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**“PRE-REFERRAL PROCESS ABOUT LEARNING DISABILITIES IN
STUDENTS OF "POALÒ- GARCÍA MORENO" EDUCATIONAL UNIT:
PERCEPTIONS OF ENGLISH TEACHERS IN EFL”**

Research report before obtaining the bachelor degree in National and Foreign Language
Pedagogy, English Major.

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**PUJILÍ-ECUADOR
AUGUST 2023**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "PRE-REFERRAL PROCESS ABOUT LEARNING DISABILITIES IN STUDENTS OF "POALÒ- GARCÍA MORENO" EDUCATIONAL UNIT: PERCEPTIONS OF ENGLISH TEACHERS EFL", and researched by Chugchilán Alvarado Dayra Evelyn, ID number 0504346057 for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August, 2023



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COMMITTEE APPROVAL

The research report entitled “PRE-REFERRAL PROCESS ABOUT LEARNING DISABILITIES IN STUDENTS OF "POALÓ- GARCÍA MORENO" EDUCATIONAL UNIT: PERCEPTIONS OF ENGLISH TEACHERS EFL”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

First of all, I want to thank God for giving me the strength, motivation, and wisdom to improve day by day and achieve my goal. At the same time, I would like to thank my family who have taught me to value everything I have and have been my support until my dream came true. Finally, I would like to thank the Technical University of Cotopaxi who allowed me to be part of this career, as well as the teachers who shared their knowledge during my professional training. I am infinitely grateful to my tutor MSc. Jorge Rosero for giving me his time and support for the development of this project.

Dayra

DEDICATION

I want to dedicate this project to my family with all my heart. To my parents, Angel and Gloria, who with their blessings have always protected and supported me throughout my journey, who with their work and sacrifice managed to continue my studies until becoming a professional. To my confidant husband and accomplice Wilmer Guala who knew how to give me his support during the preparation of this project and believe in my ability. To my children Julian and Rashell for being my source of motivation to improve myself day by day. To my sisters who with their words encouraged me to keep going.

Dayra

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ABSTRACT

The present study focused on analyzing the perspectives of the teachers of “Poaló-García Moreno” Educational Unit regarding the problems and learning disabilities in their students. The objective of the research was to identify teachers’ perceptions of how they recognize and address learning disabilities in the classroom. To achieve this objective, a qualitative and descriptive methodology was used. Interviews were carried out with a group of teachers from the educational establishment, which allowed obtaining detailed and rich information about their points of view and experiences in relation to the subject. Through these interviews, valuable information was gathered about the strategies they use to identify learning disabilities, how they support students, and the challenges they face in the process. The relevant results of the research revealed that the teachers of the “Poaló-García Moreno” Educational Unit use different approaches to identify learning disabilities in their students. Some emphasized classroom observation and constant monitoring of academic performance, while others stressed the importance of establishing effective communication with other professionals and parents to obtain a more complete picture of student performance. In addition, it was found that teachers consider it essential to have the support of experts in LD for accurate identification and effective intervention. Collaboration with specialists in this area allows them to design personalized and appropriate intervention plans for each student, which improves the educational experience and academic performance of those who face learning disabilities. The research highlighted the importance of early detection of learning disabilities, which makes it possible to provide the necessary support from the early stages of education and avoid possible delays in academic development. The study showed the different perspectives of teachers in relation to the problems and learning disabilities of their students. The results underscored the importance of collaboration with experts in learning disabilities and early, personalized intervention to improve the educational experience and academic achievement of students.

Keywords: Educative Experience, Learning disabilities, pre-referral process, collaborative education.

UNIVERSIDAD TÉCNICA DE COTOPAXI
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PROGRAMA DE PREGRADO
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TEMA: “PRE-REFERRAL PROCESS ABOUT LEARNING DISABILITIES IN STUDENTS OF "POALÓ- GARCÍA MORENO" EDUCATIONAL UNIT: PERCEPTIONS OF ENGLISH TEACHERS IN EFL”.

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RESUMEN

El presente estudio se enfocó en analizar las perspectivas de los docentes de la Unidad Educativa "Poaló- García Moreno" respecto a los problemas y dificultades de aprendizaje en sus estudiantes. El objetivo de la investigación fue identificar las percepciones de los docentes sobre cómo reconocen y abordan las dificultades de aprendizaje en el aula. Para lograr este objetivo, se utilizó una metodología cualitativa y descriptiva. Se llevaron a cabo entrevistas con un grupo de docentes del establecimiento educativo, lo que permitió obtener información detallada y rica sobre sus puntos de vista y experiencias en relación con el tema. A través de estas entrevistas, se recopiló información valiosa sobre las estrategias que utilizan para identificar problemas de aprendizaje, cómo apoyan a los estudiantes y los desafíos que enfrentan en el proceso. Los resultados relevantes de la investigación revelaron que los docentes de la Unidad Educativa "Poaló- García Moreno" emplean enfoques diversos para identificar problemas de aprendizaje en sus estudiantes. Algunos enfatizaron la observación en el aula y el seguimiento constante del rendimiento académico, mientras que otros destacaron la importancia de establecer una comunicación efectiva con otros profesionales y padres para obtener una imagen más completa del rendimiento del estudiante. Además, se encontró que los docentes consideran esencial contar con el apoyo de expertos en problemas de aprendizaje para una identificación precisa y una intervención efectiva. La colaboración con especialistas en esta área les permite diseñar planes de intervención personalizados y adecuados para cada estudiante, lo que mejora la experiencia educativa y el rendimiento académico de aquellos que enfrentan dificultades de aprendizaje. La investigación resaltó la importancia de la detección temprana de las dificultades de aprendizaje, lo que permite proporcionar el apoyo necesario desde las primeras etapas de la educación y evitar posibles retrasos en el desarrollo académico. El estudio realizado mostró las diferentes perspectivas de los docentes en relación con los problemas y dificultades de aprendizaje en sus estudiantes. Los resultados subrayaron la importancia de la colaboración con expertos en discapacidades de aprendizaje y la intervención temprana y personalizada para mejorar la experiencia educativa y el rendimiento académico de los estudiantes.

Palabras clave: Educación Colaborativa, Experiencia Educativa, Proceso de referencia previa, Problemas de aprendizaje.

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1. GENERAL INFORMATION

Theme: Pre-referral process about learning disabilities in students of "Poaló- García Moreno" Educational Unit: perceptions of English teachers EFL

Starting Date: April 2023

Ending Date: August 2023

Place of Research: "Poaló- García Moreno" Educational Unit – San Jose de Poaló Parish, 19 de Marzo y Salache streets.

Sponsoring Faculty: Pujilí Extension

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Linked Research Project: Formative processes in the teaching and learning of English as a Foreign Language in the educational institutions of the province of Cotopaxi.

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Knowledge area: Education

Research line: Education and communication for human and social development

Research line of the career:

Innovation in teaching and learning the English Language as a foreign language.

2. PROBLEM STATEMENT

Identifying students with learning disabilities (LD) has been a challenge for teachers in schools. The problem is that the early identification of LD is essential to provide adequate support to students and prevent them from falling behind in their academic development and exist the educational exclusion. However, there is the possibility that some students are not identified in a timely manner due to various reasons, such as a limit of teachers' training in early detection, deficit of resources or inadequate academic follow-up. Furthermore, different teachers may have different approaches and preferences regarding the methods used to identify and assess LD. (Singh, 2019).

These disabilities of learning are important, and often are presented for the first time in children whose academic achievement is very low (Kirk, 1989). The importance of this study is to determine the perceptions of English teachers about the pre-referral process to identify students with LD. The research has been carried out at "Poaló- García Moreno" educational unit. For this reason, the following question has arisen: What are the perceptions of EFL teachers about the pre-referral process to identify students with LD at "Poaló-García Moreno" educational Unit? since I think it is important to take the perceptions of teachers when working with students with LD.

This research problem seeks to analyze how teachers in the educational institution perceive and face the challenges related to the identification of students with LD. It is essential to understand the perceptions and perspectives of teachers in order to improve the identification process and the design of early intervention strategies. By understanding their preferences and perceived barriers, training programs for faculty could be developed and better protocols and screening systems established at the institution.

Likewise, possible areas for improvement could be identified in terms of coordination and communication between teachers, support teams and families, which would contribute to a more inclusive and effective education for students with LD. By addressing this research problem, it is hoped to strengthen educational quality and ensure

that all students have equal opportunities to reach their full academic and personal potential.

There is little information on training teachers to carry out the pre-referral process to identify students with learning difficulties. This is due to the lack of knowledge to identify LD; therefore, it is not possible to determine the adequate monitoring of the preventive process. Therefore, this study aims to know the perceptions of EFL teachers about the pre-referral process to identify learning difficulties. That contributes to encourage teachers to prepare for the implementation of preventive processes that allow students with learning difficulties to be identified, taking into account the needs of the students since each student learns differently. In this way, it will be possible to guarantee an inclusive and quality education.

3. OBJECTIVES

3.1. General Objective

To determine the perceptions of EFL teachers about the pre-referral process to identify students with learning disabilities at "Poaló- García Moreno" educational Unit.

3.2. Specific Objectives

To establish theoretical foundations about perceptions of EFL teachers about pre-referral process to identify students with learning disabilities.

To identify the educational reality of "Poaló- García Moreno" educational unit through the design and application of a semi-structured interview guide about the perceptions of EFL teachers about pre-referral process to identify students with learning disabilities.

To define conclusions and recommendations about the perceptions of EFL teachers about pre-referral process to identify students with learning disabilities.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1: Activities and task system about the objectives proposed.

Specific objective	Activities	Verification Means
To establish theoretical foundations about perceptions of EFL teachers about pre-referral process to identify students with learning disabilities.	- Bibliographic review.	- Theoretical Framework Document.
To identify the educational reality of "Poaló- García Moreno" educational unit through the design and application of a semi-structured interview guide about the perceptions of EFL teachers about pre-referral process to identify students with learning disabilities.	- Design and apply a semi-structure interview guide	- Semi-structure interview guide questionnaire
To define conclusions and recommendations about the perceptions of EFL teachers about pre-referral process to identify students with learning disabilities.	- Analysis and discussion of results.	- Conclusions and recommendations

5. JUSTIFICATION

The primary objective of this research is to investigate the process of identifying and addressing learning difficulties in students learning English as a foreign language (EFL) within the context of the "Poaló- García Moreno" Educational Unit. By understanding how teachers perceive and handle these challenges, the study aims to uncover potential

gaps in the current screening process and to develop targeted training programs that empower educators to recognize learning disabilities early.

The research's significance lies in its potential to benefit a wide range of individuals and entities. Inclusive education is becoming increasingly important, and this study directly addresses the need to provide appropriate support to students with learning disabilities. By improving the practices of English teachers in identifying these issues, students can better achieve their academic and personal potentials.

The impact of this research is substantial. It provides a comprehensive view of the strategies employed by EFL teachers to identify and tackle learning difficulties. This information is crucial for education professionals, school administrators, and specialists in learning disabilities, as it allows them to grasp teachers' viewpoints and craft more effective support and training programs. The experiences shared by teachers in offering academic support to English language learners are invaluable.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

Ferlis (2012) conducted a study to examine ESL teachers' perceptions of the pre-referral processes used to identify students with Specific learning disabilities (SLD). This research was qualitative research with a phenomenological approach. In this research was applied an interview for six ELS teachers at the secondary level from two school districts with traditionally English language learner (ELL) populations researcher notes, and analytical memos.

The data was analyzed through a Phenomenological data analysis procedure categorized in significant statements, meaning units, and themes, to determine and describe of the teachers' experiences. The study shows how the participants perceived the pre-referral processes for identifying adolescent English language learners that presented specific

learning disabilities. The author of the research, concluded that although the participants did not know or were not familiar with the RTI model, they used pre-referral practices related to the response to intervention (RTI) model.

Besides, the participants mention that the pre-referral process for the SLD identification it was adequate but the identification was not accurate, in addition, to the lack of parental participation, the resistance of the special education department, the exclusion of English teachers in the pre-referral process, the lack of evaluation of the native language were factors that made it difficult to identify SLD. In this way, it is evident that the pre-referral process of intervention-based research and progress monitoring are considered as reason for the delay or rejection of the identification of ELLs with SLD.

Eyo & Nkanga, (2020) conducted a study to establish the predictors of teacher competence to identify students with suspected learning problems. This investigation was a quantitative investigation with a multistage sampling approach. In this research, a Survey Research Questionnaire on Teacher Competence to Identify Students with Learning Disabilities (QTCIPLD) was applied to ten schools and selected 10 teachers for each school, in the Calabar municipality of Cross River State, Nigeria.

The QTCIPLD was divided into two sections, Section A collects demographic information, while Section B contains 18 items that sought to establish the extent of elementary school teachers' ability to identify students with suspected learning disabilities. In the data collection, they were analyzed through mean scores, standard deviation that were used to answer the research questions, on the other hand through the t test and analysis of variance (ANOVA) were used to test the hypotheses.

The study shows that the level of competence of teachers to identify students with suspected cases of learning disabilities was low, in addition, the differences in the competence of teachers are possibly related either to gender, professional status and an educational qualification, but not with the years of experience of a teacher. Thus, the authors concluded that some personal variables are predictors of teachers' level of

competence in identifying students with possible suspicions of learning disabilities, while other students are not.

Ossa (2022) conducted a study to identify how teachers recognize English language learners (ELLs) who have learning difficulties in language proficiency and students who may have learning difficulties. This research was a thematic analysis with a qualitative approach. In this investigation, a zoom interview was applied with 10 general education teachers from the urban public-school district in northern New Jersey, the interviewees were shown cartoons that described students who presented learning difficulties and, in this way, the teachers. They were asked to hypothesize about the cause of the students' challenges.

The study shows an emphasis on the need for both undergraduate and graduate teacher training programs to adapt fully current courses and programs to give teachers a more practical view of ELL instruction. Thus, the author concluded that the experience, support, interventions, and connection with the ELL student are important factors that affect perceptions of self-efficacy, thus, the findings in this study will prompt further research on the best practices for the identification of ELL instruction.

6.2. Theoretical framework

6.2.1. English Learning

English language learning has become an important issue in Latin America in recent years. According to Fiszbein, (2017), there are approximately 5.4 million English speakers in the region. Many countries in Latin America have developed national strategies to promote the teaching and learning of English, recognizing its potential for opening up more economic opportunities and reducing poverty (Kock., 2021).

English is the most popular foreign language to study in the Spanish-and-Portuguese speaking countries of Latin America. However, there are still barriers to English language

acquisition in the region, including low levels of English fluency among teachers and limited access to quality English language instruction (EDC, 2019). Nonetheless, there are many opportunities for individuals interested in teaching English in Latin America; Academy, (2022), with top cities such as Bogota, Mexico City, and Buenos Aires offering a wealth of cultural experiences and a growing demand for English language instruction.

There are several strong arguments for the importance of learning English. Firstly, English is the language of international communication, which makes it a crucial skill for anyone who wants to engage with people from all over the world. Secondly, English is the primary language of international business and is used in many fields, including science and technology, medicine, and tourism, among others (ETS, 2020).

Proficiency in English can thus lead to better job opportunities, higher salaries, and increased economic growth. Additionally, learning English can broaden cultural horizons and facilitate communication and understanding across borders. Furthermore, in many countries, including those in Latin America, learning English has been identified as a way to reduce poverty and improve social mobility. Overall, given its global relevance and practical applications, it's clear that learning English is an important skill for anyone who aspires to succeed in today's interconnected world.

Learning English in Latin America can present several difficulties for learners, as highlighted by several authors. For example, limited access to quality English language instruction and low levels of English proficiency among teachers in the region can hinder learners' progress, particularly in terms of developing communicative competence (Cochrane, 2022).

The high cost of English language programs and limited resources can also be a challenge in some areas. Cultural barriers such as a preference for speaking the native language and limited exposure to native English speakers may also make it difficult for Latin Americans to learn English. However, despite these challenges, there is still a strong motivation among Latin Americans to learn English due to the potential economic and social benefits it can bring.

6.2.2. English Learning Theories.

Learning theories aim to explain how people learn and acquire knowledge, including second (or foreign) languages such as English. There are various learning theories, including behaviorism, cognitivism, constructivism, social-constructivism, humanism, and transformative learning theory, among others (WGU, Western Governors University, 2020).

Behaviorism emphasizes the repetition of correct responses and using rewards to encourage learning. Cognitivism focuses on how learners actively construct new knowledge through mental processes like attention and memory (LT, 2023). Constructivism suggests that learners construct new knowledge by building on existing knowledge, where teachers must provide opportunities for autonomous interaction with the language. Finally, social-constructivism holds that language and learning are socially constructed through interaction with people and culturally appropriate context (Fairbanks, 2021).

Additionally, humanism focuses on the learner as a whole and promotes self-directed learning and personal growth, while transformative learning theory focuses on the often-necessary changes required in learners' preconceptions and worldview (Drew, 2023). Other theories include geographical learning theory, which prioritizes the ways that contexts and environments shape the learning process, and multiple intelligence theory, which suggests that learning is the interaction between dozens of different functional areas in the brain, each with their unique strengths and weaknesses (LT, 2023).

Educators who understand and apply learning theories in the classroom can cater to individual learners' needs and promote long-term language competence. Learning theories have evolved over time, with new frameworks emerging in reaction to empirical research, cognitive psychology, and the needs of learners. While critics argue that learning theories are not necessary, a well-constructed theory of education is essential in promoting broad understanding, critical thinking, and personal growth (Fairbanks, 2021).

Behaviorist Theory: Behaviorist learning theory is a school of thought that emphasizes the importance of environmental factors in shaping behavior. It suggests that all behaviors are learned through interaction with the environment and that behavior can be studied scientifically by examining observable behaviors (Western Governors University, 2020).

Behaviorist believe that behavior can be shaped and controlled through the use of positive and negative reinforcement. John B. Watson is often seen as the father of behaviorism, and B.F. Skinner is a notable psychologist who contributed to the development of the theory. The behaviorist learning theory has been influential in education and psychology, and it continues to be studied and applied today.

Cognitive Theory: Cognitive theory is a psychological theory that focuses on the mental processes involved in learning and understanding. It suggests that learning involves not just the acquisition of knowledge, but also the mental processes involved in using and applying that knowledge. Cognitive theories attempt to explain human behavior by studying mental processes (Hayes, 2022), such as attention, memory, and problem-solving.

They emphasize the role of mental models and schemas in organizing and interpreting information and suggest that learning involves not just acquiring new information, but also restructuring existing knowledge to better understand and apply it. Cognitive theory has many applications in education, including the use of instructional strategies that focus on active learning, feedback, and metacognition.

Social Learning Theory: Social learning theory is a theory developed by psychologist Albert Bandura that suggests that people can learn new information and behaviors by observing and imitating others (McLeod, SimplyPsychology, 2023). The theory proposes that learning happens through a process of observation, imitation, reinforcement, and modeling.

It emphasizes the importance of social context in shaping behavior and suggests that people learn not only through direct experience, but also through the experiences of others. Social learning theory has been widely applied in areas such as education, psychology, and communication, and can be used to understand how people learn from media, peers, and other sources of information and influence.

Constructivism: Constructivism is an educational theory that proposes that learners actively construct their own understanding of the world through the experiences and interactions they have (Feder, 2022). Instead of simply acquiring knowledge through passive observation or instruction, learners actively engage with new information, building on their existing knowledge and experiences to create new knowledge.

The theory suggests that learning is personal and unique, and emphasizes the importance of learners taking an active role in their own learning. While constructivism has been influential in education, it has also been criticized for over-emphasizing individual knowledge construction over the importance of teacher guidance and conveying objective knowledge.

Humanistic Theory: Humanistic learning theory, also known as humanism, is an educational philosophy that emphasizes the individuality of learners, their potential for growth, and the importance of positive personal relationships. It focuses on personal development, creativity, and self-directed learning, and places importance on the emotional and social aspects of learning (Hare, 2019).

Humanistic learning theory originated from humanistic psychology, which emphasizes the importance of subjective experience and personal growth. Influential humanistic learning theorists include Abraham Maslow and Carl Rogers. Humanistic learning theory has been applied in various educational contexts, including schools, universities, and adult education programs.

Experimental Theory: Experimental theory is a term that has multiple meanings depending on the context in which it is used. In the context of philosophy, experimental theory refers to a philosophical approach that emphasizes the importance of empirical evidence and experimentation in the development and evaluation of theories (WGU, 2020).

In the context of psychology, experimental theory refers to the use of experimentation to test theories and hypotheses related to human thought, emotion, and behavior. In other fields, such as physics and mathematics, experimental theory may refer to the process of using empirical data to refine and test theoretical models and predictions. The exact meaning of the term "experimental theory" will depend on the specific context in which it is being discussed.

Socio-cultural theory: Socio-cultural learning theory is an educational and developmental theory that emphasizes the importance of social interaction (Mcleod, 2023), culture, and context in the learning process. It suggests that learning is primarily a social process and that mental development is closely linked to cultural practices and social interactions.

The theory was developed by Lev Vygotsky, a Russian psychologist, who believed that children's cognitive development is a result of the social interactions they have with others, including parents, teachers, and peers. According to socio-cultural learning theory, learning takes place through social and cultural interactions, and is influenced by language, culture, and history. This theory has had a major impact on education and has been used to develop educational practices that focus on collaborative learning and the importance of social context in the learning process.

Connectivism: Connectivism is a relatively new learning theory that emphasizes the importance of internet technologies in the learning process (WGU, 2021). It suggests that learning is not just limited to individual experiences, but is also influenced by social networks, search engines, online forums, and other sources of information available on the internet. This theory recognizes that the rapid pace of technological change is

affecting how, where, and what we learn, emphasizing the need for digital literacy and the ability to make connections across diverse sources of information. Connectivism has been widely discussed and applied in various educational contexts and is considered a key theory for understanding learning in the digital age.

Multiple Intelligences: The theory of multiple intelligences, developed by Howard Gardner, proposes that human intelligence can be differentiated into specific intelligences, rather than being defined as a single general ability. Gardner initially identified eight different intelligences: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic (Cherry, 2023). The theory suggests that everyone possesses varying degrees of aptitude in each of these intelligences and that these aptitudes can be developed through learning and experience.

This theory has gained popularity in the field of education and has been used to develop teaching practices that focus on individual learning styles and strengths. While it has been criticized for a lack of empirical evidence, its focus on diversity and individuality in learning has contributed to its continued influence in education and psychology.

6.2.2.1. Learning Disabilities

Learning disabilities is a term used to describe various neurological disorders that can impact an individual's ability to comprehend or process information. These disabilities can arise from several different factors, including genetic or neurobiological factors, environment, and psychological factors (NIH, 2022). Learning disabilities can manifest in different ways, affecting academic skills such as reading, writing, or math, or general cognitive skills such as memory or attention.

It is important to note that having a learning disability does not necessarily mean an individual lacks overall learning ability, but rather they may just learn differently. In fact, some people with learning disabilities show remarkable strengths in other areas.

They are different from learning disorders, which usually refer to significant learning difficulties in a specific academic area but not enough to warrant an official diagnosis (University W., 2021). In contrast, learning disabilities are a clinical diagnosis that requires an individual to meet certain criteria, as determined by a professional such as a psychologist or speech-language pathologist. Overall, understanding the concept of learning disabilities and their range of impacts is crucial in developing effective interventions and supports to ensure success for individuals with these conditions.

They are a diverse set of neurological conditions that affect an individual's ability to understand, process, and use information, such as: Dyslexia, dysgraphia, dyscalculia, and attention deficit hyperactive disorder (ADHD) are among the most common learning disabilities (LDA, 2014). The specific symptoms and severity of a learning disability can vary widely, and each individual with a learning disability requires individualized support and accommodations to overcome their challenges and reach their full potential.

Dyslexia: Dyslexia is a complex and lifelong condition that affects an individual's ability to read, write, and spell. It is a neurological disorder that is believed to be caused by differences in brain development and function (MayoClinic, 2022).

It is often inherited and affects people of all races, backgrounds, and ages. It is characterized by difficulties with phonological processing, which can make it hard for the individual to recognize and decode words. Individuals with dyslexia may also struggle with working memory, processing speed, and fine motor skills. However, dyslexia might not be related to intelligence or overall cognitive abilities (Kale, 2020).

Despite its challenges, individuals with dyslexia are often creative, innovative, and highly successful in their chosen fields. While there is no cure for dyslexia, there are effective interventions and accommodations that can help individuals with dyslexia overcome their challenges and succeed academically and in life (MayoClinic, 2022).

Dysgraphia: is a learning disorder that primarily affects an individual's ability to express themselves in writing, including handwriting, spelling, and composition. It is different from dyslexia but shares some common symptoms, such as difficulty with phonological processing and working memory (Roland, 2018). Dysgraphia is a neurological condition, often diagnosed in childhood, that can persist into adulthood. Symptoms of dysgraphia include illegible or poorly formed handwriting, difficulty with spelling and grammar, inconsistent letter size or spacing, and trouble organizing thoughts and ideas. The exact cause of dysgraphia is not known, but some research suggests that it may be related to differences in brain development and function (Klein, 2020).

It is not related to the individual's level of intelligence or overall cognitive ability, and many individuals with dysgraphia have above-average intellectual ability. There are several interventions and accommodations available that can help individuals with dysgraphia overcome their challenges and develop effective writing skills. These may include teaching strategies that emphasize phonics, handwriting, and keyboarding skills, as well as accommodations such as extra time for writing assignments, assistive technology, and alternative forms of assessment (Kale, 2020).

Dyscalculia: Dyscalculia is a specific learning disability that affects an individual's ability to understand and work with mathematical concepts. It is a neurological condition that is often identified in childhood, though it can also affect adults. Individuals with dyscalculia may have difficulty with basic numeracy skills such as counting, recognizing patterns, and understanding mathematical operations (Jacobson, 2022).

The exact cause of dyscalculia is not known, but it is believed to be related to differences in brain development and function. It is not related to overall intelligence or cognitive ability, and individuals with dyscalculia may excel in other areas of academic and social functioning. However, without appropriate support and accommodations, dyscalculia can have significant negative impacts on an individual's academic and professional success, as well as their emotional well-being (Frye, 2023).

ADHD (Attention Deficit Hyperactivity Disorder): Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder that affects both children and adults. It is characterized by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with daily functioning and development across multiple settings, including school, work, and social situations. ADHD is often diagnosed in childhood, but it can persist into adolescence and adulthood (Drechsler, et al.,2020).

The exact cause of ADHD is not known, but it is believed to be related to differences in brain development and function, with genetics also playing a significant role. ADHD is not related to intelligence or cognitive ability, and individuals with ADHD may excel in other areas of academic and social functioning (CDC, 2021).

However, without appropriate support and accommodations, ADHD can have significant negative impacts on an individual's academic and professional success, as well as their emotional well-being. Interventions and treatments for ADHD may include behavioral therapy, medication, or a combination of both. Behavioral therapy may involve teaching strategies to improve executive functioning, organization, time management, and social skills. Medications commonly prescribed for ADHD include stimulants and non-stimulants, which can help reduce symptoms of inattention, hyperactivity, and impulsivity.

Dyspraxia: Dyspraxia, also known as developmental coordination disorder, is a learning disability that affects the planning and execution of voluntary movements. Howard Gardner, in his theory of multiple intelligences, stresses the importance of recognizing and valuing the diversity of individual abilities. In the case of dyspraxia, Gardner would argue that students with this disorder may have strengths in other areas, such as musical intelligence or linguistic intelligence, which implies that learning and the expression of their knowledge can occur more effectively through approaches tailored to your specific skills (CDC, 2021).

Disortography: Is a learning problem related to the difficulty to write words correctly and respect the spelling rules. Lev Vygotsky, in his sociocultural theory, emphasizes the

role of the social environment in cognitive and language development. Following this perspective, it would be argued that students with dysortography can benefit from interaction with peers and teachers, who can provide support and feedback to improve their writing skills (CDC, 2021). Furthermore, Vygotsky argues that the use of cultural tools, such as dictionaries and spell checkers, can be a useful strategy to support these students in their learning.

Dysphasia: Dysphasia is a language disorder that affects the comprehension and expression of oral language. In the context of Lev Vygotsky's sociocultural approach, it is argued that language and thought are closely related and develop through social interaction. Therefore, students with dysphasia can benefit from collaborative learning experiences and participation in communicative activities with their peers and teachers. Vygotsky also emphasizes the importance of the 'zone of proximal development', suggesting that these learners can advance in their language with proper guidance and support in their interactions with more experienced people (CDC, 2021).

Autism: Autism is a developmental disorder that affects social communication, behavior, and social interaction. In relation to Howard Gardner's multiple intelligence approach, it is argued that students with autism may have outstanding abilities in specific areas, such as logical-mathematical intelligence or visual-spatial intelligence (Feder, 2022). An inclusive educational approach should recognize and encourage these skills, providing learning opportunities that are tailored to individual needs and encouraging participation in activities that capitalize on their strengths.

Non-verbal learning: Nonverbal learning refers to the ability to acquire and express knowledge without relying primarily on verbal language. Following Gardner's theory of multiple intelligences, it is argued that students with strong nonverbal learning abilities can excel in areas such as visual-spatial intelligence or kinesthetic intelligence (MayoClinic, 2022). A multi-intelligence-based, diversified educational approach can enable these students to demonstrate their understanding and knowledge acquisition through non-verbal means, such as graphics, pictures, hands-on activities, or visual representations.

Asperger: Asperger syndrome is an autism spectrum disorder that primarily affects social communication and interaction. In line with Vygotsky's sociocultural theory, it is argued that students with Asperger's can benefit from guided social interaction and collaboration with their peers (Academy, 2022).

In addition, the implementation of visual communication strategies and visual supports can facilitate their participation in academic and social activities. Understanding and empathy from teachers and peers are also critical to creating a caring and inclusive learning environment for students with Asperger's.

Hearing disorder: Hearing disorder refers to difficulties in auditory perception that can affect language learning and the acquisition of academic skills. From Gardner's theory of multiple intelligences, it is argued that students with hearing disorders can develop exceptional abilities in other non-auditory areas, such as visual-spatial intelligence or kinesthetic intelligence.

Implementing visual strategies, hands-on activities, and multisensory approaches can help these students learn and demonstrate understanding more effectively in the educational setting. Additionally, the inclusion of assistive listening technologies can be a valuable tool to support their active participation in the classroom (NIH, 2022).

6.2.3. Inclusive education

Inclusive education is a pedagogical approach and a social movement that seeks to eliminate the barriers and challenges that certain groups of students face in the education system, allowing all students to have equal opportunities and access to quality education. Its essence is based on valuing and respecting the diversity of students, recognizing that each individual is unique, with different characteristics, abilities and needs (University P., 2021).

Within the framework of inclusive education, the importance of adapting the curriculum and teaching strategies to respond to the individual needs of students is recognized (MinisterioEducación, 2011). This implies providing additional support and resources to those who require it, as well as providing curricular and methodological adaptations so that all students can actively participate in the learning process.

A crucial aspect of inclusive education is the creation of a welcoming and respectful school environment, where each student feels valued and accepted. It seeks to foster empathy and understanding among students, promoting tolerance and awareness of individual differences. In addition, close collaboration between teachers, specialists, families and other professionals is promoted to offer comprehensive and coordinated support to students who need it (MinisterioEducación, 2011).

Inclusive education also focuses on early detection of potential learning difficulties or special educational needs, in order to provide timely and appropriate intervention (University P., 2021). Continuous and formative assessment plays a fundamental role in this process, allowing students to identify individual needs and adjust teaching strategies accordingly.

To achieve a successful inclusive education, it is essential to have adequate teacher training that enables them to understand and apply inclusive pedagogical approaches in the classroom. Likewise, it is essential to have educational policies and legal frameworks that support and promote inclusive education, establishing measures to guarantee equal opportunities and access to education for all students (MinisterioEducación, 2011).

So, inclusive education is an educational approach that is based on the appreciation of diversity, equal opportunities and respect for individual differences. It seeks to eliminate the barriers and challenges faced by certain groups of students, allowing all to have access to a quality education and to develop their full potential. By fostering an environment of acceptance, collaboration and support, inclusive education aims to build a more equitable, just and inclusive society for all.

Important Aspects of Inclusive Education

When talking about inclusive education, it is necessary to consider a series of fundamental aspects to ensure its effective and successful implementation. These aspects are:

- **Diversity:** Recognize the diversity of students in terms of abilities, needs, cultures, backgrounds, and learning styles (University P., 2021). Inclusive education values and respects individual differences and promotes an environment where all students feel accepted and valued.
- **Access and Participation:** Ensure that all students have access to education and can actively participate in the educational process (University P. , 2021). This implies removing physical, communication or pedagogical barriers that may limit the participation of some students.
- **Curricular adaptations:** Offer curricular and methodological adaptations that respond to the individual needs of students. This involves adjusting the curriculum, teaching strategies, and instructional materials to facilitate learning and understanding for all students (MinisterioEducación, 2011).
- **Collaboration and support:** Foster collaboration between teachers, specialists, families and other professionals to offer comprehensive support to students who require it. Collaboration between all educational actors is essential to effectively address the individual needs of students.
- **Inclusive environment:** Create a respectful, tolerant and inclusive learning environment, where empathy, understanding and acceptance of diversity are promoted. This implies preventing and addressing situations of discrimination or exclusion within the educational environment.

- **Assessment and Monitoring:** Implement ongoing formative assessment to identify individual student needs and adjust teaching strategies accordingly. The evaluation should focus on the progress and integral development of the students.
- **Teacher Education:** Provide education and training to teachers in inclusive pedagogical approaches, differentiated teaching strategies, and how to work with diverse learners in the classroom (University W., 2021).
- **Educational policies:** Have educational policies and legal frameworks that promote inclusive education and establish measures to guarantee equal opportunities and access to education for all students.
- **Community participation:** Involve the educational community, including parents, families and members of society, in the process of inclusive education. Collaboration with the community can enrich the educational environment and support the comprehensive development of students (University P., 2021).

6.2.4. Learning Problems

The terms "learning disabilities" and "learning problems" are often used interchangeably, but there is a subtle difference between the two. Learning difficulties or problems refer to difficulties that an individual face when trying to learn new things (Tharayil, 2019). These may be temporary difficulties that can be overcome with the right support and guidance.

On the other hand, learning disabilities are a broad category of neurological conditions that affect an individual's ability to process and use information. Learning disabilities are not temporary and require long-term support and accommodations to help the individual cope and overcome their challenges. It's important to note that each individual with a

learning disability requires individualized support, and accommodations must be tailored to their specific needs.

Learning difficulties are common challenges that individuals may face while learning specific subjects or skills. While the exact cause of learning difficulties is not always known, they can be influenced by a variety of factors, including cognitive, linguistic, and environmental factors. Some of the most common learning difficulties include dyslexia, dyscalculia, and dysgraphia. Dyslexia is a reading disorder that affects an individual's ability to recognize words, while dyscalculia is a math disorder that affects an individual's ability to understand mathematical concepts (Drew, 2023). Dysgraphia is a disorder that affects an individual's ability to write legibly and organize their thoughts in writing.

Other learning difficulties may include difficulties with memory, attention, or executive functioning, which can impact an individual's ability to organize, plan, and complete tasks effectively. These difficulties can negatively impact an individual's academic performance and may affect their self-esteem and emotional well-being.

It is important to recognize and address learning difficulties early on to ensure that individuals receive the appropriate interventions and accommodations to overcome their challenges. These may include specialized educational programs, tutoring, assistive technologies, and other accommodations to provide a level playing field in academic and professional settings.

Overall, learning difficulties represent a wide range of challenges individuals may face while learning specific subjects or skills. With the right supports and interventions, individuals with learning difficulties can overcome their challenges and achieve success in their academic and professional pursuits.

6.2.5. English teachers' perceptions

English teachers' perceptions have been studied extensively in the literature, particularly regarding their attitudes towards teaching, learning, and the use of technology in the classroom. Many studies have explored how teachers perceive their roles and responsibilities in the classroom, as well as their beliefs about the most effective teaching strategies and approaches.

One area of focus in the literature has been on teachers' perceptions of the integration of STEM subjects (Science, Technology, Engineering, and Mathematics) in English language teaching. Some studies have investigated the extent to which teachers are prepared to incorporate STEM-related concepts and activities in their lessons, and how they perceive the relevance of such integration to English language learning.

Another area of research has focused on teachers' perceptions of emergency remote teaching (ERT) during times of crisis. As the COVID-19 pandemic forced many schools to switch to remote learning, teachers' attitudes towards ERT have become an important area of investigation (ETS, 2020). Studies have explored how experienced language teachers perceive the effectiveness of ERT in achieving learning outcomes, and how they have adapted their teaching practices to suit the remote learning format.

Perceptions regarding learning disabilities have evolved significantly in recent decades. Previously, learning problems were seen primarily as a reflection of a student's lack of skills or effort. However, research by relevant authors on the subject, such as Howard Gardner with his theory of multiple intelligences and Lev Vygotsky with his sociocultural approach, have shown that learning is a complex process influenced by various factors.

These authors have highlighted the importance of considering the individual differences of students, as well as the role of the social and cultural environment in the development of learning skills. English teachers have a key role to play in promoting environmental awareness and encouraging sustainable practices, and studies have investigated how they

perceive this role and what strategies they employ to incorporate sustainability themes into their teaching (Cherry, 2023).

Overall, it is suggested that English teachers' perceptions are shaped by a wide range of factors, including their backgrounds, experiences, and training, as well as broader social and cultural contexts. Understanding these perceptions is crucial for developing effective teaching approaches and supporting the professional development of language teachers.

6.2.6. Pre-referral Process

The Pre-referral Process is an important aspect of special education that involves a collaborative approach to supporting students who may be experiencing academic, behavioral, or social difficulties in a general education setting. This process typically occurs before a student is referred for a formal evaluation for special education services.

From an ethical perspective, the Pre-referral Process offers several benefits. First and foremost, it emphasizes early intervention and prevention by providing additional support and resources to students who may be struggling. This aligns with the ethical principle of beneficence, which promotes actions that enhance the well-being of individuals. By identifying and addressing challenges early on, students have a better chance of academic success and overall development (WGU, 2020).

Another ethical aspect of the Prereferral Process is its collaborative nature. It involves a team of professionals, including general education teachers, special education teachers, administrators, and parents/guardians, who work together to develop strategies and interventions tailored to the student's needs. Collaboration aligns with the ethical principle of justice, ensuring that decisions are made collectively and consider multiple perspectives. It also fosters a sense of shared responsibility for the student's progress.

Furthermore, the Pre-referral Process respects the principle of autonomy by involving parents or guardians in the decision-making process. Their input and expertise are valued,

and they have the opportunity to actively participate in discussions and contribute to the development of strategies to support their child. This recognition of parental rights aligns with ethical guidelines that emphasize the importance of respecting individuals' autonomy and involving them in decisions that affect their lives (EDC, 2019).

However, it is essential to consider potential ethical concerns that may arise during the Pre-referral Process. One potential concern is the possibility of over- or under-identifying students for special education services. It is crucial to ensure that decisions regarding referral for evaluation are based on objective evidence and data, rather than subjective opinions or biases. This helps safeguard against inappropriate labeling or denying students the services they genuinely need.

Another concern is the potential for power imbalances within the collaborative team. It is essential to create an environment where all team members feel comfortable expressing their opinions and concerns, ensuring that decisions are not dominated by a single individual or professional. By promoting open communication and valuing the contributions of all team members, ethical issues related to power differentials can be minimized.

The Pre-referral Process can be viewed as an ethically sound approach to supporting students in need of additional assistance. By emphasizing early intervention, collaboration, and parental involvement, it aligns with ethical principles such as beneficence, justice, and respect for autonomy. However, it is essential to remain vigilant to potential ethical concerns, such as over- or under-identification and power imbalances, to ensure that the process is fair, transparent, and ultimately serves the best interests of the students involved.

6.2.7. Importance of English Teachers' abilities to identify learning difficulties.

English teachers play a crucial role in identifying and supporting students who are experiencing learning difficulties. The ability to recognize potential learning difficulties

is an essential component of effective teaching, as it allows teachers to provide timely and appropriate interventions that can help students overcome academic challenges and achieve success.

One of the primary reasons why English teachers' ability to identify learning difficulties is so important is that early intervention is key to preventing these difficulties from escalating and becoming more severe (Cherry, 2023). When teachers can recognize the signs of a potential problem early on, they can work with students to address these challenges and provide targeted support that can help them make progress.

In addition, English teachers who are skilled in identifying learning difficulties can help create a more inclusive and equitable learning environment. By recognizing and addressing the specific needs of students who are struggling, teachers can support them in achieving academic success and build their confidence and self-esteem (Hayes, 2022). This, in turn, can foster a more positive classroom culture and help create a sense of belonging for all students.

Furthermore, identifying and addressing learning difficulties can help promote academic achievement and build important 21st century skills. By providing interventions tailored to the unique needs of each student, English teachers can help them develop important skills such as critical thinking, problem-solving, and communication (Kock., 2021).

These skills are essential for success in both academic and professional contexts and can benefit students in a wide range of future endeavors. Overall, English teachers' ability to identify learning difficulties is a critical factor in promoting academic success, building inclusive and equitable learning environments, and supporting the development of essential skills in their students. As such, it is important for teachers to receive training and support in this area, so that they can confidently and effectively recognize and address the unique needs of each of their students.

7. METHODOLOGY

7.1. Research Approach

The methodological approach of this research is qualitative, which allows obtaining a deep and contextualized understanding of the perspectives of teachers in a specific educational institution on the process of identifying students with learning disabilities. Also, the qualitative approach facilitates an interpretative and naturalistic approach towards its object of study and is used to obtain an overview of behavior and perception (Utah, 2021). It is a research model widely used in the social sciences, based on the appreciation and interpretation of data.

7.2. Research Design

The research Design of this study was descriptive which, is a method that seeks to collect information about a population or phenomenon without changing its environment. Its objective is to define, classify or catalog the characteristics of said object of study without going into knowing the relationships between them. The inclusion criteria for the selection of teachers were their experience in teaching and their work with students in early ages.

Data collection Technique was a semi-structured interview. Prior to the interview, participants were provided with an informed consent document, detailing the purposes and confidentiality of the research and then, the instrument of data collection, 12 question were provided to the teachers. The interview focused on questions related to the training of teachers in the identification of students with learning difficulties in early stages, covering aspects such as their initial training, training received and strategies used in the preventive process.

7.3. Research Context and Participants

For the procedure the research, two teachers were selected from the educative unit “Poaló García Moreno” and, they were explained the respective objectives and nature of the research. The teachers were provided with the informed consent document to review and sign their voluntary participation in the interview. Once consent was obtained, a convenient date and time was scheduled to carry out the semi-structured interview. During the interview, the responses of the participants were recorded for later analysis.

The data obtained from the interviews were analyzed using qualitative content analysis techniques. Thematic coding was carried out to identify emerging patterns, categories, and concepts related to teacher training in identifying students with suspected early learning difficulties. Connections and contrasts between the responses of the participants were sought to gain a deeper understanding of the research topic.

On the other hand, ethical principles were respected throughout the research process. The confidentiality of the participants was guaranteed and their privacy was protected. They were informed about the purpose of the research, their voluntary participation and their right to withdraw at any time without negative consequences.

8. ANALYSIS AND DISCUSSION OF RESULTS

Within the analysis and discussion of data, it is important to describe and interpret significant results that contribute to the correct development of the research project. In this way, highlighting the results that contribute to determine the types of determining the perspectives of teachers regarding the process of identifying students with learning disabilities.

The research has been carried out through a data collection based on a semi-structured interview in which two teachers of the educational unit, have had to respond according to their own perspectives and experiences within their years of work as English language

teachers, taking into account that collecting information regarding the topic of the preventive process for students with learning disabilities will benefit the respective development of the research. The data is showed in the following table.

1. *Could you tell me, please: what is your name? and provide your residence, place of work.*
2. *Could you explain to me about your professional life as teacher of English of the foreign language? And any professional aspect that you would like to tell me about.*
3. *What kind of professional degrees or professional recognitions?*
4. *Do you know what are the specific difficulties of learning? And wat can you tell me about them?*
5. *Mention if you have ever received specific training related to the difficulties of learning? If you have, could you mention relevant aspects about it?*
6. *Do you consider that the number of students per classroom, related to the cultural, ethnic, linguistic and educational environment of his students influences to the moment of the identification of the specific difficulties of learning?*
7. *What characteristics related to the identification of learning problems or what behaviors might indicate that a student can have a specific difficulty of learning?*
8. *How do you differentiate between a student who learns normally and a student with a possible difficulty of learning?*
9. *What are the strategies or the procedure that have helped you to identify glimpses of a student with possible difficulty of learning.?*

10. *Have you used some type of support or evaluation to diagnose or to identify students with difficulties of learning, such as: the track of the progress, the response to the intervention or the intervention psicopedagogic? Has this showed a progress or support?*
11. *Have you worked with the department of student commission DECE, other educators, family parents to offer support or evaluation students with suspicions of difficulties of learning? If you have so, how have you done it?*
12. *What type of support do you consider that is the most effective practice for the students of low yield with suspicions of difficulties of beginner?*
13. *Do you have some recommendation for other educators related to the importance of identifying difficulties of learning in early stages students?*

8.1. Analysis and Discussion

Category A:

Question 1. Could you tell me, please: what is your name? and provide your residence, place of work?

According to this question, teacher A mention that her residence is located in Pujilí, and her age is 38 years old, and her place of work is at the Educative Unit “Poaló García Moreno”. Considering her response, is well perceived that teacher A has relevant experience in teaching the foreign language.

Question 2. Could you explain to me about your professional life as teacher of English of the foreign language? And any professional aspect that you would like to tell me about.

Teacher A mentions that in her career, she has always been dedicated to the English area, and she has 14 years of experience in this area of education, and after going through many other schools, her destiny the Educative Unit “Poaló García Moreno” turned into her current place of work, where she enjoys her profession.

Question 3. What kind of professional degrees or professional recognitions?

In her response, teacher A highlights that she has her degree in English Major and a Master’s degree in Innovation and educational leadership, showing her base for the development of her career.

Question 4. Do you know what are the specific difficulties of learning? And what can you tell me about them?

According to each response obtained, Teacher A is clearly mentioning that with her years of experience she has seen many learning difficulties such as dyslexia, dyscalculia and knowledge deficit. She also mentions how difficult has been for her to treat with these learning difficulties when she was in her first years of teaching, since she has barely experience with these kinds of difficulties in the students.

Question 5. Mention if you have ever received specific training related to the difficulties of learning? If you have, could you mention relevant aspects about it?

In this question, teacher A mentions that she already has received training where the objective was to identify learning difficulties in children and teenagers, especially with dyslexia and dyscalculia. Teacher A also mentions, that teachers must have teaching alternatives since they cannot learn as the others and highlights that for students with learning difficulties, it is really hard to learn English.

Question 6. Do you consider that the number of students per classroom, related to the cultural, ethnic, linguistic and educational environment of his students influences to the moment of the identification of the specific difficulties of learning?

Teacher A mentions that in the Educative Unit there is any problem with the number of students per classroom, which is really important since the number of students allows to teachers the teaching-learning process with any special difficulty.

Question 7. What characteristics related to the identification of learning problems or what behaviors might indicate that a student can have a specific difficulty of learning?

Teacher A mentions that as the time passes in the classroom, the teacher can notice a difference among the students, and after a few classes more, teacher can identify the student that may have learning difficulties, she mentions that, activities that are not realized by the student is the main factor that she considers in order to identify a student that has learning difficulties.

Question 8. How do you differentiate between a student who learns normally and a student with a possible difficulty of learning?

Teacher A mentions that a student who learns normally, has no problem when learning or in the best case, the student does not need a repetition from the teacher, as well as their activities, the student who learns normally makes a good job solving activities related to the topic teacher has already explained.

Question 9. What are the strategies or the procedure that have helped you to identify glimpses of a student with possible difficulty of learning.?

Teacher A remarks that there is a special procedure about identifying a student with possible learning difficulty, which means that teacher have to report the difficulties that these students present in the development of certain activities, and then, members of the

DECE proceed with the respective activities to determine if the student has any particular learning difficulty. If the student presents any difficulty, teachers are required to have a special curricular adaptation that fits with the student needs.

Question 10. Have you used some type of support or evaluation to diagnose or to identify students with difficulties of learning, such as: the track of the progress, the response to the intervention or the intervention psicopedagogic? Has this showed a progress or support?

Teachers were tasked with creating lesson adaptations that provided topics and strategies to help students with learning disabilities. Based on the teacher's response, teachers were not responsible for providing assessments to diagnose students' learning disabilities.

Question 11. Have you worked with the department of student commission DECE, other educators, family parents to offer support or evaluation students with suspicions of difficulties of learning? If you have so, how have you done it?

Since teacher A, works at 'Poaló García Moreno' Department of Education, she is required to work together with employees of the DECE Department. Dialogue and collaboration with parents are essential because a student with learning difficulties often needs the support of someone who is part of her environment. She insists on the need to give better instruction to students who have learning difficulties.

Question 12. What type of support do you consider that is the most effective practice for the students of low yield with suspicions of difficulties of beginner?

Teacher A mentions that, working with ludic activities is the best way of motivate the student to learn and also, have a lot of patience with them, since it will last longer to achieve an accurate learning of certain topics.

Category A Discussion

Thanks to his extensive experience, the teacher can identify the importance of having specialized support in learning problems to achieve accurate detection and effective intervention. Professionals specialized in this field, such as educational psychologists, have the ability to conduct comprehensive and specialized assessments of the difficulty's students face, allowing for early and appropriate intervention.

Collaboration between teachers and experts in learning disabilities plays a critical role in ensuring that support strategies are tailored to the individual needs of each student. By working together, they can design intervention plans that fit the student's learning profile and pace, significantly improving their educational experience and academic performance.

Category B:

Question 1. Could you tell me, please: what is your name? and provide your residence, place of work.

After providing her name, teacher B mention that her residence is located in Latacunga, and her age is 45 years old, and her place of work is at the Educative Unit "Poaló García Moreno".

Question 2. Could you explain to me about your professional life as teacher of English of the foreign language? And any professional aspect that you would like to tell me about.

Teacher B mentions that she has been an English teacher for about 14 years, she mentions that her experience in different places that she has worked, have built her career and also the effort that she has put in always improving herself.

Question 3. What kind of professional degrees or professional recognitions?

In this case, teacher B mentions that she obtained her degree in the Technical University of Cotopaxi, which is one of the universities in Cotopaxi province that offer the career of English teacher.

Question 4. Do you know what are the specific difficulties of learning? And what can you tell me about them?

Teacher B, mentions specifically characteristics of some of the students that have learning difficulties, such as, students that seem to learn really fast and accurately, but the next day they tend to forget most of the content. Teacher B says “There are many difficulties on students, especially in reading activities”.

Question 5. Mention if you have ever received specific training related to the difficulties of learning? If you have, could you mention relevant aspects about it?

In this case, teacher B mentions that she has not received a specifically training to identify students with learning difficulties, but that DECE members at the school have taken some time to explain teacher about the different types of difficulties that students may have when learning. She also considers that making a request to the government in order to provide a training related to the process of identifying learning difficulties in students, would be a good way to improve learning of the English.

Question 6. Do you consider that the number of students per classroom, related to the cultural, ethnic, linguistic and educational environment of his students influences to the moment of the identification of the specific difficulties of learning?

Teacher B, says that there is no direct influence since each student has a different type of learning difficult. She also highlights that teachers should work different according to the students’ needs.

Question 7. What characteristics related to the identification of learning problems or what behaviors might indicate that a student can have a specific difficulty of learning?

Teacher B makes relevant comments such as, determining a learning difficulty is not as easy as just watching the student solve productive activities, but also making him participate in activities of learning some specifically topic, so it is when the different difficulties tend to appear in the students. In her personal opinion, the most common difficulty that is presented among students is reading since for some students is really difficult understand what they have read.

Question 8. How do you differentiate between a student who learns normally and a student with a possible difficulty of learning?

As well, teacher B highlights that a student with learning disabilities may not understand as quick as the other students, and may have problem solving activities, and also may have questions about the topic, but these questions can be repetitive.

Question 9. What are the strategies or the procedure that have helped you to identify glimpses of a student with possible difficulty of learning.?

According to teacher B, there is an established procedure to identify students who may have learning disabilities, which implies that the teacher must report the difficulties that these students are experiencing in certain activities before DECE members take the corresponding measures. to identify them. if students have any specific learning disabilities. If a student is having difficulty, the teacher must make specific adjustments to the course based on the student's needs.

Question 10. Have you used some type of support or evaluation to diagnose or to identify students with difficulties of learning, such as: the track of the progress, the response to the intervention or the intervention psicopedagogic? Has this showed a progress or support?

According to the teacher answer, it is not their responsibility to provide any evaluation to diagnose the learning difficulties in students, however, the teacher has the task to develop a curricular adaptation that provides topics and strategies to help students with learning difficulties.

Question 11. Have you worked with the department of student commission DECE, other educators, family parents to offer support or evaluation students with suspicions of difficulties of learning? If you have so, how have you done it?

Since both teachers are part of the same Educative Unit both of them have to work with members of the DECE department. As the learning process with students who have learning difficulties tend to be a process that require support of those who are part of the environment of the student, it is necessary talk and work with parents. Making a remark in the importance of providing a better learning to students that have any difficulty while learning.

Question 12. What type of support do you consider that is the most effective practice for the students of low yield with suspicions of difficulties of beginner?

Teacher B mentions that members of DECE department play a big role when it comes about providing a support, since they are the ones that identify the difficulties that students may have, and so, adequate materials will be provided to the student in order to achieve a better learning.

Category B Discussion:

The teacher interviewed expressed her perspectives regarding the process of identifying students with learning disabilities in the area of English. She emphasized the importance of classroom observation and constant monitoring of students' academic performance to detect possible difficulties. Also made a highlight on the relevance of communication with other professionals and parents to obtain a comprehensive view of student performance. Also, she recognized the need for expert support in learning disabilities for

accurate identification and effective intervention. Specialists in learning disabilities, such as educational psychologists, can provide a more in-depth and specialized assessment of student difficulties, facilitating early and appropriate intervention.

9. RESEARCH IMPACTS (SOCIAL, EDUCATION)

Taking into account the theme of the project has a positive impact on the educational field in the EFL, since it provides valuable information about the previous reference process to identify students with learning disabilities. In this way, teachers and all educational personnel can improve by learning about new strategies that can be implemented to meet the needs of students with LD, thereby improving the quality of teaching and learning in the classroom.

On the other hand, this research has an impact in the social field, since it helps to sensitize the educational community and society in general about the importance of knowing what the needs are and thus provide them with the necessary support for their academic and personal development to guarantee quality education and educational inclusion.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1. Conclusions

The research provided a clearer vision of the perspective and approach that teachers have in the early identification of learning difficulties in the English area, as well as the deficit of their knowledge, highlighting the importance of observation and collaboration. with other professionals and parents.

Through the interviews, it was possible to identify the reality and perspectives of teachers regarding the actions they undertake to identify learning problems in students. It was found that teachers use a variety of methods and strategies to observe and assess students'

performance in the English area. Some teachers prioritize classroom observation, while others also consider standardized tests and assessments.

The research allowed to collect relevant theoretical concepts on the identification of learning disabilities in students, as well as the curricular adaptation in the study plans. These concepts include the common characteristics of their students in the English area, the appropriate teaching and support strategies for these students, as well as the importance of early detection for effective intervention.

10.2. Recommendations

Given the meaningful role that observation and effective communication with both professional peers and parents play in the comprehensive process of identifying potential learning difficulties in students, establishing a framework for ongoing and up-to-date training of teachers is highly recommended. Educators in these critical aspects and domains by facilitating early detection of such difficulties, teachers can subsequently provide timely and targeted support, thus maximizing the chances for successful intervention and improved learning outcomes by ensuring no student is left behind and fostering a more inclusive educational

To improve the identification of learning problems in the area of English, classroom observation strategies should be promoted that allow teachers to detect patterns of behavior and performance that may indicate learning difficulties. These strategies may include systematic recording of behaviors and monitoring of academic progress over time.

In order to adequately address the requirements of students who face learning difficulties in the field of English language learning, it is highly recommended to promote the concept of curricular adaptation that implies the careful modification of study plans and instructional approaches to provide an experience more individualized and inclusive learning. In this way, it fosters a more accessible, flexible and inclusive educational environment, where students with learning disabilities not only receive the specific

support they need, but also gain a sense of empowerment and confidence in their ability to succeed.

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12. ANNEX

Annex 1: Data collection instrument

English Teacher Interview Guideline

Good morning, my name is Thanking you in advance for your willingness to participate in this study. I would like to mention that this interview is part of a research project and the objective of it is the collection of data for research purposes only through work practice since the purpose of this study is to determine the perceptions of EFL teachers about the preventive process to identify students with suspected specific learning difficulties. The reason why you have been selected is because you can provide truthful and reliable information about your students because you live with them on a daily basis. The information collected in the interview is confidential and therefore your participation will be anonymous. Also, I would like to tell you that your honesty in answering the questions would be greatly appreciated and that you are free not to answer any question that is uncomfortable for you. The answers are related to their teaching activity. Once the importance of your participation has been explained to you, I would like you to allow me to record our conversation to ensure accurate information is collected. In order to maintain your privacy and the privacy of others, I would like to ask that you refrain from identifying yourself or others by name, school, school district, or location. You can stop the interview at any time if you wish. If you have any questions let me know. Can you give me permission to start recording?"

Informative data

Interviewer:Interviewed:

Date: Place:

Objective

To determine the perceptions of EFL teachers about the preventive process to identify students with suspected specific learning difficulties.

The interview is divided into segments

General Information Block

Personal information

1. Could you please tell me: What is your name? provide your place of residence and place of work?

Specific information block

Teaching experience

2. Could you tell me about your professional life as an EFL English teacher (degree obtained, years of experience, job sites?)
3. What kind of professional titles or professional recognitions?
4. Do you know what learning difficulties are? And what can you tell me about them?
5. Please mention if you have ever received special training related to the identification of specific learning difficulties? If so, could you mention relevant aspects in this regard?

Educational context.

6. Do you consider that the number of students per classroom, related to the cultural, ethnic, linguistic and educational environment of your students influences the moment of identifying specific learning difficulties?

Students with specific learning difficulties.

7. What characteristics related to the identification of learning problems or what behaviors may indicate that a student may have a specific learning difficulty?
8. How do you differentiate between a student who is a normal learner and a student with a possible learning disability?
9. What have been the strategies or the procedure that you have followed when you have identified a student with signs of a possible learning difficulty?

Educational supports and assessments

10. Have you used any type of support or evaluation to identify students with learning difficulties such as progress monitoring or response to intervention, or

psycho-pedagogical intervention? If so, how have you provided this support and what was the outcome?

11. Have you worked with the student counseling department, other educators, and parents to provide support or evaluation for students with suspected learning difficulties? If so, how have you done it?
12. What do you think are the most effective practices to support low-achieving students with suspected learning difficulties?
13. Do you have any recommendations for other educators on the importance of identifying students with suspected learning difficulties at an early stage?

Annex 2: Informed consent

Informed Consent

Title of Research: Pre-referral process about learning disabilities in students of "Poalo-García Moreno" Educational Unit: perceptions of English teachers EFL

Researchers, Affiliation and Contact Information:

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Introduction and Purpose of the Study

A pre-referral process is important to guarantee a quality education. Thus, the early identification of learning difficulties is essential since this allows carrying out appropriate action or intervention plans for students who suffer from this type of disorder. This is because the learning difficulties limit the student's ability to carry out school activities normally and because these difficulties affect the ability to read, write, perform mathematical calculations or abstract reasoning. Learning difficulties present themselves differently in each person, so these types of students need special education based on their needs and abilities.

In this sense, the purpose of this study is: To determine perceptions of EFL teachers about the pre-referral process to identify students with learning difficulties at "Poaló Garcia Moreno" educational Unit.

Description of the Research

The present study is focused on knowing what are the perceptions of EFL teachers about the pre-referral process to identify students with specific learning difficulties due to the fact that the necessary importance has not been given to such a complex subject since there is limited information about this topic, which does not allow to identify the

experiences and challenges of English teachers regarding the pre-referral process of identifying and working with students with learning difficulties since this type of student needs a specialized education that guarantees an inclusive and quality education..

Subject Participation

Two EFL teachers of a public educational institution of Cotopaxi province have been selected to participated in this study. The participants have extensive experience in teaching English, for this reason, having direct contact with their students, it is possible that they have worked with students with suspected learning difficulties. Therefore, the participants could provide the necessary information to carry out the present study

In this way, the role assumed by the participants is very important, since they are the direct source of information and those in charge of providing relevant data on the pre-referral process to identify students with suspected learning problems. Then, a semi-structured interview with 13 open-ended questions will be applied, for this reason the participants will have an estimated time of 20-30 minutes to answer the questions.

Potential Benefits

Participants could raise awareness about the importance of identifying students with learning disabilities in the early stages and thus, develop strategies that allow them to carry out an educational process according to the needs of the students. Besides, this could motivate further research on this topic.

Confidentiality

Your participation in the research will be carried out anonymously, so names meant coded in this study and personal information will not be exposed for any reason. In addition, the commitment to protect your information is exercised, which next used only for educational purposes and once the data analysis is completed, your information intention is not used for other purposes

Authorization

By signing this consent, you authorize the use, publication, or presentation of the data collected through the interview, which will be recorded and analyzed during the investigative process for the development of the project report.

Voluntary Participation

Your participation in this study is voluntary. So, thank you very much for your participation. However, if you decide not to continue collaborating with the study, you can withdraw at any time, without any kind of pressure on yourself.

Cost

Your collaboration in the investigative process is voluntary, therefore, you will not receive any type of financial compensation.

I voluntarily agree to participate in this research study

Yes

No

As proof of your participation, you will receive a copy this signed Consent Form.

Participant's name: C.I.	Signature:	Date:
Dayra Evelyn Chugchilán Alvarado Researcher's name: 0504346057 C.I.	Signature:	Date: