

Inclusive Strategy Design to Improve Mild Cognitive Disabled Students' English Language Learning

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Abstract

The use of inclusive strategies has been the best way in which the English teaching has been able to help disabled students in the development of their knowledge. Regularly, it can be noticed that in most of the institutions around the city there have been some problems for some mild disabled students to internalize the knowledge that teachers share with them during the English class. To be able to elude these problems, an investigation was carried out to plan inclusive strategies to improve the English Language learning of disabled students at Nelson Ortiz Stefanuto High School in Esmeraldas 2020. On the other hand, a descriptive, qualitative and quantitative investigation was done with the use of the methods of analysis and synthesis and hermeneutics, and a survey which was applied to the teachers and different authorities from the referred school. Besides, the results revealed that the teachers have little knowledge about the use of inclusive strategies; nevertheless, they try to investigate and apply some kinds of strategies to help some of their students. Even when the teacher tries, the students do not demonstrate that they are acquiring the knowledge in a correct way, because the included students are more worried about other subjects than the English one. However, the desire to learn English is always present when the teacher uses different kind of activities during the English classes. In summary, according to the research, it shows up that it is necessary that teachers use different kinds of activities and strategies to help their students to be able to internalize the English language.

Keywords: Cognitive Disabilities, Inclusive Strategy, Mild Cognitive Disabled Students

Introduction

Teaching English with inclusive strategies to include disabled students should have an important role in the development of the students' learning. Regularly, as has been noted, many institutions within the city treat disabled learners and these students are sometimes excluded from classes. To avoid this, the teachers need to find some strategies or inclusive methods to apply during the English class, to obtain good results at the time that students develop a correct internalization of knowledge. For any situation that occurs in a classroom, it is important to highlight the role that the teacher has to place to face the students' needs. Therefore, when we talk about learning English, it is important to emphasize that the way in which learning is taught will be the starting point of how students will learn.

The NCSNET/NCESS (1997:55) concluded that "the separate systems of education which presently exist ("special" and "ordinary") need to be integrated to provide one system which is able to recognize and respond to the diverse needs of the learner population". In simple words, according to the author, it is necessary to wipe out the line that divides students with cognitive problems from average students, since there is no difference between them. Both can acquire the necessary knowledge to learn a new language such as English. The only thing that differentiates them is the way in which each one can process learning.

Through their experience, the teachers of English can meet many learners with different personalities, both in the personal area in their learners' lives. During the timeshare with these apprentices, the teacher has been able to recognize each of the difficulties the students are going through. Therefore, different methodologies have been used by the teachers, which help them to suit the students' learning. The English classes faced by teachers have some difficulties since, each person responds in his single way.

During the time in which the researcher carried out training activities at the Nelson Ortiz Stefanuto High School, it was noted that the students had learning deficits regarding English. During the English classes, the teacher presented lacks at the time of teaching the lessons, since the use of the different methodologies was not sufficient; therefore, the knowledge imparted to the students was not able to be assimilated in an efficient way. For this reason, several learning problems were presented in different students which led to obtain academic performance below the standard.

It is necessary that teachers be capable to level the methodologies used in classes, to motivate students to be part of the collaborative learning between them. Emphasizing the learning problems found in different institutions in the city of Esmeraldas and through the experience in the pre-professional teaching practice the need of included students' learning at "Nelson Ortiz Stefanuto" High School could be noticed.

"Learners enter schools from diverse family backgrounds with the hope to receive formal education. Unfortunately, behind each classroom door lays a world of diversity displayed by these learners", (Doorlag & Lewis, 1995:4). According to these authors, thanks to the social diversity of each family, parents are hopeful that their children will get an education like other students. However, it is certain that there are different realities behind each classroom. Sometimes, teachers are professionally prepared to face any difficulty that is encountered and, in many other cases, their lack of knowledge of teaching methods makes it difficult to face the disabled students' problems.

During the time corresponding to the pre-professional practices, the researcher noticed the shortcomings that the students committed during the English class, either when acquiring the knowledge or demonstrating it. The learners did not demonstrate the necessary motivation to be part of the class, so, as a result, they could not comprehend teacher's instructions.

There are endless factors that can create a successful inclusive education; the main one could be the students' desire for self-improvement. It can be ensured that, in many of the schools in the city of Esmeraldas, several of those factors are working to support these students. Either in the training of teachers or in the support provided to students by the District of Education.

Furthermore, despite all the support provided to schools, several cases of disabled learners continue appearing, as it is the case of the Nelson Ortiz Stefanuto High School. Therefore, thanks to the support of the directors of the school, the researcher was able to carry out an in-depth investigation to solve the following question.

Which inclusive strategies may improve the English Language Learning of mild Disabled Students at Nelson Ortiz Stefanuto High School in Esmeraldas 2020?

To carry out the current investigation, it was necessary to establish some objectives, such as: To plan inclusive strategies to improve the English Language learning of disabled students at Nelson Ortiz Stefanuto High School in Esmeraldas 2020, as the general objective, and the specific ones were: To diagnose the main English Language learning problems of mild cognitive disabled learners, to determine the strategies that teachers use to include mild cognitive disabled students to the English class and to identify the inclusive strategies that may help the English Language learning of mild cognitive disabled students.

Teaching English to Disabled Students

During the last years, the teaching of English has placed an important role in the personal and professional development of students. Through the school and high school stages, the apprentices can develop the learning of the English as a Foreign Language, in a way that they are able to communicate their thoughts to transmit an idea. However, there are many cases, in which the students are not trained to develop the learning of English in the way that all their classmates do. For this reason, in many

institutions within the city the problem of students with cognitive disabilities arises. It is important to mention The Commonwealth of Australia (1992, 2005) indicated that disability can be defined as “a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction”. (p. 2) So, referring to what the author indicated, a disability can be defined in different ways; however, during this investigation, the principal way that will be shown chosen is related to the English language learning difficulties aimed to mild cognitive disabled students.

It is necessary that teachers can notice the different disabilities that each of their students have. Nevertheless, as it is known, the teachers do not have all the answers to help the development of scholars, they need to find different ways to help the learners to find the better manner to be able to develop and internalize the knowledge of the English language. For this reason, it could be that teacher applies a test or observe all their learners, to recognize which students' need extra help to understand the subject. Then, as the results are calculating, the teacher can find a method or strategies that can used inside of the English class, to help these students.

Educational Inclusion

When it talks about teaching it is important to know that as teachers it is significant to teach or transmit our knowledge to our students alike. What do the teachers want to reach with this? It is simple to develop the knowledge of the learners in the way that all of them can internalize the language. For this reason, it is important for the teacher to have the definition of inclusion in mind, since the students will feel comfortable in the environment that they create with the teacher, an environment where they can transmit their ideas in a new language.

Furthermore, including all the students in the teaching-learning process, Peters (1999) indicated that “inclusion means including disabled students with non-disabled students in every aspect of education, from the same classrooms to the same social activities and support groups” (p.15). According to the author, inclusion is nothing more than allowing all students; whether they are disabled students or average students, to be part of the teaching-learning process, since if they are excluded, good results will not be obtained.

All this is not achieved overnight, since working with disabled students has its challenges, opportunities, and the needs that teachers have to create materials or to apply strategies during inclusive classes, for this it is important to point out each of them.

Challenges and Opportunities

Talking about challenges and opportunities, it is important to know that it is necessary to be part of the problem to understand all the difficulties around to this problematic, especially in educational inclusion. As Ramos (2018) indicated in her web blog: *We have kids* Educators need to coordinate efforts and understand the needs of the classroom in terms of developing skills and lesson plans. The principal challenges that teachers face in educational inclusion is the lack of knowledge about inclusion. Some professors do not have any idea of what to do or which strategies to apply when they meet a disabled student, if teachers do not have knowledge about strategies or inclusive methods; they cannot help being disabled students in order to improve their learning.

Furthermore, Ramos (2018) talks about the inclusion of all the students in inclusive activities. She indicated that all the students need to take part of each activity of the classes, to get the necessary knowledge to be able to use the language that they are acquiring. Furthermore, it is necessary that teachers create different lesson plans to their students, since with this they will be able to engage students in the different activities that they will develop during the English class and also to address individual academic needs based on abilities that disabled students have.

One of the most important challenges Ramos refers is the teaching of compassion to students. “Teachers must not tolerate insensitiveness and cruelty and teach that all students are to be treated with respect, regardless of ability” (Ramos, 2018, p.12). She indicates that not all students have been exposed to students with different disabilities, so it is important that the teacher be able to convey that all people have feelings and that they all need to be treated with respect, according to the person they are and not to the disabilities that each one has.

The New Brunswick Association for Community Living (2019), indicated that all the students (both disabled and regular learners), can be part of the community, this will help learners to develop their skills in order to apply them in both their personal and professional life. This cannot be possible without the teachers’ help because they will be the guide that disabled learners’ need to develop the necessary knowledge to apply in the teaching-learning process.

Besides, the author indicates that included disabled learners in regular classes can help them to provide opportunities to be able to internalize the knowledge in the only way that they can do it with the use of strategies and the teachers’ guide. Finally, it is important to highlight that the educational inclusion will make parents be part of the teaching-learning process of the disabled students, since they are very important part in the students’ life. To create a strong relationship among teacher-students-parents would help for the students to be able to develop the knowledge in an almost perfect way.

Inclusive English Classrooms

As had been started, inclusion means that all teachers need to make all the students take part of the teaching-learning process; no matter which disability each of them has. This includes the English teachers because the disabled students do not have the necessary capacity of knowledge that the regular students have. However, there are moments that regular students do not have the necessary disposal to work in the English classes. For that reason, it is important to know that Farrell (2006) indicated that all the inclusive classrooms are the results of the necessities that all the disabled students. For example, it is necessary that teachers apply different strategies to plan their classes, while the teacher uses a strategy, he will need different materials to catch the student’s attention to the central point of the class, and this will result those students will be able to understand and to participate in the English class.

It is important to state that an inclusive English class teacher knows the different points that will make students feel comfortable to participate in class. Iowa State University (2019) in its website indicates that exist some important points that teachers need to consider implementing in their Inclusive English class. First, it is important to memorize all the names of the students; this might help students to feel confident with the teachers, this makes the class environment more comfortable and improves the students-teacher relationship. Secondly, the use of multiple and diverse examples will guide the students to understand the main goal of the class in an easy way, because they can be connected to those examples with the real meaning of the information that the teacher transmits to them. Next, the teacher establishes ground rules for interaction by means of which he will create a comfortable environment, because he is including all the students in the teaching-learning process. This assures that other students are also being inclusive and respectful with their disabled classmates. Finally, it is necessary to be mindful of low ability cues. At this point, the author indicates that it is more favorable for disabled students to support them in the things they are able to understand on their own, than to correct them in the mistakes they usually make daily, since this can aggravate the situation of the cognitive problems these students have. For this reason, it is important that the teacher differentiates or knows the different problems or needs of their students, as the next items detail.

Cognitive Disabilities

As has been highlighted in this investigation, cognitive disabilities are the different problems that some students present in their school life, dragging some problems in their personal and professional life. However, according to The Michigan Alliance for Families (2019), cognitive disability is “a term used when a person has certain limitations in mental functioning and in skills such as communication, self-help, and social skills”. (p. 8). The author also indicates that these limitations cause students to develop in a much slower way than the regular students, thus making different levels of learning noticed in a classroom. It is important to know that these cognitive problems can be discovered through standardized tests of intelligence and adaptive behavior.

To continue with the investigation, it is important to mention that within it, it is considered with total importance the mild cognitive disability. However, there are two more cognitive problems that will be explained below.

Mild Cognitive Disability

Before starting with the central point of the mild cognitive disability inside of an English class, it is necessary to know that this disability has a medical meaning which, according to The Mayo Clinic (2019), “Mild cognitive impairment (MCI) is the stage between the expected cognitive decline of normal aging and the more serious decline of dementia. It can involve problems with memory, language, thinking and judgment that are greater than normal age-related changes”, (p. 14). The authors also indicate that people with this disability tend to have failures in their memory and mental functioning. Family and close people may notice these slight changes, but these changes are not noticeable enough to proceed with immediate treatment.

According to Disabled World (2016), students with mild cognitive disabilities account for around 85% of all cognitive disabilities. Kids in this category have IQ scores between 55 and 70 and are usually included in the regular classroom. Also, the author points out that, despite the fact that students have a mild cognitive disability, it is not impossible for them to be able to internalize learning just like regular students, on the contrary, they will be able to process the learning, only in a slower way than the rest of their classmates.

Allowing to Healthy Children (2015) within a classroom we find different types of students, each with a completely different personality, according to this, the mild cognitive students have certain characteristics that teachers should take into account, such as: Sit up, crawl, or walk later than other children, learn to talk later or have trouble speaking, have trouble understanding social rules, the consequences of their actions, solving problems and thinking logically. These main characteristics can help both parents and teachers to be able to recognize the main difficulties that students go through, making the teacher or parents look for different ways to help them. That is why the use of strategies and methodologies is so important today.

The importance of teaching through strategies may be the factor that most influences students with mild cognitive disabilities, since when applying these strategies; the internalization of knowledge by students will be much more effective.

Moderate Cognitive Disability

As was done earlier in this research, it is important to know the medical significance of moderate cognitive disability, since Learn Alberta (2019) in its web blog, indicated that “A moderate cognitive disability is intellectual functioning that is considerably below average and that exists concurrently with significant deficits in adaptive behaviors (how individuals adapt to environmental demands compared to others of the same age)” (p.15).

According to the authors, students with moderate cognitive problems tend to have greater problems interacting in class, which adds problems of attention or retention of information and therefore, ends up in the exclusion of these students from the class, since they are not able to establish a relationship between their classmates and with the teacher.

Disabled World (2016) argued that “students with this type of disability have IQ scores between 30 and 55” (p. 4) As indicated above, to obtain the results corresponding to the IQ levels of the students, the corresponding standardized exams can be used, since this will help teachers deal with students with cognitive problems to know the category of each of them.

Severe Cognitive Disability

Finally, continuing with the severe cognitive disability, it is important to know its meaning, since as its name implies, the problems it presents are usually much more severe than in the previous ones. As Learn Alberta (2019) mentioned “it is intellectual functioning that is much below average and that exists concurrently with significant deficits in adaptive behaviour. Students with a severe cognitive disability will need supports for most activities in the classroom, but they can learn basic skills” (p. 20). The author indicates that these students have problems to be active in class, they will need help to develop activities or participate during class, since these students have serious problems to adapt to their environment and this makes it difficult for them, be able to develop their personality and establish a relationship between them and their classmates and the teacher.

For that, as Disabled world (2016) indicates “kids with severe cognitive disabilities have IQ scores that fall under 30 and will have few communication skills and will need direct supervision. Of all cognitive disabilities, only about 3% to 4% of children have a severe cognitive disability”, (p. 10). The students with severe cognitive disability have problems with their communicative skills, that result in problems to establish a correct teacher-student relationship and this will end in an uncomfortable environment, so the students are not able to be part of the teaching-learning process.

Special Educational Needs

During the educational stage, many of the students (if not the majority) go through learning problems. It is nothing out of this world, it is something that teachers deal with daily and that with the corresponding help from home and school alike, the student will be able to cope and be able to improve thanks to all the support provided. However, it is important to know what Special Educational Need means, for that Family Lives (2019) stated that “the term ‘Special Educational Needs’ is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age”. In simple words, Special Educational Need is the set of difficulties that some students have or acquire in their lives, these difficulties can be improving with the correct help from home and from schools. It is important to know that these difficulties will need the use of different strategies to improve, so the teacher and parents need to have to necessary knowledge about which problem the students have.

Moreover, it is important to know that Family Lives (2019) indicated that Special Educational Needs (SEN) covers some types of difficulties, inside of them, we can find: thinking, understanding and learning, which show that the students will have problems at the moment to be part of the teaching-learning process, because they will find difficulties at the moment to read or speak. The next one is emotional and behavioral difficulties. Here students do not have enough confidence to communicate openly within the class, which causes them not to be able to follow the rules to the order, which will end up excluding them from English classes. Then Speech, language and communication, which means that those students are not able to communicate and to understand what others (classmates or teacher) say. Finally, Physical or sensory difficulties is the last difficulty that can be found which point out the students within this category are those who have a disability or a medical condition that interposes in their learning

process and that sometimes delays it. Because of these problems, certain strategies have been implemented and created over time, which can be the necessary aid to students with cognitive disability.

Teaching Strategies to Disabled Students

During the time teachers spend in classrooms, they tend to develop deeper knowledge about the needs that each of their students may have. These needs are the result that the students reflect when they have a problem when processing the knowledge that the teacher imparts during the time of each class, which ends in that the students acquire a void that must be filled with the use of strategies.

The application or use of these strategies should be governed by the needs that students have. For instance, if a student is not able to process learning through reading, the teacher must find the necessary strategy so that the student may be able to internalize the learning in a way he can. Agreeing with The University of Washington (2019) there five steps that teachers need to follow to create an inclusive class with the use of different strategies.

Designing a course with inclusivity in mind is the first step, in this part; the author indicated that it is important to know the different types of students that exist inside the class. The next one is maximizing the varied educational backgrounds and personal experiences of students. In this part, it is important that the teacher knows the difficulties that students have as individuals.

The third step is creating a respectful and productive learning environment, at this point collaborative learning takes action, since it is necessary for regular students to be able to share their knowledge with disabled students, since in this way, the teaching environment will be much more comfortable. Likewise, teachers should keep in mind that respect is something that should always exist within the classroom; either between students or between teacher-students.

Finally, the last step; reflecting on teaching practices to support professional growth. It conveys that it is necessary that the learning acquired by disabled students not only be to finish their studies, but that they help them throughout their professional career, since this is the main goal of inclusive teaching strategies.

Language Teaching Methodologies

As teachers, it is necessary to know that there are many ways to help students develop their knowledge, either with the use of activities or precise methodologies that may help the students in their internalization of knowledge. For that reason, The British Council and The BBC World Service (2019) argued that “Methodology is a system of practices and procedures that a teacher uses to teach; it will be based on beliefs about the nature of language, and how it is learnt”, (p. 30). As the authors say, the methodology is nothing more than the process used by teachers to help students develop their learning, as well as knowing the way in which students can learn. For that reason, it is important to highlight the most necessary language methodology in an inclusive class that could be used in the different teaching strategies.

Grammar Translation

Within this method, it is important to know that the mother tongue has a leading role in the teaching of the second language, since as the name implies, the passages shown in English are translated into the mother tongue so that students have full knowledge of what they are learning. TEFL Net said in (2019), “The method focuses on the literature and grammar of the target language with passages being translated into and from the mother tongue”, (p. 13). Thanks to this, the classes are usually text-based, since the teachers are fully responsible for directing the activity giving the instructions and grammatical explanations in the mother tongue, in order to help the students to follow a correct order of what they should do.

By knowing all this, one can be aware that by using this methodology within inclusive English class, it is possible to help mild cognitive students to be able to internalize and know the information that the teacher transfers when making use of Grammar-Translation Method. It is also necessary to know that when using this method, it implies that students should memorize grammar rules and vocabulary, reading text even at low levels with reading comprehension questions.

Audio-Lingual

Here, the teacher is the one who directs the class through oral activities, with which the students respond with a repetition method, in order to understand the grammar and how it is used in the different grammatical structures.

According to Lee and Van Patten (2003), "Habits are formed through repetition, imitation, and reinforcement. In ALM, language habits were formed by memorizing dialogues and practicing sentence patterns, usually through drills that required learners to imitate and repeat what their instructor said." (p, 10). According to the author, today, for the different students that we can find within a classroom, it is necessary to apply different methods, which should work for the whole classroom as a group. Therefore, the audio-visual method can be one of the most accessible to achieve this, since it keeps students hooked in the drills that the teacher performs in front of everyone.

Antecedents

For a long time, the role of the teacher in a class was always to be the guide, leading his students along the path of the teaching-learning process. However, with the passage of time the role of the teacher changed, thus becoming a companion, friend and confidant of his students, so that in this way the educational environment is much more comfortable for everyone, both the teacher and the students. This case is not different when the teachers refer to mild cognitive disabled students; in this case, the role of the teacher is much more important, since he must guide these students with the regular students, in order to achieve a balance of levels within the same classroom. Due to the fact:

Common classroom conditions can and do affect many students adversely-to some degree, at one time or another, in one way or other-but, some students are especially vulnerable to classrooms' hazards. Students with learning disabilities are among the most vulnerable-at chronic risk for "not learning" under the conditions, for long-term academic and social problems, and for lifelong debilitating side-effects of their classroom experiences (Garnett, 2010, p. 5)

In agreement with the author, it is necessary that the environment of a regular class be comfortable for all students present, both disabled students and regular ones, since in this way, the learning of none would be affected and all would be part of the development and internalization of the teaching-learning process. Besides, he indicated that the implementation of various strategies within the English class is necessary since in this way, the teacher will keep the students engaged to the main goal of the topic. Likewise, the author indicated that it is necessary that teachers understand that inclusion does not mean that disabled students need to "fit in". On the contrary, the inclusion of a student with mild cognitive problems does not need to fit, they need the help to develop their knowledge and match their peers, so that the mild cognitive disabled students feel part of their environment and the community that collaborates mutually on the long road of learning a new language.

According to Torguet (2016), "The difficulties ELL students with SLD experience may become more serious over time, if instruction is not modified to address students' specific needs", (p. 12). The role and power that the teacher possesses within the class is the main point for students to be able to develop their knowledge. However, if teachers do not obtain the necessary knowledge of how to implement strategies or how to instruct disabled Students, these students will not be able to improve their performance, which will greatly harm their cognitive development. It should be noted that the difficulties that presently occur

in schools are the lack of materials for the implementation of an inclusive class, because students get more motivation when they are able to physically interact with objects, in addition to see drawings, colours and more. It is no doubt that within English classes teachers need to capture students' attention much more, since nowadays, no child wants to learn a new language.

McClymont (2017) indicated that that all teachers feel frustrated when they do not find the right way to help a student when they have learning problems, for this reason, he indicated that by choosing certain steps and strategies the teacher will help each of his students to develop their knowledge in the English language. Two of the main strategies he mentions is Speak Slowly and Clearly and use fewer words; students are not accustomed to a language other than their native language, so teachers must be careful how they speak the foreign language in front of them, in this way, they can hear clearly the pronunciation and know (at least a little) what they mean.

Another strategy presented is Allow More Wait Time. Mc Clymont (2017) argued that “Not only do English language learners need more time to process what they hear in English; they also need more time to formulate a response in English when asked a question” (p. 14) This means that the teacher must have more patience when waiting for an answer, since students need to rephrase their answer, first in their native language, and then translate it into the foreign language. Finally, the author indicates that it is important to use visuals to capture the attention of students, since as it is already known, students want to learn while having fun, so the use of posters, photographs, illustrations, tangible items is suggested, short video clips, etc. This is the only reason that students associate the meanings of each thing they observe.

The mentioned authors agree that it is important to use various strategies to improve English language learning in mild cognitive disabled students so that they do not end up being excluded outside the regular classes, which is mentioned throughout this investigation. As teachers, it is important to use strategies to be part of the school day since it is the most effective way to help all students equally.

Method

Nelson Ortiz Stefanuto is a public Educational Institution stated in Esmeraldas. There are almost 1500 students registered in the institution, and some English teachers in both school hours, which had been investigated during the time of this investigation. A descriptive qualitative - quantitative investigation was carried out with the students from Nelson Ortiz Stefanuto Senior High School in Esmeraldas, in the academic year 2020.

The Population of this study was formed by 9 English teachers 4 females and 5 males and 30 students from Second level of the referred Educational Institution. The Sample was selected at random. It was represented by the English teachers from the school. The hypothesis was: If the English teachers from Nelson Ortiz Stefanuto used inclusive strategies during their English classes, mild cognitive disabled students would improve their learning of English? Inside of the methodology, it is necessary to establish some variables that have been based on the objectives proposed in this investigation. The Independent variable is related to the Inclusive Strategies and the Dependent variable refers to Mild Cognitive Disabled Learners English learning. These variables are connected between them because the strategies improve the learning of mild disabled students.

The methods used were:

Analysis and Synthesis: It had been used to analyze the bibliography and synthesize the most important theories that may support this research of the mild cognitive disabled students at “Nelson Ortiz Stefanuto” High School. It was also been used to analyze the results and synthesize the most relevant information.

Hermeneutics: It was applied for interpreting the most relevant information as mild cognitive disabled students and the difficulties which these disabled students at Nelson Ortiz Stefanuto School go through,

what was analyzed in the theoretical framework. Besides, it helped to interpret the results obtained with the application of the techniques.

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

The observation technique was applied to the students at “Nelson Ortiz Stefanuto” High School in Esmeraldas for 10 hours class, in the academic year 2020 to collect the data in order to know what the difficulties that teachers and students went through the learning process, through a guide, which contained 8 items to be observed. Also, a survey was applied to the English teachers which enclosed 8 questions to know the knowledge that they had about inclusion and inclusive strategies as well, finally, an interview was applied to the schools’ authorities in order to meet the different ways in which they help those students to overcome their disabilities. The information was obtained from the application of the techniques. The statistics information was tabulated manually and presented in a descriptive way.

Results

The results of the observation of 10 hours revealed that included students were ready to learn the English language. However, they could not respond correctly to the classes taught by the English teacher. It was also pointed out that the students sometimes internalize the English language, because the teacher frequently motivated them to take an active role and create social interactions among them during the English class. Nevertheless, the apprentices sometimes demonstrated difficulties to develop the English skills, even when the teacher sometimes demonstrated his knowledge about teaching strategies.

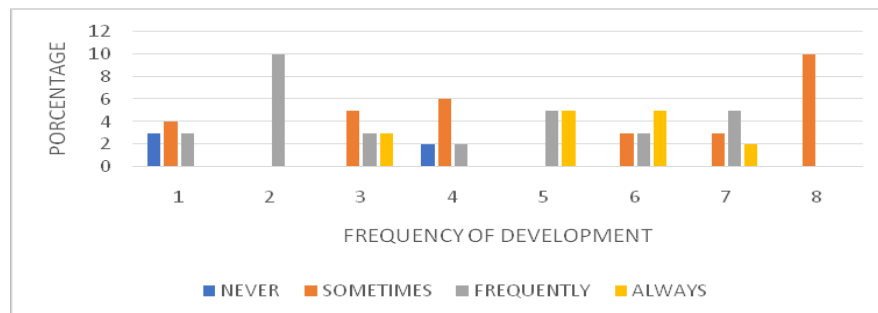


Figure 1: Students’ development in the English Classes

Source: Observation form

Finally, the English teachers had the necessary knowledge about some strategies which were used in their classes. It showed that the 44% of English teachers mentioned they prefer to work with the grammar translation method, because it was the easy way that students had to internalize the language. The other results indicated that the teachers used those methods, but the result was not the best while to test the student’s knowledge. Also, it is important to mention that the teachers of English tried to focus their strategies using these methods, to help the students to improve their knowledge.

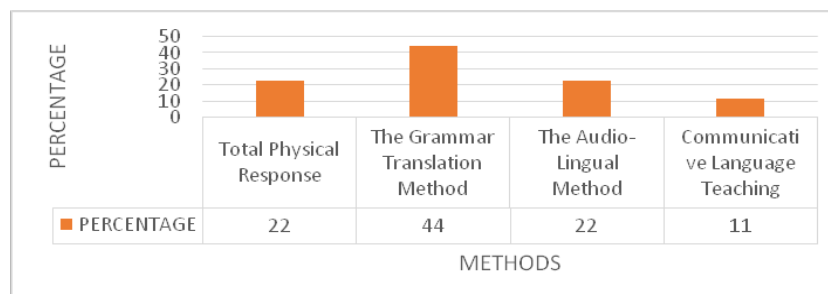


Figure2: Strategies used by the teacher.

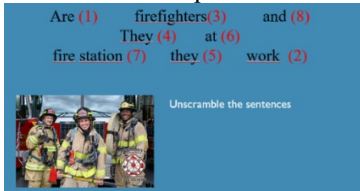

Source: Survey aimed at teachers of English

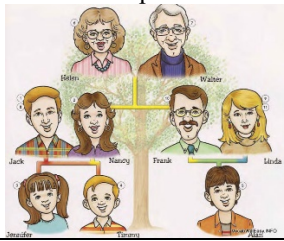
Continuing with the interview with the counsellor of the institution, she indicated that revisions are constantly being carried out on students who have some difficulties, the institution usually looks for many ways to help them, but, in some special cases, some parents do not support their children. So, the authority deduced that it is important that both the institution and the parents have an active role in the development of students' learning.

According to the results obtained with the application of the instruments, it is meaningful to emphasize that the creation and application of strategies is essential to help students internalize the knowledge imparted by the teacher. Therefore, the researcher developed a strategy that can be a guide and help teachers when teaching an inclusive class, in such a way that both regular and included students are able to follow the class easily.

Proposal

ENGLISH INCLUSIVE CLASSROOM			
TOPIC	OBJECTIVES	CONTEXT	DURATION
The topic will be the central point that will be treated in each of the classes. The teacher can suggest each of the topics or adapt the topics that are delivered by the authority.	The objectives should be directed by the topic and what the teacher wants the students to achieve during class time.	According to the present situation the whole world is going through, it is important that both teachers and students manage to adapt to a more virtual environment than they were used to. These classes will last the time established by the authorities, which is 40 minutes.	
CONTENTS: CONCEPTUAL: Include framing the facts or data that the student must understand at the end of the class PROCEDURAL: Include rules, techniques, methodology, skills or abilities, strategies, procedures; it is a set of actions ordered sequentially and aimed at achieving an objective and / or competence. ATTITUDINAL: Include the formation of a positive action according to the evaluations of the society in which they live, motivating the student to mold a personality that chooses or prefers to exercise desirable behaviors that are beneficial for themselves and the society.			
DIDACTIC SEQUENCY	MATERIALS	EVALUATION STRATEGY	
Here the teacher will write the different steps that they will use during the class, to get an ordered class. It is important to mention that these steps will guide all the content of the lesson, so, the teacher can use the following steps to complete this area: Warm up Lesson Homework	According to each class, it is important that teachers organize themselves and make an inventory of everything they will use or need during classes, since by having the order of materials or virtual resources, the class will be much comfortable and fluid.	Here the teacher must list the factors that will be evaluated during the lesson, focusing not only on evaluating, but also making a guide to what the teacher should evaluate during class.	
LEARNERS' REACTION / RESULTS: At the end of the class, the teacher must recognize or list the results obtained during the class, know if the strategy helped the student or not when acquiring new knowledge.			
OBSERVATIONS: Here the teacher should focus and write down what he sees in class, as long as it is to help or motivate students in a future strategy.			

INCLUSIVE CLASSROOM: OCCUPATIONS			
TOPIC	OBJECTIVES	CONTEXT	DURATION
What is your job?	This lesson will guide students to read and write about occupations and personal profiles	The first class will be focused only on occupations vocabulary, to help students getting familiarized with the different meanings and pronunciation.	
CONTENTS: CONCEPTUAL: The students will be able to know and understand the current vocabulary about occupations. PROCEDURAL: Associating vocabulary with pictures to get the meaning of words. ATTITUDINAL: The teacher can take a few minutes to talk with the students, while he/she is waiting for all the students to join to the call.			
DIDACTIC SEQUENCY	MATERIALS	EVALUATION STRATEGY	
<p>Warm up: According with the cards (slides if it is a virtual class) that the teacher presents, the students will be able to recognize the different occupations and match them with the correct picture.</p> <p>Lesson: The teacher will show to the student, different sentences, in this stage, the students need to answer the correct sentence. If it is a virtual class, the students can answer by chat. For Example:</p> <div><p>Are (1) firefighters(3) and (8) They (4) at (6) fire station (7) they (5) work (2)</p></div> <p>After lesson: In this part, the teacher can test the knowledge of students, to know the problems that the students have learning new vocabulary. In this case, the teacher can show a slide with charts in which all the vocabulary learned is numbered, the teacher will ask “What number the doctor is?” and the students must answer the question telling the correct number, if it is a virtual class, the students must answer the correct number in the chat.</p> <div></div>	Slides Cards Board Computer Cellphones Technological platforms projector	<p>During the class, the teachers need to be aware of what the students do.</p> <p>The teacher will have the opportunity to qualify through participations and, likewise, notice when a student has problems answering questions about the topic.</p> <p>If the teacher asks a question about the topic, the students will need to turn on their microphones and answer the questions. Also, the teacher can ask for one student to answer, and that could be the best way to test the students. Also, it is important the teacher guides the students, because there will be moments in which the students fell afraid of speaking in front of the camera, so, the teacher can choose the chat, to test the students’ answers. At the end of the class, the teacher can check the correct answers in the chat.</p>	
LEARNERS’ REACTION / RESULTS: Here, the teacher must list the students who need help to understand the class, according with the answers that the teacher checks before in the class or in the chat.			
OBSERVATIONS: Here the teacher should focus and write down what he sees in class, if it is to help or motivate students in a future strategy.			
INCLUSIVE CLASSROOM: FAMILY MEMBERS			
TOPIC	OBJECTIVES	CONTEXT	DURATION
	This lesson will lead	The first class will be focused on	


<p>What's your family like?</p>	<p>students to describe themselves and their family members.</p>	<p>teaching structures, in order to help students to get familiarized with the verb to be. Time: 40 minutes</p>
<p>CONTENTS: CONCEPTUAL: The students will be able to describe their families. PROCEDURAL: Using slides to explain the sentence's structure to help students to internalize the correct use of verb to be. ATTITUDINAL: The teacher can take a few minutes to talk with the students, while he/she is waiting for all the students to join to the call.</p>		
DIDACTIC SEQUENCY	MATERIALS	EVALUATION STRATEGY
<p>Warm up: Ask students to describe the pictures on page 9. Ask a couple of questions like: How many people are there? How old are they? What are they doing? Do you like karaoke? Do you like to cook? Do you like soccer?</p> <p>Lesson: Here, the teacher will show a slide, where there is a pic of a family member and some jumbled words. Here, the teacher will explain the correct use and place for the verb to be and how the students can create a sentence. Then, the teacher will explain at least 3 times, to all the students understand.</p> <p>After lesson: Once the teacher finishes with the explanation. He will proceed to do a couple of exercises with the students, in which he will show a family tree. Here, the teacher will ask the students, questions like: "Who is Nancy's father?" and the students will need to answer the question with a complete sentence, such as: The father is Walter. Here, the teacher can ask for volunteers to answer the question. If it is a virtual class, the students can answer by chat or using the microphone.</p> 	<p>Slides Cards Board Computer Cellphones Technological platforms</p>	<p>During the class, the teachers need to be aware of what the students do.</p> <p>The teacher will have the opportunity to qualify through participations and, likewise, notice when a student has problems answering questions about the topic.</p> <p>If the teacher asks a question about the topic, the students will need to turn on their microphones and answer the questions. Also, the teacher can ask for one student to answer, and that could be the best way to test the students. Also, it is important that the teacher guides the students, because there will be moments in which the students may feel afraid of speaking in front of the camera, so, the teacher can choose the chat, to test the students' answers. At the end of the class, the teacher can check the correct answers in the chat.</p>
<p>LEARNERS' REACTION / RESULTS: Here, the teacher must list the students who need help to understand the class, according with the answers that the teacher checks before in the class or in the chat.</p>		
<p>OBSERVATIONS: Here the teacher should focus and write down what he sees in class, if it is to help or motivate students in a future strategy.</p>		

INCLUSIVE CLASSROOM: FREE TIME ACTIVITIES			
TOPIC	OBJECTIVES	CONTEXT	DURATION
<p>Free time activities</p>	<p>This lesson will lead learners to talk about free time activities</p>	<p>The first class will be focus on Simple Present tense with the verbs like, love and prefer</p>	<p>Time: 40 minutes</p>

CONTENTS: CONCEPTUAL: The students will be able to use slides to explain the sentence's structure to help students to internalize the correct use of verb to be.

PROCEDURAL: Using How about you? to encourage someone to talk.

ATTITUDINAL: The teacher can take a few minutes to talk with the students, while he/she is waiting for all the students to join to the call.

DIDACTIC SEQUENCY	MATERIALS	EVALUATION STRATEGY
<p>Warm up: The teacher will show a slide with the expression free time activities invitestudents to elicit as many activities as they can think of and write them on the chat. Finally, encourage some volunteers to socialize their choices with the whole class (they can use Spanish if they feel comfortable)</p> <p>Lesson: During the lesson, the teacher will show a slide which will contain some pictures and some free activities. The teacher will ask to different students to match the picture with the correct activities. The teacher can ask for volunteers to answer the question. If it is a virtual class, the students can answer by chat or using the microphone.</p>  <p>After lesson: After the explanation, the teacher will proceed to send homework, which will consist of creating a short paragraph, where the student must follow the example given by the teacher. Likewise, the teacher can leave written instructions or use some didactic means to explain the task, which must be sent to the mail or institutional platform.</p>	<p>Slides Cards Board Computer Cellphones projector Technological platforms</p>	<p>During the class, the teachers need to be aware of what the students do.</p> <p>The teacher will have the opportunity to qualify through participations and, likewise, notice when a student has problems answering questions about the topic.</p> <p>If the teacher asks a question about the topic, the students will need to turn on their microphones and answer the questions. Also, the teacher can ask for one student to answer, and that could be the best way to test the students. Also, it is important that the teacher guides the students, because there will be moments in which the students may fell afraid of speaking in front of the camera, so, the teacher can choose the chat, to test the students' answers. At the end of the class, the teacher can check the correct answers in the chat.</p>

EFFECTS OBTAINED / RESULTS: Here, the teacher could be able to list the students who need help to understand the class, according with the answers that the teacher checks before in the class or in the chat.

OBSERVATIONS: Here the teacher should focus and write down what he sees in class, if it is to help or motivate students in a future strategy.

Discussion

According to this research and the investigation on which it was based, it is important to note that the importance of educational inclusion, with disabled students, is something that today must be of vital importance in schools, since all teachers at some point in their lives will be able to work with these students and it would be helpful for these children if teachers who are involved in their education had a positive opinion about inclusion. For that reason, it is important to mention that this study showed results

that have been proved in other investigations. Such as in the investigation made by Garnett (2010), he indicated the importance of supporting students' needs and help them feel comfortable inside the classroom environment, this means that all the students must be informed about the cognitive disabilities in order to get more empathy when it comes about some of their classmates having difficulties to internalize the knowledge.

This research shows the same, because there are some students that sometimes make jokes about a classmate having problems, so, it is important that teachers must create a comfortable environment for all the students. Also, taking into account the investigation done by Torguet (2016) and this study, both indicated that it is important the way in which the teacher teaches or gives instructions, because this order will help the disabled students to get a proper result when they make activities in classes. Moreover, the teacher needs to explain the order as many times the students need. Besides, the teacher must guide the order as many times the students need so, in this way, the students will have more opportunities to make an excellent job. Finally, according to the research done by McClymont (2017) and this investigation, it is important that teachers and parents must have more patience when it comes about a student with cognitive disabilities. Due to, this will be the best way in which those students will feel the support to improve these difficulties to get a correct internalization of knowledge.

The investigation on which this study was based reached an agreement that it is necessary that the school, teachers, parents, and the disabled students must work together, to have an improvement according to the learning problems. Since, the current research, it will be the only way in which students feel supported and find a better way to acquire knowledge with the help of teaching methods or strategies that teachers apply during class.

Conclusions

The mild disabled students did not show improvement in their learning during the English classes since the teachers did not have the necessary knowledge in the application of teaching methodologies or strategies. Furthermore, the cognitive problems presented by the students were not solved by the methodologies applied by the teacher, since by using strategies focused on methodologies such as: read and repeat, translate and more, they were not fully explored in the end.

Lack of confidence and motivation played a large part during classes, since the teachers' strategies to motivate learners were not able to attract the students' attention. Even when the teachers showed a little knowledge about teaching strategies, he could not provide the necessary motivation to make the class more active.

Finally, it was concluded that the development and application of a strategy will help the students to be able to internalize the knowledge imparted by the teacher more easily, for which the researcher developed some mini lesson plans, which are a guide so that the teachers, who are not simply focused on acquiring knowledge, but on building confidence and comfort in the classroom, using different strategies and games like matching, repetition, etc. which will help students to improve the way they learn.

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