



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines
 Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Instructional Approaches and Strategies for Bilingual Learners in Special Education

Imelda Torres – San Jose
 Western Colleges, Inc., Naic, Cavite
 Corresponding Author email: torres_imelda@yahoo.com

Received: 25 March 2025

Revised: 27 April 2025

Accepted: 29 April 2025

Available Online: 30 April 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/etcor291>

Abstract

Aim: The study assessed the implementation of instructional approaches and strategies of teachers for bilingual learners in special education.

Methodology: This study employed the descriptive design using a structured survey questionnaire. The study consists of 24 special education teachers from Tuba City High School in Arizona, USA.

Results: The average age of the teacher respondents is 43, placing them in middle adulthood. Almost all are female. The majority hold a bachelor's degree, with an average of 14 years of work experience. All the teachers have completed the Structured English Immersion Training in Arizona, USA. Overall, the approaches and strategies are fully implemented, as evidenced by the grand mean of 3.49. The teachers perceived the identified factors to greatly facilitate the implementation of these approaches and strategies, as indicated by the average mean of 3.57.

Conclusion: Teachers consistently implement instructional approaches and strategies as they work to create inclusive and supportive classrooms. Additionally, teachers believe various factors, especially strong administrative support, students' language proficiency, access to resources, parental support, collaboration, and effective time management, greatly facilitate the implementation of effective instructional approaches and strategies for bilingual learners in special education.

Keywords: instructional approaches, strategies, bilingual learners, special education

INTRODUCTION

The number of non-English-speaking children in the U.S. is growing. In 2019, approximately 12.08 million children spoke a language other than English at home. At the same time, the number of children with special needs also continues to increase, with around 17% of U.S. children identified as having some form of developmental disability. Therefore, special education experts emphasize the urgent need for specialized programs and bilingual special education services (Texas A&M International University, 2023).

Bilingual special education offers essential services to children who are multilingual and have developmental disabilities. The long-standing belief that students with special needs cannot learn a second language or benefit from bilingual education is now being challenged and disproven. The National Dual Language Forum states that "school-aged children with disabilities from both majority and minoritized groups in dual language programs can acquire the majority language of the community of schooling and in academic domains to the same level as comparable to children with disabilities in monolingual programs." This growing evidence has led to a rising demand for educators trained in both bilingual and special education (Texas A&M International University, 2023).

Dual language education programs, supported by the U.S. Department of Education, teach students in both the English language and another language. Dual language programs aim to help students develop high levels of language proficiency and literacy in both program languages, attain high levels of academic achievement, and develop an appreciation and understanding of multiple cultures. Dual language education promises to give students access to key 21st-century skills, namely bilingualism, biliteracy, and global awareness, and because of the expected benefits for ELs, an increasing number of schools are adopting this model. Dual language programs operate in a



ETCOR
INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

variety of policy contexts in schools around the country, which implement the model in diverse ways (Boyle et al., 2015).

There is growing scientific evidence that highlights the lasting benefits of bilingualism across various life domains, including educational outcomes and aspirations, sociocultural development, personal well-being, cognition, and economic success (National Academies of Sciences, Engineering, and Medicine, 2017). However, studies such as that of de Valenzuela et al. (2016), cited in Hilliard et al. (2022), reveal persistent barriers that limit dual language learners' opportunities to fully develop bilingual competence in home, school, and community environments.

Emergent bilinguals (EBs) with disabilities are in an intersectional gap; that means that on the one hand, they are learning a second language and on the other hand, they have learning challenges resulting from their disability. The implication is that the interaction between their disability and second language learning may impact how they learn and show what they know (Rerri, 2022). Data have indicated special education teachers lack skills in socio-cultural and second language learning approaches (Gonzalez et al., 2021; Jozwik et al., 2020; Park et al., 2016). Bilingual education teachers are not sufficiently trained to provide special education interventions (Martínez-Álvarez, 2020). As a result, EBs with disabilities receive inadequate instruction leading to poor performance outcomes.

In an international study of children's development of bilingualism, de Valenzuela et al. (2016), cited in Hilliard et al. (2022), found multiple barriers that restrict dual language learners' opportunities to develop full bilingual competence in home, community, and school settings. Thus, to ensure that bilingual learners with disabilities have full and equitable access to dual language education, educational practitioners and administrators must engage in a process to identify and remove barriers to their participation in dual language programs (García & Tyler, 2010), cited in Hilliard et al. (2022). A review of empirical evidence indicates that to be effective, bilingual special education services for bilingual learners with disabilities in dual language programs should include multiple, interacting dimensions as follows: (1) a strengths-based developmental approach, (2) education of the whole child, (3) integrated bilingual special education services, (4) a commitment to sociocultural models and perspectives for instruction and intervention, (5) systematic collaborative practice among professionals, and (6) removal of barriers to participation in dual language programs.

In Arizona classrooms, the spoken languages aside from English include Spanish, Navajo, and Hopi. The Maintenance Bilingual Education or MBE program in Arizona aimed to preserve the Navajo language while also teaching English. It offered instruction in both languages, blending classroom learning with cultural activities and strong community participation. As a result, students became highly proficient in both Navajo and English, while also developing a deep sense of cultural identity and pride. Teachers and community members worked hand in hand to create a nurturing and meaningful learning environment. This program's success clearly shows how vital community involvement and cultural relevance are in bilingual education. When comparing different bilingual education models, real-world examples like this one, supported by qualitative research, highlight the importance of planning educational strategies to support students' language, thinking, and cultural development. Among the models, Dual Language Immersion (DLI) and MBE stand out for offering the most well-rounded benefits. On the other hand, Transitional Bilingual Education (TBE) can also be effective, especially when paired with efforts to support and sustain the students' native language (Hasanzade, 2024).

Despite the significance of the Maintenance Bilingual Education program in Arizona, a gap remains in understanding how various instructional approaches and strategies are implemented for bilingual learners in special education classrooms. Limited research has explored bilingualism and special education. Therefore, this study aimed to assess the implementation of instructional approaches and strategies for bilingual learners in special education.

Objectives of the Study

The study assessed the instructional approaches and strategies of teachers for bilingual learners in special education. It specifically aimed to answer the following questions:

1. What is the profile of the teacher respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 highest educational attainment;
 - 1.4 teaching experience in special education (years); and
 - 1.5 formal training in bilingual and multilingual special education?
2. To what extent do special education teachers employ structured instructional approaches and implement specific strategies for bilingual learners in special education?



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- What are the significant factors influencing the degree of implementation of instructional approaches and their corresponding strategies for bilingual learners in special education?

METHODOLOGY

Research Design

This study utilized the descriptive design. According to McCombes (2019), descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions. It attempts to gather quantifiable information that can be used to statistically analyze a target audience or a particular subject. In this study, the descriptive design was used to describe the instructional approaches and strategies of teachers for bilingual learners in special education.

Population and Sampling

The population of the study was composed of 24 special education teachers from Tuba City High School in Arizona, USA.

Instrument

The primary instrument used in this study is a structured survey questionnaire. The questionnaire was pretested to assess its reliability using Cronbach's alpha.

Data Collection

The questionnaire was provided to the teachers, allowing them to complete it in their free time. The teachers were given 3-5 days to complete the survey. The researcher was available by phone to assist with any clarifications or follow-up questions from the teacher respondents.

Treatment of Data

A 4-point Likert scale was utilized for rating the responses in the survey questionnaire. "Fully employed/Greatly facilitates implementation" was rated 4, "Regularly employed/Moderately facilitates implementation" was rated 3, "Partially employed/Minimally facilitates implementation" was rated 2, and "Not employed/Does not facilitate implementation" was rated 1. Meanwhile, descriptive statistics, specifically the weighted mean, were employed in the analysis and interpretation of data.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all teachers and institutions involved in the conduct of the study. Firstly, the researcher obtained informed consent from the teacher respondents. The teachers' participation in the study did not have a bearing on their performance. Within the scope of the study, the researcher assured that there was negligible or minimal risk in the participation of the teachers in the research study. The teacher respondents were free to skip specific questions if they felt discomfort or inconvenience or if they believed they did not have the proper authority to answer such questions in the survey questionnaire. Additionally, the teacher respondents were not given incentives or monetary compensation for their participation in the study.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

RESULTS AND DISCUSSION

Profile of the teacher respondents

Presented in Table 1 is the profile of the teacher respondents.

Table 1. Profile of the respondents (n=24).

Profile	Frequency	Percentage
Age		
• 18 – 40 years old (young adulthood)	10	42
• 41 – 65 years old (mid-adulthood)	13	54
• 66 years old and above (late adulthood)	1	4
Mean=43		
Sex		
• Male	2	8
• Female	22	92
Highest educational attainment		
• Bachelor's degree	17	71
• Master's degree	7	29
Years of experience in special education		
• 5 years and below	2	8
• 6 – 10 years	5	21
• 11 – 15 years	6	25
• 16 – 20 years	5	21
• 21 years and above	6	25
Mean=15 years		
Formal training in bilingual or multilingual special education		
• Structured English Immersion Training	24	100

In terms of age, the majority (54%) are in middle adulthood, ten (42%) are in young adulthood, and one respondent (4%) is in late adulthood. The mean age of the teacher respondents is 43, indicating that the majority of the teaching workforce handling bilingual students in special education has significant professional experience, which likely contributes to well-established teaching approaches and effective classroom management skills. According to Erik Erickson's stages of psychological development (McLeod, 2025), middle adults often focus heavily on their careers. Meaningful work is a way for adults can feel productive and gain a sense of contributing to the world. It allows them to feel that they are part of a larger community and that their efforts can benefit future generations.

With regard to sex, 22 respondents (92%) are female, while two (8%) are male. Additionally, the majority (71%) hold a bachelor's degree, while 29% have earned a master's degree. This implies that the majority of the teacher respondents have attained the minimum educational qualification required for teaching. Regarding years of experience in special education, one-fourth (25%) of the respondents have been in the profession for 11-15 years, while another 25% have spent more than 21 years in the field. Only two respondents (8%) have five years or less experience. This suggests that a relative portion of the teacher respondents have extensive experience in special education, contributing their expertise in teaching learners with special needs. In the state of Arizona, all (100%) teachers handling English Language Learners (ELL) are required to undergo Structured English Immersion (SEI) training for state certification. This training is designed not only for bilingual or multilingual educators and learners but for English teachers as a whole, ensuring teachers have the necessary skills to support ELLs in acquiring English proficiency.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Level of implementation of instructional approaches and strategies for bilingual learners in special education

Table 2 illustrates the extent of teachers' implementation of instructional approaches and strategies for bilingual learners in special education.

Table 2.

Extent of teachers' implementation of instructional approaches and strategies for bilingual learners in special education

Approaches and Strategies	Weighted Mean	Descriptive Interpretation
A. Direct and Explicit Instruction		
• Repetition and fluency drills.	3.66	Fully employed
• Providing direct vocabulary instruction in both languages.	3.44	Fully employed
• Use step-by-step instructions for comprehension skills.	3.74	Fully employed
• Implementing scaffolded teaching by providing prompts and cues, breaking down tasks, and chunking information.	3.81	Fully employed
• Remediation/reteach of new concepts.	3.41	Fully employed
Composite mean	3.61	Fully employed
B. Differentiated Instruction		
• Adapting lesson content based on the student's proficiency level.	3.59	Fully employed
• Using flexible grouping based on language and skill level.	3.40	Fully employed
• Providing individualized learning plans for bilingual students.	3.46	Fully employed
• Incorporating students' cultural backgrounds into lessons.	3.51	Fully employed
• Adjusting teaching materials to match bilingual learners' needs.	3.35	Fully employed
• Providing extended time in tests/assignments.	3.62	Fully employed
• Using universal design for learning (UDL) strategies.	3.51	Fully employed
Composite mean	3.49	Fully employed
C. Multisensory Approach		
• Using simplified language, such as sign language, gestures, and modeling.	3.41	Fully employed
• Using tactile learning tools, such as manipulatives.	3.52	
• Incorporating movement-based learning activities.	3.21	Regularly employed
• Using auditory reinforcement through music, songs, and rhymes.	3.19	Regularly employed
• Encouraging hands-on activities to reinforce language skills.	3.21	Regularly employed
• Providing visual supports such as graphic organizers, communication cards, and pictures for vocabulary and abstract concepts.	3.84	Fully employed
• Daily practice of naming familiar pictures to reinforce vocabulary and language skills.	3.60	Fully employed
Composite mean	3.43	Fully employed
D. Collaborative and Interactive Learning		
• Pairing bilingual students with language buddies.	3.56	Fully employed
• Implementing cooperative learning activities.	3.41	Fully employed
• Using role-playing activities to reinforce language development.	3.39	Fully employed
• Facilitating group discussions to promote bilingual communication.	3.37	Fully employed



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

• Observing classroom seating arrangements to support collaboration.	3.50	Fully employed
Composite mean	3.45	Fully employed
E. Culturally Responsive Teaching		
• Incorporating students' native languages in instruction.	3.67	Fully employed
• Using culturally relevant texts and materials.	3.67	Fully employed
• Encouraging students to share their cultural experiences.	3.51	Fully employed
• Providing bilingual resources for students and parents.	3.46	Fully employed
• Promoting an inclusive and linguistically diverse classroom environment.	3.61	Fully employed
Composite mean	3.58	Fully employed
F. Technology-Enhanced Instruction		
• Utilizing bilingual educational apps and software	3.21	Regularly employed
• Using interactive whiteboards for language development.	3.34	Fully employed
• Implementing speech-to-text and text-to-speech tools.	3.31	Fully employed
• Encouraging online collaborative projects with bilingual elements.	3.17	Regularly employed
• Incorporating various modes of instruction with technology (e.g., videos, books, real-world applications)	3.61	Fully employed
Composite mean	3.37	Fully employed
Grand Mean	3.49	Fully employed

Legend:

Range	Descriptive Interpretation
3.25 – 4.00	Fully employed
2.50 – 3.24	Regularly employed
1.75 – 2.49	Partially employed
1.00 – 1.74	Not employed

Overall, the approaches and strategies are fully employed, as evidenced by the grand mean of 3.49. This is consistent in all approaches identified in the study, which are fully implemented by teacher respondents. This demonstrates that teachers steadily implement instructional approaches and their strategies for bilingual learners in special education.

Specifically, **direct and explicit instruction** is fully employed with a mean of 3.61. Additionally, the implementation of scaffolded teaching by providing prompts and cues, breaking down tasks, and chunking information is also fully employed, along with the use of step-by-step instruction for comprehension skills. One teacher respondent explained, "*When we break down tasks and chunk information, it is easier for our bilingual learners with special needs to grasp information and follow step-by-step instruction for comprehension skills.*" Another teacher added, "*We always give our bilingual learners prompts and cues, and I believe it makes learning more manageable.*"

Meanwhile, teachers consistently apply repetition and fluency drills, reteach new concepts through remediation, and provide vocabulary instruction in both languages. This conveys that teachers effectively implement strategies for a direct and explicit approach, promoting structured learning, enhanced communication, and language development among bilingual students in special education. According to Genesee and Lindholm-Leary (2021) and Paradis et al. (2021), interventions that provide explicit instruction in targeted areas of need are most effective for addressing the needs of bilingual learners with disabilities. At the same time, explicit, targeted instruction must be provided in meaningful ways (Nelson et al., 2021).

Additionally, the **differentiated instruction approach** is fully employed, with a mean rating of 3.49. To achieve this, teachers provide extended time for tests and assignments to bilingual learners in special education. They also fully implement Universal Design for Learning (UDL) strategies to support diverse learners. Likewise, they incorporate students' cultural backgrounds into lessons and adapt lesson content based on students' proficiency levels. As part of the differentiated instruction approach, teachers fully employ individualized learning plans for bilingual students in special education in their Individualized Education Program (IEP) and adjust teaching materials to meet their needs. One teacher respondent shared that, "*I always review students' IEPs, including those of bilingual learners, to determine if they are categorized as ESA. This allows me to develop appropriate goals,*

495



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

accommodations, and modifications to meet their specific needs." This result indicates that teachers effectively implement differentiated instruction strategies, ensuring that learners receive appropriate accommodations, modifications, and individualized learning plans to support their unique needs and enhance their proficiency levels.

According to Kronberg (n.d.), quality differentiation for all students must be rooted in a knowledge of and respect for specific students. This knowledge base includes students' prior academic experiences, cultural beliefs and practices, linguistic strengths and needs, learning preferences, interests, and prior and current academic performance. When teaching ELLs with disabilities, additional information is essential.

Moreover, teachers fully employ several strategies for a **multisensory approach**, with a mean rating of 3.43. The most practiced strategy is the provision of visual supports such as graphic organizers, communication cards, and pictures for vocabulary and abstract concepts. A teacher participant shared that *"Some students can use picture exchange cards to share their wants and needs with the adults in the room. These cards contain a picture of an item and the name of the item."* Also, teachers fully employ the practice of naming familiar pictures to reinforce vocabulary and language skills and the use of tactile learning tools like manipulatives. It is noteworthy that teachers fully employ the use of simplified language such as sign language, gestures, and modeling. One teacher respondent noted, *"In class, because we have many non-verbal students and students who understand Navajo, our universal form of communication is sign language. It is beneficial that our paraprofessionals can speak and understand Navajo. Most of the time, when certain students are spoken to in Navajo, they can respond through actions."* In addition, a teacher participant stressed that *"In the classroom, we often model words along with pictures or objects when doing on activities."* Meanwhile, regularly employed strategies include incorporating movement-based learning activities, using auditory reinforcement through music, songs, and rhymes, and encouraging hands-on activities to reinforce language skills.

Multisensory methods are demonstrated to actively switch on different brain parts, hence favoring a holistic and integrated learning process (Wen et al., 2023; Sgubin et al., 2023). For instance, a study conducted at a public high school in Colombia focused on students who were academically struggling with English language arts and showed potential signs of dyslexia. Designing, implementing, and evaluating five multisensory activities to assist students lessen their challenges while learning a foreign language (English) was done with a focus group of 10 students from ninth and tenth grade. Results demonstrated that students with lower academic performance benefit from English classes when professors include multimodal activities to aid in the acquisition of grammar. Reading exercises are best tackled by dividing the effort into smaller portions, and color-coded activities assist low-achieving kids exercise and recall more readily since their senses are engaged while learning (Romero, 2020). The study by Hazaymeh and Khasawneh (2025) reinforced the importance of teachers' perspectives as a key factor in the effective use of multisensory approaches. Educators are more likely to continue, expand, and promote the use of these strategies when they observe positive results in their students.

In terms of the **collaborative and interactive teaching approach**, strategies are fully employed by teachers, with a mean rating of 3.45. Specifically, this includes encouraging peer-assisted learning strategies and implementing cooperative learning activities. One example of a peer-assisted learning strategy is the pairing of bilingual students with language buddies. In the words of one teacher respondent, *"In the classroom, I make sure to pair bilingual students in special education with language buddies to build confidence and bridge gaps. It develops a safe and supportive space where students learn from each other."* Additionally, teachers consistently observe classroom seating arrangements to support collaboration. They also make full use of role-playing activities to reinforce language development and facilitate group discussions to promote bilingual communication. These results highlight the effective use of various collaborative and interactive teaching strategies in promoting collaboration and enhancing bilingual communication among learners with special needs.

Kangas (n.d.) points out that promoting students' empowerment and involvement is really important for an equitable and collaborative process. One way to prioritize collaboration is to take advantage of times when those groups of educators are already together, such as during an IEP meeting. Kangas also points out recommendations for involving the students themselves in their trajectory and bringing them into the discussion to understand what they want in terms of services and opportunities.

Furthermore, teachers fully employ the approach of **culturally responsive teaching** with a mean of 3.58. All the identified strategies are fully implemented, particularly the incorporation of students' native languages in instruction, as well as the use of culturally relevant texts and materials for bilingual students in special education classes. Additionally, teachers actively promote an inclusive and linguistically diverse classroom environment by encouraging students to share their cultural experiences and making efforts to get to know them personally. Meanwhile, teachers provide bilingual resources for both students and parents. The results indicate that teachers are



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

deeply committed to creating a welcoming classroom for all learners, including bilingual students in special education. A welcoming classroom fosters a sense of community and equity. Students feel safe, visible, and valued when they are provided access to a curriculum that engages and challenges them in meaningful ways. Using the native languages, culturally relevant materials, encouraging them to share their cultural experiences, and getting to know them personally will bridge learning gaps and boost the confidence of bilingual learners.

In a statement by one of the teacher respondents, *"I take the time to learn about my students. I need to know their cultural backgrounds, hobbies, learning styles, and what makes them unique. The very basic is getting to know the kids."* Another teacher also shared, *"Since I know a little of their language like Spanish, I integrate some words into our lessons especially when I greet them."* Teachers' knowledge of the students' language, culture, values, family, and home environment will help them better support their students in the classroom. The more the teachers know about their students in their capacity as learners, including their interests, weaknesses, and strengths, the easier it will be to help them to be successful in the academic setting. As classrooms become more diverse, there is an increasing need for teachers who can work with the experiences, backgrounds, values, approaches, and abilities of diverse student populations (Love & Yesbeck, 2022). Teachers need to become culturally competent and understand the connections between learning, culture, and language in their students (Clark, 2021).

Another teacher also shared, *"I make sure that the names of my students are properly pronounced. Sometimes, I create activities that would allow bilingual learners to display their culture like in a video presentation."* This finding is consistent with the findings of Santiago (2022) on the importance of pronouncing everyone's name as they do. This conveys respect for them as a person and their culture, rather than implying that it is their responsibility to adapt to other cultures.

Lastly, the **technology-enhanced instructional approach** is fully employed by the teacher respondents, with a mean rating of 3.37. One of the most commonly implemented strategies is the incorporation of various modes of instruction using technology, such as videos, books, and real-world applications. This is followed by the use of interactive whiteboards for language development and the implementation of speech-to-text and text-to-speech tools. Meanwhile, teachers regularly encourage online collaborative projects that include bilingual elements. The findings suggest that the consistent use of diverse digital tools promotes inclusive and engaging instruction, catering to varied learning needs, including those of bilingual students. The integration of technology enhances learning, particularly in the language development of bilingual learners. The positive adoption of a technology-enhanced classroom approach implies learner-centered teaching practices in a diverse classroom environment. One teacher participant shared, *"As a classroom teacher, I've seen how using interactive tools, especially those technology-enhance tools, help my students stay engaged. This makes learning more enjoyable, especially for bilingual learners."*

Factors influencing the implementation of instructional approaches and strategies for bilingual learners in special education

Table 3 outlines the teacher respondents' perceptions of the factors influencing the implementation of instructional approaches and strategies for bilingual learners in special education.

Table 3.

Teachers' perception of factors influencing the implementation of instructional approaches and strategies for bilingual learners in special education

Factors	Weighted Mean	Descriptive Interpretation
• Support from school administrators.	3.80	Greatly facilitates implementation
• Professional training and development opportunities.	3.71	Greatly facilitates implementation
• Availability of bilingual instructional materials.	3.66	Greatly facilitates implementation
• Students' proficiency levels in both languages.	3.62	Greatly facilitates implementation
• Availability of classroom resources and technology.	3.60	Greatly facilitates implementation
• Parental support and involvement in bilingual education.	3.57	Greatly facilitates implementation
• Effective time management.	3.55	Greatly facilitates implementation



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- | | | |
|--|------|------------------------------------|
| • Collaboration with other bilingual educators. | 3.51 | Greatly facilitates implementation |
| • Class size and teacher-student ratio. | 3.41 | Greatly facilitates implementation |
| • School policies regarding bilingual education. | 3.27 | Greatly facilitates implementation |

Average mean	3.57	Greatly facilitates implementation
---------------------	-------------	---

Legend:

Range	Descriptive Interpretation
3.25 – 4.00	Greatly facilitates implementation
2.50 – 3.24	Moderately facilitates implementation
1.75 – 2.49	Minimally facilitates implementation
1.00 – 1.74	Does not facilitate implementation

Overall, the identified factors were perceived by the teachers to greatly facilitate the implementation of these approaches and strategies, as indicated by the average mean of 3.57. The findings show that teachers perceive these factors as helpful in teaching bilingual learners in special education. Their responses reveal that they consider the identified factors to play a significant role in making instruction for bilingual learners easier, more efficient, and more effective. These factors complement and support their teaching efforts and classroom goals.

According to the teachers, support from school administrators greatly facilitates the implementation of instructional approaches and strategies for bilingual learners in special education ($\bar{X} = 3.80$). This indicates that school administrators offer strong support for professional training and development ($\bar{X} = 3.71$) and the provision of bilingual instructional materials ($\bar{X} = 3.66$). These supports from school administrators help create a more enabling school environment, allowing teachers to deliver culturally responsive instruction while meeting the needs of learners with special needs. One of the teacher respondents shared, *"We are thankful for our school administrators because they never fail to provide us with the training we need, such as the implementation of effective approaches and strategies for handling bilingual learners in special education. We are grateful for all their support and encouragement. They make sure that our bilingual learners with special needs have access to instructional materials. Such act makes a big difference, both for us teachers and for the kids."*

Fones (2022) emphasized that school administrators can effectively support English Language Learner programs and teachers through the CRAFT framework that emphasizes collaboration, responsiveness, advocacy, framing, and trust. School leaders can identify and facilitate opportunities for collaboration between ELL and content area/grade level departments. When schools experience growth and changes in the ELL population, administrators can be proactive and set the tone for how the rest of the building can respond.

Another factor that greatly influences the implementation of instructional approaches and strategies for bilingual learners in special education is the students' proficiency levels in both languages ($\bar{X}=3.62$). In the student's IEP, the basis for the teachers' instruction is the learners' language proficiency. There is no problem if the learner is highly proficient in both their native language and the second language, as it becomes easier for teachers to apply instructional strategies. However, when a learner struggles in one or both languages, it becomes a challenge for the teacher, who needs to modify her strategies accordingly. A teacher respondent said, *"Most of my bilingual learners who are in SPED class always speak their native language, which is Spanish. It's like their comfort zone. They only use English when they're told to or when it's necessary. So, I make sure to slowly introduce English into our activities without pressuring them."*

In a comparative analysis of efficacy and outcomes of bilingual education models conducted by Hasanazade (2024), he delved into the Maintenance Bilingual Education (MBE) Program in Arizona. The MBE program in Arizona focused on preserving the Navajo language while teaching English. The program provided instruction in both Navajo and English, integrating cultural activities and community involvement. Students developed high proficiency in both languages and demonstrated strong cultural pride and identity.

Teachers further perceived that the availability of classroom resources and technology greatly facilitates implementation ($\bar{X} = 3.60$). This supports the earlier finding that teachers consistently implement technology-enhanced instruction, particularly by incorporating various modes of instruction such as videos, books, and real-world applications. Additionally, parental support and involvement in bilingual education are also seen as significant factors in facilitating implementation ($\bar{X} = 3.57$). This means that parents' active involvement in bilingual education, such as helping their children with homework and reinforcing language use at home, is beneficial to the teachers in implementing instructional approaches to bilingual learners. Decades of research have shown that when parents engage in their child's learning, both at home and at school, student achievement and well-being are increased (Hattie, 2023; Kim, 2022; Sengonul, 2022; Smith et al., 2020).



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Furthermore, effective time management greatly facilitates implementation ($\bar{X} = 3.55$). This implies that when teachers manage their time well and are not constantly facing time constraints, they can plan lessons and deliver instruction more effectively. In doing so, they can use appropriate strategies to support bilingual learners with special needs. As a result, learning becomes more engaging and organized for all learners. One teacher stated, *"When I have enough time to plan, I can find the right strategies and make sure that my bilingual learners with special needs stay on track. Time management is the key."*

Collaboration with other bilingual educators, according to the teacher respondents, also facilitates implementation ($\bar{X} = 3.51$). This signifies that the teacher respondents recognize collaboration with other bilingual educators as a significant strategy for implementing bilingual education, particularly for learners with special needs. Meanwhile, class size and teacher-student ratio were perceived to have greatly facilitated implementation ($\bar{X} = 3.41$). This suggests that teachers believe a more manageable class size and teacher-student ratio would allow them to provide adequate attention to each bilingual learner in special education classes, offering a more meaningful classroom experience and learning journey. Robertson (2016) stated that appropriately serving English Learners (ELs) with disabilities requires a team effort involving professionals from multiple disciplines to ensure that instruction is provided to support both the language-learning and disability-related needs of the students. Critical to this endeavor are bilingual and English as a second language (ESL) teachers who have the skills needed to assess students' proficiency in the native language and/or English and to design instruction that is both linguistically and culturally relevant. Lastly, teachers perceived that school policies greatly facilitate implementation ($\bar{X} = 3.27$), which means they view school policies as a significant instrument in the effective implementation of bilingual education approaches and strategies for learners with special needs. One teacher respondent shared, *"School policies on bilingual education play a big part in implementing classroom approaches. I am thankful that my school is supportive and that the policies are in place. They guide in implementing the best strategies for every bilingual learner in special education classes."*

Conclusions

Teachers are highly committed to meeting the needs of bilingual learners in special education. They consistently implement instructional approaches and strategies as they work to create inclusive and supportive classrooms. Their efforts demonstrate a deep understanding of their students, leading to language development and improved learning outcomes. Additionally, teachers believe various factors, especially strong administrative support, students' language proficiency, access to resources, parental support, collaboration, and effective time management, greatly facilitate the implementation of effective instructional approaches and strategies for bilingual learners in special education.

Recommendations

To further strengthen the implementation of instructional approaches and strategies for bilingual learners in special education, the study recommends that schools continue providing strong administrative support through regular professional development and access to bilingual instructional materials. Enhancing tripartite collaboration among learners, teachers, and parents can also contribute to more effective pedagogical practices. Additionally, integrating culturally responsive teaching methods and supporting students' language proficiency development in both their native and second languages will help improve learning outcomes. Meanwhile, school policies on bilingual education should be regularly reviewed to ensure alignment with the needs of bilingual learners in special education, while sustaining an inclusive and supportive learning environment.

REFERENCES

- Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015, December). *Dual language education programs: Current state policies and practices*. U.S. Department of Education, Office of English Language Acquisition. <https://eric.ed.gov/?id=ED601041>
- Clark, C.P. (2021, March/April). An opportunity for change: Groundbreaking scholar Gloria Ladson-Billings on culturally relevant pedagogy and why education as we know it needs to be transformed. *Literacy Today*, 38(5), 25-27.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines
 Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Fones, A. (2022, November 27). Facing change: A framework for administrator support of English language learner programs. *MinneTESOL Journal*, 38(2). <https://minnetesoljournal.org/facing-change-a-framework-for-administrator-support-of-english-language-learner-programs/>
- Genesee, F., & Lindholm-Leary, K. (2021). The suitability of dual language education for diverse students: An overview of research in Canada and the United States. *Journal of Immersion and Content-Based Language Education*, 9(2), 164-192. <https://doi.org/10.1075/jicb.21001.gen>
- Gonzalez, T., Okhremtchouk, I. S., & Esposito, M. C. K. (2021). Arizona and California special education teachers on their readiness to work with dual language learners: Re-centering social justice in special education. *Journal of Culture and Education*, 20(2), 142-162.
- Hasanzade, T. (2024). Bilingual education models: Comparative analysis of efficacy and outcomes. *Global Spectrum of Research and Humanities*, 1, 85-101. <https://doi.org/10.69760/38v8zx78>
- Hattie, J. (2023). *Visible learning, the sequel: A synthesis of over 2,100 meta-analyses relating to achievement* (1st ed.). Routledge.
- Hazaymeh, W. A., & Khasawneh, M. A. S. (2025). Exploring the efficacy of multisensory techniques in enhancing reading fluency for dyslexic English language learners. *World Journal of English Language*, 15(1), 1-11. <https://www.sciedupress.com/journal/index.php/wjel/article/viewFile/25955/16393>
- Hilliard, J. F., Genesee, F., Sanchez-Lopez, C., & Young, T. (2022, April 25). *Welcoming bilingual learners with disabilities into dual language programs: Research-informed implications for inclusive programs and practice*. National Dual Language Forum, Center for Applied Linguistics. <https://www.cal.org/publications/welcoming-bilingual-learners-with-disabilities-into-dual-language-programs/>
- Jozwik, S., Cuenca-Carlino, Y., & Gardiner-Walsh, S. (2020). Special education teachers' preparedness for teaching emergent bilingual students with disabilities. *Multiple Voices: Disability, Race and Language Intersections in Special Education*, 20(2), 38-53.
- Kangas, S. (n.d.). Collaborative support for English learners with disabilities. *ELLEvation*. <https://ellevationeducation.com/blog/collaborative-support-english-learners-disabilities>
- Kim, S. (2022). Fifty years of parental involvement and achievement research: A second-order meta-analysis. *Educational Research Review*, 37, 100463. <https://doi.org/10.1016/j.edurev.2022.100463>
- Kronberg, R. (n.d.). *Utilizing differentiated instruction for English language learners with disabilities*. Impact: Feature Issue on Educating K-12 English Language Learners with Disabilities, 26(1). Institute on Community Integration, University of Minnesota. <https://publications.ici.umn.edu/impact/26-1/utilizing-differentiated-instruction-for-english-language-learners-with-disabilities>
- Love, S.M., & Yesbeck, D.M. (2022). Understanding student perceptions of diversity in education. *Journal of Higher Education Theory & Practice*, 22(1), 106-113. <https://doi.org/10.33423/jhetp.v22i1.4967>
- Martínez-Álvarez, P. (2020). Essential constructs in the preparation of inclusive bilingual education teachers: Mediation, agency, and collectivity. *Bilingual Research Journal*, 43(3), 304-322.
- McCombes, S. (2019, May 15). Descriptive research | Definition, types, methods & examples. Scribbr. <https://www.scribbr.com/methodology/descriptive-research/>



ETCOR
INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- McLeod, S. (2025, March 12). *Erik Erikson's stages of psychosocial development*. Simply Psychology. Retrieved from <https://www.simplypsychology.org/erik-erikson.html#Stage-8-Ego-Integrity-vs-Despair-65-Years>
- National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. National Academies Press. <https://doi.org/10.17226/24677>
- Nelson, R., Damico, J. S., Damico, H. L., Lynch, K., Abendroth, K. J., Weill, C., Arrington, L. E., & Percle, A. (2021). Reading trajectories in children with language disorders: Capturing variability of change over time. *Journal of Interactional Research in Communication Disorders*, 11(2), 171–193. <https://doi.org/10.1558/jircd.19134>
- Paradis, J., Genesee, F., & Crago, M. B. (2021). *Dual language development and disorders: A handbook on bilingualism and second language learning* (3rd ed.). Brookes.
- Park, S., Magee, J., Martinez, M., Willner, L. S., & Paul, J. (2016). *English language learners with disabilities: A call for additional research and policy guidance*. The Council of Chief State School Officers. https://www.oregon.gov/ode/students-andfamily/SpecialEducation/RegPrograms_BestPractice/Documents/ccssoelswdwhitepaper.pdf
- Reeri, G. E. (2022). *Lived experiences of bilingual and special education teachers of Spanish-speaking emergent bilinguals with disabilities: The impact of the students' intersectionality on teachers' practices* (Doctoral dissertation, University of Houston-Clear Lake). University of Houston-Clear Lake Institutional Repository. <https://uhcl-ir.tdl.org/server/api/core/bitstreams/0711763e-4746-4aa0-a6a4-bf885fbc381f/content>
- Robertson, P. (2016). Serving English learners with disabilities: How ESL/bilingual specialists can collaborate for student success. *Colorín Colorado*. <https://www.colorincolorado.org/article/serving-english-learners-disabilities-how-eslbilingual-specialists-can-collaborate-student>
- Romero, Y. (2020). Lazy or dyslexic: A multisensory approach to face English language learning difficulties. *English Language Teaching*, 13(5), 34–48. <https://doi.org/10.5539/elt.v13n5p34>
- Santiago, M. N. A. (2022). *Providing culturally responsive instruction to elementary English language learners in a suburban public school in Maryland: Filipino teachers' experiences and perspectives* (Doctoral dissertation). Graduate School, Philippine Christian University, Ermita, Manila.
- Sengonul, T. (2022). A review of the relationship between parental involvement and children's academic achievement and the role of family socioeconomic status in this relationship. *Pegeg Journal of Education and Instruction*, 12(2), 32–57. <https://doi.org/10.47750/pegegog.12.02.04>
- Sgubin, G., Deodato, M., & Murena, L. (2023). Gamification in rehabilitation: The role of subjective experience in a multisensory learning context – A narrative review. *Gestalt Theory*. <https://doi.org/10.2478/gth-2023-0012>
- Smith, T. E., Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2020). The effects of family-school partnership interventions on academic and social-emotional functioning: A meta-analysis exploring what works for whom. *Educational Psychology Review*, 32(2), 511–544. <https://doi.org/10.1007/s10648-019-09509-w>
- Texas A&M International University. (2023, March 30). The intersection of bilingual education and special education. <https://online.tamui.edu/programs/education/ms-curriculum-instruction/bilingual-education/intersection-bilingual-education-special-education/>
- Wen, Y., Li, J., Xu, H., & Hu, H. (2023). Restructuring multimodal corrective feedback through Augmented Reality (AR)-enabled videoconferencing in L2 pronunciation teaching. *Language Learning & Technology*, 27(3), 83–107. <https://doi.org/10.1558/langtech.19134>