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PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH PROJECT

“TEMA”

CLASSROOM MANAGEMENT STRATEGIES TO TEACH ENGLISH TO STUDENTS WITH LEARNING DIFFICULTIES.

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

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**PUJILÍ - ECUADOR
AGOSTO 2022**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “Classroom management strategies to teach English to students with learning difficulties”, and researched by Alvarez Fariñango Angel David and Chacon Bonilla Belen Isamar, 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, 2022

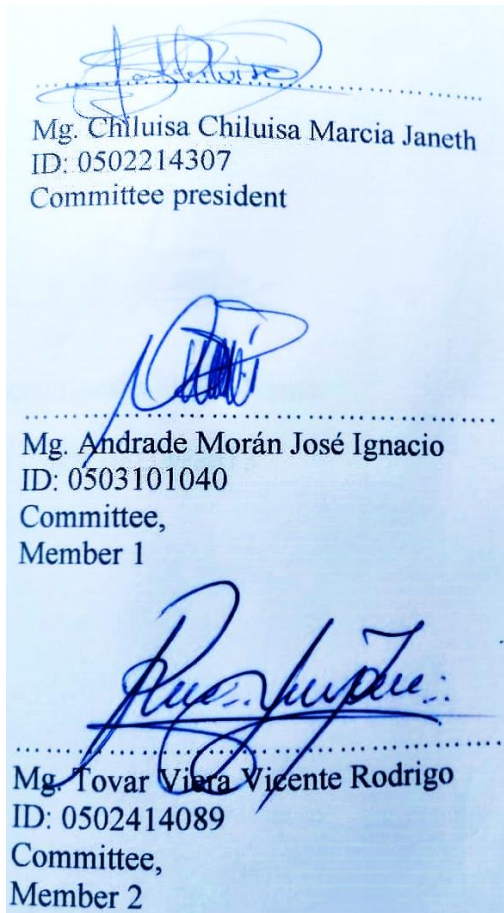


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COMMITTEE APPROVAL

The research report entitled “Classroom management strategies to teach English to students with learning difficulties”, 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

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DEDICATION

To my grandparents Rosa and Segundo who with their patience, effort and love have allowed me to accomplish another goal. To my aunt, sister, mother and friend for their love and unconditional support throughout my life. To my siblings and all my family for being with me at all times and for instilling in me the example of effort and courage, of not fearing adversity.

This work is dedicated to my family for having been my support throughout my university career and throughout my life. To all the special people who accompanied me in this stage, contributing to my formation both professionally and as a human being.

PUJILÍ CAMPUS
NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

**THEME: CLASSROOM MANAGEMENT STRATEGIES TO TEACH
ENGLISH TO STUDENTS WITH LEARNING DIFFICULTIES**

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ABSTRACT

Learning difficulties are conditions that produce difficulties in understanding or processing information in the brain. They disturb the ability to comprehend or use spoken or written language, do math calculations, coordinate movements, or direct attention. These difficulties need specific strategies to control the classroom. In other words, the appropriate classroom management strategies that the teachers must know in order to achieve an organized environment, manage the behavior of the students and make the teacher practice more comfortable for themselves and also for the students. Even though education has advanced a lot in terms of the implementation of appropriate methods for students with learning disabilities, not all educational centers have the opportunity or the resources to apply them in the classroom or have a little knowledge about it. That is why, the main objective of this project is to determine the English teacher's knowledge about the use, handling and application of classroom management strategies to students with learning difficulties in Toacaso and Fernando Ruiz Educational Units in order to provide information about learning difficulties and some classroom management strategies to help teachers and also students who suffer from this condition to feel more comfortable in the classroom. To address this project, the researchers used a mixed method; both the qualitative and quantitative approach. Also with a deductive method. For the data collection process, the researchers used the survey. Besides, Descriptive Statistics was used to collect, store, order, make tables or graphs and calculate basic parameters on the survey's data. After the analysis of the questions, the findings showed that the majority of English teachers have an idea about classroom management strategies for students with learning difficulties and also, almost always apply the strategies in their classroom. However, they do not achieve meaningful learning because they have not had enough training about the use of appropriate classroom management strategies to teach English.

Key Words: Learning difficulties, Classroom management strategies, English language teaching

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS

TITULO: CLASSROOM MANAGEMENT STRATEGIES TO TEACH ENGLISH TO STUDENTS WITH LEARNING DIFFICULTIES

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RESUMEN

Las dificultades de aprendizaje son condiciones que producen dificultades en la comprensión o el procesamiento de la información en el cerebro. Perturban la capacidad de comprender o utilizar el lenguaje hablado o escrito, hacer cálculos matemáticos, coordinar movimientos o dirigir la atención. Estas dificultades necesitan estrategias específicas para controlar el aula. Es decir, las estrategias adecuadas de gestión del aula que los profesores deben conocer para conseguir un ambiente organizado, gestionar el comportamiento de los estudiantes y hacer que la práctica docente sea más cómoda para ellos mismos y también para los estudiantes. A pesar de que la educación ha avanzado mucho en cuanto a la implementación de métodos apropiados para los estudiantes con problemas de aprendizaje, no todos los centros educativos tienen la oportunidad o los recursos para aplicarlos en el aula o tienen un escaso conocimiento al respecto. Es por ello, que el objetivo principal de este proyecto es determinar el conocimiento de los docentes de inglés sobre el uso, manejo y aplicación de estrategias de gestión de aula a los estudiantes con dificultades de aprendizaje en las Unidades Educativas Toacaso y Fernando Ruiz, con el fin de brindar información sobre las dificultades de aprendizaje y algunas estrategias de gestión de aula que ayuden a los docentes y también a los estudiantes que padecen esta condición a sentirse más cómodos en el aula. Para abordar este proyecto, los investigadores utilizaron un método mixto; tanto el enfoque cualitativo y cuantitativo. También, con un método deductivo. Por otro lado, para el proceso de recolección de datos, los investigadores utilizaron la encuesta. Además, se utilizó la Estadística Descriptiva para recolectar, almacenar, ordenar, hacer tablas o gráficos y calcular parámetros básicos sobre los datos de la encuesta. Tras el análisis de las preguntas, los resultados mostraron que la mayoría de los profesores de inglés tienen una idea sobre las estrategias de gestión del aula para los estudiantes con dificultades de aprendizaje y también, casi siempre, para aplicar las estrategias en su aula. Sin embargo, no consiguen un aprendizaje significativo porque no han recibido suficiente formación sobre el uso de estrategias de gestión del aula adecuadas para enseñar inglés.

Palabras clave: Dificultades de aprendizaje, estrategias de gestión del aula, enseñanza del inglés

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1. GENERAL INFORMATION

Theme: Classroom Management Strategies to Teach English to Students with Learning Difficulties.

Starting date: May, 2022

Ending date: September 2022

Place of research: Toacaso and Ignacio Flores -Latacunga-Cotopaxi-Zona 3-
Unidad Educativa Luis Fernando Ruiz and Unidad Educativa Toacaso

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Keywords: Learning difficulties, Classroom management strategies, English language teaching

2. PROBLEM STATEMENT

Cases of learning difficulties are occurring more frequently in education and English teachers sometimes have some problems controlling students with learning difficulties in the classroom because it is hard to motivate them, manage their behavior, establish rules and so on. Therefore, it is necessary that teachers are adequately trained to identify possible problems of their students, as well as being trained to be able to apply adequate classroom management strategies to include all the students in the teaching and learning process. That is why, the project aims to know the reality of English teachers about the use of appropriate classroom management strategies for students with learning difficulties with a survey to 12 English teachers from Toacaso and Luis Fernando Ruiz Educational Units. Whereby, the research questions of this project is: What is the knowledge of English teachers about the use, handling and application of classroom management strategies to students with learning difficulties in Toacaso and Fernando Ruiz Educational Units?

3. OBJECTIVES

General

To determine the English teacher's knowledge about the use, handling and application of classroom management strategies to students with learning difficulties in Toacaso and Fernando Ruiz Educational Units.

Specific objectives:

- To establish the theoretical framework that addresses the investigation.
- To identify the reality of the current conditions of English teachers' knowledge of classroom management strategies for students with learning difficulties.
- To define the main findings and result of the data.

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

Specific objective	Activities	Verification means
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To establish the theoretical framework that addresses the investigation theme.	Bibliographic search in articles, thesis, dissertations, paper, etc. Elaborate the theoretical framework.	Framework
To identify the reality in education about classroom management strategies.	Design a survey. Apply a survey.	Survey (google docs) Data collection instruments: Survey sheet
To describe the main findings and result of the data.	Analysis and discussion	Discussion and results part. Paper. Conclusions and recommendations

5. JUSTIFICATION

Most of the time teachers face some problems in the classroom because they do not have the necessary experience or they do not know the strategies to manage the classroom especially if they deal with students with learning difficulties. Thus, the contribution of this research will be to know the reality of English teachers about classroom management strategies to include the students with learning difficulties in an appropriate way in the classroom. This information will help to provide the teachers with some relevant details about learning difficulties such as types, causes, and effects, characteristics and stuff like that in order to enable teachers to identify who suffers from these conditions and take the appropriate measures. Also, to provide teachers with some strategies to control behavior, motivate students, give instructions and so on.

It will allow the teachers to avoid losing control of the class and create an organized environment because students with learning difficulties need attention, active supervision, another way to give instructions, etc. So its relevance lies in knowing what happens in the daily life of teachers and providing knowledge to create an organized

environment, manage behavior, and motivate students, to be able to make the teaching practice more comfortable for them and for all members of the classroom.

This research will provide assistance primarily to teachers. The English teacher in an educational setting needs to have a better understanding of how to deal with students with learning difficulties. It will also help parents to help their children in the best possible way. For a good school development. On the other hand, this research has its practical use in the educational field, in order to help teachers who, have to deal with students with learning difficulties on a daily basis.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

In Ecuador English is a foreign language. In the Republic of Ecuador, it is a mandatory subject to pass, from elementary school through high school. Even in the University in any career you must have a proficiency in the English language. The English curriculum in Ecuador aims to develop students' understanding of the world and achieve proficiency in this subject in order to communicate their views in English. In elementary school the Ecuadorian curriculum has basic English, such as learning colors, shapes, animals and numbers. That is why the English teacher must know and understand the strategies of classroom management and how to apply techniques to teach English.

According to Selan (2013) to the Artha Wacana Christian University through his dissertation research entitled "A descriptive study on classroom management applied by ELT teachers at sd inpres rss oesapa". The researcher conducted a descriptive study of how an ELT teacher teaches and conducts classroom management. The researcher used the instruments of observation and questionnaire, which were answered by two English teachers of the same institution. The observation sheet was divided into the principles of classroom management (five questions), strategies (6 questions) and forms (9 questions) of classroom management. Each of the questions has a notes section. In addition, this observation sheet was evaluated in the following ways: 1. Always, 2. Sometimes, 3. Seldom, and 4. Rarely, 5. Never. On the other hand, the questionnaire sheet was divided into 20 multiple choice questions. The results of this research were satisfactory since it was concluded that the ELT teachers of SD Inpres RSS Oesapa Kupang apply classroom management in their teaching and learning process. The main reason is because the

students learn English effectively. In addition, the researcher mentions that an English teacher must master classroom management and apply strategies that help students learn. Learning difficulties are difficult to manage, more if the teacher doesn't know the differences strategies to carry out their class.

According to Ernawati (2016) to the University of Nusantara PGRI Kediri, through his dissertation research entitled “The application of teaching English to seven grade students in an inclusive class of YBPK junior high school Kediri in academic year 2015-2016” The researcher mentions how important an inclusive classroom is (students with learning difficulties) and that combining it with teaching English is not easy. The researcher uses qualitative research and instruments such as observation and interview. The researcher takes a seventh grade teacher of SMP YPBK Kediri as a research subject. While the teacher was teaching his class, the researcher was observed and thus data was collected. The teacher knew how to manage the class and took into account certain aspects that helped all the students feel comfortable. The results of this research were satisfactory, and the researcher concluded that the material should be specific and should organize the tasks appropriately. In addition, the teacher made the other students work with those who have learning problems and that has a positive result.

6.2 Theoretical Framework

Education

“Education is a process that begins at birth and continues until the end of life” (Arslan, 2018, p. 1). This process of learning and knowing starts at home with parents until the children go to school for a formal education where they can understand what happens around them in a clear and logical way. Hence, education includes terms such as schooling, aims, goals, curriculum, and pedagogy. In addition, education seeks to develop physical, mental, emotional, social, moral and spiritual aspects of life. It means, education not only conveys knowledge, but also values, attitudes, skills and sensitivities. (Chazan, 2022). In other words, “Education is the socially organized and regulated process of continuous transference of socially significant experience from the previous generations to the followings. The main way to receive an education is to take a course of training in the system of educational institutions.”(Naziev, 2017, p. 1).

Teaching and Learning Process

Teaching and learning process is a relationship between the teacher and the students in which the educator attempts to transfer their knowledge to learners in a specific area according to their age, capabilities, skills and living conditions (Ololube, 2015). ‘‘It is referred to as the combination of various elements within the process where an educator identifies and establishes the learning objectives and develops teaching resources and implements the teaching and learning strategy’’ (Sayed, 2021, p, 1). It contributes to the development of new skills, where information is assimilated, and knowledge is applied correctly, according to the intentionality, models, and training methodologies (Maya, 2020).

Teaching English in Ecuador

English is a global language, used in different countries around the world, not only as a mother tongue but also as a foreign language. Ecuador is a Spanish speaking country that seeks to develop people with communicative skills in English. The Ecuadorian Ministry of Education seeks the compulsory teaching of English in public and private establishments in Ecuador. According to agreement 41014, English is not eliminated from the curriculum, but clarifies the obligation to teach this subject from basic general education. The curriculum supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning. These are the skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century.

Educational Inclusion

According to Ministry of Education of Ecuador ‘‘Educational Inclusion responds to the guarantee of the right to quality education, through access, permanence, learning and completion of all children, adolescents, young people and adults in the educational system, at all levels and modalities; recognizing diversity, in conditions of good integral treatment and in educational environments conducive to good living’’. Therefore, inclusion is a process and it must be seen as a constant search for improvements and innovations to respond more positively to the diversity of students. It is about learning to live with diversity and making the best of it. Inclusion seeks to maximize the presence, participation and academic success of all students. (Kirschner, 2015)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2009) also mentions that an inclusive education system is only possible if schools become more inclusive. Schools with an inclusive orientation are the means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. They also provide an effective education for the majority of children and improve the efficiency and cost-effectiveness of the entire education system"

Likewise, UNESCO (2015) in the Incheon declaration commits countries to provide quality, inclusive and equitable education and lifelong learning opportunities worldwide. A document that represents a historic commitment among nations to transform lives through a new vision of education.

Learning Difficulties

According to Kemp, (2020) mentions that learning difficulties is a term used to refer to people who have difficulties in reading, writing, math, cognition, listening and speaking. This does not mean that these types of people can not learn, on the contrary they are smart like common people, but their learning is different. Also, this is a good point to explain what is the difference between learning disabilities and learning disabilities. According to another author, Westwood (2008) describes that the term learning disability is a term that is not used very accurately. In his investigation mention that the learning difficulties are due to external factors such as: an inappropriate curriculum, lack of opportunities, and also, teaching appropriate to their way of learning. It also affects senses such as visual, motor, intelligence or feelings as well as social disadvantage. All these factors play a role that prevents the student from progressing or learning in the right way. In this point it is important to recognize that learning difficulties are due to factors that negatively influence the student.

Types of learning difficulties

Candace (2014, p. 3) states "the types of specific learning difficulties are those that impact the areas of reading, math and written expression. They may co-occur with other disorders of attention, language and behavior, but are distinct in how they impact learning." That is, there are other types of learning difficulties that deal with troubles with motor skills, understanding spoken language, distinguishing between sounds, and

interpreting visual information. Learning difficulties associated with a disorder (Hargreaves, 2019). Learning disabilities have shared characteristics which are brain, physical or genetic problems. These difficulties produce that the individual does not have an adequate development of their brain and that the processing of ideas is complex. This prevents the student from being able to acquire learning. Thus the common types of learning disabilities are (Kemp, 2017):

- Dyslexia: It is a learning disability that affects reading skills. Students have problems in reading, writing, spelling and speaking
- Dyscalculia: It is a learning disability that affects the ability to comprehend numbers and learn math. Students have problems doing math problems, using money and understanding time.
- Dysgraphia: It is a learning disability that affects writing skills. Students have handwriting, spelling, and organization ideas problems.
- Dyspraxia: It is a sensory integration disorder and refers to difficulty with fine motor skills. Students have problems with hand-eye coordination, balance, and manual dexterity.
- Dysphasia: It is a language disorder which hinders the communicative capacity of the individual who suffers from it. In this disorder the lesion of the nervous system is involved.
- Auditory Processing Disorder: It is a disorder in which students have difficulties in hearing differences between sounds. Students have problems with reading, comprehension, language
- Visual Processing Disorder: It refers to difficulty interpreting visual information. Students have problems with reading, math, maps, charts, symbols, pictures.
- Attention deficit hyperactivity disorder (ADHD): It is a disorder that causes problems in staying focused, paying attention, sitting still, following instructions, controlling behavior and hyperactivity.
- Autism Spectrum Disorder (ASD): Developmental disabilities caused by differences in the brain.
- Asperger's Syndrome: Also called Asperger's Disorder, it affects behavior and the ability to socialize or communicate effectively.

Characteristics of learning difficulties.

According to Appleton (2021) the characteristics of students with learning disabilities are shortcomings that a student has during their cognitive development and in some cases may be mild, moderate or severe, usually these symptoms are shown in childhood and some students manage to cope with this condition, others difficulties are notorious. In this part, it is shown some of the most common characteristics of students with learning difficulties.

Some of the features are poor decoding skills, poor reading skills, slow reading, lack of self-monitoring of reading skills, poor comprehension and some more complex ones that affect the student's mental development such as: difficulty recognizing important ideas in context, too much difficulty constructing images and ideas in mind, finds it difficult to combine new ideas and difficult to understand grammar and writing.

In addition to this, there are also more characteristics of learning disabilities such as hyperactivity, perceptual-motor disturbances, coordination problems, memory and thinking disorders, attention disorders, social skills deficits, information processing problems, among others. (National Association of Special Education Teachers, 2015)

Learning disabilities in English Language Acquisition

Mohamad (2021) mentions that students with learning difficulties have some degree of difficulty learning a second language, but they do not lose the same benefits as other students, which is why the English language teacher is the pillar of the educational process, is the leader of his class, motivating students, guiding and pushing them to achieve social, behavioral and academic goals. Therefore, the teacher must be aware of his or her proper administrative behavior, and be aware of the environmental and social conditions in which he or she works and know his or her students.

Students may not be aware that a disability may be an impediment to learning a second language and one of the reasons may be because they have never had access to diagnostic testing for learning disabilities. For this, the teacher must have appropriate solutions and teaching methods for second language instruction, an example can be creating vocabulary warm-up lessons, as well as creating multiple learning modes, these can be visual, auditory and kinesthetic. The most important thing is for the teacher to actively engage their students in discussion, participation and elaboration of their role in the classroom. (Miusa 2018)

Classroom management

Chamila (2019) mentions that the classroom management involves a number of skills and techniques that the teachers have to use in order to ensure that their classroom runs smoothly without misbehavior. Also, “When educators use the term “class management”, they not only refer to the control of students' discipline, but also to the strategies and materials that the teachers use to have a calm, pleasant, and propitious class environment for students' learning” (Espinoza, 2020, p. 2) That is why classroom management “contains routines, rules, and consequences, and it creates a set of expectations that are used in an organized classroom environment”(Mohamed, 2021, p.1). Macias (2018) also mentions that Classroom management addresses principles and strategies for effective classroom management during the English language teaching and learning process and allows the future teacher to expand his or her knowledge of English language pedagogy. In addition, classroom management strategies allow them to develop their pedagogical skills to lead the didactic process with children or teenagers in an efficient manner.

Classroom management elements

Even though every teacher has a unique style of management to meet each class' needs, the same elements can be found. In this fact, the teachers have to consider the following classroom management elements: behavior, organization class, classroom design, rules, discipline, schedule, structural technique, communication and so on (McLeod, 2003).

Classroom Design. - Use the positioning of your desks, displays, storage and equipment to create a warm and welcoming room. Make sure you have removed all unnecessary and distracting items from your classroom. This is also a good time to check your room for safety hazards.

Rules. - Develop rules that foster respect, caring and community in your classroom. Make your expectations for behavior clear at the beginning of the year. Continue to reinforce your rules throughout the course, and post them in a visible location.

Discipline. - Be firm, fair and consistent. Begin by warning a student and having them confirm their knowledge of the classroom rules. Follow-up continued disruption by

issuing demerits, detention, or other official reprimands. Never, hit, harass, embarrass or yell at students-this is counterproductive and unprofessional.

Scheduling. - Keep your class in order by staying on time and on task. There should be space before and after every room change, lunch, and recess for students to settle down. Be firm but fair with due dates. Always leave room for extenuating circumstances. Never leave room for procrastination.

Organization. - Stay organized inside and out. It sets a good example for your students and keeps you from wasting instructional time looking for materials. Encourage self-directed learning by providing students with their own notebook.

Instructional Technique. - It is important to adapt the teaching technique to the grade level, subject matter and students. Vary the style and intensity of your lessons. Accompany lessons with relaxed group activities. Consult your colleagues for ideas on new lessons. Get to know the learning style of each of your students.

Communication. - It is essential to have clear and consistent lines of communication with your administration, colleagues, students and parents. Without it you will lose the respect of peers, the attention of students, and the cooperation of parents. Be responsive to the concerns of others. Be flexible and willing to accommodate reasonable requests.

Classroom management principles

Kapur (2020, p 3) states that “the principles of classroom management are the principles that guide the instructors and the students in terms of behavior and conduct.” As they need to conduct themselves well and follow the rules necessary in generating the desired outcomes. In order to perform well in one's tasks and activities, the individuals need to conduct themselves well and be well-aware in terms of the necessary aspects (Oliver, 2007). When the behavior and conduct of the instructors and the students will be appropriate, they will be able to implement the task of classroom management in a well-ordered manner. Kapur (2020) mention the important principles of classroom management and they are the following:

- Using proper names
- Form simple rules and regulations within the classroom settings,

- Establish the areas within the classrooms for supplies,
- Identify the timings for classroom disruptions,
- Generating awareness in terms of ways of promoting academic honesty,
- Obtain commitments from students and differentiate between the teaching and the learning methods.

Classroom management problems

According to Chamila (2019) the problems of classroom disorganization that the teacher is exposed to can disrupt the teaching and learning process. Some of the problems are:

- Lack of respect for the teacher.
- Lack of students' attention and motivation in class, this is accompanied by shouting and disorder in the classroom.
- Lack of commitment and responsibility on the part of the student.
- Absence of homework, refusing and complaining about homework, hyperactivity and disobedience among others.

To this is also added the lack of interest in class activities, academic dishonesty and harassment or discomfort to other students. On the other hand, the teacher's participation is very important in the observation of these learning difficulties.

Classroom management problems and Learning difficulties

According to Los Santos (2014) when a child has learning difficulties, it is important to adapt resources to his or her needs. Not always a professional in the clinical area will be able to play a good role in the pedagogical area. Educating students with learning difficulties is a challenge for education professionals. Having a good family environment is a positive factor for children with learning difficulties.

As such, the institution should take into account certain things, such as knowing the different learning difficulties that a student may have, the characteristics. Also to inform, and to observe, to have instruments of observation. Also to elaborate pedagogical strategies in agreement with the direction of the establishment.

The teacher should be aware of the students' performance, sometimes it is an indication of a learning difficulty. In addition, the teacher should have a different curriculum for students with learning disabilities. The teacher must propose concrete and achievable

short-term objectives. Evaluate difficulties, assess individual differences, carry out clear, known and objective activities.

The teacher who has the knowledge about learning difficulties and their main characteristics or the most usual traits could help him and give knowledge to the other teachers, so that they take into account that he needs other ways of learning.

Curriculum adaptations for students with learning difficulties

In 2013 the Ministry of Education of the Ecuadorian Republic, published a "work guide" entitled: "Estrategias Pedagógicas para atender necesidades educativas especiales". This work is intended to support and provide information to professionals and achieve inclusion in the classroom. According to Article 47 of the Organic Law of Intercultural Education (LOEI), Ecuador's goal is to offer education to all, including students with disabilities, to offer education to all, including students with any disability -whether physical, intellectual or mental-, with different intellectual or mental disabilities, with a different language, of different ethnicities, in a situation of illness, with human mobility problems. (Ministerio de Educación del Ecuador, 2013)

The curricular adaptations made by the government have been a good impulse to have a quality education, however not all educational institutions have the budget to achieve it. It is important to know and manage technological materials, in fact the government tries to encourage educational institutions to acquire them, so that the student has the necessary support.

Classroom management strategies

Kapur (2020) describes classroom management strategies that will help the teacher get the classroom under control as follows:

- **Communicating Effectively:** Communication between teacher and student is very important for a pleasant relationship and to avoid conflict.
- **Implementing Teaching-Learning Processes Effectively:** The teacher must apply or implement innovative or appropriate teaching methods for their students and be able to meet the stated objective.
- **Establish guidelines and rules:** rules and guidelines must exist in order to maintain a pleasant space in the classroom and a proper order.

- Give rewards: this should be applied when the student does his or her part in the classroom either in active participation or completion of activities.
- Make Provision for Equal Rights and Opportunities: the equal participation of all students should be taken seriously, not only some students should be allowed to participate, it is important that all students participate without distinction.
- Improve non-discriminatory policies: students have equal opportunities and discrimination of any kind should be prohibited, each student is different and that should be respected.
- Encourage students to express their ideas and perspectives: the teacher should be the promoter of student participation, motivating them to be critical and participatory is one of the objectives that the teacher should fulfill in the classroom.
- Encourage student participation in various questions and activities: as mentioned above, student participation is important even to analyze if the student understood the subject of the class and if he/she is comfortable with the teaching.
- Developing motivation among students: it is necessary to stimulate students' mentality to promote learning and understanding, student participation is indispensable in the implementation of classroom management, formulate measures to develop motivation among students and their complementary learning.
- Creating a Pleasant and Friendly Environment: good communication, appropriate teaching materials, comfortable infrastructure inside and outside the classroom, and a friendly student-teacher relationship are the most important factors for students to have a pleasant learning environment.

Classroom management strategies and learning disabilities

“Students with learning disorders often have unique needs and learning styles. It is important to account for these when structuring lessons and procedures.” (Levings, 2021, parr. 2). That is why teachers have to be creative and innovative when preparing the classrooms. (McClafferty, 2018). That means, the use of effective classroom management strategies to control the behavior and maintain the student’s attention and motivation during the lesson. In this way, to avoid distraction and frustration in both teachers and students (Bissonnette, 2016). Thus, the following classroom management

strategies help to create an appropriate learning environment (Banks, 2020; Levings, 2021; Bissonnette, 2016; Logsdon, 2020 and McClafferty, 2018):

- **Establish Relationships with Students:** Establishing a good relationship with students is an important component because the teachers spend a lot of time with their students even more than their parents. So the teachers have to make a connection with them through listening to them, showing empathy, being interested, interacting with them, and more.
- **Set Expectations:** Teachers have to establish as many expectations as possible about the classroom working with their students in order to ensure the students follow them. So the teacher needs to communicate with the students in a clear and concise way creating routines and practicing them.
- **Organize Your Lessons:** Teachers must focus on lessons that engage students in what is being taught. The highest student's participation in the learning process, less time for disruptive behavior.
- **Behavior Specific Praise:** The majority of the students respond well when the teachers use a positive phrase. In this sense, teachers make the phrase based on the specific behavior that they want to see.
- **Active Supervision:** Teachers have to be actively involved in what happened in the classroom. That means, to monitor the students while he/ she walks around the classroom asking and answering questions and so on.
- **Practice Consistency:** The students are benefited when they have a routine in their lesson. The variations of the classroom routine can destabilize the teaching and learning process.
- **Encourage Social Interactions:** Teachers form pairs between students with learning disabilities and collaborative classmates to help them to maintain their attention all of the time. In this way, both students benefit from the interaction because one receives guidance and the other learns differently by teaching their classmates.
- **Clearly outline the instructions:** Lessons should include specific, easy-to-follow, step-by-step instructions that are explicitly stated by the teacher and modeled for the learner.
- **Set the desks in the classroom in rows:** Students with learning disabilities can be easily distracted, so seating should be away from windows, doors, or any

distracting objects. Seating in rows facing forward and close to the teacher helps to maintain students' concentration.

- Provide opportunities to take a break: Teachers have to be aware at which moment the students need a break. The teacher can read a story, have a conversation, play a game, and so on in order to relax students.
- Focus on student strengths: Teachers have to be focused on student's strengths in order to motivate them to learn. For this, the teacher needs to learn about the students and find their strengths in order to design a lesson for them.
- Be aware of environmental triggers: There are some distractions like loud noises, bright lights and so on that the teacher needs to anticipate and eliminate in their classroom. These, in order to avoid disruptive thinking and maintain student's attention.
- Keep it simple: Use a simple language at the moment to give instructions and make sure that they are easy to understand. Repeat the instructions if the students do not seem to understand.

7. METHODOLOGY

This research is focused on the mixed approach, this is qualitative because it helped us to investigate the teachers' level of knowledge of classroom management strategies and their experiences and quantitative because we used frequency tables to collect the number of repetitions in each item, as well as descriptive statistics that helped us to graph the data. On the other hand, the researchers also used the deductive method. This helped us to reason and look for logical conclusions for the results. The survey was used as an instrument for data collection. The survey was taken and edited from Selan (2013) from his research "A descriptive study on classroom management applied by ELT teachers At sd inpres rss oesapa". The questions were edited and adapted in order to collect the information that our research needed. There were 10 questions, on a Linkert scale. (Always, Almost Always, Sometimes, Rarely and Never) and two questions to choose their experience. This survey instrument helped us to achieve our second specific objective. This survey helped us to identify the reality of the current conditions of English teachers' knowledge of classroom management strategies for students with learning difficulties. On the other hand, the population was teachers of the Educational Institution Luis Fernando Ruiz and "Toacaso" and the whole population was the 12 English teachers.

8. ANALYSIS AND DISCUSSION OF RESULTS.

Once the data collection instruments were applied, data were processed for their analysis, since the information they will provide will be used to indicate the conclusions reached by the research, as it will show the level of knowledge of English teachers about classroom management strategies to teach students with learning difficulties in “Toacaso” and “Luis Fernando Ruiz” Educational Units.

The data was collected through google docs platform for their analysis and interpretation. In addition, the graphics were made by the researchers in the Microsoft Word platform.

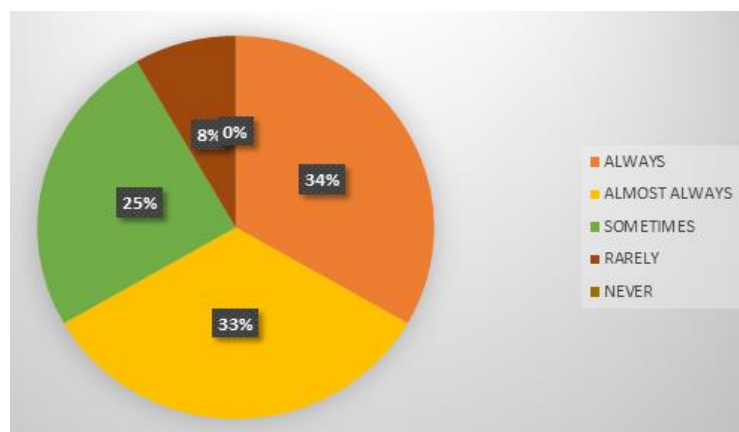
The data was presented in order the following questions:

- 1. Do you know what classroom management strategies are?*
- 2. Have you ever had a student with learning difficulties?*
- 3. What learning problems have you had when teaching the subject?*
- 4. Do you think it is easy to manage a class with children with learning difficulties?*
- 5. Do you consider that classroom management strategies for Learning Difficulties are important to facilitate English comprehension?*
- 6. How do you include students with learning difficulties in classroom activities?*
- 7. Do you think it is easy to achieve meaningful learning with children with learning difficulties?*
- 8. Do you consider that Teaching English to children with learning difficulties is easy?*
- 9. Do you apply classroom management strategies with students who have learning difficulties?*
- 10. Have you received any training for students with learning difficulties?*

This section analyzed each of the questions and the impact of the respondents. This information was collected through a survey and is analyzed by a mixed approach and a deductive method that helped us to reach logical conclusions and to be able to correctly develop our data discussion. We also worked with descriptive statistics that helped us to organize and graph the research items. Below are the results graphs with their respective frequency table and the discussion analysis of each of the questions presented above.

Question 1: Do you know what classroom management strategies are?

ITEM	f	%
Always	4	34
Almost always	4	33
Sometimes	3	25
Rarely	1	8
Never	0	0
TOTAL	12	100



Source: Survey

Elaborated by: Alvarez & Chacon

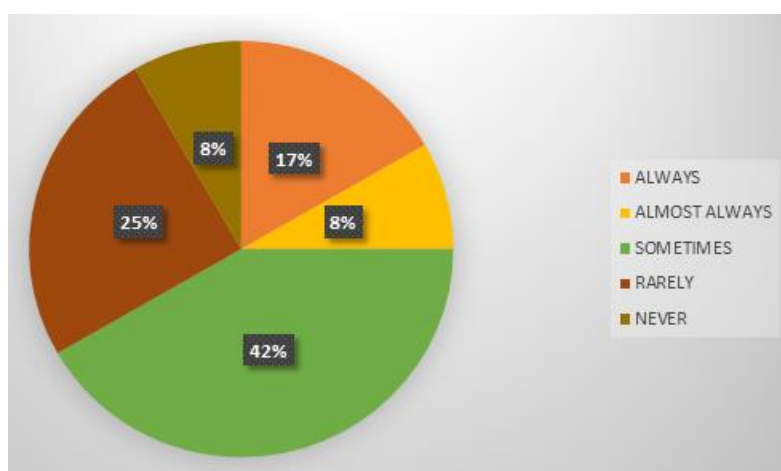
Classroom management strategies allow the teacher to have different tools or methods to help maintain order in a classroom, especially in terms of student behavior. During the collection of the data used in the present work we found that: Regarding the first question and when looking at the results graph. We can see that 34% always know what the classroom management strategies are. In second place is 33% of English teachers who almost always know what classroom management strategies are. In third place we have a percentage of 25% who sometimes know what class management strategies are, but it is not a sufficient number, nor is it a favorable one. Lastly, we have 8% of the surveyed

population that rarely know what classroom management strategies are and 0% that they do not know.

Undoubtedly, the results are not favorable because not even 50% of English professionals know what classroom management strategies are. This is a very low percentage because teachers should be aware of classroom management strategies and also apply in the classroom. Ernawati's (2016) research results show that classroom management is important for a class to go well. Clear rules in class allow for a more comfortable and orderly teaching and learning process. The teacher plays a key role in managing a class. Therefore, classroom management helps the teacher to maintain an orderly classroom and rules for better learning. It is undoubtedly that classroom management strategies should be applied more with students who have learning difficulties, because they do not learn in the same way as other children. For a quality education the students need the experience and warmth of the teacher.

Question 2: Have you ever had a student with learning difficulties?

ITEM	f	%
Always	2	17
Almost always	1	8
Sometimes	5	42
Rarely	3	25
Never	1	8
TOTAL	12	100



Source: Survey

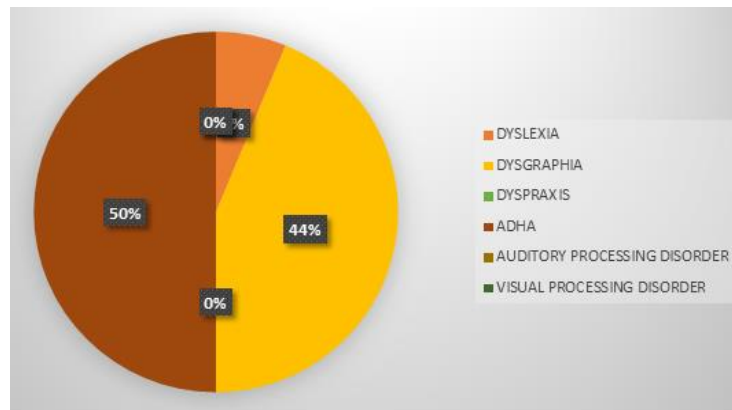
Elaborated by: Alvarez & Chacon

Learning disabilities are much more common than we think, and they present themselves in many ways in a classroom. The results of this research are as follows: Regarding the second question, 42% of the teachers surveyed mentioned that sometimes they have had students with learning problems. This is followed by 25% who mention that they have rarely had students with learning disabilities. On the other hand, we have 17% who say that they have always had students with learning problems, even if only one, but they have always had students with learning problems. And 8% almost always have children with learning disabilities, the most common that they have been able to detect. And another 8% who have never had children with learning disabilities.

It appears that it is very common to have at least one student with learning difficulties, and only a small percentage have never had students with learning difficulties. According Lozano (2019) between 9 and 16% of the school population suffers from some type of learning difficulty. Currently, scientific research has made it possible to analyze and identify the main characteristics of learning difficulties. The English teachers have been able to detect some learning problems by the behavior of the students in class. Some learning difficulties are easy to detect or look for characteristics, such as dysgraphia, which is characterized by confusing words and not having understandable handwriting. Possibly that 42% have detected some specific characteristic that led them to think that they have some learning difficulty.

Question 3: What learning problems have you had when teaching the subject?

ITEM	f	%
Dyslexia	1	6
Dysgraphia	7	44
Dyspraxia	0	0
Attention deficit hyperactivity disorder (ADHA)	8	50
Auditory Processing Disorder or Visual Processing Disorder	0	0
TOTAL	16	100



Source: Survey

Elaborated by: Alvarez & Chacon

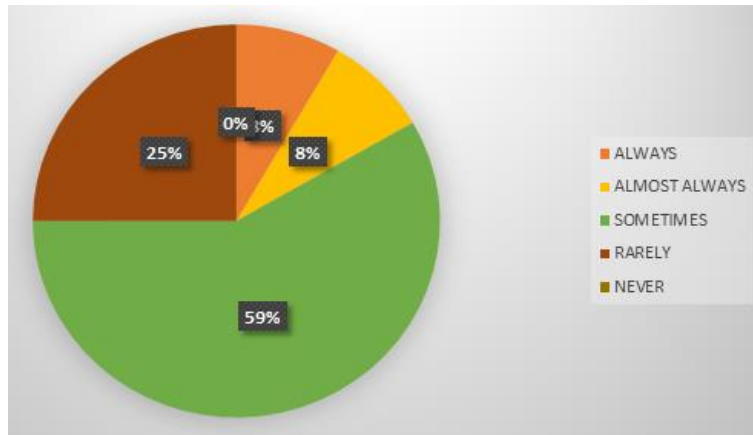
According to the survey results the most common learning difficulty is Attention deficit hyperactivity disorder (ADHA) with 50%. It is followed by dysgraphia with 44%. And lastly, Dyslexia with 6%.

Undoubtedly, the most common learning difficulty in a classroom is ADHD. It is most likely to be detected by the behavior of the students in class, perhaps very restless, disruptive, not paying attention to classes, or very hyperactive. Unfortunately, a teacher cannot be sure that a student has a learning disability, since it requires several tests that are developed by a health professional. That is why English teachers may treat hyperactivity as ADHD. On the other hand, according to the teachers' experience, they have never had students with dyspraxia and Auditory Processing Disorder or Visual Processing Disorder. According to Sanchez (2011) her research data states that among the most common learning difficulties in schools are: dysgraphia, dyslexia, dyscalculia and attention deficit. The researcher mentions that these types of problems can be identified by school failure and other characteristics that are presented depending on the learning difficulty. Definitely, all teachers have had at some time even one student with learning difficulties. So it is essential to know strategies that help maintain proper order in the classroom.

Question 4: Do you think it is easy to manage a class with children with learning difficulties?

ITEM	f	%
Always	1	8

Almost always	1	8
Sometimes	7	59
Rarely	3	25
Never	0	0
TOTAL	12	100



Source: Survey

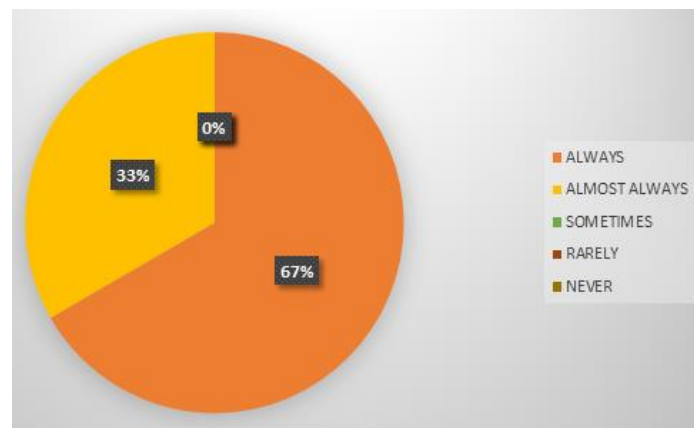
Elaborated by: Alvarez & Chacon

Teachers in the schools that responded to the survey normally work with classrooms of up to 40 students per class. If managing a small class is already a challenge, a classroom with more students is going to be difficult. That is why the results of this question show the following results: it can be assured that the majority of English teachers believe that sometimes it is easy to manage classes with students with learning difficulties with 59% of the participants. But, on the other hand 25% believe that it is rarely easy to manage a class of students with learning disabilities. Eight percent believe it is always easy and another 8% believe it is almost always easy to manage a class with students with learning disabilities. But no one thinks it is easy. According to Ernawati (2016) in his investigation mentions that is necessary to added material and the teacher explanation to manage the classroom. Classroom management give the appropriate information to manage the class and for this reason is easy manage a class with children with learning difficulties. The teacher just adapts the material and include all the students in the classroom tasks. Therefore, teachers who believe that it is sometimes easy to manage a class of students with learning difficulties have developed certain skills that are conducive to classroom management. In general, most of the English teachers who responded to the survey have a few years of experience. Sometimes managing a group of students requires experience but it also requires knowledge of classroom management strategies. Being an educator is

a constant learning process, which requires reading and research, even more so in another language such as English.

Question 5: Do you consider that classroom management strategies for Learning Difficulties are important to facilitate English comprehension?

ITEM	F	%
Always	8	67
Almost always	4	33
Sometimes	0	0
Rarely	0	0
Never	0	0
TOTAL	12	100



Source: Survey

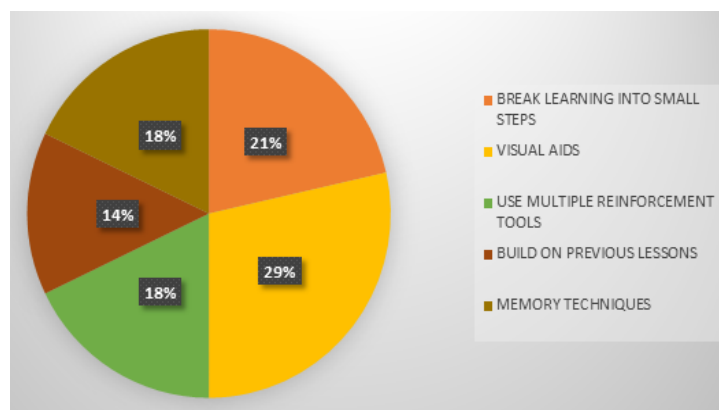
Elaborated by: Alvarez & Chacon

Classroom management strategies, which serve certain functions in a classroom, organize and control student behavior, can be achieved by providing activities in which all children can participate. In general, children with learning disabilities tend to become disruptive in class because they do not understand the activities. Therefore, this research question yielded the following data: the majority of the respondents believe that it is always important to apply classroom management strategies to facilitate English comprehension with 67% and 33% believe that it is almost always important to apply the strategies. The results of this question have been favorable because the majority of teachers are aware that it is necessary to apply classroom management strategies in order for students to better understand the class. In Ernawati's (2016) the research showed that classroom management depends only on the teacher, adapting and adding materials so that all

students are integrated into the classroom tasks, as well as facilitating the learning of English. Thus, as teachers it is important to keep in mind that classroom management strategies are important to maintain classroom order and create a comfortable environment for students. Classroom management strategies also create a better understanding of the language.

Question 6: How do you include students with learning difficulties in classroom activities?

ITEM	F	%
Break Learning into Small Steps	6	21
Visual Aids	8	29
Use multiple reinforcement tools	5	18
Build on Previous Lessons	4	14
Memory Techniques	5	18
TOTAL	28	100



Source: Survey

Elaborated by: Alvarez & Chacon

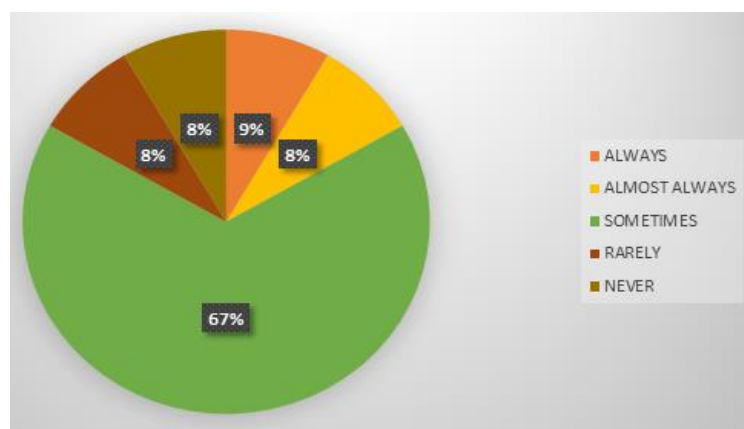
The teachers use Visual aids to include students with learning difficulties in classroom activities with 28,6, 7 % which is more than half of the teachers surveyed. 21,4% of teachers use Break learning into small steps, followed by the use of Multiple reinforcement tools and Memory techniques with 17, 9 %. Finally, the less used activity is Built on previous lessons with 14,3 of the teachers.

Visual aids are the most used activity by teachers to promote learning because it makes the process easier, interesting, enjoyable and effective. It helps with an important aspect in the classroom motivation. These results are similar to Shabiralyani (2015). The author had found that the use of visual aids promotes a friendly and interesting atmosphere for

the students. He states that visual aids create an enjoyable classroom and effective teaching and learning process because It is easy to motivate, establish rules and create an appropriate environment for students with learning difficulties Thus, the teachers are conscious of the necessity to use appropriate strategies to create an organized classroom environment, maintain discipline and motivate students with learning difficulties. Teachers always try to use different types of strategies, no matter how small, in order to involve students with learning difficulties in the teaching and learning process.

Question 7: Do you think it is easy to achieve meaningful learning with children with learning difficulties?

ITEM	f	%
Always	1	9
Almost always	1	8
Sometimes	8	67
Rarely	1	8
Never	1	8
TOTAL	12	100



Source: Survey

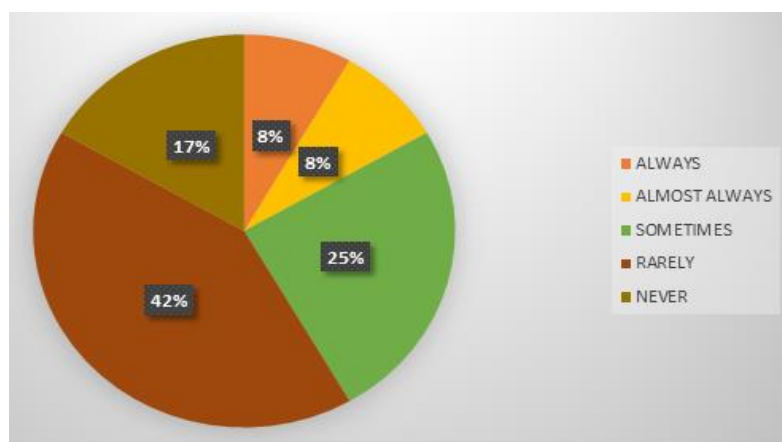
Elaborated by: Alvarez & Chacon

The majority of the teachers from “Toacaso” and “Fernando Ruiz” Educational Units with 66,7% show that it is sometimes easy to achieve meaningful learning with children with learning difficulties. While always, almost always, rarely, and never respectively show a result of 8% easy to achieve meaningful learning with children with learning difficulties. It demonstrates that the majority of the teachers have problems involving students with learning difficulties in the activities that they perform every day at school. These results are similar to Karunanayake (2020). The author found that the teachers have problems handling students with learning difficulties as well as assigning appropriate

instructions to meet the needs of them. He states that it is important to know the students and apply the adequate strategies to give them a meaningful instruction. Thus, the teachers need to know another type of strategies to keep the organization, order, concentration, attention, and academic productivity of students during classes that allow students with learning disabilities to learn in an inclusive way.

Question 8: Do you consider that Teaching English to children with learning difficulties is easy?

ITEM	f	%
Always	1	8
Almost always	1	8
Sometimes	3	25
Rarely	5	42
Never	2	17
TOTAL	12	100



Source: Survey

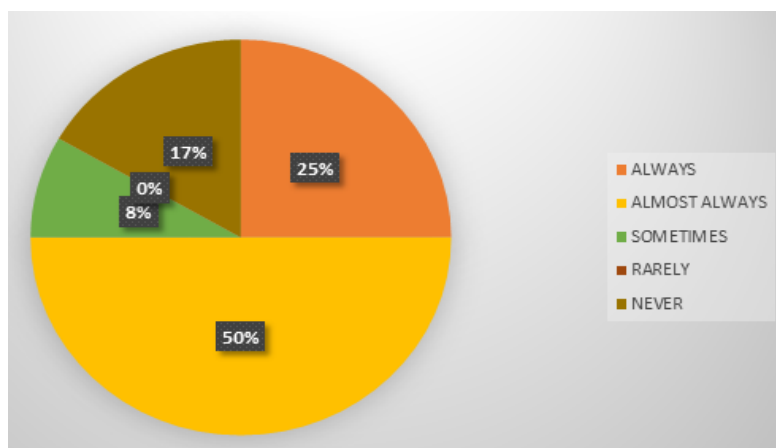
Elaborated by: Alvarez & Chacon

Regarding the question of whether it is easy to teach students with learning disabilities, 42% of English teachers answered rarely, which is the highest percentage in this response. In second place comes with 25% sometimes, followed by never with 16.7%. Finally, with always and almost always teachers found it easy to teach English with 8.3% respectively. Then, the English teachers show some inconvenience at the moment to teach students with learning difficulties since they do not have the enough knowledge to create materials, prepare appropriate lessons and encourage students to learn. These results are similar to Ahammed (2021). The author found that It is difficult to work with the types of students

because he has to prepare a lot of other things like behavior, social interaction, lack of time, motivation, emotional issues and even parent's expectations. He states that all of these affect the students' performance.

Question 9: Do you apply classroom management strategies with students who have learning difficulties?

ITEM	f	%
Always	3	25
Almost always	6	50
Sometimes	1	8
Rarely	0	0
Never	2	17
TOTAL	12	100



Source: Survey

Elaborated by: Alvarez & Chacon

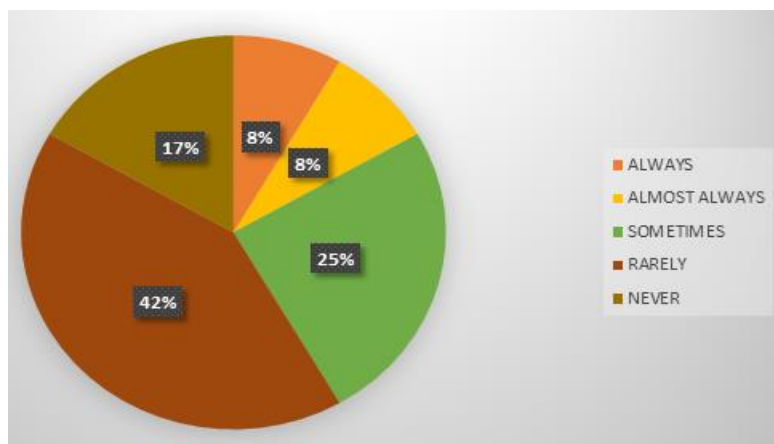
Half of the teacher's state that they almost always use classroom management strategies with students with learning difficulties, which corresponds to 50% of the teachers in the Toacaso and Fernando Ruiz Educational Units. While, 25% of the teachers responded that they always use them. In third place never with 16.7% and finally sometimes with 8.3% of the teachers who use classroom management strategies with students with learning difficulties.

English teachers apply classroom management strategies to teach students with learning difficulties. They apply them in their classes in order to include them in the classroom and try to improve the teaching and learning process. These results are similar to Ranjeeta (2018). The author found that it is essential to use strategies that allow students to learn

in an inclusive classroom in order to promote and increase the participation of learners with learning difficulties creating an adequate environment for all students.

Question 10: Have you received any training for students with learning difficulties?

ITEM	f	%
Always	1	8
Almost always	1	8
Sometimes	3	25
Rarely	5	42
Never	2	17
TOTAL	12	100



Source: Survey

Elaborated by: Alvarez & Chacon

The participants surveyed show that they have rarely had training to teach students with learning disabilities with 41,7 %, followed by sometimes with 25% of training. In third place never with 16,7%. Finally, always and almost always with 8,3 % respectively with training for students with learning disabilities.

This result is alarming because most of the teachers have not received adequate training and as educators they should know how to manage a class and it is even more difficult to manage a class with students with learning difficulties. There is no doubt that the intervention of the ministry is needed, because unfortunately teachers will not do training on their own.

This result is alarming because most of the teachers have not received adequate training and as educators they should know how to manage a class and more if they have students with learning difficulties. There is no doubt that the intervention of the ministry is needed,

because unfortunately teachers will not do training on their own. These results are similar to Crispel (2019). The author found that educational inclusion is a contradiction between school's demands and the challenges faced by the students with learning difficulties. The teachers try to give their best teaching them but it is impossible without solving the deficiencies in the education system such as the lack of knowledge about learning difficulties and teaching techniques and strategies.

This research has given us a lot of information and mainly to know that 8 out of 12 teachers know what classroom management strategies are, 9 out of 12 teachers apply them with students with learning difficulties but don't apply the appropriate strategies because 10 out of 12 teachers show that they do not achieve meaningful learning in their students. In addition, 2 out of 12 teachers have received some training in dealing with children with learning difficulties. Therefore they need to be trained to promote educational inclusion in which all the students can learn in the same way.

9. RESEARCH IMPACTS

1. It has educational impact because It helps both English teachers and students to encourage an inclusive education since it has provided evidence of leading to greater educational improvement in students with learning difficulties in the classroom. In addition, it allows mobilizing existing resources in all communities based on the common objective of ensuring the right to a better education for all students. Thus, it is suggested to create a course that trains English teachers to gain more knowledge on how to motivate, maintain discipline, and create materials for both students with learning difficulties and those without difficulties in order to create an inclusive classroom where everyone can learn without many difficulties. The present result help us to answers the research question presented above.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

1. Regarding the first specific objective which was to establish the theoretical framework that address the investigation, it can be deduced that Classroom

management strategies allow teachers to handle, control, motivate, and establish rules to students with learning difficulties. Likewise, it helps to understand and know the types, causes, consequences as well as to identify students with this problems. Whereby, this condition also affects the classroom environment and the teachers have to use appropriate classroom management strategies like keep it simple, establish relationship, behavior specific phrases and so on. In order to ensure that the classroom runs smoothly without misbehavior.

2. On the other hand, classroom management strategies create a favorable environment for students with learning difficulties. Despite the fact that the Ministry of Education has encouraged the educational sector in the area of inclusion in regulations and certain articles, it has not been properly used since it is only stated in letters but not applied in the classroom. This is mainly due to a lack of knowledge of the strategies in the professional sector, but also on the part of the authorities who are not involved in the problem. This research has given us a lot of information and mainly to know that 8 out of 12 teachers know what classroom management strategies are and 9 out of 12 teachers apply classroom management strategies with students with learning difficulties. Unfortunately, 2 out of 12 teachers have received some training in dealing with children with learning disabilities.
3. The main findings show that English teachers try to use different classroom management strategies to include students with learning difficulties in the teaching and learning process since it is their right to have a quality education just like everyone else. However, very few teachers manage to convey this in a meaningful way because they find it difficult to motivate students, maintain discipline and create an organized environment where the class runs smoothly and without misbehavior. This happens because they have not received sufficient training from the Ministry of Education on strategies and materials to use to obtain a calm, pleasant and conducive learning environment for all students in the classroom.

Recommendations

2. It is suggested to carry out more research about the classroom management strategies to teach students with learning difficulties in order to have a deep

understanding about the problem that affect the majority of the classrooms. Thus, try to find a solution in which all the students will be included in the teaching and learning process in equality way.

3. On the other hand, research in the educational field should be promoted, such as material strategies, applications and technological aspects that promote inclusive learning in students with learning difficulties. Likewise, the Ministry of Education should be asked to train and evaluate the knowledge of teachers in classroom management and encourage them with economic prizes.
4. Based on the results of this research, the researchers suggest creating a course that trains English teachers to gain more knowledge on how to motivate, maintain discipline, and create materials for both students with learning difficulties and those without difficulties in order to create an inclusive classroom where everyone can learn without many difficulties.

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12. APPENDICES

Classroom Management Strategies to Teach English to Students with Learning Difficulties.



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(no compartidos)



*Obligatorio

The main objective of this project is to determine the English teacher's knowledge about the use, handling and application of classroom management strategies to students with learning difficulties in Educational Units, in order to provide information about learning difficulties and some classroom management strategies to help teachers and also students who suffer from this condition to feel more comfortable in the classroom.

THANKS FOR YOUR ANSWERS, ALL INFORMATION COLLECTED IS ANONYMOUS.

1. Do you know what classroom management strategies are? *

- Always
- Almost always
- Sometimes
- Rarely
- Never

2. Have you ever had a student with learning difficulties? *

- Always
- Almost always
- Sometimes
- Rarely
- Never

3. What learning problems have you had when teaching the subject? *

- Dyslexia
- Dysgraphia
- Dyspraxia
- Attention deficit hyperactivity disorder (ADHD)
- Auditory Processing Disorder or Visual Processing Disorder

4. Do you think it is easy to manage a class with children with learning difficulties? *

- Always
- Almost always
- Sometimes
- Rarely
- Never

5. Do you consider that classroom management strategies for Learning Difficulties are important to facilitate English comprehension ? *

- Always
- Almost always
- Sometimes
- Rarely
- Never

6. How do you include students with learning difficulties in classroom activities? *

- Break Learning into Small Steps
- Visual Aids
- Use multiple reinforcement tools
- Build on Previous Lessons
- Memory Techniques

7. Do you think it is easy to achieve meaningful learning with children with learning difficulties? *

- Always
- Almost always
- Sometimes
- Rarely
- Never

8. Do you consider that Teaching English for children with learning difficulties is easy? *

- Always
- Almost always
- Sometimes
- Rarely
- Never

9. Do you apply classroom management strategies with students who have learning difficulties? *

- Always
- Almost always
- Sometimes
- Rarely
- Never

10. Have you received any training for students with learning difficulties? *

- Always
- Almost always
- Sometimes
- Rarely
- Never

Enviar

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