigated the difficulties of teaching English to pupils with learning disabilities through the use of a structured interview, which was conducted with teachers as a qualitative research method to gather in-depth insights about the difficulties, strategies, and suggestions for improving English teaching to pupils with sensory impairments.

The results confirm that teaching English to pupils with learning disabilities poses numerous obstacles, particularly in the absence of specialized training, inclusive resources, and institutional support. Teachers are often required to adapt general curricula on their own and rely on personal effort to meet the varied needs of learners who are deaf, dumb, or visually impaired. Despite these hardships, pupils show strong motivation and engagement, especially when multisensory methods and individual support are utilized.

Teachers' interview revealed that while teachers are committed and creative, the lack of clear communication tools and adapted materials continues to hinder learning outcomes. To overcome these barriers, there is an urgent need for structured teacher training programs, resource allocation, and disability-specific teaching strategies that ensure equal access to English language education for all pupils. Addressing these areas would significantly enhance the educational experiences of pupils with sensory impairments and empower teachers to deliver more inclusive and effective English language instruction.

Recommendations

To improve the quality of English language instruction for pupils with learning disabilities, numerous practical steps must be taken into consideration to address the key challenges faced by both teachersnand learners. It is recommended that the Minister of education must implement ongoing training programs for teachers, who teach this category of pupils focusing on the suitable teaching strategies for them by including training in sign language, Braille systems and multisensory instructional techniques. Moreover schools should be supplied with essential resources such as Braille materials, sign language interpreters, assistive technologies and visual aids to support diverse learning needs. As regards the English language curricula, it should be adapted to meet the needs of pupils with sensory impairments by incorporating simplified language, tactile tools, and audio support. Concerning teachers, they should have access to collaboration with speech therapists, psychologists, and special education experts to help design lesson plans and manage pupils' specific challenges more effectively. Furthermore, each teacher should be specialized in one of the specific types of sensory impairment and be assigned to teach only that disability, rather than handling multiple types of disabilities. As a result, teachers will be able to gain in-depth understanding and mastery of the needs and

characteristics of that particular disability, which will enhance the quality of instruction and provide more accurate and effective educational support.

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