Teaching Accommodations: The Experiences of Teachers Handling Learners with Hearing Impairment

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Abstract

Inclusive education is now prevalent in the Philippine education setting. The goal of inclusive education is to include all learners with special needs in general education, specifically learners with hearing impairment. Thus, the experiences of teachers were revealed in this study including the accommodations that were implemented to cater to the needs of learners with special needs. In gathering data, depth, interviews were the main evaluating instrument in collecting the preferred information intended for this study. Five teachers from Midsayap North Cotabato were interviewed. The interview focuses on their difficulties and experiences in handling learners with H.I. The result shows that the most common problem of the teachers is their competence in teaching, especially the use of sign language. Their difficulties include their communication with H. I learners and give instruction. Multimedia, videos, giving classroom-writing strategies, and one-on-one teaching are the most effective accommodations for teaching learners with hearing impairment in general education classrooms. The research suggested that in Service Training for Teachers (INSET) on SPed Content and Pedagogy for the direct understanding of Special Needs Education (SNED) is needed, training and workshop to capacitate mainstream teachers, especially in handling hearing impaired learners in inclusive classroom settings is suggested since most of the teachers' handling learners with H. I am a novice in using sign language, and integration of Assistive Technology like applications and software integrated during lessons and parental involvement is suggested to support the present program in Special Needs Education (SNED). By understanding the experiences of teachers in this domain, we can work towards creating inclusive educational environments that empower learners with hearing impairment and enable them to reach their full potential.

1. Introduction

Teaching a learner with hearing impairment is a challenging yet rewarding experience. As inclusive education diversifies and is now fully implemented in our school system, teachers are expected to become versatile whether they are going to handle regular learners moreover, learners with disabilities. In addition, teachers needed to be equipped with differentiated teaching strategies to make the teaching and learning process effective. Being aware of teaching strategies in handling learners with hearing impairment in the general classroom is vital as this will navigate the learning experiences of all learners inside the classroom.

In a global perspective, according to Mpofu and Chimhenga (2013), there are numerous inclusive teaching methods that can help all kids learn, but there are some that stand out as unique teaching methods that are effective with a group of pupils that have hearing impairment encourage hearing-impaired students to take a seat in the front of the lecture hall, where they will have a clear line of sight. They also cited that when a teacher is looking at the blackboard, they are not supposed to talk. They should be aware that facial hair, beards, hands, books, and microphones in front of their faces can make it harder for lip-readers to understand what they are saying. Students who lip-read are unable to function in dimly lit spaces. The lighting in the classroom might need to be changed by the teachers. In the study of Mapolisa and Tashabalala (2013), the school curriculum has to be modified to meet the needs of the hearing-impaired pupils. Therefore, there are many ways to accommodate learners with Hearing Impairment and it is important to consider the curriculum and differentiated teaching strategies to be applied inside an inclusive classroom.

In the Philippine setting, it was recommended in the study of Raguindin (2020) that the position of the curriculum in any educational setting is significant since it specifies the competencies that must be built with its target audience, the learners. as concerns regarding the execution and substance of the curriculum in order for the latter to be meaningful to the students, it must be relevant and responsive. Furthermore, classroom teachers can effectively employ a variety of teaching strategies by researching, reflecting, and planning to aid students in acquiring and honing their socioemotional skills. In addition, Cortez et. al (2019) recommended that to improve communication between teachers and students, teachers should understand the fundamentals of sign language. It was also emphasized in the study about the "buddy system" when working with activities; a hearing-impaired person paired with a non-hearing-impaired student will be beneficial for both of them. Also, each student with a hearing impairment should have their specific educational requirements met through accommodations and modifications.

1.1. Research Objectives

This study focuses on the teaching experiences of teachers handling learners with hearing impairment in Grades 1 to 6 levels. Specifically, the objective of this study is to describe the teaching accommodation strategies for handling Hearing Impaired learners.

1.2. Review of Related Literature

Hearing Impairment

Hearing is one of the most important senses that a person should possess. It plays a vital role in our lives, most importantly in our learning. In theoretical concept, John Piaget's Cognitive Development explains the importance of senses as part of the cognitive development of children. In his theory, there are four developmental stages which include the sensorimotor stage where children experience the world and acquire knowledge through their motor movements and most importantly their senses. In this stage also, infants are dependent on their sensory perceptions and motor activities in acquiring knowledge around them. In addition, the Individualized Education Act or IDEA defines hearing impairment as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."

Experiences of Teachers

Systems change and school transformation are necessary for a successful inclusive education. However, a large portion of this transformation is resource-light and design-focused. It is crucial to emphasize that inclusive education involves maintaining all students in regular classrooms for most of the school day. Schuelka (2018). In the study of Dela Fuente (2021) concluded that despite the difficulties the teachers have encountered, they took a positive approach toward productive teaching and learning experiences. As students established strategies for providing high-quality instruction for inclusive classes, they investigated and displayed innovative acts. Teachers saw a chance for professional development that inspired them to continue their work preparing deaf students for a better future despite the difficult task of achieving inclusivity and mainstreaming students with special needs alongside the typical students and peers. Teachers' experiences in the classroom are therefore motivating. Moreover, in the study of Palanca et. al (2021), it was found that non-SpEd teachers made frequent use of however essential inclusive education methods in caring for mainstreamed kids with disabilities. These practices, however, showed that non-SpEd teachers tended to focus on the behavior of the mainstream learners, and very few of them used techniques that would support their social and cognitive growth. Because of this, non-SpEd teachers may meet the needs of their mainstream students despite their lack of experience working with students who have special needs. Therefore, it is essential to upskill non-special education teachers with suitable inclusive education approaches to accommodate kids with different needs. In a study conducted by Gaytos et al. (2020), the lived experience of teachers from Special Education Programs reveals their experiences such as funding, acceptance from the community, lack of training of teachers, and lack of teachers and resources.

Teaching Strategies

Inclusive education and special education are ideologies that contrast and offer various perspectives on education for children with disabilities. Disabilities and unique educational requirements. They are becoming more prevalent. Their methods are seen to be diametrically opposing. Inclusive special education is a blend of inclusive education's concepts, beliefs, and practices with special education interventions, techniques, and processes. The goal of inclusive special education development is to create a vision and recommendations for

policies, procedures, and teaching practices that will enable successful education for all children with special educational needs and disabilities (Hornby, 2015).

Another study by Hornby, 2013 emphasized that inclusive special education encourages the use of special education treatments that emphasize children's strengths as well as their needs and are influenced by a variety of medical, psychological, and other treatment approaches. The emphasis on evidence-based practice is a key component of inclusive special education. This entails selecting and implementing interventions whose efficacy is supported by solid scientific data.

Mpofu et al., 2013 (cited in Nur Hadi et al, 2019) that "deaf and hearing-impaired students tend to be visual learners, which is difficult in an environment where much essential information is delivered exclusively by word of mouth." This means that hearing-impaired students tend to learn everything visually, such as a picture, PowerPoint, or something that can be seen; and this condition is difficult for hearing-impaired students because much of the necessary information is delivered orally.

Accommodations

Modifications are made to give students access to education that is appropriate for their needs and abilities. These tactics are not implemented to provide kids undue advantages over typical learning students; rather, it is to provide a student with a handicap with assistance in overcoming problems so that they may participate in instruction and learning as their classmates do (Malm, B. J. 2019).

Academic accommodations are meant to satisfy the curricular requirements for students with special needs in general education settings. Accommodation allows students with special needs to participate in the regular curriculum. without lowering their academic standards. Environmental and physical adjustments are often made as a method of overcoming or working around a handicap. Accommodation is offered to those who have difficulty writing by giving them the opportunity to answer verbally, and this goes across different curriculum areas and projects. While accommodations are granted, there are no significant modifications in instructional level, topic, or performance standards, but there are opportunities for students to demonstrate learning and access knowledge. Students are given equal opportunities to their peers and equal access to learning as a result of the improvements. The ultimate purpose of academic accommodations is to enable students with disabilities to achieve in general education to the greatest extent possible (Ambady et al., 2020).

2. Methodology

2.1. Research Design

In-depth interviews were the main evaluating instrument in collecting the preferred information intended for this study.

2.2. Key Informant

Teachers from a certain school in Midsayap, North Cotabato Philippines participated in this case study. These teachers were interviewed at their most available time. They are the people involved in coming up with ideas about the experiences of teachers handling learners with hearing impairment. Five teachers from different levels handle learners with hearing impairment in the general classroom.

2.3. Data Collection

A semi-structured interview will be done by the researchers. The researchers will provide a set of open-ended interview questions to reveal the experiences of teachers handling learners with hearing impairment in the general classroom.

2.4. Data Analysis

The data collected was transcribed verbatim and analyzed carefully. In analyzing the data, a thematic analysis was done. Thematic analysis is a process where general patterns from the answers of respondents were made in relation to the research question. (Braun and Clarke 2006) The collected data have been patterned and guided by a qualitative research design. Creswell (2009) defines qualitative research as investigating and getting the meaning of a certain group to social or human problems. The methodology of this type of research design involves emerging questions and procedures and the gathered data is interpreted through general themes. In relation to this, Braun and Clarke (2006) stress a theme where it emphasizes the significance of data in line with the research question and shows some level of patterned response or meaning from the data gathered. This is so-called thematic analysis where the same author defines this process as identifying, analyzing, and reporting themes or patterned data.

2.5. Research Rigors

Prior to coding and analysis, interviews will be recorded, and verbatim transcriptions will be made. A popular rigor requirement is member checking, which is asking the research subject to confirm the transcription of an interview in order to strengthen the study's credibility and confirmability. In order to make sure that the interview transcript accurately captures the meaning and intent of the subject's contribution, the research subject is requested to confirm the thoroughness and accuracy of the transcript (Johnson et. al, 2020).

2.6. Ethical Considerations

Approval that permits this interview has been obtained by the administration of the particular public school. The approval to conduct this study was secured legally and ethically. We invited Teachers from a certain school where that caters to mainstream hearing-impaired learners. They will be given emailed consent regarding asking permission to be interviewed. One of the researchers represented the group during the interview while the other member joined the interview through google meet. The letter of consent was reviewed by the researchers before starting the interview. Two of them approved their participation to be part of the study. The participants' profiles will be protected in conducting this study, thus for confidentiality, the interview was conducted at a public school that caters to classes with hearing-impaired students. The conduct of the interview was scheduled according to the participants' most available time like during lunchtime or after the class will be done. The data will be kept by the researchers and presented in the discussion of results after the completion of the study.
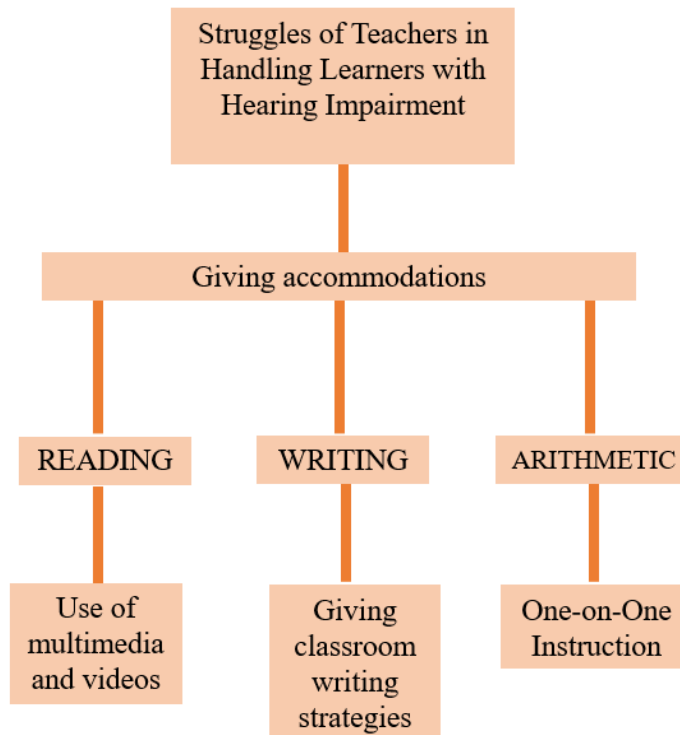
3. Results

Fig. 1. Accommodations

In this part, the results of the case study are presented. There were three main questions that serve as a guide in conducting this study and each main question has ten probing questions: (1) What are the accommodations in reading? (2) What is the accommodation in writing? (3) What are the accommodation in arithmetic?

3.1. Use of Multimedia Presentations and Videos

Many of the teachers claimed that they have difficulty in introducing words and instructions because they lack knowledge about sign language. Teacher A said,

> "Dili man gud ko kabalo mag-sign language kaayo maam.
> Naa koy nabal-an pero gamay lang jud."

> *"I do have little knowledge about sign* language.
> *but it doesn't* help t*hat much."*

The teachers reveal that they teach learners with hearing impairment through giving accommodations.

Teacher B said,

> "Kuan Maam uh kanang nagahatag kug mga material gud
> Maam na engaging sa mga H.I na makuha ilang attention."

> *"I've al*ways provided instructional materials that are engaging
> to the stu*dents with hearing impairment."*

Most of the teachers claim that the most effective accommodations that they have implemented are the use of multimedia presentations and videos. Through this, they were able to practice learners with hearing impairment in terms of reading.

Teacher C said,

> "Individual po, meron din pong group at tsaka yung tinatawag natin
> na kuan maam video presentation and the use of multimedia ah multimedia."

> *"*Doing Individual tasks and groupings with the help of video
> presenta*tion and multimedia."*

In terms of challenges in implementing the accommodations, most of the teachers declare that they have difficulty communicating with learners with H.I since their ability to use sign language in giving instructions is limited.

Teacher D added,

> ''First time ko man gud naka receive ug H.I maam, so wala jud nako
> ni sya gi eskwelahan maam ba, so nalisdan jud ko sa pag sign language,
> so naga pangayu ko ug tabang maam sa mga teacher nga naka eskwela
> about sa H.I. nila nga kuan estudyante''

"It was my first time receiving a student with hearing impairment in my class.
I struggled doing sign language that is why I always asked for help from teachers
who took sign lang*uage lessons."*

In overcoming those challenges, all the teachers claim that they use videos with sign language to aid them in accommodating learners with hearing impairment in terms of reading.

Teacher E said,

''I used multimedia, like videos sa YouTube naa may mga songs,
naa puy reading nga sign language, naghanap ako ng paraan
para dili cla ma behind"

*"I always f*ind a way for the H.I students to not get behind.
So, I used multimedia and videos on YouTube with sign language.
for the students with H.I to cope up wit*h the lesson."*

In terms of evaluating the efficacy of the accommodation, teachers indicate that the child's ability to keep up with peers in terms of reading is an indicator of the accommodation's effectiveness.

Teacher A said,

"Sa akoa maam, ahmm effective maam kung naa koy ipabuhat maam
ug sa grupo niya maam, makasabay sya maam"

"For me, it is more effective doing group task for the learner.
with hearing impairment engaged with his peers.*"*

If the accommodation is not effective, the teachers claim that they modify it into simpler and easier tasks.

Teacher B said,

"Maghatag ko ug another kuan maam, mas madali eh, mas madali
nilang sabton ang kuan, ang activity"

*"Givin*g a simpler task helps the student with hearing impairment
to u*nderstand the lesson faster."*

Teacher C said,

"Sa reading? My message will be, for teachers who are also receiving teachers
like me ah..let's make a way to discover some strategies how to handle these
pupils, dili lang ta mag ano mag believe nga ang maghandle ang Deped
o ang school ug seminar to us teachers,kung ma cater nimo ang need sa bata,
ikaw na mismo ang maghanap ng paraan naa may seminar nga makita
sa youtube, daghan man ug sources."

> *"In reading*, my message for the SPeD teacher is that, let us make a way to discover some strategies on how to handle learners with special needs. Also, let us not depend on Deped, or on our school to cater the learners with special needs to make use of the materials that are available to us especially on youtube and on *the internet."*

3.2. Giving Classroom-Writing Strategies

All of the teachers claim that they didn't see any problems when it came to writing. Both of the teachers reveal that they provided the same accommodations to learners with hearing impairment and to the regular students. They have observed that learners with H.I can cope up with peers in terms of writing.

Teacher B said,

> "Same also with the regular pupils, wala silang kaibahan kung anong bigay ko na writing activity sa regular ko na pupils ganun din yung activity sa H.I ko,makikita din naman yan, tsaka alam din naman nila paano isulat yung mga letters/words, "Actually bright ni sya nga bata, dili lang sya kaisturya."

> *"Same with the regular student*s, there are no significant differences when it comes to doing writing tasks. Learners with hearing impairment know how to write letters.*"*

In terms of challenges, they didn't observe any obstacle in letting the learners with H.I finish writing tasks. They revealed that the writing speed of HI learners can compete with regular students.   Also, their handwriting is legible and accurate.

Teacher A said,

> "Sa writing, wala man koy problema sa H.I nako, ang speed nya sa pag Write same ra gihapon sa regular pupils, visible ug legible iyang pagsulat."

> *"I don't see any problem with my* hearing-impaired students. The way they write *was visible and legible like regular students."*

In terms of evaluating the efficacy of the accommodation, both teachers claimed that their indicator that the accommodation is effective is when the learner with H. I was able to finish the writing task on time together with the regular students.

Teacher B said,

> "Effective sya ma'am kay kung magpasulat ko, kuna unsa ang time allotment gihatag for the activity, ma cope up man nya dili na sya ingon ma behind."

> *"The accommodation wa*s effective and the H.I students
> can cope up with the regular students.*"*

The teachers reveal that they don't modify their present accommodation in writing because it is already effective to students with hearing impairment.

Teacher C said,

> "Effective sya maam"

> *"It is effective, Maam!"*

A large population of teachers reveals that there is no need to differentiate the activities given to learners with Hearing Impairment from regular students so that they could feel fairness in learning.

Teacher D said,

> "Sa akong case kay wala may problema sa writing sa akong bata,
> its ok lang siguro nga dili nimo I differentiate ang activity sa H.I
> ug sa regular nga bata, kay para pud ma feels sa akong bata
> dili jud special ang treatment sa iyaha."

> *"In my case, I find no problem with my H.I students in writing.*
> It is ok not to give differentiated activities to the H.I student for
> them to feel no special *treatment."*

3.3. One-on-one Teaching

In teaching arithmetic, the use of sign language in communicating and giving instructions was the mentioned challenge of the teachers handling learners with H.I. They added that they have less competence in delivering the given instructions and the process of solving the mathematical equations through sign language.

Teacher D said,

> "Maam ui, naglisud jud meg hatag ug instructions sa mga batang
> na bungol kay dili kaayu ko kabalo maginterpret sa instruction
> sa math gamit ang sign language."

> *"Maam, I was having a hard time giving instructions to my H.I students.*
> because I have limited knowledge when it comes to interpreting instructions
> and giving the right *process of solving problems through sign language."*

The teachers revealed that in arithmetic, they give one-on-one teaching to learners with H.I.

Teacher B said,

> "Kuan, kung sa H.I nako nag 1 on 1 man gud me, ang regular syempre
> iba iba sila ng activity H.I. nag 1 on 1 ko, naka learn naman
> pud ko ug sign sa numbers."

> *"I* always do one on one with my H.I students because it is more helpful.
> My H.I students needed more time in learning than the regular students.
> Also, one on one *helped me to learn more about sign language."*

In overcoming those challenges, all the teachers claimed that they have difficulty communicating to H. I learners and explain the concept to them, thus they know how to sign the numbers.

Teacher C said,

> "So, sa arithmetic, ma sign man nako ang number, so mag lisod jud ka ug
> communicate ka sa iyaha."

> *"*In arithmetic, I know how to sign the numbers but to communicate the
> *instructions to my H.I students I find it difficult."*

In terms of evaluating the efficacy of the accommodation, both teachers said that through the results in the assessment of learners with H.I they can say that the accommodation is effective.

Teacher A said,

> "Sa result sa iyang assessment maam, kuan man gud ma'am kung dili na sya
> kabalo magduul jud na sya sa akoa."

> *"When the result from the assessment of* the student *wasn't g*ood, the student.
> always asks for my he*lp."*

Both teachers disclosed that they modify the accommodations through asking help and guidance from the Sped Teacher.

Teacher B said,

> "Seeks the assistance sa original teacher sa SPED,
> ang pangutana unsay sign sa pangutan na inani.

> *"Seeking profes*sional help from the head of the SPED
> to help you interpret *the instructions with the right sign language."*

The teachers suggested that in giving activities, the content must be simple and must fit the capabilities of learners. Giving keywords is helpful in solving math problems.

Teacher D said,

> "Ah kuan, I simplify nato ang mga activity, kanang mag fit
> lang sa iyang capacity, kay kanang reading dili pa man
> jud kaau sya kuan sa reading, kunyari solving problem kay
> magbasa man jud na ug long kaau, eh key word lang akong
> ihatag sa iyaha para makabalo sya mag solve."

> *"I always simplified the activity that will fit the* capacity.
> of the student with special needs. Also, by giving them.
> keywords it will make the process *easier."*

4. DISCUSSION

The researcher noted the limitations of the study of the experiences of teachers handling learners with hearing impairment.

Personal interviews were conducted to gather data on the selected teachers who handle learners with hearing impairment in an inclusive classroom. Teachers revealed that there are accommodations implemented to teach the children in terms of reading, writing, and arithmetic. Strategy training is an efficient strategy for educating individuals in discovering and implementing appropriate accommodation for specific difficulties or activities typical of an academic character that they confront. The strategy is the "tool" that assists students with special needs in determining the requirements of a task or problem. It enabled teachers to make judgments on how to approach or solve an issue and, eventually, in monitoring the efficacy of the method they adopted.

4.1. Use of Multimedia Presentations and Videos

Multimedia presentations are among the most well-known and often-used types of presentations. Effective techniques of presenting educational content, particularly multimedia educational presentations, are one of the student's frequent points of interaction with researchers, teachers, and classmates, expressed in many genres: presentation at a conference; presentation in the classroom, and so on (Zhigadlo et al., 2013).

According to the findings of the Akay (2021) study, the use of visual and auditory materials presented in such a way as to cater to the individual needs of the students, in conjunction with various educational strategies, provides significant benefits in the acquisition of academic knowledge by students with hearing loss.

According to Lopez (2013), the usage of mobile technology and multimedia boosts student attention, allowing them to learn while being amused. Individualized learning activities are required for kids with disabilities in order to suit their particular educational demands. In this setting, educators often intervene as competent experts during the learning process to promote the growth of their students' capacities.

The usage of graphic and text components in multimedia depends on the learners' background or prior knowledge and determines whether the picture or the text must be provided first. i.e., if the learners have some understanding of the subject, they must use or receive a visual or graphic after the text, but if they have little knowledge, they must use a graphic before the text (Eitel & Scheite, 2014), and they also discovered that providing images and text in an irregular order had less influence than presenting them consecutively.

It has been shown that visual and auditory information is the most enduring in the translation of information from stimuli around us to long-term memory (Neumann & Kopcha, 2018). As a result, visual and audiovisual assets are crucial in teaching the subjects and concepts included in the educational curriculum.

4.2. Giving Classroom-Writing Strategies

Writing is a talent that is thought to be part of literacy, as well as the most difficult skill among the others. Writing abilities are determined by your vocabulary, comprehension of structure, and grammar. As a result, acquiring writing abilities is dependent on language skills. Furthermore, vocabulary knowledge influences writing abilities. In general, deaf students utilized less sophisticated syntactic structures in writing and produced more syntactic structure mistakes than students with good hearing (Putri & Purbaningrum, 2023).

Word processing and instructional software may assist deaf pupils in acquiring writing abilities. Instead of utilizing a regular keyboard and mouse, hearing-impaired computer users can benefit from audio output alternatives. Advanced speech synthesizers can serve as alternative voices for kids who are unable to communicate vocally. Students using portable systems can engage in class discussions once their computers have been modified to give them understandable speaking voices. Also, the students with hearing and/or speech impairments can use standard written or on-screen documentation without difficulty, as well as supportive aids such as recorded tapes, speech trainers, photo albums, articulation charts, concrete objects, and other visual cues, for language learning, speech training, and speech correction. While text telephones allow phone conversations to be written and read rather than spoken and heard, 'computerized voice recognition software allows the computer to convert a spoken message into a legible text document that hearing-impaired students can readily read (Ahmad, 2014).

One of the main elements of the Dostal et al., 2015 's study is guided teaching, in which writing is modeled and then progressively released to the group for shared writing and to the individual for solo writing. According to Karasu's (2017) research, there is a link between writing scores and the early age of first hearing aid, preschool education, and chronological age. The study's findings highlight the necessity of support services, independent of language or culture, as well as the educational practices required of hearing-impaired kids enrolled in public schools in terms of their writing abilities.

Deaf students process auditory information as visual communicators by focusing on interpreters, the speaker, or real-time captioning. Visual communication necessitates a high level of focus, and acquiring information visually over long periods of time can be taxing. Taking notes necessitates an additional degree of focus (note taking) and compels the visual communicator to redirect their gaze away from the source of information. Having a note-taker available helps the individual to concentrate on the subject being given. Providing a qualified note-taker ensures that the written record of fundamental concepts, key points, and supporting facts is correct (Powell et al., 2014).

On measures assessing novel word learning, complex working memory, sentence comprehension, and reading accuracy, children with hearing impairment outperformed children with a preschool diagnosis of language impairment. According to the additional findings of Ahmad (2014), the concept of inclusive education has brought with it a much-needed share of equality in the approach to the education of the 'disabled' by providing them with a leveled field to rightly exhibit their differential abilities, proving themselves capable enough to learn and perform together, on par with their non-disabled peers.

4.3. One-on-one Teaching

Interaction between teachers and students is essential in learning, particularly in mathematics. To study mathematics, students require attention, stimulus, and supervision. However, many instructors have yet to create healthy teacher-student connections. If pupils are engaged in learning, mathematics teachers must be skillful in delivering information using suitable learning methodologies. The math teacher's job is to help pupils comprehend mathematics, to carry out the mathematics learning process, and to promote a sense of enjoyment and enthusiasm for mathematics. To do this, the instructor must be knowledgeable about mathematics, its properties, and the mathematics learning process (Ayuwanti et al., 2021).

Without question, one-on-one training is the most effective teaching approach for enhancing educational achievement (Green, 2023). Positive reinforcement and one-on-one engagement with youngsters help to change the child's actions and increase functioning. More research is needed to evaluate whether children will react to the teaching technique alone, without any extra intervention (Alqahtani, 2020).

According to (Penney, 2022), one-on-one education assists children by providing excellent instruction first, tailored lessons, fostering independence, increasing confidence, reducing pressure, supporting social-emotional development, relationship building, and flexible communication. Effective mathematics tutoring should illustrate how learning mathematics occurs in general during each tutoring session. School teachers must tailor their instruction to a diverse range of pupils with varying backgrounds, learning styles, and interests. While students reported that instructors do an excellent job at one of the most difficult tasks, students who receive one-on-one tutoring have their needs met and may advance academically by leaps and bounds (Fraser & Hasan, 2019).

5. CONCLUSION

The findings indicated that there are different accommodations in terms of teaching reading, writing, and arithmetic. The findings of this research reveal that in accommodating learners in reading, the use of multimedia and use of videos are effective ways in teaching learners with hearing impairment. On the other hand, giving-writing classroom strategies is effective in terms of teaching learners with hearing impairment. Most of the learners with hearing impairment are good in terms of writing and copying words and are at par with their peers. In addition, One-on-one instruction was given to learners with H.I as accommodation since teachers are not yet knowledgeable in terms of teaching and communicating using sign language.

6. Recommendation

Based on the conclusion presented the following recommendations are suggested:

1. In Service Trainings for Teachers (INSET) on SPed Content and Pedagogy for the direct understanding on Special Needs Education (SNED).

2. Training and workshop to capacitate mainstream teachers especially in handling hearing impaired learners in inclusive classroom setting.

3. Furthermore, parental support for inclusive education is much needed.

4. Integration of Assistive Technology

5. The use of computer applications

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