

Challenges and Strategies in Teaching Speaking Skills to Young English Language Learners

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ARTICLE INFO	ABSTRACT
<p><i>Article History:</i> Submitted: 30 December 2024 Revised: Accepted: Published:</p> <p><i>Keywords:</i> inclusive education, teacher beliefs, teacher emotions, teacher</p>	<p>This study investigates how English language teachers develop their professional identities within the framework of inclusive education and Special Needs School (SNS), emphasizing the interplay of self-efficacy, emotional resilience, and teaching strategies for children with Special Education Needs (SEN). Utilizing a qualitative narrative inquiry method, data were gathered through semi-structured interviews and classroom observations, which were then analyzed thematically using ATLAS.ti. The findings indicated that teachers' professional identities are influenced by personal values, institutional support, and pedagogical modifications tailored to students' psychological requirements, including multimodal teaching approaches. Additionally, the results highlighted the essential role of emotional resilience in addressing the challenges encountered in an inclusive classroom. This research adds to educational psychology by presenting a conceptual framework that connects self-efficacy, systemic support, and inclusive practices. Recommendations suggest that teacher training should incorporate psycho-pedagogical strategies for educating children with disabilities.</p>
<p>How to cite: Last name, First name., (Year). Article Title. <i>Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics</i>, Vol(Issue), page. https://doi.org/10.22219/celtic.v11i2.35718</p>	<p>Copyright © 2025, Solikah, et al This is an open access article under the CC-BY-SA</p> 

INTRODUCTION

English has emerged as the primary language of worldwide communication in the age of globalization, influencing many facets of business, education, and technology (Crystal, 2013). English has been included in the national curriculum of many developing nations, including Indonesia, to expand students' access to

international collaboration and global knowledge (Lestari & Setiyawan, 2020). However, to ensure that Special Educational Needs (SEN) have equal access to learning opportunities, English education should embrace inclusion in addition to academic success (Lewis B. et al., 2017). There are particular difficulties in teaching English to SEN students, which call for specialized teacher preparation, supportive learning environments, and customized pedagogical approaches (Taub et al., 2020). Few studies have looked at how inclusive schools, even though many have examined the function of English as a global language.

English language instruction in Indonesia has changed significantly due to including inclusive education in the national curriculum. Students with physical, cognitive, and emotional disabilities are among the different learning needs that schools are supposed to fulfill (Widyawati & Felicia, 2017). Despite this policy, a large number of English instructors are not specifically trained in inclusive pedagogy, which has an impact on their teaching views, professionalism identity, and classroom emotions. Indonesia's incDOI: 10.9790/7388-1201052229 Inclusive education policy, as outlined in Permendiknas No. 70/2009, undercores that all students, including those with disabilities, have the right to equitable education. However, the execution of this policy still encounters systemic obstacles, including inadequate supporting infrastructure, uneven resource distribution, and a deficiency in teacher training programs that address inclusive teaching methods (UNESCO, 2020) According to data from Indonesia Ministry of Education (2021), merely 15% of teachers in inclusive schools have received specialized training on SEN. Meanwhile, 60% report an inadequate grasp of teaching strategies suited for students with diverse needs. This situation leads to "one-size-fits-all" teaching approaches, which may overlook the specific, requirements of SEN students. Furthermore, the emotional stress teachers experience due to increased workloads and insufficient institutional support also impacts their professionalism (Sinta Ramadhani & Fithriani, 2022). These hike likes the urgent need for research on how teaching experiences in both inclusive and specialized settings influence teachers' identities, beliefs, and emotions, particularly in the field of English language teaching, which necessitates innovative and adaptable strategies.

Teacher professionalism relates to the identity and well-being of educators during their professional growth. A teacher's professionalism identity encompasses their perception of their role as teachers and their ability to adjust to changes in curriculum and teaching styles. It holds significant importance as it can enhance the quality of education by refining teaching and training systems for educators, promoting better teacher welfare to maintain their motivation and dedication, facilitating adaptation to shifts in education policies, and boosting teaching efficacy by fostering innovation in learning strategies (Zhao, 2022). Furthermore, teaching professionalism play a significant role in enhancing student learning results and the effectiveness of professionalism development by developing programs that align more closely with teachers' requirements, recognizing differences in teachers' learning journeys for a more tailored approach, and fostering teacher retention by establishing a supportive professionalism community that prioritizes and nurtures their growth (Noonan, 2019). Therefore, it is important to analyze personal identity,

especially in SNS. Because students of SEN needs interesting teaching methods, encouragement and motivation, and a special approach, it requires teachers to have a good professionalism teacher in terms of identity, beliefs, and emotions.

A previous study was conducted in 2022 by Li in China by exploring the multidimensionality of identity formation between two teachers teaching English in China; one teacher in a private training institute and another as a private teacher stating that this issue focuses on the complexities associated with the creation of teacher identity in different contexts, and how various internal and external factors interact. In addition, this study utilized Ferreira Barcelos (2015). Earlier research on the identity of English teachers often centers on broad context (Li, 2022) all traditional school settings, while investigations into teachers of SEN students remain limited and scattered. Some studies (Taub et al., 2020) primarily examine the technical phases of inclusive teaching primarily examine the technical pieces of inclusive teaching, neglecting to address the internal dynamics of teachers such as their emotions, beliefs, and the evolution of their professional identity. Furthermore, there is a scarcity of research comparing the experiences of teachers in Special Needs School (SNS) with those in inclusive schools, despite the distinctive challenges and dynamics present in these two environments. The prevalent use of quantitative methods in past research tends to overlook the narrative subtleties and personal perspective of teachers' experiences. The study addresses the escape by adopting a narrative inquiry approach to explore the intricate relationships between teachers' experiences, identities, beliefs, and emotions within two different contexts.

This research will examine the perspectives of English teachers for children with SEN. The method used in this research is the narrative inquiry. In 1993, a person named Kitwood presented a narrative investigation in the field related to medical practice, creating a foundation of analysis that emphasizes sentiment, tempo, and views by presenting narratives from a population in need of various events of their illness, the results of which will be learned about the experience and the population that cares for them (Haydon et al., 2018). It is intended that the findings of this study can guide educators and decision-makers in their knowledge of the importance of an individual's past and social environment in the learning process. This study was analyzed to answer the research question, "How do teachers' experiences in special needs and inclusive schools influence their identities, beliefs, and emotions in teaching English to students with special needs?" Meanwhile, the purpose of this study is to help create inclusive and flexible teaching methods. The research used a combined model to examine how the two participants' identities as English language teachers developed by examining the dynamic interplay of all ideas, using the theory of the interaction between beliefs, identities, and emotions (Ferreira Barcelos, 2015). Data analysis was supported by the use of qualitative inquiry, which allowed educators to theorize and evaluate their teaching beliefs, practices, and truths through personal narratives and observations.

Teacher Identity

The field of education has been a development of thought over time, and the dynamics of contemporary education provide a useful theoretical framework for teacher identity to be explored further. In this study, teacher identity is not only seen from an individual perspective but also through a socio-cultural and socio-political prism, as expressed by the researcher (Morgan, 2016). This method allows us to examine how social and political variables impact educators' identities and roles in the classroom, and how they respond to the difficulties that exist. In comparison, educators' professionalism identity is the essence of their profession. Providing identity requires developing an understanding of the concept of personality by performing tasks, focusing on behavior in the work environment, and the role of professionalism teachers in society. A teacher's identity is not just unilaterally determined but is the result of a process of negotiation through a journey of experience with the meaning of development in his or her experience playing a role that can shape his or her identity as a teacher.

Two decades of research have been conducted with a focus on generating an understanding of the work of a language teacher towards the professionalism obligations undertaken (Miller, 2009). The components of identity summarized by Miller (2009) on language teacher identity are: language instructors' familiarity with their work and work environment, opinions and outcomes of language instructors who teach languages during teaching procedures, language instructors' understanding of how other instructors see their place in the profession, language instructors' ongoing thinking and teaching strategies in the face of changes in the workplace. Language instructors' choices are influenced by their expertise and beliefs. Therefore, identity affects how people connect and communicate, and how they act in social settings. It can be concluded that language instructors' awareness of their professionalism and social identities is crucial in establishing respectful interaction relationships and enhancing pedagogical effectiveness, thus serving as a strategic basis for instructors' adaptability in the face of dynamic educational environments.

Teacher Beliefs

Policy implementation draws attention to teachers' beliefs about student learning outcomes, which has been investigated by many studies. However, educational action has not made much progress in estimating teachers' beliefs. Therefore, teachers' learning and decision-making processes are strongly influenced by their belief systems. A more general framework known as "teacher cognition" is often used to study this issue, where teachers act as transmitters of knowledge (Borg, 2003). As a result, teachers' understanding and beliefs are important in academic references. Analyzing the behaviors and decision-making processes of teachers and students in the classroom requires an understanding of the beliefs held by teachers. Therefore, research on teacher cognition and education policy implementation should pay attention to teachers' ideas and understandings as they have a significant impact on classroom decision-making and learning processes.

Many existing studies emphasize this and show how important teacher attitudes are in shaping learning dynamics. For example, in a previous study by Burri et al. (2017), the research focused on the cognitive growth and teacher identity formation of 15 graduate students enrolled in a speech pedagogy course. The study investigated how relationships and events during the educational process helped students build their professional identity while supporting their cognitive growth in the field of teaching pronunciation. Furthermore, Li (2022) study states based on her research that research shows that teacher identity and cognition interact dynamically, with identity developed through language learning and teaching experience influencing students' cognitive development in pronunciation instruction as well as the pedagogical beliefs underlying teachers' methods. This results in a reflective cycle that enhances teachers' sense of professionalism. Thus, the complex framework that influences behavior and choices in social and professional settings is created by the intertwined and reciprocal relationships that exist between emotions, beliefs, and identities. More deeply, a person's feelings not only shape and influence their beliefs but are also reinforced by changes in their identity memories.

Teacher Emotions

Emotions play an important and undeniable role in the teaching and learning process. According to (Day & Leitch, 2001), emotional dynamics should receive careful attention in the classroom. This is because students' emotions have a great influence on teachers' emotions and behavior in addition to their learning experience. This situation brings up several perspectives that must be considered, including the opinions expressed by educators, their emotions, and their expectations of their students. In addition, how bored students are and how they respond to mistakes during their educational journey are important elements that can affect classroom relationships (Voerman et al., 2014). Therefore, teacher professionalism is needed in the classroom with a focus on deep emotional coverage according to the context of Educational Practice which needs to be significant to various aspects of emotional skills and teacher competencies.

Goleman Bloomsbury (1998) states that emotional skills are the foundation of high-quality teaching practice, where feelings are an important part of rational decision-making and psychological health is seen as essential to professionalism success, with socialized interpretations of emotions as developmental entities and emotional variation attached to reasoning as discernible emotional motives. This analysis suggests that as educators navigate the institutional and professional expectations placed upon them across multiple environments, concerns become apparent. Therefore, this study will use the theory of (Ferreira Barcelos, 2015), which states that recognizing emotions requires consideration of the personal and communal variables involved in how individuals act because they are complex networks that influence how people perceive and make decisions, are constantly changing procedures created from the interaction of past and present life experiences, and operate as social and ideological practices influenced by archaeological and cultural circumstances.

Teaching English to Children with Special Needs

In the 1960s, particularly in the United States, they focused on educational patterns, particularly inclusive development in school construction and school performance in the UK (Ainscow et al., 2006). In this context, according to UNESCO (2004), children with special needs are those who exhibit abnormalities or marked differences from their peers in the dominant developmental domains, whether physical, cognitive, interpersonal, or emotional. This definition emphasizes the importance of customized and specialized educational services in promoting the healthy development of these children. To ensure that every child, without exception, has an equal opportunity to grow and succeed in the educational environment, there is an urgent need to give greater moral responsibility to inclusive education.

For all students to reach their full potential, the curriculum must be designed to accommodate the diverse needs of students with disabilities. Effective curriculum implementation for students with disabilities focuses on academic content that is relevant to the student's culture, background, environment, and previous experiences; as well as a range of content knowledge and skills that are reinforced over time and across different subject areas (Sinta Ramadhani & Fithriani, 2022). By defining and differentiating successful education, Hoover and Paton (in press) present the fundamentals of curriculum instruction, including continuous evaluation, flexibility, equity, relevance, active student engagement, and character development. Moreover, they explain that "by paying attention to these six factors, practitioners will be able to ensure optimal curriculum adaptation while evaluating students' cultural and linguistic diversity.

RESEARCH METHODOLOGY

Research Designs

The study examines teachers' identities, beliefs, and feelings when working with pupils who have special needs using a qualitative methodology and narrative inquiry technique. Trucks start telling narrative inquiry and abuse researchers to document participants' lived experiences, averting insight into how their educational environment shapes their professionalism identities (Pino Gavidia & Adu, 2022). This method is very useful for comprehending the duties and difficulties faced by English instructors in special education and inclusive schools.

Participants

Purposive sampling, frequently employ in qualitative research to guarantee the selection of people with pertinent experiences, was utilized to choose the participants. English instructors have work of children with SEN for at least two years, we're willing to share their teaching experiences in-depth, and had at least two years of experience teaching in a special or inclusive school were eligible to be included.

According to the tenets of narrative inquiry, which emphasize depth over breadth, two participants were chosen to give in-depth accounts of their experiences (Creswell & Poth, 2016)

Participant 1 — Fika is a permanent English teacher at a type B special needs school, which specializes in students with hearing impairments. The primary school is a private institutions close to the cathedral. She has been a teacher for almost 2 years and is 26 years old. She was born to a farmer and plantation owner in Aek Kanopan, Labuhan Batu, where she was born. Fika attended school in Aek Kanopan for her primary and secondary schooling before continuing her studies at the school in Kisaran. Later, she majored in English at a private Christian College in Medan.

Participant 2 — Indah teaches English at a private Islamic primary school in Medan, North Sumatra, which offers inclusive education. She has been a teacher for 12 years and is 35 years old. In addition to teaching, she also serves as the school principal. She lives in Langkat, attended one of the local schools for her primary and secondary education there. She is very close to her mother and comes from a family where her mother is a housewife and her father is self-employed. She moved to Medan to continue her undergraduate and master's education, majoring in English education at one of the reputable private universities and State University in Medan. She is dedicated to working in the field of education and specializes in teaching SEN students due to her educational experience.

Instruments

Semi-structured and open-ended interview questions were used in the study to ensure that participants did not feel constrained by having to revisit their priorities. For around an hour, each subject was questioned, and if necessary, follow up questions were asked for clarity. In order to guarantee that participants felt comfortable sharing their experiences, interviews were performed in Bahasa Indonesia. For analysis, every interview was videotaped, transcribed, and translated into English.

The results of the interviews were supplemented by classroom observations, which documented the direct interactions between teachers and SEN students. Teaching methods, close room management practices, and teacher-student relationships were the main topics of the observations. Key observations were recorded in field notes, which were subsequently match to the interview data to find recurrent patterns.

Team member verification was used to increase the data's authenticity; participants checked and terrified the correctness of their interview transcripts (Lincoln & Guba, 1985). These procedures strengthened the the findings' dependability and improve the data's interpretation.

Analysis Data

Thematic analysis using the ATLAS.ti application followed Braun & Clarke (2006) six steps to examine the data set. The process came with the researcher's deep engagement through and repeat readings to increase familiarity, followed by initial coding to pinpoint significant patterns from relevant sections of text. Related codes were organized into major themes, then refined by ensuring accurate coding within data set. Each theme was carefully expressed to clarify its importance before incorporating the findings into a unified narrative. Open coding sorted the data into themes. To strengthen validity, observational insights were compared with interview data through a translation process, to ensure consistency and reliability in the interpretation of results.

RESULTS

The stories of two English instructors, Fika and Indah, who describe their journey to becoming professionalism, will be used by the researchers to illustrate their findings. They will explain how their encounters with others shaped their identities, beliefs, and emotions.

1 *Fika: SNS type B English Teacher*

Education is seen as an important foundation for character and intelligence in the context of personal growth. Growing up in rural areas illustrates how much parents value education. The idea that education can open up greater opportunities, improve one's social status and provide hope for a better future is reflected in this emphasis. Therefore, for Fika's parents, education is a necessity, not a luxury.

"My parents always made education number one. My parents prioritized education. The values that my parents instilled in me were: education is number one, no matter how much money is given, we have to go to school."
(Quote 1/1/Fika/Interview)"

Quote 1 explains that the encouragement from her parents made Fika continue to strive for the best education. She chose to continue her studies in English education. This choice reflects her desire to contribute to the world of education. Fika is committed to using the knowledge she has gained to positively influence society and motivate the next generation in her neighborhood. She also chose to work in the field of special education with a sense of pride in her profession.

"I have my own pride because I think not everyone can teach in SNS-B, with children who love me so enthusiastically, so that's one motivation. I don't have a background in special education at all, so it's a very big challenge, especially here I teach deaf children, so automatically we have to use sign language and oral, so I have difficulty speaking in sign language, that's the first, the second is I have difficulty understanding what they say, because the pronunciation is not clear, so that's the difficulty I experience. When I feel like

I'm failing, it turns out that I can't teach them well. So, I was angry with myself. They are not like other children, their vocabulary is very limited, they don't have many words, so, when teaching, I have to make it as simple as possible, so that they understand." (Quote 2/Fika/Interview)

Fika's statement in quote 2 shows the difficulties she faces in her role as an SNS-B teacher, especially when teaching deaf students. Although her children's affection makes her feel happy and inspired, she finds it difficult to communicate with them in sign language and understand how they pronounce words. She was forced to reduce her teaching strategies as she realized her children's limited vocabulary. Fika's frustrations show the value of good communication skills in the learning process and her dedication to learning new things and adjusting to the challenges of inclusive education.

"All I could do was ask senior teachers who knew better. To be honest, I find it very difficult. What I can do is ask senior teachers who understand more" (Excerpt 3/Fika/Interview).

The quote shows Fika's honest and proactive approach to facing challenges in her role as a teacher. She felt the need to ask for help from more experienced senior teachers because she realized her lack of understanding. Fika took the initiative to learn and hone her teaching skills by asking these teachers. This mindset highlights the value of teamwork and lifelong learning in the teaching profession, especially when working with students who have special needs. Fika's readiness to seek help also shows her humility and dedication to providing a better education to her students. Fika's humility is also evident from the following quote:

"But we have to go back to the motto in this school, there is something called imago dei, "You are the image of God, I am also the image of God, I love you because we are fellow images of God." So, let's be patient, let's be the image of God, we have to tolerate it. Just be grateful." (Excerpt 4/Fika/Interview)

Excerpt 4 shows how a teacher's professionalism identity is built on her spiritual beliefs and philosophy of inclusiveness. Fika states that she adheres to the Imago Dei ideology that treats each student as a unique individual, is patient and understanding, and carries out her duties with respect. For students with special needs, this results in a more humane, inclusive and sympathetic environment.

Furthermore, researchers obtained data from teaching observations, which were carried out in one of Fika's English classes for deaf children totaling 6 children, with varying levels of understanding, some were focused on learning, some felt confused and some felt enthusiastic. With the learning topic "Color Recognition".

(Fika shows the yellow paper to the students. She raises her eyebrows, smiles broadly, and her eyes sparkle)

F: (Fika puts her palms on her cheeks and opens her mouth wide while pointing at the yellow paper) "Wow, the color is so strong! It glows!" (She makes an excited gesture and spreads her hands in the air). It's glowing!" (She makes an excited gesture and spreads her hands in the air).

(Students laugh and are enthusiastic)

F: "Y... E... L... O... W. Yellow!" (shows the letter 'Y' in sign language while moving his lips)

(Some students imitate the word "Yellow" by reading the lip movements and imitating the "Y" sign)

(Fika holds the blue paper, then, with her hands moving like water waves, takes a deep breath and releases it slowly)

F: "B... L... U... E. Blue" (In a soft tone and slowly moving her lips, frowning, moving like a wave with her hands)

(The student watches carefully; tries to imitate the waves with the mouth, while others use the hands) (Excerpt 5/Fika/teaching observation)

From quote 5, Fika uses body language, color media, and sign language to modify teaching strategies to suit the unique needs of deaf students. This is an example of teaching differentiation where she modifies their approach to accommodate understanding the different ability levels of the students.

2 Indah: Inclusive School Teacher

Indah grew up in a family that valued education, just like Fika. Indah's outlook was shaped by her mother's exceptional upbringing to be self-reliant in her academic and professional endeavors. Throughout her twelve-year career, Indah's family has played a pivotal role. Indah's main strength in overcoming obstacles is the independence instilled by her family from a young age, throughout her twelve-year career in education.

"My mom is a hard worker. So, what's it called, she never gave up. She's also a diligent person. There are many things that I can learn from her, like the values of life. Since childhood, I was taught to be an independent child. It also became an asset, both in education and work, so it carried over into my life. Likewise, I took a job as a teacher because of my family's influence as well. But not my parents, more my extended family. Some of the grandchildren of my grandmother became teachers. So, women are better teachers" (Quote 6/Indah/interview)

Quote six illustrates that family influences dedication to work by supporting the successful dynamics of inclusive schools. In addition, morals and work ethics are integral to her role as an educator, inherited from her mother and extended family.

These values, instilled by Indah, are a key asset in dealing with the difficulties of teaching SEN students who require a high degree of adaptability and inventiveness.

Another aspect that shapes Indah's identity as a teacher is that the school is committed to high inclusivity, accepting all children regardless of their backgrounds and conditions. As a result, children get their right to education by demonstrating a universal spirit. This can be explained through the quote below:

"It wasn't, what's the name, it wasn't popular with the tagline child-friendly school and everything is a child-friendly school. So, the school is quality, all children are accepted in this school while they are alive and breathing." (Excerpt 7/Indah/interview)

According to Indah's explanation in quote 7, educators' ideas and perspectives are strongly influenced by an inclusive educational environment. This dedication shows that rather than simply following external policies or trends, the inclusive culture in the school emerges naturally from internal principles. This is also what makes her committed to SEN students, where Indah thinks that incorporating emotionally charged statements into the learning process will create student responsiveness. This will create a comfortable and more enjoyable learning environment, as she expressed in the following quote:

"I feel that oh yes, it turns out that we as teachers, if we don't teach something sincerely, it won't be sincere either. And my colleagues always say that if we teach with our heart, it will be found out. So, if we teach with heart, there will definitely be feedback." (Excerpt 8/Indah/interview)

As explained in quote 8, Indah was touched, she was also inspired by the words of her friend who always reminded her to use sincerity will be well rewarded by SEN students. The interview statement has changed her professionalism identity, which is also influenced by being in inclusive education. From there, she argues that sincerity is not only a moral component in education, but also plays an important role in how well students and teachers communicate and transfer knowledge. Not only the role of teachers, SEN students also need social roles in their lives, especially family and peers who help the development of SEN students. Indah conveys this in the following quote:

"Peers are very supportive of their development. Usually in class, I pair children with special needs. I give the seat to the noisiest child in the class and the easiest to manage. Usually children like that, who are bossy, are usually difficult to manage. Yes, they tend to be loud and so on. Give them responsibility. So, the role of peers is very supportive. Like at school, we are not allowed to hold cell phones. So, children who fight react very quickly. If they have a cell phone at home, at school their attention is low. It's like they have tantrums easily, then when they talk they don't connect, then they get angry easily because they're bored. Like that. So, we tell the parents to make an agreement that they can't play cellphones at home. If not, it will affect other subjects. It seems simple, just ties on the shoes. But it has an effect. It

affects the mindset, it affects everything. Complex. Yes, it is. Because it looks like, oh you can't jump. But it's true, really. And then, it affects motor skills. And there's some research that created that. Apparently, the thinking ability of children who move a lot is better than children who don't move. Because children who move, their brain stimulus also comes into play. The oxygen is working, providing stimulation to the brain. That's why we make other children understand these inclusion children. So, they don't feel discriminated against.” (Quotation 9/Indah/interview)

From the above quote 9 statement, to help SEN development, Indah demonstrates the importance of collaboration between educators, parents and peers. As a teacher, she understands the personalities of her students and uses tactics that include assigning regular children to help manage the class and help their special needs classmates. In addition, she also emphasizes the adverse effects of excessive device use on SEN students, which include poor attention span, difficulty controlling emotions, and a tendency to throw tantrums in class. She can provide a more inclusive learning environment and ensure that children with special needs do not face prejudice in the classroom by getting to know her students' characters and habits.

The teacher should open up to the students by building a good relationship, so that the SEN feel comfortable to learn or interact. It all depends on the openness of the teacher. This is explained in the interview delivered by Indah, namely:

“Because when we hold inclusion children, we don't open up, they won't open up either. We don't try to get close, they won't either. So, the first thing to teach inclusion children is not cognitive and academic, but how they can be independent and live on their own. So, a lot of these kids are learning life skills, like how to cook, how to wash. How to recognize their learning style, recognize their emotions, recognize their background, adjust their worksheets, set their targets.” (Quote 10/Indah/interview)

Excerpt 10 above shows that Indah intends to build closer relationships with her SEN students by emphasizing learning that focuses not only on academic components, but also life skills. Her professionalism identity as an inclusive educator grounded in the principles of empathy and interpersonal relationships is reflected in this, which promotes a more supportive learning environment.

As teachers, they need to be able to identify the importance of children with disabilities to support the learning environment. Of course, teachers need Individualized Education Programs (IEP) to plan more effective student learning, especially for SEN students. The statement below states, as follows:

“So, the Individualized Education Program is like we make it for 3 months. What target do we achieve with the child for 3 months? oh the child can't talk yet, then he only learns about articulation: A, A, B, C. Or the target is just writing, or the target is just like colors. “What color is this? Red.” “What color?” he just says ‘red’, ‘blue’. Yes, that's it. Later, in three months, it means

we explain, for example, one week it's "red." "What is this? Red." This is it. It is already a learned color. Three months we evaluate. So, for children with special needs, usually the target is made per three months. Why three months? If it's six months, it will take a long time. If it's one month, it's usually fast. So, if it is made for 1 month, it will usually be repeated for 3 months." (Excerpt 11/Indah/interview)

When teaching SEN children, Indah emphasizes the importance of the IEP, as described in quote 11, where learning objectives and tactics need to be well planned. Indah realizes that lesson plans must be modified to accommodate the needs and abilities of SEN children, who need additional time to achieve certain developmental goals, Indah conducts evaluations every three months to ensure learning success. She believes that three months is the best timeframe because one month is too short to see real change and six months is too long to see progress. After that, in inclusive education teachers need to adjust the material to make it easier for students to understand the material, especially those with low comprehension, this is explained by Indah as follows:

"For the material, I adjust it to the lowest child, what the lowest understanding must understand. So, the standard is not the highest child, so the most standard child, the lowest, must also be able to understand. That's when determining the material. But teaching English to children with syndromes is a bit difficult. Because their memory is low. So, it takes a long time to remember, it's easy to forget. Yes, because of the short memory, because of their IQ level too. Again, but for autistic children, some have good IQs, some are even above the average autistic child. But for children with special needs, like Down syndrome, it's very rare. Because it's definitely because they all can't read." (Excerpt 12/Indah/interview)

Indah's statement in quote 12 reveals the difficulties faced when teaching materials to SEN children, particularly those with certain syndromes. She highlights that although efforts to modify the material are essential, other elements, such as the student's IQ and memory capacity, also have an effect on how well the lesson is taught. This shows that each student has different needs and characteristics that must be taken into account when designing lesson plans. Indah further emphasizes that children with various syndromes may have memory problems, which affect their learning process. Therefore, teachers should develop teaching techniques that are tailored to the needs of each student. By adjusting the student's desired learning style, for example, using more interactives or visuals that enhance comprehension. She pointed out that autistic children have above-average IQs, which further emphasizes how important it is to avoid over-generalization in inclusive education; instead, teachers should value and acknowledge each student's unique qualities.

DISCUSSION

In the context of teaching SEN students, this research highlights the importance of four key areas: transformation of SEN teachers' identity, SEN teachers' beliefs towards inclusive education in learning, emotional resilience in inclusive teaching, adaptation of pedagogy for SEN. The findings are best obtained from the data analysis, there are important similarities in the formation of teachers' identity, beliefs and emotions. It is influenced by family values, life experiences, and the difficulties they face in special and inclusive school classrooms.

1 Transformation of the SEN Teacher Identity

A teacher's professionalism identity does not develop overnight; rather, it evolves through experience, social engagement, and support from their institutions. This identity mirrors the values, beliefs, and practices that educators embody while performing their roles. Throughout their careers, teachers encounter various challenges and dynamics that contribute to the shaping and fortification of their professionalism identities. In this study, the experiences of Fika, who teaches at a Special Needs School (SNS-B), and Indah, who works at an inclusive school, exemplify how professionalism identity is cultivated in distinct educational environments.

Fika, who initially lacked a background in special education, struggled to comprehend the needs of the deaf students in her class. Her early unfamiliarity with effective communication techniques, such as sign language and visual learning approaches, hindered her ability to establish positive relationships with her learners. However, through practical experience, mentorship from experienced teachers, and professionalism development, she began to grasp the best ways to educate children with special needs. The support from the teaching community at SNS-B was crucial in helping her acquire teaching skills tailored to her students' requirements. She discovered that being a teacher in a specialized setting demands more than just theoretical knowledge; qualities like patience, empathy, and communication abilities are also vital components of her role. This aligns with Morgan (2016) theory, which posits that a teacher's identity evolves through social interactions and professionalism experiences, where educators shape themselves in response to the challenges and solutions they face in their teaching endeavors. Eventually, Fika not only gained confidence in instructing deaf students but also became a mentor to her peers who encountered similar obstacles. Her professionalism identity transformed from that of a beginner teacher to one who contributes to fostering an inclusive and supportive educational environment for students with special needs.

Indah has over a decade of experience working in inclusive schools, which pose different challenges compared to those encountered by Fika. In an inclusive educational setting, educators must manage diverse classrooms where students of various learning abilities coexist. Indah's identity as an inclusive educator is evident in her conviction that all children are entitled to an education free from discrimination. She not only delivers instruction but also serves as a facilitator, ensuring that each student receives the appropriate support to succeed both academically and socially. To accomplish this, she collaborates closely with

counselors, school psychologists, and parents to develop effective learning strategies tailored to each student. Indah is actively involved in the inclusive education community, exchanging experiences and strategies with other educators and participating in professionalism development to stay current on differentiated learning approaches. This viewpoint aligns with Miller (2009) assertion that teachers' identities are shaped by their comprehension of their roles and their interactions with their work and social contexts. Drawing on her extensive experience and knowledge, Indah also contributes to the formulation of school policies aimed at developing a curriculum that is accommodating to students with special needs. She recognizes that successful inclusive education relies not only on teaching techniques but also on a school culture that embraces diversity. Consequently, she is engaged in training fellow teachers to ensure they are well equipped to address the challenges of instructing in an inclusive classroom.

2 *SEN Teachers' Beliefs on Inclusive Education in Learning*

A teacher's convictions regarding education and their chosen teaching methods significantly impact the effectiveness of learning. Teachers who are firmly convinced of a specific teaching approach are generally more uniform in their application and more adaptable in modifying their methods to cater to their students' requirements. In this research, Fika and Indah illustrate how their commitment to inclusive education affects not only their teaching techniques but also how they engage with students, fellow educators, and the broader school community.

As an educator at Sekolah Luar Biasa (SNS-B) who instructs deaf students, Fika encounters significant challenges in communication and teaching delivery. At the beginning of her career, her limited understanding of sign language and visual-based instruction posed a significant barrier to establishing an effective learning environment. Nevertheless, her conviction that every child can learn when provided with suitable methods motivated her to seek the most effective approach. By incorporating a blend of techniques—such as sign language and facial expressions to enhance communication, a multisensory approach, and movement-based interaction—she effectively addressed these challenges. This methodology mirrors the concept of teacher cognition suggested by Borg (2003), which asserts that teachers' beliefs regarding learning methods shape the development of their instructional strategies in the classroom. By persistently assessing the effectiveness of the utilized methods and adjusting them according to her students' needs, Fika not only improved their comprehension but also fostered a more inclusive and interactive learning atmosphere. Additionally, collaboration with other educators and engagement in the special education teaching community enabled Fika to expand her understanding of more innovative teaching strategies. Over time, she evolved into a mentor for new teachers at SNS-B, sharing her insights and creating more effective educational resources for students with SEN.

Unlike Fika, Indah has spent a considerable amount of time in an inclusive classroom, where students with varying learning abilities coexist. Her conviction that

the success of inclusive education significantly depends on the engagement of the school community influences her teaching methods. Indah asserts that fostering an inclusive learning atmosphere necessitates support from multiple parties, including collaboration with fellow teachers, parents, and the peers of the students. To put her beliefs into practice, Indah created a peer mentoring initiative, which trains students without special needs to assist their classmates facing learning difficulties. This initiative not only enhances the academic performance of students with special needs but also fosters empathy and unity among all learners. This strategy aligns with the research conducted by Burri et al. (2017), which indicated that educators' beliefs about teaching are shaped by both personal experiences and social interactions within their educational community. By nurturing strong connections among teachers, students, and parents, Indah cultivates a more supportive school environment where every child can thrive. Additionally, Indah participates in the formation of inclusive educational policies, advocating for the necessity of training teachers to be better prepared for classrooms with diverse requirements. She frequently presents at seminars and workshops to share her insights and experiences regarding the establishment of a genuinely inclusive educational system.

3 Emotional Resilience in Inclusive Teaching

Emotional aspects significantly affect the professionalism growth of teachers, particularly in inclusive and special education contexts. Emotions influence how teachers handle classroom situations and engage with students, while also affecting their personal well-being, stress levels, and resilience when faced with educational difficulties. In this research, Fika and Indah demonstrate how their emotions are crucial in influencing their teaching approaches and fostering relationships with students, as well as in navigating the emotional hurdles that emerge in their everyday teaching experiences.

As an educator in an SNS-B, Fika encountered significant difficulties while teaching deaf students. At the outset of her career, she felt frustrated, confused, and lacked confidence as she grappled with effective communication with her students. Her insufficient knowledge of sign language, visual communication methods, and multisensory techniques left her feeling alone and less capable of fulfilling her role fully. Nevertheless, as time passed, she cultivated emotional resilience, which, according to Bagdžiūnienė et al. (2023), plays a crucial role in enhancing teachers' well-being and their effectiveness in the classroom (Bagdžiūnienė et al., 2023). By implementing methods such as sign language education, self-assessment, and guidance from experienced teachers, Fika began to realize that emotional resilience involves not only managing negative emotions but also adapting to challenges and discovering more effective strategies.

Fika also started to adopt a reflective approach, where she assessed each challenge she encountered in teaching, sought patterns in her struggles, and experimented with various strategies to enhance her grasp of students' needs. This aligns with Ferreira Barcelos (2015) theory, which highlights the interconnectedness of teachers' emotions, beliefs about learning, and their professionalism identity in

shaping their teaching experiences. As Fika advanced in her career, she not only gained more confidence in her teaching abilities but also took on the role of a mentor for new teachers at SNS-B, sharing her insights on fostering emotional resilience when teaching students with special needs. At the same time, Indah views emotions as a crucial element in developing relationships with students. She argues that authenticity in teaching fosters positive responses from students, subsequently boosting their motivation to learn. This viewpoint corresponds with the ideas presented by Day & Leitch (2001), which stress that teachers' emotions not only affect their personal experiences but also shape the classroom's learning environment. By cultivating strong emotional connections, Indah fosters a more welcoming and inclusive atmosphere for all her students.

In contrast, Indah, a teacher at an inclusive school, views the emotional aspect of teaching differently. To her, emotions are not just elements to be controlled, but essential tools for fostering relationships with her students. She believes that sincerity, empathy, and authentic care within teaching can lead to stronger connections with students, which in turn generates positive responses that boost their motivation to learn. Indah observes that many students in inclusive education encounter social and academic hurdles because of their varying abilities. As a result, she employs emotion-focused strategies, such as cultivating a safe and inviting classroom environment, establishing solid interpersonal relationships, and using peer support strategies. This approach aligns with Day & Leitch (2001) assertion that teachers' emotions not only impact their own experiences but also influence the classroom's learning environment. By fostering strong emotional connections, Indah successfully creates a more positive, inclusive, and supportive learning space, where every student is given an equal chance to flourish. Indah also recognizes the significance of maintaining her emotional stability. She engages in the inclusive teacher community, shares her experiences with other educators, and participates in training to enhance her understanding of stress management techniques and emotional well-being in the field of education.

4 *Adaptation of Pedagogy for SEN*

Educators working with students who have special needs need to modify their teaching strategies to meet the unique requirements of each student. Inclusive education involves more than merely integrating all students into the same educational framework; it is also about providing each child with the best possible learning experiences based on their capabilities. In this research, Fika and Indah illustrate how they created a flexible, individualized teaching method by employing innovative techniques to address various learning obstacles.

As an educator at a Special Needs School (SNS-B), Fika encounters a significant challenge in teaching English to her deaf students, who have limited ability to communicate verbally. The primary hurdle in this learning process is the students' difficulty in grasping language concepts that are expressed verbally. As a result, Fika modified her teaching techniques to incorporate a visual and kinesthetic approach, aimed at enhancing student engagement and understanding through

various sensory channels. Among the teaching strategies Fika adopted are the use of colors and symbols, movements and facial gestures, visual tools like flashcards and interactive images, and multisensory methods. This strategy aligns with the concept of multimodal learning, which employs diverse media and techniques to suit different learning preferences. Research by Taub et al. (2020) indicates that learning strategies based on multimodal techniques effectively boost engagement among students with special needs by offering various methods for comprehending and internalizing concepts. Through this approach, Fika not only improves her students' understanding of English but also fosters a more enjoyable and interactive learning atmosphere.

On a different note, Indah encounters the challenge of educating in an inclusive school where students possess diverse levels of understanding. In one of her classes, some students quickly comprehend the material, while others require a more tailored approach and extra time to learn. To tackle these disparities, Indah utilizes the Individualized Education Program (IEP) learning model, which aims to fulfill the specific needs of each student based on individual evaluations. The strategies Indah implements include the differentiation of instruction through adjustments in materials, methods, and task complexity, the incorporation of project-based learning, the application of adaptive technology, and the encouragement of peer assistance. These methods align with the findings of Hoover & Paton (in press), which emphasize that effective learning for students with special needs must be adaptable, pertinent, and based on tangible experiences. By adopting a personalized approach, Indah enhances the effectiveness of classroom learning while also fostering her students' independence and self-assurance in their learning journey. The adaptive tactics used by Fika and Indah illustrate that inclusive education necessitates ongoing pedagogical innovation. Educators cannot depend solely on traditional teaching methods; they must innovate to develop strategies that cater to the distinct needs of their students. Through suitable pedagogical innovation, inclusive education not only enhances learning chances for students with special needs but also cultivates a more inclusive, equitable, and supportive academic atmosphere.

CONCLUSION

The professional identity of educators working with children who have disabilities develops through an ongoing interaction between their experiences in the classroom, the support provided by their institutions, and the emotional resilience fostered by self-reflection—this process aligns with the principles of professional resilience in educational psychology. The dedication of teachers to the equal rights of children with disabilities inspires pedagogical innovations that address students' psychological needs, including Individualized Education Programs (IEPs) and multimodal strategies, which focus on active involvement and overall well-being. The results emphasize the necessity of teacher training that incorporates psycho-pedagogical methods and educational policies promoting collaborative efforts across various disciplines. Although this study is based on a limited number of participants, it opens the door for more research into the psychological aspects of

inclusive teacher identity development, taking into account the influence of culture and policy. Ultimately, professionalism among educators in inclusive settings necessitates a combination of personal adaptability, systemic support, and a commitment to educational equity.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR (S) CONTRIBUTION

ACKNOWLEDGMENT

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