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THESIS REPORT:

**ANALYSIS OF 3<sup>RD</sup> LEVEL INCLUDED STUDENTS' ENGLISH  
LEARNING DIFFICULTIES AT HISPANOAMERICA SCHOOL IN  
ESMERALDAS, 2018**

REPORTE DE TESIS:

**ANALISIS DE LAS DIFICULTADES DE APRENDIZAJE DE LOS  
ESTUDIANTES INCLUIDOS DEL 3ER GRADO EN LA ESCUELA  
HISPANOAMERICA EN ESMERALDAS, 2018**

PRIOR TO THE ACADEMIC DEGREE IN:

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As members of the Dissertation Committee at PUCE in Esmeraldas, we certify that we have read the dissertation prepared by CAMILA DENISSE HEREDIA CANCHINGRE entitled **ANALYSIS OF 3<sup>RD</sup> LEVEL INCLUDED STUDENTS' ENGLISH LEARNING DIFFICULTIES AT HISPANOAMERICA SCHOOL IN ESMERALDAS, 2018**, and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

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Final approval and acceptance of this dissertation are contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement

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## **STATEMENT BY THE AUTHOR**

I, Camila Denisse Heredia Canchingre, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCE” Esmeraldas

Camila Denisse Heredia Canchingre

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## **DEDICATION / ACKNOWLEDGMENTS**

To God, for being my daily engine and  
guide on the way forward.

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## ABSTRACT

Teaching English to included students has become an important role in the development of a level class. Regularly, as has been noted, many institutions within the city bring about the problem of students with learning difficulties and, in certain cases, these students end up being excluded from classes. To avoid them, inside of those level classes the teachers need to find some ways or methods to apply in different classes or levels to obtain good results at the time that students develop a correct internalization of knowledge. The diagnosis of included students' English learning problems is crucial to carry out an effective inclusion process. An investigation was carried out, to recognize the different learning difficulties that exist in the 3<sup>rd</sup> grade E.G.B in the Hispano America Primary School. A descriptive, qualitative investigation was done with the use of the methods of analysis and synthesis and hermeneutics, and the techniques of observation which were applied to 28 students from 3<sup>rd</sup> grade E.G.B at Hispano America School in Esmeraldas. The results revealed that at the beginning, the students did not show a complete interest in the English class, this problem evidenced that the methodologies applied by the teacher there were not the correct ones that the included students need to develop the learning of English in a better way. To carried out an active English class, the teacher needed to know the different types of students in his classes and the different ways to teach them so that they can internalize the knowledge of the English Language. This coincided with the results in previous studies, about different methodologies that a teacher can apply to develop the knowledge of students with learning difficulties.

**Key Words:** *Methods, Language Learning, Learning Difficulties, Included Students.*

## RESUMEN

La enseñanza a estudiantes incluidos se ha convertido en un papel importante en el desarrollo de una clase nivelada. Regularmente, como se ha notado, muchas instituciones dentro de la ciudad lidian con estudiantes con dificultades de aprendizaje y, en ciertos casos, estos estudiantes terminan siendo excluidos de las clases. Para evitar esto, dentro de estas clases niveladas, los maestros necesitan encontrar algunas maneras o métodos para aplicar en los diferentes niveles para obtener buenos resultados, al mismo tiempo que los estudiantes desarrollan una correcta internalización de conocimientos. La diagnosis a estudiantes incluidos con problemas de aprendizaje del inglés es crucial para llevar a cabo un efectivo proceso de inclusión. Para analizar esto, una investigación se llevó a cabo para reconocer las diferentes dificultades de aprendizaje que existen en el 3er año de Educación Básica en la escuela Hispanoamerica. Para hacer esto posible una investigación descriptiva-cualitativa fue hecha con el uso de métodos de análisis y síntesis y hermenéutica y la técnica de observación, el cual fue aplicado a 28 estudiantes del 3er nivel de Educación General Básica de la Escuela Hispanoamerica en Esmeraldas. Los resultados revelaron que, al inicio, los estudiantes no mostraron un completo interés en las clases de inglés, este problema evidenció que las metodologías aplicadas por el maestro no eran las correctas y que los estudiantes incluidos necesitaban para desarrollar el aprendizaje del inglés de una manera correcta. Para llevar a cabo una clase de inglés activa, el maestro necesita conocer los diferentes tipos de estudiantes dentro de la clase y también conocer las diferentes maneras para enseñarle a cada uno de ellos para que así puedan interiorizar el aprendizaje del Idioma del Inglés. Esto coincide con los resultados en los estudios previos acerca de las diferentes metodologías que un maestro puede aplicar para desarrollar el conocimiento de los estudiantes con dificultades de aprendizaje.

**Palabras clave:** Métodos, Metodologías, Dificultades de aprendizaje, Estudiantes Incluidos.

# INTRODUCTION

## Children's Education

When people talk about English, it can be saying that students' think of how hard is to study it; because they think to speak another language is something difficult to do. On the other hand, they think that if they make a mistake, they will never learn or their classmates will make fun of them. However, over the time, many people can realize that the importance of English increases; because as humans, need to communicate the thoughts that appear with the time. Nowadays, there is almost not school curriculum in which the English language is not one of the core subjects.

Future teachers can find different types of students in our whole life, each one with a different personality, many of them could have a superior level using the English language than other trainees. There are many students with different difficulties to process the learning of a new language. In these cases, teachers must find a better way to improve the learning of those pupils, using methods which permit the student to feel engaged to the class and more active to participate in it.

The teacher's role is simply to improve and make students feel comfortable and interested in the class. For that reason, over time, new methods have appeared, which can be applied during the teaching learning process. It means, students on certain occasions do not feel comfortable to participate in class, but in these cases, the teachers can use methods which have been proved for a long time.

The challenges faced by teachers in English classes are a bit complicated. All the students respond in the only way they can do it. If one of the students can read a short sentence fluently, it does not mean that everyone should do it in the same way, because each person processes the learning of a new language (ESL) in the way that they understand it best.

Solve this problem day by day in different Institutions that surrounds the city. When the researcher started teaching English at Hispanoamerica Institution, she was able to find a few problems in the majority of included students. These students were completely fascinated with the didactic materials used in the classroom; they were totally delighted with the subject. However, they had problems such as to process the English language learning and they always made the same mistakes that were always corrected to them. The reason explained above, motivated the research to start with this investigation, it means, helps these students not to be excluded from the rest of their classmates. The current research and theories applied in other places or times will be a great help for these students with special needs, because of their desire to learn is very evident.

Emphasize the learning problems found in different schools in the city of Esmeraldas and as a student that made up the bonding group of Live English Project in the Hispanoamerica institution, it could notice the need of included students' learning at that institution.

## **Problem Statement**

During the period of time working in the area of entailment with the 3<sup>rd</sup> grade of students at Hispanoamerica Institution, some spelling mistakes made by included were noticed, even without being aware of it. The excitement of wanting to acquire new knowledge about a new language helps students to have a disposition to make mistakes and build new knowledge based on the corrections made by the teacher.

Students' problems are related to acquire the knowledge; it was possible to carry out activities which helped those students who struggled to achieve a correct learning of the English Language. However, many students did not have a good response and for that reason the following question emerged as problem of investigation:

Which are the 3<sup>rd</sup> level included students' English learning difficulties at Hispanoamerica School in Esmeraldas in the year 2018?

## **Justification**

As has been detailed in the problem statement, there are many factors that negatively influence in the learning process of the included students, especially in the initial stages of their development, ranging from 7 to 9 years of age. Within these ages, we may notice certain changes in students, such as not paying attention, being easily distracted, or, in many cases falling asleep.

In order to get good results in the current research, it will be based on several approaches of different authors and clinical studies to demonstrate that a learning difficulty generates severe problems in the learning process of the child. The field of work was focused on the included children of the 3rd school year of Hispanoamerica School and the learners were evaluated, through observations or questionnaires to analyze the type of learning difficulties they are going through.

The current investigation includes the time in which the researcher was in charge of teaching English, thanks to the Live English program. This research is important and its realization is justified because it generates contributions to the field of learning development in included children. It also hopes to contribute with solutions, through activities or methodologies that allow improving the educational quality of included learners to benefit their development.

## **Objectives**

### **General Objective**

- To analyze the 3<sup>rd</sup> level included students' English language learning difficulties at Hispanoamerica School in Esmeraldas in the year 2018.

### **Specific Objectives**

- To diagnose the 3<sup>rd</sup> level included students' learning difficulties while they are developing activities in class.
- To determine the 3<sup>rd</sup> level included students' learning problems to participate orally in the English class.
- To identify the 3<sup>rd</sup> level included students' arduousness to do the independent work assigned by the teacher.

# **CHAPTER I**

## **THEORETICAL FRAMEWORK**

### **1.1. Teaching English to Children**

For many years, teachers have struggled in the arduous task of creating meaningful teaching, this turns out to be much more specific and a little more difficult, when we talk about teaching a new language to elementary students, in this case, children. For many teachers, designing a class for children is a job that is not taken lightly, on the contrary, they try to design or create activities that are able to help them control behavior in the classroom, at the same time keep children focused on what they are saying. For this reason, as a teacher, it should be known that while teaching elementary students in an English class, they will meet students from different levels, who will turn the teaching into a challenge of a higher level.

As Scott and Ytreberg (2016) argued, nowadays, teaching English at primary level has become a fundamental stage of children's learning, since within these ages, it is possible for the teacher to shape the way of assimilating the knowledge of each student and be able to create a class in which everyone understands the way in which information is conveyed, or in this case, the knowledge of the teacher.

According to the authors, the primary level is the perfect phase for students to be able to process knowledge in the only way they can do it. The learning of students between 5 to 10 or 11 years cover the most important stages in the development of the children. However, the teachers should know that not all children learn in the same way.

Therefore, there are several methodologies which can be used by the teacher, to achieve an almost perfect balance in the development of the student learning. There is a big difference between what a children between 10 or 11 years can do and what a child of 5 years can do. Each child has a way to internalize knowledge, some do it in a very easy

way, while others take their time to process the same knowledge that the teacher imparts. (Scott & Ytreberg, 2016. p.1).

Therefore, as future teachers, we must find the methodologies to achieve a balance in the development of knowledge that each student has, in order to have a leveled class and any kind of exclusion can be used; on the contrary, it can achieve that all students are included in a regular class.

## **1.2. Educational Inclusion**

When we talk about educational inclusion, it refers to what despite the difficulties that students have or through which they go, every one of them has the right to a good quality of education, for that reason, Carreiro (2013) indicated that the inclusive education is a right for all the students, no matter their skills or weakness in the different areas that school have, for he is important that the students feel comfortable to become an important part of the school community. (p. 20)

Carreiro (2003) established the meaning of inclusion or, in this case, educational inclusion, involves any types of students, even when some of the students have some problems to learn or internalize the learning. The most problematic cases are when the pupils are not able to concentrate in class or perform the same activities that their partners perform.

In agreement with the author, teachers should try to maintain a leveled class or, in this case their students be included. The teacher will be able to see the different ways in which students are able to respond within the classes. By having a mix of different personalities of internalizing learning, the teacher faces a somewhat difficult task, since he must find the effective way in which all students are able to develop cognitively. Therefore, it is important that students are prepared to perform innovative classes and strength of their comfort zone, it will help to improve the learning within the class and the teacher-student relationship.

For many years in Esmeraldas, English teachers had a big problematic which refers to students with difficulties be included into their classes. However, before delving into how teachers can implement inclusion in our classes, they must know what it is important to define inclusion.

### **1.3. Special Educational Needs**

When starting with a study or analysis on Education, it is a very difficult task not to end up talking about redundant topics or concepts which do not achieve a specific goal, much more so when dealing with such a sensitive issue as Special Education. However, it is important to know what you are going to talk about, to have an idea of what, as teachers or future teachers, we can do when we encounter this type of situation in our classrooms.

According to Farrell (2006) “common special educational needs include special learning conditions, communication conditions related to speech and language, hearing impairments which include some degrees of deafness, traumatic brain injuries (TBI), and developmental disorders”. Analyzing the different areas where special education is focused, it can be said in simple words, as the set of actions that the educational sector makes in conjunction with certain psychological institutions know the need that people have to achieve success which the society confines, centers the teaching and not only on the student, but focused on the environment in which it develops to diminish the deficiencies that exist and, the capacities that the teacher has to satisfy the needs of his students. (Pinto Castro, 2018, p. 5)

In accordance with life experience, it is necessary that teachers consider their learners’ problems. If a teacher is not able to notice these problems from the beginning, it will be a very difficult task to get these students are included in regular English classes. Therefore, we must know that cognitive problems are subdivided into several levels, such as:

### **1.3.1. Cognitive Disability**

When people talk about cognitive disabilities, they refer about persons who have several problems to develop or to internalize the knowledge. However, according to Disabled World (2018) Cognitive Disabilities are medical conditions affecting cognitive abilities. This meaning includes various intellectual or cognitive deficits, including some specific learning disabilities, and over time problems acquire later in life like brain injuries or neurodegenerative diseases.

According to what has been previously established, the set of cognitive disability is a series of factors which affect the cognitive ability of the person, reaching in certain points to affect the way in which these people internalize learning. Many teachers have encountered students who live with such learning problems and many of them do not know how to handle these problems that affect students. In many of these cases, the cognitive problem is usually associated with behavioral problems, since these people tend to behave in a way that the teacher cannot cope with, reaching severe points to take the student out of class or, in other cases, just ignoring them.

Teachers should recognize these disabilities, how many types of cognitive disabilities have been found by experts; therefore, they are started below.

#### **1.3.1.1. Intellectual Functioning**

The American Association on Intellectual and Developmental Disabilities (1992) formerly known as the American Association of Mental Retardation defines intellectual disability as follows: “Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before the age of 18.”

The author stated, intellectual functioning (IF) is a problem that affects a certain group of people and, thanks to this, prevents in many cases to achieve an adequate functioning in the person’s environment, mainly in the educational and work area. However, this

problem is not something that we usually recognize at first glance and that has a great impact and a lot of frequency, the IF is greatly unknown to the present educational system.

Carulla, Rodriguez and Nadal (2011) argued: “The international scientific evidence on IDF is very scarce and insufficient to elaborate a conceptualization and operational definition and, therefore, evaluation and treatment guidelines” (p. 40). This means that teachers’ effort into create an inclusive class are in vain, because they do not know how to fight against the group needs.

It is necessary to improve the learning style of these students, apply a test where you can find their level of intelligence (IQ), as indicated by G. Harrison and Holmes in Exceptionality Education International (2013): “Their definition goes on to specify those with an Intellectual Disability have IQ scores that fall below 70 or 75 which is considered a limitation in intellectual functioning”.

From this test, the teacher will know what measures and methodologies should apply with these students, in order to make a meaningful their learning.

### **1.3.1.2. Adaptative Behavior**

According to Lucasson, Borthwic, Buntinx, Coulter, etc. (2002) “Adaptive behavior is defined as the collection of conceptual, social, and practical skills that have been learned by people to function in their everyday lives”. (p. 12) The authors mention that adaptive behavior is the set of activities that a group of people learn to perform for the proper functioning of their daily lives. This set of activities does not usually have a connection with the cognitive field, since they are things that are learned mechanically and do not get to internalize correctly. This type of behavior comes to be categorized as mental retardation.

Adaptive behavior can also be placed within the framework of the process of socialization, within which the individuals of a society acquire their own behaviors and values. For example, within families, if the parents implement a group of daily tasks; the children therefore, will follow the example of the parents and perform the tasks in

the same way. They are able to perform the task. However, they do not know why they do it.

For that reason, it is necessary to recognize this problem, because over the time, the students will have problems in their learning performance.

### **1.3.1.3. Mild Cognitive Disability**

About Mild Cognitive Disability, The Ontario Ministry of Education (2001) point out that MID is characterized by the acquisition of learning through different teaching aids that facilitate the internalization of learning in a regular class thanks to curricular modifications and support services. It is also defined as the inability that certain students have in obtaining learning due to the slow intellectual development. (p. 20)

Consensus on what the author said, we can deduce that the MID encompasses symptoms that manifest themselves in the behavior, functionality and daily performance of those affected. To understanding, the MID should be defined as the diagnosis of mental retardation is an old list referring to people who have neurological alterations and difficulties in adapting to the environment. However, Harrison and Holmes (2013) indicated that MID does not have a diagnosis, there are not any manual or codebook that teacher can use to fight against this issue, also, they established that the term MID was adopted to help and identify the students with this issue and provide specialized service to this group of students. (p. 70)

As the author points out, the MID does not have a confirmed diagnosis around the world, currently it is something that happens in Ontario and, around the world goes unnoticed, since if there was a national level examination in Ecuador, we could find certain problems among the included students who fights with this issues during their school life.

According to Akroseducational (2017) several studies had been conducted, the Stanford - Binet test, during the twentieth century began an attempt to make a classification of people with intellectual disabilities, and began to apply the

Stanford-Binet Intelligence Test, which establishes the following Classifications according to the Intellectual Coefficient, or CI of the person:

IQ Range ("deviation IQ")	IQ Classification
• 145–160	Very gifted or highly advanced
• 130–144	Gifted or very advanced
• 120–129	Superior
• 110–119	High average
• 90–109	Average
• 80–89	Low average
• 70–79	Borderline impaired or delayed
• 55–69	Mildly impaired or delayed
• 40–54	Moderately impaired or delayed

(Akroseducational, 2017)

Within the light intellectual disability are people whose IC is between 52 and 68. Within this group, they are people with slight perceptual and motor delays. They adapt perfectly to the society and the working environment, making this problem not so noticeable in an abundant environment of children who have different personalities.

In time to get to this part of the project, as a personal experience, we can say that within the Hispanoamerica School we find group of fifteen students going through this problem. According to the list of light intellectual disability, it can be deduced that people who suffer from this problem is limited in their mental and social performance, but they keep personal things and learn day by day. However, due to these limitations, the child or student can have and hardship experience a slight delay when performing a correct learning process, which causes the teaching rhythm on the part of the teacher to go at a slower pace and which the pupil can follow.

#### **1.3.1.4. Moderate Cognitive Disability**

About Moderate cognitive disability, Fletcher, Loschen, Stavrakaki & First (2007) point out: “For individuals with moderate and severe intellectual disability, behavioral and psychiatric disorders are demonstrated to exist at similar rates. Clinicians are faced to certain challenges and acknowledge increased difficulty in diagnosing mental health disorders in individuals with intellectual disability”. (p. 40). When teachers deal with

included students with a high level of cognitive disability it is much more difficult for them try to focus on all the students, since they must be attentive to everything that happens with the student that causes this problem, since it is not an easy situation for the student to need help in each of the tasks that the teacher instructs all students.

The authors named above consider that medication is appropriate for mental health disorders, such as mood disorders and psychological disorders. Medicine should not be treated as a full solution to the problem, but rather as part of a joint work with biopsychosocial and developmental treatment. (Intellectual Disabilities, 2011).

Despite not being at such a high level, people who suffer this type of disorder, must have a joint work within the educational system and the psychological system, since not everything can be treated by teachers within the educational institution.

#### **1.3.1.5. Severe Cognitive Disability**

According to several researches and studies carried out over the years, we find that people with a severe cognitive problem cannot perform things by themselves, cannot perform tasks that a person with a mild cognitive problem can perform, such as talk and communicate. However, despite these problems, they have the same rights as the rest of the people. They have their own opinions and problems, for example, if a child or adult with this problem are thirsty, they can choose between drinking tea or water. According to Inclusion Europe (2003):

People with severe and profound disability are the most vulnerable among disabled persons. Often, they are persons with multiple disability, with a severe or profound intellectual disability associated to a motor and/or sensorial disability, causing a restriction of autonomy as well as of perception, expression and relating capacities. These restrictions cause complex needs and the danger of social exclusion from society.

It can be concluded that the group of people who have this type of disability are not completely part of an educational institution, because due to the complications their state presents, it is much more difficult for a teacher to manage any situation. Learners must be assisted in special educational institutions.

#### **1.4. Types of Cognitive Disabilities**

Among the disabilities that was noticed in the 3rd grade included students at the Hispano America School, it can conclude that the methodologies must be applied according to the types of included students that fall into these categories, to know how to apply these procedures we must know what we are going to deal with; therefore, within the cognitive disabilities that were found as follow:

- **Dyslexia**

When we talk about elementary students, in this case included students in the 3rd level of basic education, we can deduce certain cases of dyslexia which should not be treated as such, since the students are focused on learning to write, both of their mother tongue and the foreign language, so, before grouping students within the group of students with dyslexia, we must consider according to Disabled Word (2018) point out that Dyslexia is the most common disability based on language in students and average people, since close to fifteen and twenty percent of the population carries this disability. Mainly, dyslexia is a disability familiar with reading, something that also, with the pass of time, is believed to be a condition obtained through inheritance. (Disabled Word, 2018).

- **Attention Deficit Hyperactivity Disorder (Adhd)**

Attention deficit disorder and hyperactivity disorder (ADHD) is something that all teachers live their day to day, as in dyslexia, there are many teachers who group students within the group of students who suffer these disorders, but certainly, not all included students go through this problem, sometimes, the class, is too boring for them and they need to perform other activities which destroy the harmony and tranquility of the class and the rest of the students.

For that reason, Disable Word (2018) defines ADHD as: a medical condition affecting a person's ability to focus, sit still, and pay attention. They may have difficulty in focusing on tasks or subjects, or act impulsively; they may also get

into trouble. ADHD begins in childhood but may not be diagnosed until the person reaches adolescence or even adulthood.

- **Genetic Disability**

About Genetic Disability, Disable Word (2018) indicated that There are many people who work at higher levels than the rest. We have examples for people with down syndrome, they can maintain a completely normal life and be independent in their own way, however, people with genetic disabilities will need support in the activities that a person performs daily.

According to genetic disability many variables can be found by which as usual, within schools in the city of Esmeraldas a repetitive and particular case is Down syndrome. Certainly, the students who suffer this difficulty do not harm the rest of the students, however, they receive more opportunities from the teacher than the rest of the students, making it a difficult situation for the student who is going through this difficulty since they do not give teachers opportunities to demonstrate more than they can achieve.

### **1.5. Inclusive Classroom Strategies**

Each teacher must manage many difficulties through their classrooms, it is important to have a trick up your sleeve, which can be the salvation for a class that is about to lose control. Creating a strategy or methodology is an important point of an inclusive class, since with this help, it is easier to know how and for what the included students work. The teacher can improve the classes and thus reach an inclusive level in his class. “The task can be all the more daunting when teachers are faced with the dual challenge of meeting both academic and behavioral needs of their students. Disruptive behavior in any classroom impedes learning” (Dunlap, Lovannone, Wilson, Kincaid, & Strain, 2010).

Taking a starting point according to the authors, it is important that as teachers, we must know the different ways in which each student learns, since each head is a world. Students within an inclusive class usually have different ways of working, perhaps a student can learn in an easier way by working with their hands, while other students are

able to internalize learning by using the sounds. For that reason, each teacher should implement a methodology or strategy that best suits their class and, therefore, the included students in order to achieve an inclusive class with harmony.

We have the example of Dale (2017), she has been a teacher for several years in which she has been able to meet several special education students, the experience she had with these students was amazing, since she could learn how to work with them. The decision of the school in which she works has a little nervous, meanwhile the students of special education, after a time, they usually retire or choose optional activities like music, art, or simply they meet during the recesses, since it is sometimes a bit difficult to work with students with educational needs. She never agreed with this method, subsequently it is much more fun and entertaining to learn and get involved with all the students. Later, the students learn from the teacher and consequently, the teacher learns from the students.

In the case of Mrs. Brown, she read and was instructed on the different ways in which she could reach the student, helping him internalize the learning and thus, having full control over how to approach a topic with special education students. During the time she had before classes started, Mrs. Brown wasted no time and visited other teachers who were aware of how to work with her special education students, such as Mr. Lopez. They coordinated the instruction plan that is based on the IEP (Individual Education Plan), for the three students who will be with her the next year.

Before starting the classes, she cited the parents to make themselves known and that they also know the special education teacher. It was in charge of letting parents know the schedules of entry and exit of classes at the end of the meeting, made them know their students that it would be a great year for everyone. Since the changes came to school, Mrs. Brown is working with Mr. Lopez, to find different strategies that help their students to internalize the learning, meanwhile each day they learn something new and both know that a single strategy is not enough to create an inclusive class. Every day there is something new that they must learn, transmit to their students in an effective way and thus have a learning development that every child should have.

Mrs. Brown's hard work improve and she realized that when she sees her middle class students and her special education students both in the middle of the year excelling in all aspects of education. A spirit of collaboration and positive energy invades her classroom and she feels it throughout the school while practicing inclusive education. She is happy to be part of this, She has become a friend for her students, she knows that there is no fixed strategies required to be stuck with; teachers must always be open to learning new things, implement new things in your classes, since only in this way, you will know that you are doing a good job, which will be reflected in their students. (Dale, 2017)

### **1.6. Methodologies in the Inclusive English Class**

As a teacher, you can notice many difficulties when going through a level or school year that lacks certain knowledge that were acquired at a previous level. During a certain time, education had been given to a group of students, who had a similar rate of acquiring knowledge, however, within the same classroom and outside of that group of students of the same level, there are children who are not able to match the rhythm of others and, therefore, are excluded from the group. Over the years, within various sectors, such as politics and education, they noted that by excluding these types of students, it only slowed down the country's education, leading it to make a mediocre education without values.

Nieto (1999) establishes conceptualized inclusivity in schools from a critical perspective that examines issues of power and privilege within an educational system that privileges Western ways of knowing, leaving culturally and linguistically diverse students to assimilate to fit in or to disengage from school. What children often learn in school is that certain histories, languages and cultures are valued over others (p.19).

Over the years, teachers (in all subjects) have had to make up their way to ensure that excluded students are members of the included students, either by organizing activities of community exchange or by making group decisions. It has not been different for teachers in the area of English, since, being teachers of another language such as English as a Foreign Language (EFL), makes this task a little difficult. For this reason, most teachers have opted to apply the Student-Centered Learning.

Student-centered instruction is an instructional approach in which students are able to create and manage knowledge to their liking, just as they are able to control the pace of learning and the materials they use to develop it. Within this focus, the student is the main character, where the instructor or teacher provides the necessary opportunities for students to learn independently (Collins & O'Brien, 2003).

Agreeing with the author student-centered instruction it is important because the student is able to perform tasks on their own (being silently controlled by the teacher). However, when applying this process, it is not something so beneficial for the excluded students, since they need to be more controlled than the included students to finish an activity. Froyd & Simpson (2016) state that:

Student-centered learning can also be viewed from the perspective of an influential report from the National Research Council (1999) that synthesized research on learning and recommended organizing learning environments around four foci: knowledge-centered, learner-centered, assessment-centered, and community-centered. (p.1)

It can be noted that according to the authors, a student assimilate correctly any knowledge of a foreign language (EFL), they must be able to transfer in the specific areas to get a complete development. However, when performing these steps in a classroom, where there are both excluded students and included students, it will be a bit difficult to achieve a level of knowledge development, since some students will need more help than others.

For that reason, it is necessary that both EFL teachers and Psychologists are able to perform included classes with all the students, regardless of what levels each of them has. It is important to do this, with their help, the class would be much more dynamic and with students who have the need to participate fully in each of the activities the teacher is not excluding them. Focused only on the SCI will only make some students active members of the English classes, however, the teacher, being able to mix this methodology, with others, will be able to create a more leveled class and where all the students feel challenged and with desire to learn in a better way. (Collins & O'Brien, 2003).

### **1.6.1. Grammar Translation Method**

Prieto Pérez & San Martín (2004) stated about that the grammar translation method can be considered as a problem solver since it was initially created to teach Latin and Greek, important and well-known languages of that time. This learning was known as an activity that not many people performed and that encompassed the learning of language through memorization and translation (p. 8).

According to the authors, the grammar translation method is simply the way in which many children or adults (depending on the level at which they are) internalize the foreign language (EFL). If they are able to understand a sentence written in English in front of themselves, they will read it in Spanish in their heads, since it is much easier for them to understand something written in their mother tongue than in another language.

This method only makes clear the need that EFL students go through understanding things that do not in second language (L2), so they use first language (L1) to understand it better, since the method is focused on translating sentences or words from one language to another.

Besides, students will be able to recognize grammatical rules, which will help them to be able to understand the order in which each word should be, they would be more attentive to what they are translating into their minds. The teacher will introduce the subject in the student's mother tongue to achieve a better cognitive understanding.

Prieto and San Martín (2004) concerning the language classroom, lessons were presented in the mother tongue. The vocabulary was taught by means of lists of words and isolated words (decontextualized) to be memorized. Grammar rules were explained deeply and extensively because it was considered the means which gives the necessary rules to put words together. Texts were treated in decontextualized situations by means of grammatical analysis and exercises of sentence translation (p.9)

By doing this, the teacher includes all the students within the subject taught, they all share the mother language understand and internalize everything said inside the class. By using this method within an English inclusion class, the teacher can notice the

progress that students have in the learning of a foreign language. It will be easier for learners to create ideas in L1 and pass it to L2 and vice versa.

### **1.6.2. Audio-Lingual Method**

This method is focused on teaching through listening and speaking skills before the rest, through dialogues, reading and repetition (heard or spoken), students will be able to assimilate the language in a very easier way, since by repeating these steps, the moment will come when the student will be completely engaged to the topics that are taught in classes.

For its supporters, language is speech; therefore, the written form of the language is considered secondary. Language is seen as a system of forms which must be combined to create sentences in a regular way. However, language is also seen as essential for communicative purposes. Regarding learning theories, this method is connected with behaviorism, theory developed by B. F. Skinner in 1957. (Prieto and San Martín. 2004, p.10)

The authors stated that the connection between this method and Skinner's theory are very similar, since both use stimuli to achieve a goal. In the case of it, that indicates "the idea that human beings respond predictably to stimuli, and those that control those stimuli control the person". (Prieto and San Martín. 2004, p.10) When applying this theory to the audio-lingual method, it can be said that as teachers we can control the stimuli present in the class so that the students acquire the necessary knowledge about the subject taught, while the use of repetition (using the different skills) facilitates this process and helps to achieve the goal of teaching.

The audio-lingual method has being the first to have a theory and could be very helpful for many teachers who have a hard battle with large groups of students, since with their help, it will be easier to control them and, at the same time, Students will be able to develop skills, as well as recognize correct or incorrect grammatical structures.

### **1.6.3. Suggestopedia**

The development of this method is due to the need to explore all the possibilities of the human brain in order to increase mental capacity and expand memory by stimulating the two hemispheres of the human brain. The method is based on the use of music, to achieve relaxation, deep breathing, imagination and concert sessions to get the apprentices to acquire a second language in a fast, entertaining and effective way.

About Suggestopedia, Prieto Pérez & San Martín (2004) point out that this is one of the innovative methods that appeared during the 1970s. This method was derived from the ideas of the Bulgarian psychologist Georgi Lozanov. He suggested that the brain is able to process huge amounts of information and materials provided that it is given the right conditions to do so. (p.11)

The authors indicate that according to the creator of the method, the teacher is responsible for providing the necessary relaxation or calm in class so that students are able to acquire knowledge in an easier way. By using this method, students will be able to relax during the included classes and they will experience a great time that will not stress them.

### **1.6.4. Total Physical Response**

This method focuses on developing the students' listening comprehension. In addition, they combine speech with the action of which they speak and propose to teach a foreign language through physical activity. Teachers of basic education or lower levels can use this method so their students are able to relate the action they perform, with the order given by the teacher and in this way the pupils will be able to develop their listening skill.

Prieto Pérez & San Martín (2004) Prieto Pérez and San Martín (2004) state that the Total Physical Response Method was developed by James Asher in 1977 and mainly utilizes the imperative atmosphere. By means of commands learners are encouraged to work efficiently in the L2 classroom; as intended replies, non-verbal responses are necessary. Exposure to the L2 input comes first. Later on, it is the learner who starts giving commands. (p.12-13)

The author considered that the main actor in this method is the verb, specifically infinitive verbs as the main element in which the foreign language is organized and taught. Also, this method is oriented in the way in which children learn the first language of their mothers. These actions combine the motor and verbal skills between parents and children, in simple words, the child responds with an action to the order given by the father / mother. Finally, the teacher tries to imitate this process in their class.

### **1.6.5. The Silent Way**

This method is based mainly on the teacher keeping as much silence as possible during the class so that the student is a little forced trying to form some statement to break the "ice". Within this statement, the student must have a versatile vocabulary and functional words. During this process students can answer simple questions and not denote a great challenge for them, since they are just beginning to create a somewhat stable communication.

Prieto Pérez & San Martín (2004) Teachers provide little stimuli or short phrases or sentences once or twice and then, the learners must improve the understanding process and pronunciation among themselves. The teacher is supposed to give minimal corrective feedback to the students". The tutor will perform the least interaction with the students as possible, however they must respond to the short phrases that are indicated by the teacher. (p.12)

One of the activities that teacher should use in classes is to give a simple question, with which students should analyze, opt and respond in a clear manner and all of them are able to understand. So, it is possible for students to create a habit of communication, even when there are errors within the answers given, students are positive about the idea that they are acquiring knowledge of a foreign language.

### **1.6.6. Community Language Learning**

When talking about community language learning, it can be said which is an environment that is created for students to work on what they want to improve the language (L2). They are usually native speakers of a language who are interested in

other members of the community in learning that language, thus becoming a teacher and student.

Richards (2001) established in lay terms, counseling is one person giving advice, assistance, and support to another who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher and learners in the language classroom. The basic procedures of CLL can thus be seen as derived from the student–teacher relationship. (p.90-99)

In this method, the student-teacher relationship must be much deeper and the teacher is able to recognize the cognitive needs of which the student lacks. It is about using the technique of psychological advice in the field of learning a language so that the learner achieves an optimal communicative competence. In other words, the teacher will try to understand or understand the emotional language that the student has and translate it into cognitive language during their student-teacher interaction and then the teacher will try to develop a methodology which is appropriated for teaching the language to that student.

P. Nagaraj (2009) argued the educational model of Counseling-Learning which was used to develop the learning of a language and because of this, the Community Language Learning emerged to inspire teachers to see their students as a whole person, with all their strongest, weakness and balancing all their aspects in their personal lives. (p.176)

In an easy way, this method is simply based on the way in which the teacher perceives how the student develops in classes and a methodology can be created or applied in an effective time the student be able to acquire English as a Foreign Language

### **1.6.7. Task-Based Language Teaching**

Long & Crookes (1985, p.89) frame their approach to task-based language teaching in terms of target tasks, arguing that a target task is:

A piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, etc. In other words, by “task” is meant the hundred and one things people do in everyday life, at work, at play and in between.

This method is often used within the classes with students of a low level, at least within the schools in Ecuador, since it facilitates the work of keeping the students in order and under the watchful eye of the teacher. It is much easier to fit into this method because students are attracted to the idea of staying busy and the teacher can create a set of activities which will help him to achieve the goal. It will also look for ways to create challenges for students, in order to develop their cognitive capacity and the internalization of English as a foreign language.

By making proper use of these methodologies, it takes us to the next step. As teachers, when making structures or lesson plans, where we try to incorporate excluded students (with slight cognitive problems), we are in a certain way creating an individual teaching, since each student is a different world, which leads us to the next point of this investigation.

### **1.7. Individual Teaching/Learning**

For many years in Ecuador, teachers have been in a harassed way by different members of the society to perform a task where each student is benefited. Thus, achieving that students achieve individual learning. However, over the years this task has been difficult, thanks to the excessive size that classrooms usually have (number of students). Even when teachers try to incorporate different methodologies, materials and other resources, this task has not been totally adequate, since students do not manage to obtain an individualized teaching, something that, in the present time, is impossible.

Barker and Goldberg (1970) states the major problem has not been due to the inappropriateness of any particular method or technique, or to the poor quality of any particular materials. Rather, the difficulty has lain with the failure of the existing systems to deal with the differing abilities and requirements of today's students. (p.775)

The authors establish that the main problem is not harsh in the methods or materials used to teach the language, but rather if teachers did not know how to recognize the needs and different types of knowledge that students have. This emphasizes that the responsibility rests on both the teacher and students. They are the responsible persons in charge of teaching-learning process in the classroom.

The teacher should try to be able to recognize the individual way in which each student can learn. For example, if a student is able to memorize a complete vocabulary, listening at least ten times, it does not mean that another student does it in the same way, this student can memorize said vocabulary by writing it once and again in his notebook. A student is not better than the other, both are capable of achieving the same, only that each one has his own way of doing it.

To conclude, it is necessary to say that the teacher must arrange them to create a teaching material that manages to encompass all, or almost all, the ways in which students are able to learn. In order to achieve a quiet and learning environment where the learners may be able to develop their learning in the way they think appropriate.

## **1.8. Previous Studies**

Referring to disabilities children or included students may have, many investigations have been focused on certain aspects faced by students, for example:

Pearson Highered (2018) who researched and analyzed students with special educational needs, indicated that many people with disabilities have abilities that go unrecognized because their disabilities become the focus of concern and distract attention from what the individual can do. We must study the disabilities of exceptional children and youths if we are to learn how to help them maximize their abilities in school. (p. 4)

According to the established, it can be deduced that as people or teachers, we come to confuse to identify students' learning problems, it becomes a big problem while developing a learning in a correct way. However, as teachers, instead of taking advantage of the skills that these students have, the problems are usually highlighted,

thus achieving learners to find themselves in a circle of learning that may not be beneficial for them, since their learning is not developing in the best possible way.

The author stated that, teachers must have the necessary knowledge of how to develop learning in these students, so that both the class and the environment are comfortable for the included learners as well as for the teacher. Something that has been made clear throughout this investigation, the learning of the children is in the way in which the teacher conveys his knowledge and also falls in the way in which this knowledge it reaches by them, since if there is not a good relationship between the included students and the teacher, the environment will be a little uncomfortable and the purpose of the classes will not reach its main goal.

Jeremy Ford (2013) researched on educating students with learning disabilities in Inclusive Classrooms, according to his research, Ford points out that there are many strategies that support inclusive education in students with learning disabilities, several of which include co-teaching, differentiated instruction and peer-mediated instruction and interventions. Ford also indicates that these practices are parallel to social justice, since not all included children with learning problems are able to enter schools which have the necessary materials to develop their learning. As he argues in his research "Theory suggests that the practice of inclusion is congruent with social justice, but the evidence suggests that mixed results typically occur with respect to academic achievement." It is understood that regardless of the level of social justice students with learning problems have access to, it suggests that mixed results typically occur with respect to academic achievement.

Ford (2013) concludes by stating that:

Educators will need to make placement decisions considering the resources available in their school, in addition to the skill level of the students they work with, in order to make proper decisions regarding least restrictive environment. Doing so puts the student at the center of educational planning rather than ideological belief. (p. 2)

Bender, Vail & Scott (1995) researched on teachers attitudes toward increased mainstreaming where they applied a self-assessment to a group of teachers, to know the

instructional strategies used in their general education classes, each of the teachers completed questionnaires regarding their attitudes towards their own effectiveness and towards the integration of the included learners, as a conclusion of their research, the authors compared teachers with positive attitudes toward integration, with teachers who had a less positive attitude towards it, they indicated that teachers with less positive attitudes used effective conventional instructional strategies less on their classes.

To conclude it is necessary that teachers who have included students with learning problems must have a positive attitude to the inclusion, it would be possible to carry out all of their students alike, achieve a development of knowledge (in this case learning a second language) in the way that each student can, but all would reach the same goal.

Currently, each of the authors whose have spoken, have reached the same conclusion, which is that the teacher has the greatest responsibility to include students with learning problems. Teachers must work hand in hand with these students, because of the difficulties, their learning is a bit slower. However, with the strategies applied by the teacher during the classes, it can get students with problems of learning be able to develop in the same way as all their peers. McLeskey et al. (2004) point out:

Although research evidence seems to reveal that students with LD should spend most of the school day in the general education classroom, little data are available regarding the extent to which states are moving toward educating these students in less restrictive settings.

The authors indicated in their research in which had been conducted to examine national and state data related to changes that occurred during the 1990s in educating students with LD in less restrictive settings. Their results reveal that a change occurred across the United States, and that only 15 states moved toward educating students with LD in less restrictive settings during this time. (McLeskey et al., 2004)

The research mentioned above pointed out the problem with which many countries live, the lack of information about the learning problems of included students, this only indicates that each country should face the problem, creating strategies or courses where teachers are guided how to deal with this type of students, because only in that way, we will be able to improve, not only in the educational field, but also in the human field.

Vaughn, Elbaum, & Schumm (1996) researched the effects of inclusion on the social functioning of students with learning disabilities, in which they argued that the purpose of their study was to provide data on the social functioning of students in second, third, and fourth grade who participated in an inclusive classroom for an entire year. In this study, the authors classify the students in different levels according to the student's learning, according to each level, the students with learning disabilities demonstrated significantly lower academic self-concept scores.

According to the research carried out by the authors, it is worth mentioning that human beings have social interaction as their main engine. By performing this task in a normal way, it helps us to learn new things in each minute, so the author points out that students with learning problems tend not to have a social exchange like the rest of their classmates, which makes them more likely to close themselves and not learn anything from their environment, which leads to a low range of qualifications, since with its null interaction, it manages to create affective ties and thanks to this it has no confidence in its peers or teachers.

## **1.9. Legal Foundation**

The Ministry of Education (2015), states: it is important to know the learning disability that students go through. In article 47 this law ensures: According to the established law, the education directorate or trained authorities must follow up and, in this case, carry out an examination, in order to establish the special (educational) needs that each student has. It also indicates that the education system will carry out an early evaluation of special education problems in order to avoid future educational exclusion.

The Ministry of Education (2012), It indicates that students with special learning needs will obtain the necessary support from the government. In article 28 this law ensures that the national educational authority will be responsible for implementing methods, which facilitate the path to promote the inclusion of students with learning problems that require any type of support.

Thanks to the support by the Ecuadorian government, many of the children, adolescents and young people who go through learning problems, can obtain a qualified education, with the use of methodologies that follow their rhythm of learning.

The Ministry of Education (2010) indicated that all inhabitants will obtain access without any discrimination to all human rights already established. In article 10 implies that children, both Ecuadorians and foreigners who have special educational needs shall enjoy all the established duties and rights.

Thanks to the support offered by the Ecuadorian government, many Ecuadorian and foreign students with educational needs will enjoy the same rights as students without educational needs. This favors both education and the future of the country, since inclusion is nowadays a vital part of society.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1. Type of Investigation**

A descriptive qualitative investigation was carried out with the 3rd level of Basic Education students from “Hispano America” School in Esmeraldas, in the academic year 2018.

#### **2.2. Population and Sample**

The Universe of study was formed by 84 students from 3rd level of Primary Education at Hispanoamerica School in Esmeraldas. The Sample was selected at random. It was represented by 28 students which 16 students are females and 12 students are males. All of them are in the 3rd level at Hispanoamerica School.

#### **2.3. Operationalization of Variables**

According to the operationalization of Variable table (Annexes, table 1) it can be noticed the different definitions, dimensions and variables that were considering in this research.

#### **2.4. Methods of Investigation**

**Analysis and Synthesis:** It was used to analyze the bibliography and synthesize the most important theories that may support this research of the 3rd level included students at the “Hispanoamerica” School. It was also be used to analyze the results and synthesize the most relevant information.

**Hermeneutics:** It was applied for interpreting the most relevant information as inclusive education and the difficulties which the 3rd level included students at Hispanoamerica go through what is analyzed in the theoretical framework. Besides, it was helped to interpret the results obtained with the application of the techniques.

**Descriptive statistics:** It was developed to process the data obtained with the application of the techniques.

## **2.5. Techniques of Investigation**

The observation technique was applied to the 3rd level “B” class at “Hispanoamerica” School in Esmeraldas during 60 hours class, in the academic year 2018.

## **2.6. Instruments**

To collect the data, the instruments designed were according to the different techniques used for the technique of observation, a guide was used, which contained 7 items to be observed.

## **2.7. Data Processing**

The information obtained from the application of the different techniques, was tabulated manually and presented in a descriptive way.

## CHAPTER III

### RESULTS

The results of the observation hours revealed that included students were eager to learn a new language, such as English. However, despite this, the students were not able to respond correctly to the classes taught by the English teacher. Although, it was treated with children between 7 to 9 years old, the teacher tried to control each of the classes, which was a difficult task, since the children were restless and, in worse stages, the students tend to be aggressive among them.

As it can be noticed in the Annex B, table 2, seven different questions were used to observe the included students during the English classes at the Hispanoamerica Educational Institution. These questions were responsible for covering the main skills that 3rd grade students used more frequently, such as speaking, listening, reading and writing.

In the following table it can be observed that the students of 3rd basic level that go through certain difficulties in their included classes.

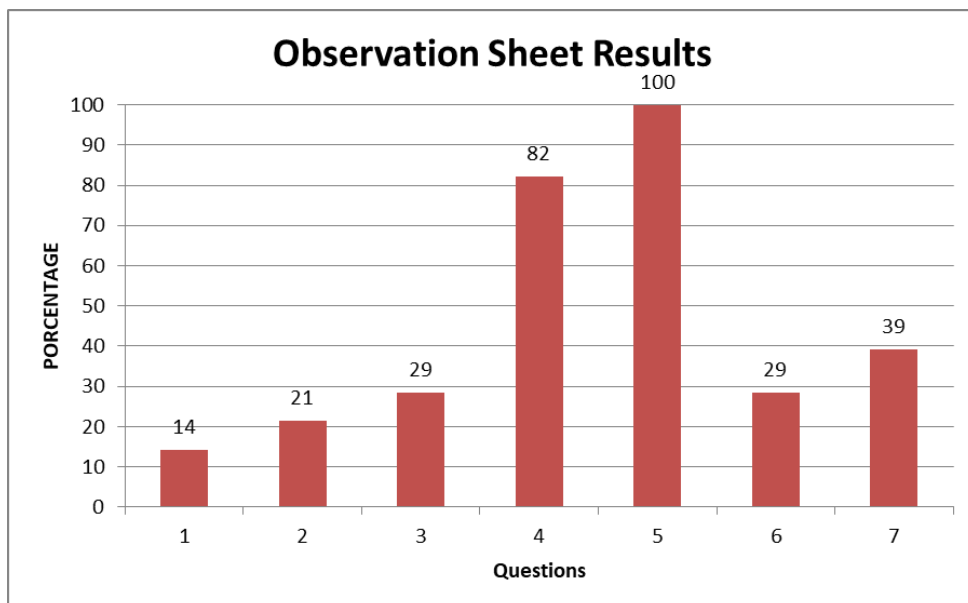


Table 1  
Source: Observation Sheet  
Students with learning difficulties

According to the results obtained from the observations which was applied to 28 included students, we can notice that 14.3 % (correspond to 4 included students) of the students of the 3rd level of basic education, cross difficulties during their active participation in classes.

In the second question, it can be noted that 21.4 % (corresponding to 6 students), have problems while developing tasks in classes correctly. It can happen thanks to the explanation that the teacher offers to his students.

In question number three we find that 28.6 % of the students (corresponding to 8 students) have problems representing their creativity in the best way, since these students are usually guided by what their classmates do in their tasks. As teachers, we must apply strategies so that students can develop their creativity as an independent person, either when coloring, singing or writing a description of their daily routine.

The 82.1 % of the included students (represented by 23 students) demonstrated difficulties in coping with their speech ability. This is not represented as a weakness, since by being in a basic 3rd level, students do not develop outstanding speaking skills since they are just beginning to read and write.

The question number five is the one that more difficulties helped to find, since all the students of the 3rd basic year go through difficulties to carry out their tasks independently. This problem has many causes, among which is mainly the mood of the students, since if the students are very active, the class could lose control if the teacher does not use strategies when making them work on their own.

In the last two questions it can be realized that 28.6 and 39.3 percent of the included students have difficulties to complete their work within the time established by the teacher, in addition to not doing the work on their own. This, like the difficulties presented throughout the observation, can be corrected as long as the teacher finds the perfect strategy to work with all students together.

According to the observation sheet, the included students do not complete all the tasks assigned by the teacher in the established time, so, for that reason the teacher did not have the enough patience to work with those students, because of that, the included students will end up being excluded from the rest of their classmates. Also, thanks to the

observation, the student-teacher could notice that the students did not have the teacher's control in each activity, because, as for being a student with learning disabilities, the teacher thought that these students did not have the ability of learning in the same way as the rest of students.

Nevertheless, thanks to the Live English program and with the help of the teachers of Applied Linguistics career, it was able to test various methods to ensure that students can adapt a better level of learning and thus, have a better internalization of the knowledge, in the only way that every child can do it. In each class, the student teacher was in charge of offering the necessary material to the learners, they stayed completely controlled and attentive to carried out the tasks through making materials that are striking for them, for instance; the first class was about colors, the students looked some animals of different colors and they were able to recognize the colors used in each drawing.

The student-teacher used a combination of the Grammar Translation Method, the Direct Method, the Audio-Lingual Method, the Suggestopedia, The Total Physical Response Method, The Silent Way, The Community Language Learning, and The task-based language teaching, While working with children of different levels and with learning problems, it is a way to help them and in the same way challenge them to work better, always going at the step they could control.

Finally, some games were establishing in the classes, both from the beginning and at the end of each class. If all the students together responded correctly to the Teaching-Learning process, they would be rewarded with a small game of mimics and in certain occasions a candy.

## **CHAPTER IV**

### **DISCUSSION**

Teachers need to control the class in which has included students, and know how to internalize the lessons for that learners, in agreement with Pearson Highered (2018), when a included students have learning disabilities, it does not mean they cannot learn, on the contrary, these kind of pupils learn in different ways than their regular classmates. The included students can develop the knowledge in their own way. However, some teachers cannot found the better way to help their pupils to learn, for this reason it is necessary that teachers and included students work hand by hand to maximize their abilities in school.

Also, when it talks about the way in which the students internalize the content or knowledge, the teacher has to create a good environment for them, because, according to the level of confidence that the students have with their teachers will reflect the way in which they develop the knowledge. The students-teacher relationship is the principal role that helps the students to feel comfortable to participate in classes and be active during the activities that teachers do.

According to Ford (2013), he argued that learning problems reflected on students depends on the social justice they have; because, as it is known the families with low economic resources are the first families that have some problems at the time to enter in a good school. However, the learning problems do not depend always on that, because, any students can get or birth with any kind of disabilities, but, as indicated by Ford, some of these problems can be solve (or develop with some help) if the families could afford pay to a better education, because this is a problematic which affects many families around the world and, as a result, this problem affects the children. Another problem that the author presents in our environment it is the economic status that exists in some educational institutions, this problem can import the academic development of the students, because the teachers do not have the enough materials to develop an active English class, and as a result, it is really difficult to teacher motivates their students, and it creates a vicious circle where the principal victims are the included students.

Ford (2013) concludes by stating that:

Educators will need to make placement decisions considering the resources available in their school, in addition to the skill level of the students they work with, in order to make proper decisions regarding least restrictive environment. Doing so puts the student at the center of educational planning rather than ideological belief. (p. 2)

Furthermore, the attitudes that teachers have with the included students, for that reason it Bender, Vail and Scott, authors whom were cited in this investigation, indicated that the attitude of teacher in front of the included students can help to develop their knowledge or not to develop their knowledge. They pointed out it is necessary the teachers should recognize what kind of instructional strategies they used in classes to motivate students to learn. The teacher does not have a positive attitude towards the included students do not help students to feel comfortable to participate in classes and it affects their academic grade. For that reason, as the author indicated and this investigation pointed out, it is necessary that teacher who leads with included students with learning disabilities must have a positive attitude to the inclusion, because, it is the best way to develop the knowledge of these students and, the teachers will help the learners to improve their learning problems.

Another important point that must be discussed refers to the learning problems that students have, as McLeskey et al. (2004) indicated in their research, also it occurs in our reality in different public institutions do not evaluate or recognize the level of disabilities that some students have, and when they enter in some regular institutions, those students have problems to reach the academic grades that the school ask for. It is necessary evaluate the student's level of learning difficulty, and the teacher can find the better way to motivate them to develop their knowledge.

The authors with whom the current researcher has been contrasted, it is important that the latter will not change their way of thinking, since at the moment of talking about inclusion, many times they will fall back on the same topic, which until now, is the academic performance of the included students have. Vaughn, Elbaum, and Schumm pointed out in their investigation, it is important to recognize the level of problems that each of the included students have; they can be placed at the levels to which they belong

and in this way the learning of the children will not be forced in a way that affect their qualifications. According to the results obtained, it was noted that students with learning problems obtained low grades, since the level that each of them had was not known.

We live this situation every day, since there are several factors that affect the educational development of included students, such as, the same family. When developing in an environment of social class average, many parents do not manage to accept their children have problems of learning and therefore, place students at levels which force the academic development of the same, reaching the main problem, which is a low academic performance.

For that reason, it is important to perform exams for children with learning problems, since by doing this, we will help them to have a comfortable educational life.

## **CHAPTER V**

### **CONCLUSIONS**

The included students do not demonstrate the knowledge imparted by the teacher during the English class in the activities developed by them, because the students did not receive the enough clarification from the teacher.

Students demonstrate desire to learn and participate in classes. However, they are not able to function orally in the English class, because the learners did not feel comfortable to participate in class and they think that their classmates will end up make fun of them.

Students do not feel motivated to be active in the English class, because the teachers did not make motivated them to learn or the students did not feel engaged to the topic of the class.

Students do not feel ample confidence with the teacher during the English class, because as many children, they do not trust in adults, or in other cases, they feel that the teacher will correct them in a negative way.

## **CHAPTER VI**

### **RECOMMENDATIONS**

According to the topics treated throughout this investigation, it was agreed to establish some recommendations, such as:

Continue with a deeper investigation or research that promotes the creation or application of certain methodologies for the correct academic development of the included students.

The future students and teachers of the career and further deepening in this subject, which is a great problem that exists in the education of our country, since as we know, children are our future and we must create a better place for them and inclusion is the best way to do it.

Create dynamics or games which invite students to be part of the class and actively participate in it. Since with this, students will feel engage to the topics discussed in classes and will make their learning to develop and improve.

Schedule appointments between the student and the teacher every so often, to establish a better relationship between both, this will help to make the students' confidence more noticeable and will make the class not so boring at the time of participating. This will also help to know the problems that the included students face during the classes; such as: speech problems, grades and others.

The established recommendations are the result of the research carried out and the criteria that several professionals related to inclusive education give in different studies.

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## ANNEXES

### A: Operationalization of variables

Variable	Conceptual Definition	Operational Definition	Dimensions	Indicators
Included students' English learning difficulties	Inclusive education means that all students in a school regardless of their strengths, weaknesses or disabilities in any area become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff (Carreiro, 2003, p.2).	The learning difficulties of the included students are conditions that affect their English language learning either in Speaking, doing independent work or developing activities in the classroom.	Speaking	Production of language
			Independent work	Follow the rules
			Developing of activities	Social interaction in groups or pairs

Table 1

## B: Observation Sheet

<b>STUDENTS' DEVELOPMENT IN THE ENGLISH CLASSES</b>	<b>ASSESSMENT</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Do the students have an active participation during English classes?</b>		X		
<b>2. Do the students develop classroom activities in a correct way?</b>		X		
<b>3. Do the students show creativity in the development of the activities?</b>				X
<b>4. Do the students demonstrate ability in the speaking skills?</b>		X		
<b>5. Do the students perform tasks independently?</b>	X			
<b>6. Do the students perform the independent task in the time established by the teacher?</b>	X			
<b>7. Do the students accomplish the independent work given by the teacher?</b>	X			

Table 2

**C: Pictures**





