

Universiteti i Evropës Juglindore
Универзитет на Југоисточна Европа
South East European University



Fakulteti i Gjuhëve, Kulturave dhe Komunikimit
Факултет за Јазици, Култури и Комуникации
Faculty of Languages, Cultures and Communication

THIRD CYCLE OF ACADEMIC STUDIES - DOCTORAL THESIS

THESIS

The Effect of Inclusive Education on Students with Specific Learning Difficulties and The Teaching Methodology in Kosovo

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Tetovo, May 2019

STATEMENT OF ORIGINALITY

This thesis is a presentation of my original research work.

The thesis does not contain material published except as referred to in its content.

Name

Signature

Date

DEDICATION

This thesis is dedicated to all children who have a different learning style.

I call them genius!

ACKNOWLEDGMENTS

For all my academic work, I am thankful to my God, my life leader, who has equipped me with an ability, a mindset, and perseverance to accomplish what I have started. He has been beside me to guide me and lead me in every task.

This dissertation of the Doctor in English is the result of an ambitious goal. It is accomplished with the support and encouragement of many individuals to whom I would like to express my gratitude.

I am very grateful to South East European University committee members who have given me a golden opportunity to be part of this prestigious university.

I am very thankful to all my professors who taught me over the years, have believed in my abilities and encouraged me to keep going. At this time, I am grateful to my mentor Prof. Dr. Agim Poshka for his patience, enthusiasm, motivation and guidance on how to excel in these studies and finish my work in a limited time frame.

I also wish to acknowledge the Ministry of Education, Science and Technology of Kosovo (MEST), for supporting my research, school principals, teachers and students who also volunteered their time and provided an important perspective on difficulties they have while learning English as a second language. I wish the best for them and hope that their lives are full of happiness and success.

I owe a debt of gratitude to my life leaders, Service International St Louis Missouri, USA and the office in Kosovo together with the Universum College for their trust and continued support over the years.

I would also like to thank Mr. Murteza Nura who has been the very first person that trusted in my teaching potential. Unfortunately, he is not in our midst, but he would be very happy for me if he were alive.

To my life friend and my dear husband, Rinor, I appreciate all his patience and the things he did over the last few years to make my ongoing studies possible. To my children, Riola, and my son in law, Besart; my son Rilind and my daughter in law Rita, I am proud to be the mother / mother in law of the amazing adults they have all become. I am thankful to my husband's family for the continued affirmation. Great gratitude goes to my parents and my brothers who have raised me with love and believed in me not forgetting my friends and colleagues. And at the end, I would like to thank my granddaughter Hira for her love!

Love makes people move forward. She is the world to me!

ABSTRACT

Inclusive education is held in high regard in all countries around the world which aim to treat all students the same, have equal opportunities regardless of race, gender, religion or any other diversity.

It encourages schools, administrators and teachers to respond to students individually or according to their needs.

In Kosovo, inclusive education has become a reality as a concept but is facing numerous difficulties in making efforts toward the realization.

The purpose of this study is clearly captured once you read the title, therefore this thesis aims to seek and inform, compare and understand the effect of inclusion in students with specific learning difficulties and teaching methodology in Kosovo, what was done so far, explore the changes that have affected these students and how to continue its implementation in order to reach students full learning capacity.

This study is intended to listen to the understanding of the teachers on inclusion and based on that recommend what needs to be done in order to continually encourage inclusion in the regular classroom.

This thesis contains critical analysis of research, a comprehensive review and a literature review concerning the issue of all inclusive education, some factors that helped the movement to educate students in inclusive classroom, the effect of it in all students and the attitude of students and teachers when we have students with specific learning difficulties into a regular classroom.

So, through this paper we will have a better view of the inclusion term, we will define the umbrella term Specific Learning Difficulties, observe these concepts from psychological and sociological perspective and we will see the potential of inclusive education into a regular education and the effect of it on all students!

Keywords: Inclusive Education, Disability, Difficulties, Specific learning difficulties

PARATHËNIE

Arsimi gjithëpërfshirës, i cili përmban një konsideratë të lartë në të tërë botën, synon të trajtojë në mënyrë të njëjtë të gjithë nxënësit, që ata të kenë mundësi të barabarta, pavarësisht racës, gjinisë, fesë apo ndonjë diversiteti tjetër.

Arsimi gjithëpërfshirës përbën një nismë inkurajuese për shkollat, administratorët dhe mësuesit që t’iu përgjigjen nxënësve në përputhje me nevojat e çdonjerit prej tyre. Në Kosovë, arsimi gjithëpërfshirës si koncept është bërë realitet, por po përballlet me vështirësi të shumta në përpjekjet për ta realizuar atë.

Qëllimi i këtij studimi kuptohet qartë sapo lexohet titulli, kështu që kjo tezë synon, të trajtojë dhe informojë, të krahasojë dhe të kuptojë, efektin e gjithëpërfshirjes tek nxënësit me vështirësi specifike në të nxënë dhe metodologjinë e mësimdhënies në Kosovë, çfarë është bërë deri tani, për të shqyrtuar ndryshimet që kanë ndikuar te këta nxënës dhe si të vazhdohet me zbatimin e tyre në mënyrë që nxënësit, me këto karakteristika në të nxënë, të arrijnë potencialin e plotë të të nxënit.

Studimi synon të dëgjoj të kuptuarit e konceptit të gjithëpërfshirjes nga mësimdhënësit dhe mbi këtë bazë, të rekomandojmë se çfarë duhet bërë për të inkurajuar në mënyrë të vazhdueshme gjithëpërfshirjen në klasat e rregullta.

Teza përmban një analizë të thelluar të hulumtimeve, një rishikim tërësor të literaturës në lidhje me çështjen e arsimit gjithëpërfshirës, disa faktorë që kanë ndihmuar këtë lëvizje, për të edukuar nxënësit në klasat gjithëpërfshirëse, efektin e saj te të gjithë nxënësit dhe qëndrimin e tyre e të mësuesve kur nxënësit përballen me vështirësi specifike të të nxënit në klasat e rregullta.

Punimi paraqet një këndvështrim më të qartë të termit të gjithëpërfshirjes, përcaktohet koncepti dhe terminologjia “vështirësi specifike në të nxënë”, shqyrtohen këto koncepte nga këndvështrimi psikologjik dhe sociologjik dhe trajton potencialin e arsimit gjithëpërfshirës në arsimin e rregullt dhe efektin e tij tek të gjithë nxënësit!

Fjalë kyqe: Arsimi gjithëpërfshirës, aftësia e kufizuar, vështirësitë, vështirësitë specifike të të nxënit.

ПРЕДГОВОР

Инклузивното образование одржан во голема мера во сите земји во светот кои имаат за цел да ги третираат студентите од истата, да имаат еднакви можности, без оглед на расата, полот, религијата или која било друга разновидност.

Ги поттикнува наставата, администраторите и наставниците да одговараат на учениците поединечно или според нивните потреби. Во Косово, инклузивното образование стана реалност како концепт, не се соочува со бројни тешкотии во правен напор за реализација.

Целта на оваа студија е очигледно зафатена откако ќе го прочитате насловот, но затоа оваа тема има за цел да побара и да информира, да ги спореди и разбере учеството на учениците со специфични потешкотии во учењето и наставната методологија во Косово, што беше постигнато, да ги истражи промените кои ги погодија овие ученици и како да продолжат со имплементацијата, со цел да им овозможат на студентите целосен капацитет за учење.

Оваа студија е наменета да се слушне разбирање на наставниците за вклучување и да се заснова на она што препорачува што треба да се направи со цел постојано да се охрабрува вклучувањето во редовната училишница.

Оваа содржина содржи критичка анализа на истражувањето, комплетен преглед и преглед на литературата за прашањата за сеопфатно образование, некои фактори кои помагаат на движење да ги обучува учениците во инклузивна училишница, ефектот на тоа кај сите ученици и ставот на учениците и наставниците кога имаат учениците толку специфични тешкотии во учењето во редовната училишница.

Значи, преку овој документ ќе имаме подобар поглед на терминот за вклучување, ќе дефинираме чадорот "Специфични тешкотии во учењето", ги следиме овие концепти од психолошки и социолошки перспектива и ќе видиме потенцијалот на инклузивното образование во редовното образование и ефектот на тоа сајт учениците!

Клучни зборови: инклузивно образование, инвалидност, проблеми, специфични тешкотии во учењето

ACRONYMS AND ABBREVIATIONS

BL	Bilingual Learner
CALP	Cognitive Academic Language Proficiency
CHC	Cattell-Horn-Carroll
CLDE	Culturally and Linguistically Diverse and Exceptional learner
CLT	Communicative Language Teaching Method
DI	Direct Instruction
EFL	English as a Foreign Language Learner
ELL	English Language Learner
ESL	English as a Second Language
FL	Foreign Language
IEP	Individual Education Plan/Program
L1	Native/home language
L2	Target language
LCDH	Linguistic Coding Differences
LD	Learning Disability
LEP	Limited English Proficient Student
LLD	Language Learning Difficulties
LPAD	Learning Potential Assessment Device
MEST	Ministry of Education, Science and Technology
NS	Native Speaker
PA	Phonemic Awareness
RD	Reading Disability
SES	Socioeconomic Status
SLA	Second Language Acquisition
SWD	Students With Disabilities
SpLDs	Specific learning Difficulties

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Drejtorja Komunale e Arsimit në Gjilan, ju mundëson qasjen në Institucionet e kërkuara për hulumtim ndërsa për realizimin përkujdeset menaxhmenti i institucionit përkatës duke mos e penguar procesin edukativo - arsimor.

Ju lutemi për mirëkuptimin tuaj.

CHAPTER I: INTRODUCTION

1.1 Background of the study

The ability to communicate effectively in English is essential for small nations, like Kosovo, as they learn to function and communicate in another language. However, it may be very difficult for some students, in primary and secondary schools, to learn English, and they may show very little progress over time.

Those students have Specific Learning Difficulties (SLD) and do not make the desired progress and are not reasonably able to attain high levels of English proficiency.

Not everyone who is learning English at school makes effective progress in English ability, and this could be a result of lack of progress which can have a negative effect on the quality of life of the future citizens and can be a barrier to success, in the latter years, for the learner as life move on.

The resulting social marginalization might be particularly frustrating for a learner, and he or she may feel increasingly marginalized from the classmates and he/she seeks to join. That frustration can exacerbate the effects and causes of the perceived failure to progress in English learning. In turn, that sense of failure can lead to shame and further inhibit the learner's practical and natural acquisition of the English language, as a second one and thus, negatively affect the integration in the qualified labour market and socialization experience.

However, a learner who experiences Specific Learning Difficulties (SpLD) and has slow progress may not be aware of the causes or problems behind the lack of progress or how to resolve them. English teachers in Kosovo, might be unaware of the reasons for, or resolutions to the difficulties that students with specific learning difficulties experience.

It is crucial that English teachers help learners, at both levels, primary and secondary, who do not make expected progress, to determine the most likely reasons for their difficulties and make recommendations, implement interactive teaching and learning methods to help them overcome barriers to learning.

Since effective English learning involves different kind of skills, practices and abilities, problems could be based in any of a number of areas, or there may be a mixture of explanations for the lack of required and expected progress (Shank, C. 2011, n.d.), (Schwarz, 2003). It is important for English teachers to have a complete picture as is possible of the learner's language learning background profile in order to understand the possible causes for the learner's lack of expected progress, not only to address the reasons,

but also to find a solution for the sake of the learner's self-image, confidence, and motivation to continue the language learning process (Shank, C. 2011, n.d.) (Comstock, 2003).

Various literature provides a review of different skills and effective factors that can contribute in the study of ESL, to students with specific learning difficulties, looking at the problems that were experienced by certain types of learners. Most of the literature on barriers to learning language includes Language Learning Disability (LLD), both in students who learn English as a second language and also in students who learn other foreign languages, but students themselves offer very little information about the difficulties they experience in language learning in general.

In conclusion, it would seem beneficial to attain a more complete picture of the background, practice, and experience of a learner who has had notable difficulty in learning English and in showing progress, since there are so many factors involved in language learning.

1.2 Purpose of the Research

The purpose of the research was to study, examine and describe the experience of students in Kosovo with regard difficulties in learning English as a second language.

This information has provided an understanding on varieties of difficulties that students have and helped to suggest a variety of possible reasons for the difficulties they experience.

Interviews with experienced English teachers provided background and suggestions for consideration and focus. Insights gathered from interviews should help to inform English learners about the real experience and reaction of learners with SpLD. Also, the findings from this research may demonstrate whether certain types of learners should receive special assistance in teaching in any aspects of English in order to learn more efficiently. Specifically, learners whose native language is Albanian, and the way they learned it has nothing in common with English, and it may be more problematic than has been generally thought. Students with SpLD, who are not in regular classrooms will benefit by being considered equal among other classmates and inclusive education is the best approach to overcome those difficulties and help them achieve better results in English language learning.

1.2.1 Research questions

- What is the current status of inclusive education in Kosovo?
- What techniques are used and are found in inclusive education?
- What teachers' competencies are needed in inclusive education?
- What is the current situation regarding the outcomes and what changes we must consider to improve the inclusive education in Kosovo?

1.2.2 Research aims

- The status in Kosovo of inclusive education become a reality as a concept but is facing numerous difficulties.
- Techniques that are used are generally blended methods that meet the teacher's personality and interact with students' needs, demonstrator style, etc
- Teachers' competencies are needed in inclusive education continually as specific learning difficulties requires much effort, involving fresh and encouraging activities in the class.
- The current situation regarding the outcomes and what changes we must consider to improve the inclusive education in Kosovo that needs improvement, practice and teachers' training.

1.2.3 Research objectives

- To identify signs and symptoms of SPLDs
- To assess the level of students with SpLDs in Kosovo primary and secondary schools.
- To evaluate teachers' motivation and understanding of SpLDs
- To propose recommendation on how to reach the full capacity of implementation of inclusive education in Kosovo where students' learning needs are met according to their specific learning difficulty.

1.2.4 Research hypothesis

This research is constructed on the following hypothesis:

- H1. Students with SpLDs are poorly managed in Kosovo schools

- H2. Different interactive teaching strategies and techniques contribute to better students' outcome
- H3. Teachers meet the needs of the diverse learners in the classroom
- H4. Students with specific learning difficulties and with typical development benefit from inclusive education

1.2.5 Research design

The plan was conducted to record data that answered questions by students and teachers. This research is designed to study the effect that inclusive practice has on students who encounter SPLDs in learning English as a second language and if these effects have affected positively or negatively not only those students who have SpLDs but also those who don't. At the same time, it will navigate if teachers are familiar with signs of students who have SpLDs so they can develop the appropriate teaching strategies to reach every students according to the level they are in.

1.3 Significance of the Study

Teachers always try to bring the genuine ideas and practice in the classroom, however with the application of inclusive education in Kosovo there is a significant gap that is present between saying and doing and this remains dimmed toward the successful implementation.

Inclusive practices have always been centered on the students with unique needs and difficulties, whether those children are in mainstreaming classrooms or limited English proficient.

With this in mind as teachers, it is our duty to respond to every student according to his/her needs and accepting them as they are and continually try to move them to the next level.

Davis Williams "Implications of the Regular Education Initiative " (Davis William E, 1990) states "for many teachers, however, the practice of inclusion still remains dimmed for discussion"

Although, inclusive practices have always been centered on the students with unique needs and difficulties, whether those children are in mainstream classrooms, with limited English proficiency, one of the biggest gaps that has been continually ignored by researchers is to see the advantages of regular education for students from inclusive practice.

Are the students with specific learning difficulties hindering the teaching and learning on regular students, does it affect their motivation working together within these inclusive environments? Are general

education students, primary and secondary, benefiting from the advantage of being in inclusive classrooms? Do English teachers think so little of the process of inclusion that we do not dare ask the full set of questions regarding its impact on the entire range of students? Are teachers so frightened of the law that they feel they cannot challenge the validity of this process?

Since students with Learning Difficulties are limited in a class of around thirty, are we destroying the integrity of the learning process for general education students, who really represent a much larger percentage of the class? Furthermore, favoring of the few students with specific learning difficulties by being sensitive to their individualized needs could truly put teachers in position not to be concerned about the general education students whose classrooms are being required to adapt in a way that meet the needs of others.

These are some of the questions that we need to see as valid while assessing the impact that inclusion has on both sets of learners.

In this regard, when we start to teach our students, it is very important to know and understand each students' background as number one factor that will lead the student to have learning difficulties and with this fact, teacher will work on bringing different methods and approaches that will meet students' needs in learning.

Learning is a process of acquiring or adding new knowledge, skills and values. It is not an easy task and students feels responsible to achieve if not earlier, the first day they enter school. Therefore, we have presented some of the factors that are known to affect students learning which are written and explained below that we might consider to double check time by time.

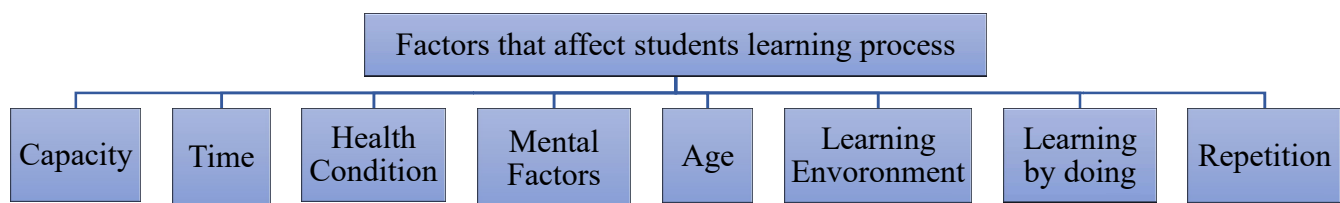


Figure 1.Factors that affect students learning process.

In our schools, we often have students who really learn and try hard but within a day or two they forget what they have learned. This could be a result of hard words and difficult concepts and it affect their learning capacity. As a result, students lose motivation, try to find hundreds of excuses not to complete the task and on and on. Therefore, teachers should organize the lessons in the concepts that students understand and students will learn to cut the task into chunks which will help them memorize better and increase their learning capacity. Time is another factor that plays an important role in the learning process.

According to researchers, the morning time is the best to learn as brain and mind is fresh and restful which helps learning become easy and effective. Health as one of the main receptors of everything, plays a crucial role in learning process as without health there isn't a motivation. Regarding health, besides physical condition which likely affects the ability to learn and power to concentrate, poor nutrition also affect learning and as a result, students have poor memory.

A proper way of eating or the right diet with protein, vitamins, carbohydrates and fiber should be taken by the students which will power brain to memorize better.

Another factor that plays a vital role is age.

Subjects should be discussed according to the age of the students as sometimes they can relate to their own life to discuss about topics spoken in the class.

We also state that learning environment is another factor that affect students learning process such as distraction from outside for example noise but also inside the classroom, overcrowded area, social behaviors of others toward him or her can also affect students' outcome.

Another factor that affect learning outcome is learning by doing, we have to make sure we must consider as essential to repeat and practice what was taught so the learning becomes a permanent experience.

This way learning can become a beautiful experience and everlasting.

1.3.1 What is inclusion

Inclusive education held in high regards in all countries around the world which aim to treat everyone the same,

have equal opportunities for all children regardless of race, gender, religion or any other diversity.

Inclusion refers to the practice of students with different disabilities who are placed to learn alongside their peers in general education classrooms (Gilhool, T. K., 1989) Thus, classrooms that engage in this practice can be referred to as being inclusive classrooms.

According to Ainscow and Dyson (2006) the twenty-first century brought inclusive education to be considered as the right of every child to be part of the mainstream society. (Ainscow,M.,T.Booth, and A.Dyson., 2006)

According to UNCRPD, inclusive education mainly has focused on the position of students who have different disabilities that appears as an obstacle for them to participate effectively on daily basis with others in school. (UNCRPD, 2006)

According to the international standards the term “students with disabilities” refers to those students who have mild or moderate sensory, communication, motor, learning disabilities and behavior disorders (World Health Organisation (WHO), 2010)

According to (EAHCA, 2018), special educators began to respond to the needs of students with specific learning disabilities in public school one hundred years ago and then later on in 1950, groups of parents so called the ARC began to work and make changes in their communities and set the goal for changes on a national level. This group organized the association for Children with Learning Disabilities in 1963. At that time students with specific learning disabilities were being educated in a different class from regular students. (The National Association for Retarded Citizens, n.d.)

The implementation of inclusive education encourages schools to respond to all students as individuals or according to their needs, while they re-consider and re-construct the teaching resources and curriculum to enhance the opportunity of treating each individual equally.

For example, the Nordic countries such as Sweden, Denmark, Norway, Iceland and Finland, are known as the most economically developed countries in Europe. They implement effective social protection and equality of educational opportunities, and as a result educational achievement allows the Nordic countries to achieve the leading position in the world rankings.

It is worth mentioning that over the years, teachers continually work to bring different methods and blended teaching strategies to provide the best settings within the inclusive classroom.

Although the changes appeared step by step yet, there is a great gap that brings us to a question what are we missing since we don't see significant results.

One of the best settings that so far has been provided is the equality, inclusion brings equal treatment and this makes those who are behind feel accepted and motivated and helps them improve academically just by the fact that they are around those students who can help them learn better.

Therefore, when we think of inclusion, it can be characterized as an act of working together with the support needed to successfully achieve educational objectives. Inclusive education can be considered as a great benefit not only for those who have specific learning difficulties but for everyone else that is

considered to be with a typical development because it encourages everyone to work cooperatively. It teaches us how to work with various types of individuals and figure out how to help others finish their assignments.

In addition to providing academic benefits, inclusive education provides them with a better understanding and respect for others who are different or have a different learning style.

Being in a setting with a group of students with specific learning difficulties and different learning capacities, encourages students to think on how they can help other people.

1.3.2 Inclusion in developed countries

Different efforts were made over the years to involve students with special disabilities into a mainstream education, yet, according to the researcher, special education is being a study target over the years.

The beginning of the twenty-first century came as a new era for students with SPLDs. (The National Association for Retarded Citizens, n.d.) as a result of all of these efforts, today, students benefit from a full or part time inclusion throughout the United States in a number of school systems.

Various schools offer part time inclusion allowing students of all developmental levels to be part time in the classroom with students who have typical development for most of the day. If a certain student needs additional time or intervention to catch up with the class, they are sent to another classroom to complete the lesson for the day. In this way they avoid the disruption of the class where teacher has to meet his or her need and leave the others passive in the class. (The National Association for Retarded Citizens, n.d.)

For example, if the student requires repetition of the word learned as he has been for a while in a speech therapy, the school sets aside another room for special needs students to complete their courses. So, in this context we can see that there is partial and full inclusion in developed countries.

Therefore, schools and administration together with teachers respond to the need of the students with full inclusion or partial inclusion. Yet, over the past 20 years, the idea of inclusive education has faced hundreds of challenges. (The National Association for Retarded Citizens, n.d.)

Evaluation process was an issue as part of assessment in order to determine student progress. Academic teacher trainings and the use of assistive technology into school systems, have each influenced progress.

For example, an important component for inclusive education is how to implement classroom management for different groups of individuals in one classroom, when developing effective instructional design methodologies presents an objective when trying to achieve the potential in education for each student in every classroom.

A great change brought also the involvement of the federal government during the 1960s. (The National Association for Retarded Citizens, n.d.) The interest of President Kennedy in how students with learning disabilities were educated was one of the laid the foundation for government support.

Today, associations, education administrators, parents and public-school system work to develop reasonable methods and access to effective learning education environments for teaching students with specific learning difficulties around the country.

1.3.3 Inclusion in Kosovo education

In the past, in Kosovo, as long, as your child could walk, talk and be able to look after his own belongings at school, he could go to school like everybody else. If he has reading difficulties or writing difficulties or, even if he couldn't follow the teacher due to his cognitive impairment, nobody really cared, yet they were called lazy and also were regarded as unproductive. As we all know it is easy to put a label on somebody not knowing if you are in the same shoe.

As a result, children with mild and moderate specific learning difficulties (SpLDs) have remained somehow isolated from the studies and they were not given an opportunity to learn or benefit from other students due to traditional teaching methods where teachers have the main and the most important role in the classroom and as a results all of this led them to somehow stay away from any larger or heterogeneous communities in which they could live and work as they grow up.

But, the period after 2000, in Kosovo marks a great progress towards inclusive education which serves as a bridge, linking students with SpLDs together with the lesson while working in pairs or groups and in different projects and activities and in this way enable them to achieve their full potential although, there are still a lot to be done.

Nowadays Kosovo is a country which is in the process of European integration. Kosovo seeks European development and still is in need to implement various industries, especially in education.

Undoubtedly, the laws in Kosovo, which are already implemented, are important and they are making a historical note regarding the influence and the development of primary and secondary inclusive education and they are working on the training of highly qualified personnel to work in an inclusive classroom, yet the inclusive education is still being implemented as a comprehensive process.

Since every child has a right on education, inclusive education has become an integral part of all policies of the Ministry of Education, Science and Technology in Kosovo. According to MEST, in Kosovo, inclusion is understood as a strategy that students with learning disabilities should be integrated into the

regular education classroom therefore Ministry of Education, Science and Technology together with its cabinet made it possible that education in Kosovo should be in line with modern education trends, so these students will be integrated into a society through inclusive education. (MEST, 2017)

Ministry of Education, Science and Technology in Kosovo continually tries to implement the best practice and this practice normally involves teachers as they are asked to educate all students in an inclusive classroom. Research has shown that inclusive classes contribute to the idea that students with specific learning difficulties should be part of regular classes and provide assistance when necessary or when the lesson is hard to comprehend.

According to my research published on ICELL 5th proceedings book 2018.pdf, 2018, before any school can implement a program, they need reliable evidence that the new program will work as it is strongly related to people's attitudes whether they are positive or negative, as these results, on its effectiveness. (ACADEMIA.EDU, 2018)

In order to improve the inclusion program, the school should provide appropriate training, so everyone involved find the school a place that is fun to be.

Therefore, as future educational researchers we need to work on a connection that empower together the theoretical and practical practice in order to implement inclusive education in primary and secondary schools in Kosovo and this will guide us to use our wisdom and knowledge so we can create a unique national model of inclusive education.

That's why we should work out our own model based on the experience of European countries that have successfully implemented inclusive education in the school settings.

1.3.4 Law regarding inclusion in Kosovo

In the period of after the war particularly on the second part of the year of 1999, education in Kosovo was subject to reforms at all levels starting from pre-school education up to university. These reforms aimed at adjusting the education in Kosovo according to European and global contemporary standards. As in every country after the war, development took place in many industries and also in education.

At this time, education in primary, low secondary, high secondary and up to professional and universities besides public, begin to be carried in private institutions.

In Kosovo, the preschool education system is based on three levels according to children's age for example Kindergarten 1-2 years of age, Kindergarten 3-4 years of age and pre-primary class for children who are 5 years old. After preschool as the first level of education, comes primary and low secondary

education which is considered to be mandatory for everyone. So, in Kosovo, mandatory education begins at the age of 6 which is the minimal age and the education is free of charge.

The second phase of mandatory education is the low secondary education which includes students from 12 to 15 years of age. Higher education in Kosovo is organized in two categories; general and professional education which last three eventually four years depended on the educational curricula designed by MEST.

Students who are not able to attend normal education are placed into a special education program and as regular school, they have regular schedule everyday but not in general education. In this group can take place students with physical or intellectual impairment which are called students with special needs.

Higher education such as colleges and universities are also available in public and private institutions. Various universities offer high professional education to all students such as Associate Degree, Bachelor degree and Master Degree. However, PhDs are only available in the public university.

The education standards and norms in Kosovo are supported by European developmental platform based on the process of Bologna's objective.

In order to regulate the organization of public educational institutions and the provision of public education at the pre-primary, primary, lower secondary, upper secondary and higher education levels in the municipalities of the Republic of Kosovo, MEST has created the Kosovo Accreditation Agency (KAA) which aims to assess the appropriate quality in the higher education in public and private institutions.

The period after the war, gathered the government to discuss and establish laws in different industries. The law on education has been a significant target that required an immediate action.

With regards to the provision of education, the government of Republic of Kosovo established the following regulations on pre-university education which purpose is to develop the student's personality, talents, mental and physical abilities to their potential, to promote the formation of basic scientific knowledge, communication, observation and analytical skills, creativity, autonomy and related learning competences. At the same time to develop among students the respect for one-another and other communities' rights, respect for their parents, teachers, to prepare them for a responsible life in the spirit of good understanding, peace, tolerance, gender equality and friendship with members of all communities in the Republic of Kosovo.

In addition to the Law on Pre-university education in the Republic of Kosovo, Article 3, in 2011, the government designed the law which aims to provide all children with equal rights to education in accordance with their abilities and specific needs and at the same time it provides services efficiently,

effectively, flexibly, inclusively and professionally in order to advance their educational and social development. (LAW ON PRE-UNIVERSITY EDUCATION IN THE REPUBLIC OF KOSOVO, 2017)

The law has the Articles 40, 41, 43 and 44 which regulate the education of children with special needs. In its framework, seven administrative instructions have been drafted for special needs education. Works continues on the documents drafted. It is worthy of note that the principle of inclusion is one of the basic principles in Kosovo Curriculum Framework (KCF). (Kosova Curriculum Framework KCF, 2010)

Kosovo Education Strategic Plan purpose was to develop a six-year plan that links life-long learning that has a potential to improve the lives of all Kosovo citizens while providing opportunities for individuals to enhance their work skills and foster personal developments goals. (KESP 2011-2016, n.d.)

This strategic plan reached out all children and it has been designed on a learning model that supports regulates and promotes quality education and provides equal opportunities to all students.

It is worth mentioning that the education system in the Republic of Kosovo from the period after the war has made great progress in education reform but there are still challenges that need to be addressed.

One of the main problems remaining is that the quality of care and education is constrained by the low number of qualified teachers. Therefore MEST should continue to provide and invest in supporting this group by acquiring professional training and skills to reach every individual in the classroom. (KESP 2011-2016, n.d.)

KESP evaluation was the starting point for the next 5-year planning period, because it wasn't cleared what to consider success during the five year period and still continue until it reached its final year of implementation in 2017 where another strategic education plan 2017-2021 was presented as a continuation of the previous plan KESP. (KESP 2011-2016, n.d.)

KESP is focused in inclusion, quality and accountability particularly to increase participation, to develop a functioning quality assurance system in accordance with international standards, enhance teaching quality through an effective and sustainable system for teacher professional development and preparation, maximize learning through quality teaching, implementing competency based curricula and providing equal opportunities and training of every individual in pre-university and higher education.

Therefore, inclusion has been one of the priorities of KESP 2011-2016, where incontestable successes have been achieved.

Kosovo can compare with any country of the region, even with many developed European countries in terms of inclusion of children and young people in primary, secondary and higher education.

As of today Kosovo still faces numerous difficulties in making efforts toward the realization of inclusion. However, it is making a historical note and gaining momentum in achieving its goal for inclusive education.

In conclusion, this thesis provides an overview of SpLDs in the context of education and the challenges that fourteen teachers face, while trying to implement inclusive education in primary and secondary schools around seven centers of Kosovo.

This thesis outlines the statement of the problem, together with research questions, research objectives and the research hypothesis. It gives us a background on Kosovo education policy and practice in Kosovo, beginning with a brief history about the context of the educational system in Kosovo, discussion on the history of inclusive education in Kosovo, description of all challenges that teachers face, what has been done and the vision of the future.

It outlines the theories of the study, its contributions to knowledge by setting the context for this study with a regard of services that have been provided for students with specific learning difficulties.

It reviews the literature on areas related to the research topic particularly an overview of SpLDs in order to understand the nature of these difficulties, the characteristics of SpLDs on self-concept and the impact of teachers' participation and perspective on SpLDs along with the practice on intervention, the effects of delayed intervention, the barriers which prevent the implementation of inclusive education in primary and secondary schools that help students move forward and how does it affect learning and teaching.

This study brings the update of current education situation in Kosovo while providing some general background on Kosovo's education system, related to the issues pointed in this study, the theoretical framework and the methodological choices that are key points in this study which will give us an explanation on how the data collection is analyzed with the results of the study.

The study explains how the qualitative data were analyzed, including the translation and the conceptualization of terms for teachers who were not familiar with. It discusses the findings and the views of SpLDs in Kosovo Schools.

It outlines the limitations of the study and the implication of the research in the context of Kosovo educational system while providing practical suggestions for further research.

CHAPTER II: LITERATURE REVIEW

The ability to communicate effectively in English is essential for citizens of small countries, like Kosovo, who wish to be integrated into European society.

The understanding of inclusive education in international development, the (Inclusive Education in Europe - European Agency for Special Needs, n.d.) further points out that inclusion is not only about placement of a child either in a special education setting or regular classrooms, but is about , feeling accepted and live and work like everyone else.

As indicated by Salamanca Statement and system for activity on uncommon requirements (1994) "Regular schools with comprehensive introduction are the best methods for fighting biased frames of mind, making welcome communities, constructing a comprehensive society and accomplishing training for all." (UNESCO and Ministry of Education and Science, Spain, 1994)

However, while education in the mainstream school is adopted as a norm for inclusive education, the Convention on the Rights of Persons with Disabilities (Convention on the Rights of Persons with Disabilities (CRPD), 2006) refers that all disabled children must be able to “access an inclusive, quality, free primary and secondary education on an equal basis with others in the communities in which they live,”

This declaration supports the Forest and Pearpoint statement stating that schools need to be ready to respond to the individual differences and adapt in the curriculum content, objectives, assessments and classroom management so the learning can take place. (Marsha Forest & Jack Pearpoint, 2004)

Therefore, some students may have a very difficult time learning and using English and may show very little progress over time (Almanza, 1996) (Schwarz, R., & Terrill, L. 2000, n.d.) except for those who might be able to insulate themselves in tightly knit, school children must learn to function and communicate in an unfamiliar language.

While it is unlikely that the majority of students who learn English as a second language enjoy learning in various learning environments and situations, most of them are able to attain high levels of English proficiency (Bialystok, 1997).

In any case, not every person who learns English at school, either in primary or secondary school, achieves a high state of capability, and many can't make it, what may be viewed as anticipated outcomes. While the reasons for the absence of achievement in the objective language can be difficult to recognize, the impacts of such shortcomings can be notable. Challenges in learning the new language can present risks to success progressively that influence the happiness and even the livelihoods of such students (Comstock, 2003) (Shank, C. 2011, n.d.)

It is crucial that English teachers of primary and secondary students, who do not make expected progress, determine the most likely reasons for the learners' predicament and make recommendations and, when it is needed they provide revision to help them overcome the learning obstacles (Comstock, 2003) (Schwarz, 2003).

Although the effective learning covers a combination of skills, abilities, practices, and resources, there may be a number of reasons for the lack of necessary and expected progress (Schwarz, R., & Terrill, L. 2000, n.d.).

As indicated by Salend, comprehensive instruction is a "theory that brings understudies, families, teachers and community members together to create schools and other social establishments based on acceptance, having a place and community". (Spencer J. Salend, 2011)

It is worth to mention that inclusion is not focused only on students with disabilities but if implemented correctly it is also designed to be able to accommodate and respond to the needs of regular education students as well. Salend points out four ways that provide a great framework and summarizes the philosophies on which inclusive practices are based: (Spencer J. Salend, 2011)

Diversity – Inclusion improves the educational system for all students regardless of their ethnicity, linguistic ability, gender, learning style or cultural background while placing them together in general education classrooms. (Spencer J. Salend, 2011)

Individual Needs – Inclusion here involves sensitivity to while meeting individual needs and differences as we know that educators cannot teach students without taking into account the factors that shape their students and make them unique. (Spencer J. Salend, 2011)

Reflective practice –Here inclusion requires educators to be more reflective and modify their attitudes, their classroom management and the curriculum to accommodate individual needs. (Spencer J. Salend, 2011)

Collaboration – Involves collaboration among educators and other professionals, students and families and also community. All of this support can be provided in a regular classroom. (Spencer J. Salend, 2011)

2.1 Historical Perspective on Inclusion

Topics in education also create controversy as inclusion takes place.

According to Wisconsin Education Association Council (WEAC, 2001), Inclusion has created a great gap and remains a controversial idea in education since it relates to instructive and social qualities, as well as to our sense of individual worth. According to James Kauffman (Kaufman, J. , 1989), arguments about inclusion should address a few significant inquiries:

- Do we consider all children with the same regard?
- What do we understand with the word inclusion?
- Do we have children who don't feel right about being labeled as part of the inclusive cases?

Research shows that there are different advocates who discuss the two sides of this issue. James Kauffman of the University of Virginia sees inclusion as a memorandum driven by an unrealistic desire. On the other side are the individuals who trust that all students have a place in mainstream classroom that good teachers are those who can meet the need (WEAC, 2001)s of all students, paying little attention to what those needs might be. Between the two limits big groups of teachers and parents are gathered who are confused by the idea itself.

It has been a big question, whether inclusion is legitimately required and wonder what is best for children. They likewise questioned what it is that schools and school staff must do to meet the needs of children with LD.

Since there is no basic and simple answer, this paper attempts to give a clear overview that the idea of inclusion offers suggest that inclusion education meets the needs of each student individually treat everyone equally.

Few professionals has also question the appropriateness of including students with disabilities in regular education classrooms (Friend, M. & Bursuck, W.D., 1999)

However, considerable debates still continue about which students should be part of general education classes and how much time they should spend there (Friend, M. & Bursuck, W.D., 1999).

Three Models of Inclusion

Surely there are different models that educators use in inclusive classroom. According to Lipsky & Gartner(1997) has brought the following models for general education and special education teachers to follow when implementing inclusion in any classroom. (Lipsky, D., & Gartner, A., 1997)

Consultant Model – Here the teacher is trained to re-teach a difficult skill or to the student according to his need. Regularly scheduled meeting are also recommended rather than just communication as needed. (Lipsky, D., & Gartner, A., 1997)

Team Model – Here the teacher provides student information, possible instructional strategies, different modification ideas for assignments or tests and also behaviour strategies. (Lipsky, D., & Gartner, A., 1997)

Co- Teaching Model – Here teachers use the model of regular education to meet the needs of students with disabilities and regular students. (Lipsky, D., & Gartner, A., 1997)

It is important to understand the possible causes for the lack of expected progress in such a learner, not only for the purpose of addressing possible problems, but also for the sake of the learner's self-image, confidence and motivation to continue the English language learning process.

Education became more heterogeneous and compulsory in the late 1920s, in United States of America, but schools still existed that separated and isolated various groups of children that varied from culture, ethnicity, economic background, and intelligence level.

A great change took place in 1960s when inclusion was introduced as a framework which grouped all children together.

As a result of the initiatives of the Civil Rights Movement in 1960s, as well as national health ambitions, American schools perform a philosophical move from segregating students with special needs to mainstreaming students into less restrictive environment. (LRE) (Fagan, 1994).

According to USLEGAL, mainstreaming is the practice which aims to provide a positive educational experience for special education students. Through this system, special education students are placed in the classroom for part of the school day. The purpose of mainstreaming is to offer special education students a chance to gain social abilities and at the same time have access to a regular education as other students, while still allowing them to have access to the other resource rooms when needed. (USLEGAL Mainstreaming Law and Legal Definition,n.d., n.d.)

In 1975, The Education of All Handicapped Children Act was established which stated that, to the extent possible, handicapped children should be educated with non- handicapped peers. Even though the Act was established to promote inclusion and mainstreaming of handicapped children, the law was still not specific and ready as to how this would be implemented. The Act left the process of mainstreaming students for professionals and educators to make the determination of which students met the necessary standard to qualify to be part of the mainstreaming movement.

Through the 80's, inclusion and mainstreaming remained somehow as a broken system which was considered to be confusing with some periods of painful trial and error. (National Disability Authority, 2018)

Later, in the 1990s, NDA implemented two important amendments, one of those was the change of name from Educational for the Handicapped Act to the Individuals with Disabilities Education Act. (National Disability Authority, 2018)

On the same year, in 1990, these amendments were added to (EAHCA, 2018),to rename the Act for the Individuals with Disabilities Education Act (IDEA).

The implementation of this amendment has made it possible to replace the phrase "handicapped child" to "child with a disability" and with this in mind:

- To provide Transition Services for students by the age of 16
- To extend eligibility to children with autism and traumatic brain injury
- To define the kind of an Assistive Technology Devices and Services for children with disabilities for inclusion in the IEP
- To extend the Least Restrictive Environment (LRE) where it requires the child, to learn, play and interact with children without disabilities. In 1997, amendments further supported the rights of students with disabilities.
- To extend the least restrictive environment as an assurance that all students would have "access to the general curriculum"
- To "consider" Assistive Technology Devices and Services on the IEP's for all students. Use of school-purchased assistive technology in a child's home or other settings is required if the child needs access to those devices to receive free appropriate public education. (FAPE)
- To provide mobility services to students with visual impairments as well as for those who are completely blind who may need guidance to go home and come back to school.

It was not until legislation tightened the law on special education rights when special needs children were finally starting to be a part of the regular population in schools. At this juncture in time, that is when the concept of collaborative teaching started to get a lot of attention.

2.2 Definitions of inclusion

Each child is unique and based on this fact, they have different learning style. Therefore, the individual's brain process information differently.

According to National Association of Special Education Teachers (National Association of Special Education Teachers, 2006) learning disorders as a group of disabilities vary from person to person, usually those who have average intelligence. For example, one student may be able to 'read' fluently, yet can't comprehend or understand what he/she read. Another student, may have trouble with math calculations, or not be able to process what teacher is saying, while someone else may have trouble in other multiple areas. These students also often lack the necessary coping skills to compete and achieve in an academic environment which can be one of the major life difficulties to overcome.

To understand the term of inclusive education has become a major subject and a number of debates define that this is not a simple task as it covers lots of disciplines. (Slee,R., 2010)

Dissatisfaction with any progress made towards inclusion drove demands for more changes in many developed countries. (Slee, R., 1996)

As noted by many researchers, inclusion appears to hold a great regard not only in practice but also its concept. By the fact that just a single definition still needs to gain value, it reflects the complicated nature of it. (Florian, L., 1998)

Seeing that Inclusive education looks at the rights of students, and how education system can be transformed to meet needs of all students who encounter learning difficulties is probably the best definition that inclusive education can be defined. Despite many efforts done so far, Ainscow and Dyson (2006) state that the development of inclusive practices in schools is not well understood. (Ainscow,M.,T.Booth, and A.Dyson., 2006)

Farrell and Ainscow bring up that the term "inclusion" was an idea of a prior term so called "integration", which was utilized during the 1980s to allude to the placement of students with special needs in regular schools. As Farrell and Ainscow (2002) state, the problem with defining integration alone in terms of placement is that it doesn't give us a full background on quality of the education received in the context of integration. (Farrell, P., and Ainscow, M., 2002)

Within the presented read literature, definitions of inclusion vary from one definition to another. Some researchers emphasize rights of students and some emphasize values while others are focus on teachers and school capacity to make a difference.

Below, regarding the definition of the word inclusion are some definitions sourced by different authors.

- Forest and Pearpoint(2004) Inclusion is understood as being with one another, how we deal with adversity, how we deal with difference (Marsha Forest & Jack Pearpoint, 2004)
- Uditsky (1993) Inclusion is a set of principles which ensures that the student with a disability is viewed as a valued and needed member of the school community in every respect (Uditsky, B. , 1993)
- Ballard,K.(1995) Inclusion involves schools that deliver a curriculum to students through organizational arrangements that are different from those used in schools that exclude some students from their regular classrooms (Ballard, K. , 1995)
- Rouse and Florian(1996) Inclusion is related to schools that are diverse problem-solving organizations with a common mission that emphasizes learning for all students (Rouse, M., and Florian, L., 1996)
- Hall (1996) states that Inclusion is full membership of an age-appropriate class in your local school doing the same lessons as the other pupils and it mattering if you are not there. (Hall, J. , 1996)
- Sebba (1996) brings up that Inclusion is the procedure by which a school endeavors to respond to all students as people by reevaluating its educational program association and arrangement (Sebba, J. , 1996)
- Florian also presents a definition stating that Inclusion refers to the opportunity for students with SpLDs to be part of all educational activities so they can be productive in life for themselves and community in daily basis. (Florian, L., 2005)

Besides the above mentioning, there are lots of definitions for the term inclusion, whether formally published or informally mentioned.

As defined by the Division for Early Childhood:

“Inclusion in the regular education setting must consider the preference of children's placement despite any disabilities”. (Division for Early Childhood, n.d.)

Appropriate educational placement in an inclusive setting helps to adjust the behavior and physical barriers that prevent individuals with disabilities from participating fully in society and gives them an opportunity to benefit from interaction and active participation with their peers and at the same time helps them learn age-appropriate behavior. (Division for Early Childhood, n.d.)

According to the National Professional Development Center on Inclusion, there are ten commonly used definitions for the term inclusion:

- Inclusion education, as a great value in all the countries around the world, aims to treat everyone the same, regardless of race, gender, abilities or any other diversity. (NPDCI, 2018)
- It motivates all children to participate actively in natural settings despite its disability and within their communities and also it encourages schools, teachers and administration to respond to all students as individuals or according to their needs. (Division for Early Childhood, n.d.)
- Inclusive education is a term used to describe the ideology that each child, to the maximum appropriate extent should be educated in the school and classroom he or she would otherwise attend.
- According to the Council for Exceptional Children, in inclusive education the service comes to the children rather than moving the child to the services; it involves the child so he can benefit from being in the class rather than trying just to keep up with other students. (CEC, n.d.)
- When people with specific educational needs are placed in mainstream provision, there is a commitment to remove all barriers so they can fully participate as valued, unique individuals. (ALLFIE, n.d.)
- Early Childhood Forum, presents Inclusion as a process of knowing, understanding and breaking down the boundaries to participation and belonging (Early Childhood Forum (2003), n.d.)
- According to Odom, Inclusion also refers to participation in the broad range of activities that normally occur for typically developing children in their community and culture. (Odom, 2002)
- Brown concludes that the degree to which children with developmental delays are playing, learning, working, and living with families and friends in their communities. (Brown, 1997)
- Guralnick states that the defining feature of inclusion for young children is the existence of planned participation between children with and without disabilities in the context of children's educational/developmental programs. (Guralnick, 2001)

- Inclusion is not a set of strategies, techniques or methods or a placement issue. Inclusion is about belonging to a group of friends, a school community, or a neighborhood. (Allen, K. E. & Schwartz, I. S., 2001)

Guralnick, found that many professionals, families, and advocates do not limit inclusion to mean involvement only in educational developmental programs but further more they extend the concept where children and their families participate in typical activities found in their neighborhoods and communities. (Guralnick, 2001)

2.3 Definitions of Learning Disabilities

LDs known as a learning disorders usually affects child's life at the very beginning of school years and continues which means that it is a life-long journey. One of the main characteristics is that they mainly affect a person's reading, writing, fluency and accuracy. (British Dyslexia Association 2012)

Dyslexia is a type of learning difficulty which may be 'neurobiological in origin' (Moats, L., 2013)

An idea of the severity and persistence of SpLDs can be gained by studying individual current or past responses to sound intervention. (Phillips, S., Kelly, K. & Symes, L., 2013)

Learning disability is a term that is characterized in individuals, by having difficulties in certain skills such as reading or writing with normal intelligence and can be a lifelong condition that affect individual's life in school or work, daily routines, family life, friendship and play.

Some individuals may have a single learning problem that has little impact on other areas of their lives some may have moderate learning disability that affects their life in different aspects. (Medical Definition of Learning disability, 2018)

A learning disability is a decreased intellectual capacity and difficulty with daily activities in school or at work or with family household tasks, socializing with others or managing money – which affects someone for their whole life. (mencap, 2018)

SpLDs are specific language-based disorder of constitutional origin characterized by difficulties in word decoding, usually reflecting insufficient accurate word processing, difficulties in organizing letters

together in order to produce the accuracy of the word and at the same time it becomes evident that students with SpLDs have problems with fluent or accurate word recognition, as well as poor decoding and spelling ability. (G. Reid Lyon, 2003)

Such difficulties primarily result from a deficit in phonological elements of language that would not appear to correspond to other cognitive abilities, or given effective classroom instruction. Other consequences would include impaired reading skills and enjoyment, thus affecting knowledge and vocabulary development. (G. Reid Lyon, 2003)

Lyon states that these problems with decoding individual words are frequently unexpected, in terms of age or other academic and cognitive abilities. Moreover, they are not connected to any sensory impairment or general disability in development. (G. Reid Lyon, 2003)

Learning disabilities refer to a number of difficulties that may affect the acquisition, organization, developing writing skills, understanding or use of verbal or nonverbal information. (The Learning Disabilities Association of Canada (2000), n.d.)

The Learning Disabilities Association of Canada (LDAC) released an official definition of learning disabilities in 2000:

Learning Disability Association of Canada states that these disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are considered different compare to global intellectual inabilities. (The Learning Disabilities Association of Canada (2000), n.d.)

Learning Disabilities Association of Canada states that learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. They also point out that part of impairment includes language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g. planning and decision-making). These disabilities range in severity and may interfere with the acquisition and use of one or more of the following: oral language; reading; written language; and mathematics and students find difficulties in organizing themselves, socializing and interacting with others. (The Learning Disabilities Association of Canada (2000), n.d.)

Learning difficulties last all life-long. They can appear in different way over an individual's lifetime, and it is a matter how much they are depended on their specific needs and the way how they are performed yet they can be adapted within environment, in a community (The Learning Disabilities Association of Canada (2000), n.d.)

Learning difficulties are present in human brains genetically that make the brain to receive or give information in a different way than expected. These disorders are not based on socio - economic factors, or cultural or language differences, or lack of motivation although these factors may add complication and make individuals face additional challenges. Learning disabilities may affect attention, organizational skills, behavior, emotions, sensory impairments or any other medical conditions. (The Learning Disabilities Association of Canada (2000), n.d.)

Specific learning difficulty signifies an impairment in one or more mental processes associated with understanding the idea of the way how language in spoken or written that may show itself in an incomplete capacity to perform in listening, thinking, speaking, reading, writing, spelling or do basic mathematical calculations. It can affect the way information is received, which can be as a result of a brain injury and as a result mind doesn't function as expected. It is important to mention that specific learning difficulties do not include as a result of visual, hearing, mental retardation, emotional disturbance or any other such as economic disadvantage. (The Learning Disabilities Association of Canada (2000), n.d.)

Students who are identified with specific learning difficulties exhibit a number of characteristics. As the referral characteristics are reviewed, it becomes evident that almost any student may display some of these characteristics. However, the students who are identified as the ones that have difficulties in learning, differ by their characteristics which are manifested according to their specific learning difficulty.

People who have learning disabilities like to use the term learning difficulty instead. Although both terms are acceptable when they are used in a context of social care, below is a definition of learning disabilities and learning difficulties.

In UK education, the term 'learning difficulty' incorporates children and youngsters who have 'explicit learning challenges', for instance dyslexia, dysgraphia, dyscalculia or dysgraphia yet who don't have a

significant impairment of intelligence. The Special Educational Needs codes also utilizes the terms 'moderate learning difficulty', 'severe learning difficulty' and 'significant learning difficulty', which identify with general difficulties in learning. These could be viewed as compatible with the term 'learning disability' which is used in health and social care, and the groups of mild, moderate, severe and profound learning disabilities. (Definition of learning disabilities and learning difficulties , 2018)

As of this fact, people with specific learning difficulties do not have a significant intelligence impairment. Other terms such as moderate learning difficulty, severe learning difficulty and profound learning difficulty are used by Special Educational Needs Associations which refer to general impairments in learning.

The UK is the only country that uses the term 'learning disability' in this context of understanding while other countries such as USA, Canada, Australia use the term "intellectual disability" or "learning disabilities" to refer to people with "specific learning difficulties" and this term is getting developed its usage. It is worth to mention that for the first time it was used by Professor Jim Mansell for the Department of Health in his report called Raising Our Sights which he mentions services for adults with mild and moderate disabilities. (Mansell, 2010)

To understand the definition learning difficulties imply any learning or social issue that effects, or generously influences a person's capacity to learn, cooperate with others and follow on what is being learnt. However, there are some Specific learning difficulties (SpLDs) which in fact affects the way lesson is learned and processed. (Mansell, 2010)

They are neurological instead of mental and typically are inherited and happen independently of intelligence. They can have significant impact on education and learning and also obtaining academics skills. (Mansell, 2010)

We can define the learning difficulties as significant, lifelong condition that start before adulthood, affects development so it appears to be neurological disorders from a difference in the way a person's brain is wired.

This could indicate that we are on the time of a change in the use of language in the UK. In 1970s, the term, mental sub which represents mental characteristics and congenital conditions of the individuals has changed to individuals with psychological disabilities while in America the term 'learning incapacity' has a different meaning compare to what is being used in the UK. (Simonoff E, Pickles A, 2006)

In the USA, learning disability is defined to cover some of the specific learning difficulties that are related to reading, writing and Math. (Simonoff E, Pickles A, 2006)

In New Zealand the general term for people who have specific learning difficulties is Specific learning difficulties (SpLDs) describes a range of learning difficulties experienced by people with average or above average overall intelligence. In these groups are people who have challenges with thinking, listening, speaking, reading, hand-writing, written language, spelling and also calculations.

Specific learning disabilities are NOT caused by:

- Intellectual disability
- Deficit in the sense organs
- Environmental and emotional deprivation
- Other disabilities

The term of Learning Disabilities (LD) is known in some countries as Specific Learning Difficulties SpLDs dyslexia. (Alnaim A. F., 2016) In this study it is important to consider mainly the concept and identification issues of LD. Understanding how a field of knowledge has developed is important for readers and researchers in that field. Firstly, investigating the history of LD can inform researchers about how Students with Learning Disabilities (SWLD) have been treated and taught during different periods of time. Secondly, exploring perspectives and consequences of previous methods of identification and teaching LD sufferers provides a strong foundation to build new thoughts and perspectives. Thirdly, it is interesting to be aware about how this field was established and developed and how much effort, time and research have been dedicated to this field until now. Different studies divided LD history into roughly similar periods (Johns & Lerner , 2009)

History of LD was divided into the following four periods: European foundation (1800 to 1920), US foundation (1920 to 1965), emergent period (1965 to 1980), and revision and progression period (from 1980 until recently). (Alnaim A. F., 2016)

As of this fact we see that different countries use different terms and while learning disability, learning disorder and learning difficulty are often used interchangeably, it is worth to mention that they differ in many ways.

First of all, the word "disorder" refers to specific learning problems in an academic area. These issues, still are not enough to prove an official diagnosis. "Learning disability", on the other hand, is a clinical finding, which refers if the individual meets certain criteria as checked by an expert who could be a psychologist or a pediatrician. (Alnaim A. F., 2016)

The difference is in a matter of a degree, frequency, and intensity when symptoms appear therefore the two terms should not bring confusion. When the terminology of "learning disorder" is used, it describes a group of difficulties characterized by deficient development of specific academic, language, and speaking skills. (readandspell.com, 2018) Types of learning difficulties include reading (dyslexia), mathematics (dyscalculia) and writing (dysgraphia).

To conclude learning disability is a significant decreased capacity to see new or complex data or to adapt new abilities; a decreased capacity to adapt autonomously; a disability that began before adulthood, with a lasting impact on advancement.

Specific Learning Difficulties	Specific Characteristics	Shared Characteristics
Dyslexia	Difficulties with information processing, particularly related to phonological information	<ul style="list-style-type: none"> • difficulty processing sensory input (visual, auditory or physical) • good and bad days • weak short term and/or working memory
Dyspraxia	Problems with visual-spatial awareness, sequencing of movements	<ul style="list-style-type: none"> • lack of time awareness and management • hypersensitivity to environmental factors • difficulties with sequencing
ADHD	Impulsivity, lack of sustained concentration on one thing	<ul style="list-style-type: none"> • difficulty in staying focused toward the board to book / TV or to magazine) • difficulty with regulating pitch/volume/pace when speaking
Dyscalculia	Difficulties with numerical concepts: relative size /magnitude and time scales	<ul style="list-style-type: none"> • lack of right balance • • difficulties with listening, especially while working groups • difficulties with turn-taking • avoiding new or unpredictable situations • difficulty with metaphoric language • difficulty sleeping • low self-esteem

Table 1. Characteristics of Specific Learning Difficulties (*British Dyslexia Association 2012*)

2.4 Second Language Acquisition

Although the English language contains just 26 letters, these letters combine to create 44 speech sounds, and there are over 250 ways to spell those sounds and students with SpLDs may find it difficult to remember all the rules so the language can sound and can be written properly.

With this in mind second language learners also face a certain amount of anxiety before they start to attend classes as they don't know what to expect. Therefore, much of patience is required in everyone as the second language is being explored. (Victoria State Government, 2018)

Language development in general can be described by dividing the process into the following five stages English Language:

- A new student to English language- At this stage student begins to put words in to short phrases, most of the time is silent is spoken language but participated in activities that are related to gestures that indicate meaning.
- Becoming comfortable with English Language - At this stage student understand more, phrases become longer and more grammatically correct, student increase awareness of tenses but still limited, starts to self-correct, requires writing structure support. Students are more interested in communication than correctness, they do their best to increase vocabulary so they can move between two languages
- Becoming confident with English language - Shows growing confidence in using English in most social situations but in order to operate independently still needs and requires support to access the curriculum fully.
- Competent user of English Language - At this stage, students are able to communicate in more than social contexts but still needs to develop structuring ideas especially in writing.
- A fluent student of English Language -At this stage, student becomes fluent communicator in English for a certain level between A1 and A2.

Although these stages are for students who don't have SpLDs yet, are not the stages that teach students how to speak but the methods and techniques teachers use to overcome these stages one after another.

Ellis R. characterized second language (L2) acquisition as "the way by which individuals gain proficiency with a language other than their first native language, inside or outside of a classroom".

The language contemplated is alluded to as the target language, and Second Language Acquisition (SLA) is the study of this learning agenda.

English as a second language is learned in Kosovo, a country where English is considered to be used as a second official language (1+1). Foreign language (FL) alludes to any non-native language adapted by anywhere it is not spoken naturally. For the purposes of this study, target foreign, and second language are practically interchangeable but are specific in certain research examples cited.

Learning a second language can be affected by a variety of individual differences including:

- a) personality, attitudes, and motivation;
- b) language aptitude;
- c) social and
- d) psychological issues (Downey, D., & Snyder, L., 2000)

Since it is known that learners bring a reservoir of life and personal experience to the classroom even though this may be an assumption, it follows that these learners might also bring complex psychology to the learning of the new language in the classroom. (Merriam, S., & Caffarella, R. , 1999)

According to Ellis the individual's personality can influence the extent to which he or she participates in learning and applying the target language and can greatly affect the social aspects of learning and practice. (Ellis, 1997) For example, since language is a social phenomenon, the fear of risk can severely inhibit a student from very important social elements of language learning and practice. (Wörde, 2003) The combined dissatisfaction, that is, the desire to have the capacity to gain progress with the lack of awaited advancement, can negatively affect on the quality of learning. The result can be a barrier to success for the learner, and the student can easily feel increasingly marginalized from the society.

2.5 Learning through Interaction

In learning a second language, interaction plays an important role as it helps learners assimilate and interact with the linguistic form of a target language. Practical classroom interaction is critical to the process of learning a second language.

‘Interactivity is critical in determining the structure and depth of the interaction, and in promoting active learning through frequent exchange and reflectivity’. Gilbert and Moore asserted the amount and quality of interaction as crucial for the learning process while also having a significant impact on the learning outcome. (Gilbert, L., Moore, D. L. , 1998)

In the present study the online learning environment was designed in a way that interactions could take place on various levels and at different depths. It allowed further the learners to be selective in what they read and to get connected with various kinds of supplementary material. (Gilbert, L., Moore, D. L. , 1998)

A further advantage of environments is the new understanding that can emerge from interactions with peers and the teacher. An environment provides the sources for discussion, while the technology mediates how the interactions can occur. (Gilbert, L., Moore, D. L. , 1998)

According to Moss and Ross-Feldman, interaction supports the learning of a second language acquisition when students communicate with each other and the teacher, especially when they negotiate meanings about a particular topic. (Moss, D., & Ross-Feldman, L. (2003) , n.d.)

Moss and Ross-Feldman indicate that interaction encourages acquisition because it bridges input; internal learner potentials, particularly selective attention; and output in productive ways (Moss, D., & Ross-Feldman, L. (2003) , n.d.)

It is this dynamic procedure of communication that gives students the chance to understand the difference between their own use of the language and the right use of it. (Moss, D., & Ross-Feldman, L. (2003) , n.d.)

It is this present reality practice that furnishes students with the chance to receive the right information and input to make changes as needed in their own linguistics output. (Moss, D., & Ross-Feldman, L. (2003) , n.d.)

Pondering on instructional structure with emphasis on interactions, a key issue should be what makes interactivity successful and fruitful and what can be gained or learned from interactivity (White, 2010)

The use of technology can provide opportunities for learners to revise and reconstruct their views and make substantial changes to the way they interpret their world through collaborative activities (Farouck, 2010)

Consequently, technologies have the ability to facilitate the construction of new and meaningful knowledge. To provide a beneficial learning environment the instructional design of a course should be governed with good educational practice. (Farouck, 2010)

2.6 Motivation

Learning a second language is not an easy task and is a great challenge that requires motivation and practice, and for an adult immigrant for example, the challenges of learning the target language take on crucial meaning as it requires to work and use it in the working community.

For example, failing to learn or word misconception and other difficulties in learning the English language can have negative effects on:

- a) employment and academic achievements;
- b) social interactions and even personal relationships; and
- c) self-esteem (Comstock, 2003) (Schwarz, 2003)

As indicated by Moss and Ross-Feldman , research on enhancing students' motivation recommends that social factors for example learning conditions, as learning environment, different elements, and even a peer motivation while working together, classroom behavior and effective learning affect a student's attitude plays an important role for successful language acquisition (Moss, D., & Ross-Feldman, L. (2003) , n.d.)

Motivation is a basic factor in student's learning. Moss and Ross-Feldman identified the motivation as “why people choose to accomplish something, how long they are willing to continue the activity and how hard they are going to work for it”. According to Ellis.R, it was observed that motivation involves the attitudes and the degree of the influence of learners' effort to learn English and that it may shift progressively relying on the specific context or task of the language activity. (Ellis, 1997)

While Ellis recognized four corresponding kinds of motivation, studies by Moss and Ross-Feldman supported the idea that different types of motivations inspire effective learning regardless of students' age. That is a form of integrative motivation in learning the language where it connects students to become part of the network that communicates in English. (Moss, D., & Ross-Feldman, L. (2003) , n.d.)

Another type of motivation is resultative, the energy that originates from the experience of achievement in the language learning process that creates the motivation to continue (Ellis, 1997).

Perhaps the essential type of motivation for most successful English students, instrumental motivation drives them to succeed in order to enhance their skills or to meet their needs by using English as a second language. Examples of this kind of motivation include learning English to pass an exam in

order to be accepted in a higher education study program, or to get a better job in an international company or, to talk more fluently to their friends. (Moss, D., & Ross-Feldman, L. (2003) , n.d.)

The fourth type of motivation is essential, which reflects “the arousal of curiosity” in learning activities on their own by learners. (Ellis, 1997) According to this type of motivation, motivated learners simply enjoy the process of second language learning and flourish in the environment of the second language classroom as well as in the target language learning environment. Motivation and the way how people learn is an important factor for all students but particularly for students with SPLDs These factors need to be taken into consideration when we develop a program for an inclusive education to ensure that the learning experience and the learning skills of students with specific learning difficulties can be extended through a constructivist' approaches to teaching and learning.

Today we can freely say that in our classroom students have a choice, they can learn in an independent way or they can rely always on a source which can be a teacher, friend’s help etc.

According to Reid some of the ideas to motivate independent learning in students with specific learning difficulties are as below. (Reid, Gavin, 2019)

Ideas and strategies to motivate independent learning

- | | |
|---|--|
| 1. Encourage independent learning styles | Children’s learn in different ways and sometimes these learning styles match with the ones in school but for some others might not be the case. Therefore, is good to encourage independent learning. This can be done first by being flexible and by offering them to choose if they want to utilize their own learning style in the classroom. |
| 2. Creativity | For many students, creativity is the principal motivating factor. Find out who is gifted in creativity and ask him to lead a class in a creative activity. |
| 3. Ensure success with small achievable steps | Success is a basic factor for motivation and for successful learning. As teachers we need to ensure that every student in succeeding in some point or another. If success is not reachable than the task should be further differentiated. |
-

4. Provide feedback to students about their own progress	Grades can help to move forward. Feedback is a basic part as it helps learners to maximize their potential at different stages of learning.
5. Learners need to believe in their own abilities	Self-belief is essential if one is to accomplish any task or to be successful. We have to encourage self-esteem by giving our students positive feedback they actually need, as it can wipe out any element of self-belief. The key point here is not to assume that some successful learners do not need positive and continuous feedback.
6. Acknowledge the individual learning style in every child	This is an important step although it can be challenging in today's inclusive classrooms. Even if the young person is made aware of his/her learning style then this can set them up for independent learning even when they are not at school.
7. Motivate group work effectively	Working in groups can be as great motivator but at the same time it is important to ensure that the group work provides a positive experience for all. Group work should also be closely monitored and the group should present on their progress
8.Strengthen self-assessment	This is essential as it helps children take control of their own learning. They should continually be motivated to assess their own progress and this can serve as a motivator in itself.
9.Develop student responsibility	According to researchers, student's autonomy is the key to successful. This is crucial as it provides the learner with some control over his/her learning. This gained control will foster responsibility and makes it possible for the student to move from being less to more motivated.
10.Focus on learning as well as teaching	It is important to identify and recognize the students'' strengths shown by students with SpLDs working together with those that have a typical development and to try to incorporate these strengths into a teaching programme. Once we realize how students learn or

what best practice works for them can lead us to a great advantage
to use with students with SpLDs.

Table 2. Ideas and strategies to motivate independent learning (*Reid, Gavin, 2019*)

2.7 Aptitude

While youthful enthusiasm, adventurousness, and a gift for languages or an ear for language are immeasurably valuable, there are many influences that contribute to successful English learning or conversely, create a barrier to it.

The concept of language aptitude, a natural ability for learning English, as a second language, includes:

1. Phonemic coding capacity, for example the capacity to distinguish the sounds of a foreign language so they can be remembered later. This capacity is additionally seen and observed as related with the capacity to handle sound- symbol connections (for instance, to distinguish the sound which "th" represents).
2. Grammatical sensitivity, for example the capacity to perceive the syntactic function of words in sentences (for instance, the subject and object of a sentence).
3. Basic language learning ability, i.e. the ability to identify samples of correspondence and relations between form and what is significant in that meaning (for example, to understand that in English "to" can denote direction and "at" location).
4. The ability to learn how to form and remember the connection between stimuli. This is believed to be critical in vocabulary learning.

If these abilities exist to represent the tendency for successful learning, then the lack of these abilities might denote to a reason for a language learning deficit. (Ellis, 1997)

2.8 Recent studies

According to Dr Thomas Hehir, Professor of Practice in Learning Difference at the Harvard Graduate School of Education the development in inclusive educational practices appears from the increased acknowledgment that students with disabilities succeed when they are, to the best degree

possible, provided with the same educational and social opportunity as non-disabled students. (Hehir, 2018)

In addition, he recognizes the barriers of negative social and cultural attitudes and misunderstanding among school principals, teachers, parents (including some parents of children with SpLDs) and communities to the implementation of effective inclusive education and notes the importance of general training, so everyone can benefit from the inclusive education". (Hehir, 2018)

Despite arguments there is clear and consistent evidence that inclusive educational settings can provide substantial short and long-term benefits for students with and without learning difficulties. Previous research shows that many students with specific learning disabilities have a lack of progress in the first two years of school even if they are in inclusive classroom.

The Finland education aims to evaluate the reading and spelling skills of Finnish children with reading and spelling difficulties in grades 1 and 2 and the amount of time provided to them to develop these skills. The study involved 152 children, 98 received part-time special education for reading and spelling difficulties and 54 did not have reading spelling difficulties and did not received any special education. The results showed that students with reading and spelling skills lagged behind age level and that students with overlapping difficulties exhibited even slower development.

The study indicates that small group education and a moderate amount of part-time special education (approximately 38 h per year) predicted faster skill development, whereas individual and a large amount of special education (more than 48 h per year) were related to slower skill development and broader difficulties to all children (Leena K. Holopainen, 2017)

According to Dr Hehir the most part, including students with disabilities in regular education classes does not harm non-disabled students and may even confer some academic and social benefits. (Hehir, 2018)

Dr Sally Shawitz Professor and CO-Director of the Yale Center for the study of learning and attention and also a leader in the new research how brain works, offers another update about reading difficulties that students face and she also share the proven practical techniques that along with hard work and the right help, can enable anyone to overcome them. (Shawitz, 2005)

Based on these facts, several recent reviews have found that, in most cases, the impacts on non-disabled students of being educated in an inclusive classroom are either neutral or positive.

She points out that while everyone seeks new knowledge, students with SpLDs have sufficient knowledge to do more, so rather than a knowledge gap, in students with SpLDs is an action gap. Teachers must continually be trained to take action to implement deep knowledge and apply it into practice. (Shawitz, 2005)

2.9 Modern theories of learning

We live in a society where our life is on the continuing dynamism and this affects everything we do or think. While working under these conditions, we think of an idea of seeking something that can be suitable to everyone, is flexible to reach professional training which challenges, different ways of thinking, communication and behavior in a class and in a community.

Therefore, today's teaching methods should focus on the theory and practice of the learning process always seeking for a new level from the basic problems that students have toward the learning theories and practices and find different ways to implement them.

Learning is characterized as the process of transforming information and experience into knowledge, abilities, behavior and practice.

The demonstration of learning involves basically two kinds of movement (Quale, 2008)

- Perception (students' sensory and emotive input)
- Reflection (data processing in the mind of the student)

Educational psychology has played an important role in teaching and learning process. Two of the main theoretical and methodological grounds in the late 1970s were behaviorism and the opposing Gestalt psychology, which can be related to the cognitive theory of learning. (Vygotsky, L. 1978)

To behaviorism, all that is possible to study is the behavior of a person who has learned something, but neither the content of the learning, nor the actual process by which it was learned. (Vygotsky, L. 1978)

This experiment is associated with the theory of Pavlov, who conditioned his dog to salivate at the sound of a chime.

These specific kinds of knowledge are certainly learned by training the muscles, for example such as how to play table tennis. This can be associated to what may be called 'procedural learning'. The memory

likewise learns by 'declarative learning' to store data about names, places and time. Both of these sorts of learning can be explained by the behaviorist theory. (Sprinthall, N. A., Sprinthall, R. C., Oja, S. N. , 1998)

Behaviorism may be connected with the association learning theory, while the opposing 'Gestalt' may associate with the cognitive theory of learning. (B.F. Skinner & John Watson, n.d.)

Association theorists see learning as the result of relationship between stimuli (sense impressions) and a response. Due to this theory, these elements have formed a bond between each-other. Regarding this response cognitive theorists view learning as a redesign of various perceptions. (B.F. Skinner & John Watson, n.d.)

This redesign enables the student to see new connections, solve new issues, and gain a basic comprehension of a subject area. The study of learning has been of an incredible significance both in early psychology and in more recent advances. (B.F. Skinner & John Watson, n.d.)

The discussion between the behaviorism theorists B. F. Skinner and J. Watson, their main principle and the cognitive-gestaltists led by Jerome Bruner has waged back and forth. (B.F. Skinner & John Watson, n.d.)

From Skinner's work came the educational tool of 'programmed instruction' in the 1950's and 1960's, whereby the child was led, step by step, through a subject with each little bit of success reinforced.

According to this view, good teaching is to arrange the proper sequence of reinforcements and to make sure that these reinforcements will be given when and only when the student is giving the wanted response. (B.F. Skinner & John Watson, n.d.)

In contrast, there is Bruner as the main proponent of the gestalt-cognitive school. (Bruner, 1957)

Bruner insist that the final objective of teaching is to advance the 'general comprehension of the idea by understanding the structure of a subject allows numerous different things to be related to it meaningfully'. (Bruner, 1957)

He emphasizes the importance in learning of shaping global ideas, of building coherent generalizations, of creating cognitive Gestalts (in the same place). He sees the motivation of the learner as the driving principle and considers the motivation of the individual to be the main force in learning, although he agrees with Skinner that reinforcement may be important in some instances. (Bruner, 1957)

Bruner considers it to be of a great importance that the students become familiar with the structure of a subject rather than its many details or facts. (Bruner, 1957) He sees the motivation of the student as the driving principle and holds the characteristic motivation of the person to be the main power in learning, in spite of the fact that he agrees with Skinner that reinforcement might be important in a few occasions. (Bruner, 1957)

David P. Ausubel belongs to the cognitive psychologists. He criticizes most fellow psychologist for not distinguishing between different kinds of learning. According to his understanding it is fundamental that verbal reception learning is not necessarily rote in character. (Ausubel, D. P., Robinson, F. G. , 1969) He also sees an important distinction between a 'theory of learning' and a 'theory of teaching'. (Ausubel, D. P., Robinson, F. G. , 1969)

Together with Robinson, F.G., Ausubel acknowledge the behaviorist methodology in learning however observes the need to obviously recognize this from significant learning, which incorporates concept formation and verbal and non-verbal critical thinking. (Ausubel, D. P., Robinson, F. G. , 1969) He additionally observes a distinction between reception learning and discovery learning. As indicated by their understanding it is essential that verbal learning isn't necessarily rote in character.

Likewise, together they observe a vital distinction between a 'theory of learning' and a 'theory of teaching' (Ausubel, D. P., Robinson, F. G. , 1969)

2.10 Behaviorist approach of learning

The Behaviorist methodology tried to be logical, and thusly would not talk about mental procedures that may be associated with learning since they are not discernible and couldn't be contemplated equitably.

Therefore, Behaviorist clarifications are once in a while called Stimulus-Response (S-R) clarifications, since they just allude to noticeable boosts and reactions and overlook everything else.

The significant quality of Behaviorism is that its fundamental presumptions are clear since they were expressed in an article called "Brain science as the Behaviorist Views It" which ended up known as The Behaviorist Manifesto. (Watson, J. B. , 1913)

This became known as the Behaviorist pronouncement since it set out the four core values that were the establishments of all Behaviorist research. According to Watson (1913), to resemble different sciences, Psychology should just investigate recognizable, quantifiable conduct. The topic of Psychology ought to be the laws that anticipate how conduct changes and can be controlled — established and operant conditioning as people are just creatures and ought not be treated as any progressively unpredictable.

Since people are just creatures, examine on creature conduct will be legitimately applicable to people. (Watson, J. B. , 1913)

The behaviorist approach considers the mind as a 'black box'. A response to a stimulus can be observed quantitatively, ignoring the effect of thought processes occurring in the mind and observing at behaviors as indicators of learning, behaviors that can be observed and measured. (B.F. Skinner & John Watson, n.d.)

Implication for active learning:

1. Learners should be told the explicit outcome of the learning activities so that they can evaluate their own achieved learning outcome of the lessons. (Good, T. L., Brophy, J. E. , 1990)
2. Learners have to be tested to determine whether or not they have achieved the learning goals. (Good, T. L., Brophy, J. E. , 1990)
3. Learning materials have to be arranged appropriately to promote learning. (Good, T. L., Brophy, J. E. , 1990)
4. Learners must be provided with feedback so that they can observe their achievements and take actions if required. (Good, T. L., Brophy, J. E. , 1990)

2.11 Cognitivist Approach of Learning

Cognitivists consider learning as a mental process that engages or take in thinking, reflection, abstraction, motivation, and meta-cognition (Mohamed Ally, 2004). Cognitive psychology looks at learning as an active process of transforming experience into organized concepts, with individual differences between learners regarding abilities and motivation. (Mohamed Ally, 2004)

The mind obtains information through the senses into the sensory store before processing occurs. (Mohamed Ally, 2004)

When the learner attends the learning material the instructional strategy has to allow the learner to transfer the information from the sensory store to the working memory. (Mohamed Ally, 2004)

If the learner enables to process the information efficiently to the working memory it is stored in the long-term memory, as the amount of transferred information to the long-term memory is determined by the quality and depth of deep processing in the working memory. (Mohamed Ally, 2004)

The learner uses different types of memory during learning (Figure below).

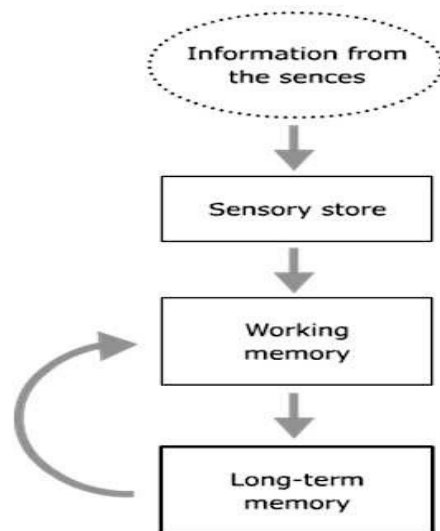


Figure 2. Levels and interactions of mental processes in cognitive learning. (Mohamed Ally, 2004)

Every person has its own learning style. This brings the importance of including a variety of learning strategies in instruction to accommodate those differences. Learning styles is a measure of individual

differences and refers to how a learner perceive, interacts with, and responds to the learning environment (Mohamed Ally, 2004)

In order to produce instructional material that promotes the learners with understanding certain theoretical criteria for memory and cognition have to be integrated. The *Cognitive load theory* provides models for how the mind processes information (Sweller, 2005).

The *Cognitive load theory* provides a model for how the mind obtains information. The central aspect is that the learner's cognitive capacity is limited. (Sweller, 2005)

The theory distinguishes between three types of cognitive loads that compete for the limited resources of working memory when complex verbal and visual information is acquired:

- a) extraneous processing - the assumption that the cognitive processing is unrelated to the instructional goal. It is associated with the mental effort forced by the instructional material, its design and presentation. Extraneous processing does not contribute to the understanding of the material being taught; (Sweller, 2005)
- b) essential processing - the assumption which involves basic cognitive processing that aims at selecting the relevant words and pictures so that they can be represented in working memory. The more complex the material, the more substantial the essential load; (Sweller, 2005)
- c) generative processing - the assumption that involves deeper cognitive processing in which the learner organizes and integrates the material. (Sweller, 2005)

Generative processing is the mental effort that is used to acquire new information and to incorporate it into, or merge it with, existing knowledge structures. (Sweller, 2005)

The cognitive approach recognizes that students have different strengths and preferences in the way they take in and process knowledge (Felder, R.M. and Spurlin, J. , 2005)

According to the Kolb Learning Style Inventory, learners can be divided into four categories: concrete-experience learners, reflective-observation learners, abstract-conceptualization, and active-experimentation learners. (Kolb, David 1984, n.d.)

Kolb's model presumes in order to be productive, that all four approaches to learning might be engaged in an ideal teaching process.

Some researchers have given these implications for learning using cognitive learning strategies:

1. Instructions should use strategies that allow learners to perceive and pay attention to the information so that it can be transferred to their working memory. (Kolb, David 1984, n.d.)
2. The instructions should use strategies to allow learners to retrieve existing information from their long-term memory to help make sense of the new information. (Kolb, David 1984, n.d.)
3. Information should be arranged to prevent overload during processing in working memory. The instructions should use strategies that promote deep processing to help transfer information to long-term storage. Learners should be required to apply, analyze, synthesize, and evaluate the information because it makes the transfer to the long-term memory more effective (Mohamed Ally, 2004)
4. The instructions should allow learners to apply the information to real life situations. This will help to contextualize the learning and to facilitate deep processing. (Mohamed Ally, 2004)
5. The instructions should cater for differences in learning styles. The materials should include learning activities for the different learning styles, so that learners can select appropriate activities based on their preferred style. (Mohamed Ally, 2004)

2.12 Constructivist Approach of Learning

Constructivism is a philosophical view which is based on how we can comprehend or know (Savery, J. R., Duffy, T. M. 1996). The constructivist approach perceives learning as a functioning procedure for construction of meaning. The students don't get information from a teacher or any other individual. They learn by making their own version of the learning matter.

What is discovered in learning is firmly associated with how it is found out or learned. Learning happens through interpretation and processing what is received through the senses. This means that students should be able to build knowledge rather than giving them knowledge through instructions. (Duffy, T. M., Cunningham, D. J. , 1996). Situated learning is given high priority by constructivists, as they consider learning to be contextual and relevant. What we understand is always a component of a content, the context, the activity, and the aims of the student. (Savery, J. R., Duffy, T. M. 1996)

This means that web-based learning enables students to contextualize the data they are learning.

According to Tapscott constructivist approach is going far from one-way learning to construction and discovery of knowledge. (Tapscott, 1998)

Constructivism is not just about students developing their own insight as individuals, yet in addition about meaningful interactions where social interactions can offer alternative perspectives providing the understanding on their own level.

Social constructivism is a theory that argues that knowledge is socially produced by communities of people, and each person can gain knowledge if they join knowledge communities. (Vygotsky, L. 1978)

Students share their ideas, experiences, feelings and information, and within this process of exchange they come to an understanding of what is valuable and acceptable.

Social constructivist point of view considered learning as an active process in which people build their knowledge by relating it to their existing experiences in complex and real life situations and through interaction with the social environment.

According to Vygotsky, language and culture play basic roles both in human intellectual advancement and in how people see the world. These are the systems through which people experience, communicate, and understand the world. As a result, human psychological structure is basically socially developed. Knowledge isn't just built however it is co-developed (Vygotsky, L. 1978).

The social development of knowledge through learning is collaborative process.

Implication for learning using learning strategies from constructivism:

1. Learning should be an active process facilitating the creation of personalized meaning.
2. Learners should construct their own knowledge through personal interpretation and relevance rather than accepting knowledge from the teacher.
3. Collaborative and cooperative learning activities should be encouraged to facilitate constructivist learning. (Johnson, 1996)

Working with others gives learners real-life experience of collaboration in a group and allow them to use their metacognitive skills. (Sternberg, 1998)

Metacognition is the learner's ability to be aware of his or her cognitive capabilities and use these capabilities to learn.

1. Learners should be given control over own learning.
2. Learners should be given time to reflect.

3. Learning should be made meaningful for learners.
4. Learning should be interactive to promote higher-level learning, social presence, and develop personal meaning.

Heinrich states that learning is the development of new knowledge, skills, and attitudes through interactions with information and the environment. (Heinich, R., Molenda, M., Russell, J. D., Smaldino, S. E., 2001)

2.13 Role of the First Language

There are a wide variety of challenges that face the second language student, even in the best of learning situations. The most fundamental of these is the first language interference or negative exchange, the psycholinguistic tendency to depend on recognizable forms of expression when the goal is to construct a new form, that of the second language. According to (Ellis, 1997) as "the influence that the learner's L1 (first language) exerts over the acquisition of an L2 (second language)".

Since FL learning is the learning of a new language, skills in the native language provide the foundation and establishment for FL learning (Ganschow, L., Sparks, R., & Javorsky, J. , 1998).

Along these lines, if a learner's first language learning background is incomplete or it did not include the development and advancement of some or considerable, necessary skills for effective language learning as a result, it follows that the learner will have difficulty in learning a foreign language since the necessary basic skills of a native language are not developed.

These types of difficulties can be particularly pronounced if the tools necessary for the learning of the second or FL are not necessary or do not exist in the learning of the first language.

The predictable challenge of effective resistance gets complicated when the ESL learner originates from a language background that does not use phonemic coding that conducts sounds and their portrayal by letters and letter sets or groupings in English words. (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

The authors state that the difficulty students have in the formation and development of word associations limited their ability to encode and decode word matches and indicated to a breakdown in the initial phases of FL learning.

Learning English as a second dialect presents specific difficulties for students whose first language bears little similarity to English in sound, appearance, and phonological/orthographic structure, and these students may be at a disadvantage in their study of ESL.

Since second language learning skills are firmly identified with the abilities used in learning the first language, students whose first language learning skills do not coordinate those which would be valuable and useful in ESL learning can be relied upon to encounter significant challenges in learning English.

All the more explicitly, ESL students whose first language isn't in alphabetical and who did not learn their first language in an alphabetically coded manner will have specific challenges in learning English (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

In learning ESL, students draw on the skills they used to become familiar and learn with their first language. (Holm, A., & Dodd, B., 1996) English is an alphabetic language with phonological (i.e., letter/sound) and orthographic (i.e., letter/spelling) rules that do not exist in none alphabetic language, so ESL students whose first language was none alphabetic and who learned their first language without the requirement for phonological and orthographic principles may have a much lower phonological awareness than ESL students who learned their first language with an alphabetic order or whose first language is alphabetic.

As referred from Holm and Dodd, it is established that phonological awareness is a vital skill for the processing of unknown words in English. (Holm, A., & Dodd, B., 1996)

Holm and Dodd have shown that phonological awareness is developed *only* through acquisition of an alphabetic orthography and that people with specific reading disability in English usually show deficits in phonological processing. (Holm, A., & Dodd, B., 1996)

Since phonological awareness develops in relation to orthography, it follows that phonological awareness that is derived from one orthography might affect the acquisition of a second language of a different orthography.

2.14 Foreign Language Learning Difficulties Examined

Two scientists, Ganschow and Javorsky, have demonstrated the connection between phonological/orthographic or phonemic coding and FL learning difficulties. (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

In their formal assessment of almost two dozen studies, for the most part from their very own previous analyze, they examined:

- a) native language skill and FL aptitude differences,
- b) FL grades,
- c) students' self-discernments,
- d) teachers' perceptions, and
- e) parents' view of FL learning,
- f) FL proficiency, and
- g) factor analyses request to decide the bond connection between native language skill and FL aptitude. (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

The discoveries from the Ganschow study supported the belief that students who encounter FL learning challenges would also experience native language learning differences that affected their learning of a foreign language, and that problems with one language skill, for example, phonology/orthography were probably going to affect negatively on both the native language and the FL. (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

Further, they theorized that good FL students had altogether stronger native oral and written language abilities and FL inclination, and that the majority of FL underachievers would have the most difficulty with phonological/orthographic parts of FL learning.

As cited in Ganschow, it is suggested that different levels of ability to process sounds and sound/symbol units was often the cause of differences in FL learning that could not be attributed to low motivation or intelligence. (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

Ganschow concluded that otherwise high achieving students at Harvard University who failed FL requirements, showed learning weaknesses in:

- a) reading and spelling,

- b) letter/symbol reversals,
- c) sound and syllable distinction in the FL, and
- d) in verbal memory.

Ganschow state that students who demonstrated FL learning problems, in addition also show native language learning differences that affected their learning of a foreign language and that challenge with one language skill, for example, phonology/orthography influence negatively on both the native language and the FL. (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

Further, they established that good FL students had altogether significantly stronger native oral and written language abilities and FL aptitude, and that the greater part of FL underachievers would have the most difficulty with the phonological/orthographic parts of FL learning. (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

In this meta-analysis, Ganschow states that even a large number of students without learning difficulties experience FL learning problems and this fact doesn't have to do with lack of motivation from students' part but because of the significant problems they had and not covered while learning the native language. (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

The meta-analysis supported the Linguistic Coding Differences Hypothesis (LCDH) created by Sparks and Ganschow specifically, that students who performed well in FL were also superior in their native spoken and written language skills compared to those who didn't show good performance in a foreign language learning, weren't good students in their native language, therefore to conclude, in order to have great achievements in a foreign language learning, students need to master well their native language which is considered to be vital to succeed in FL learning (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

To understand the problem of foreign language learning, they recommended that first they should determine the existence of foreign language learning problems and school administration should determine whether a student has a history that documents difficulties in learning a native language and the actual difficulties as well as a verifiable record that states that there has been some failure in his efforts in learning his native language. In addition, they should look for overt or subtle difficulties with

native language learning in the phonological/orthographic, syntactic, and/or semantic components and low FL aptitude (idem), when this determination is made.

Secondly, as far as guidance for students who encounter foreign language learning, the Ganschow discoveries supported the conclusion that direct teaching of the phonological/orthographic and grammatical rule framework is basic to help poor FL students read and write better.

Thirdly, he suggested that school strategies incorporate a continuum of interventions to encourage students. Such interventions may include:

- a) in-class accommodations, for example, untimed tests;
- b) slowed pacing of verbal guidelines; and
- c) paired oral and visual aids to relate content. (Ganschow, L., Sparks, R., & Javorsky, J. , 1998)

Additional interventions include tutorial support and an independent intensive course on the structure of the student's native language.

2.15 Language learning disability

In the available literature language learning differences, difficulties, and language learning disability (LLD) are discussed in the context of ESL and FL study.

Some of the researchers seem to have an agenda toward the promotion of the diagnosis of LLD, and some seem to want to deny its diagnosis. In either case, it is generally acknowledged that there is no effective and consistent instrument for the diagnosis of LLD (Shank, C. 2011, n.d.) (Schwarz, R., & Terrill, L. 2000, n.d.).

The case for LLD diagnosis seems to be designed to open the way for services and accommodations that require or are supported by government or bureaucratic funding. (Shank, C. 2011, n.d.)

On the other side, Comstock has reported that LLD are often unrecognized in adults, even by those who have them. Many individuals with LLD do an excellent job as they compensate for these disabilities, but they also can come to a point where they can suffer , experience frustration, misunderstandings, and have many communication difficulties . (Comstock, 2003)

The characteristics and severity of LLD vary and can influence many areas of life, including:

- a) self-esteem,

- b) personal relations,
- c) social interactions,
- d) employment, and
- e) educational attempts.

The majority of attention difficulties we see in childhood, but the underlying problems are likely to stay with the individual throughout adulthood or all their life, pointed to specific areas of life that are affected by LLD and specific inability skills that are caused by LLD. (Comstock, 2003)

For example, not only are problems in reading, writing, and spelling symptomatic of LLD, so are distinct weaknesses related to attention, listening, memory, and organization, as well as mathematics and meaning. Comstock and Kamara provided some examples of the kinds of challenges that adults with LLD face, not only in learning, but in life situations and relationships.

Also, they provided different teaching strategies, resources, and ideas for adults with LLD. (Comstock, 2003)

Many grown-ups with LLD can profit by being aware of it, right guidance, and assets that are available and there are various national associations that can help clarify incapacity laws and accommodation both in the classroom and the work environment and guide grown-ups with LLD toward other help assets. (Comstock, 2003)

The viewpoint and suggestions given by Comstock pointed to the improved state of diagnosis over the previous decade and to a future wherein electromagnetic images of the brain further the knowledge of cerebrum capacity and learning as well as perceptions of students and learning differences. (Comstock, 2003)

Shank suggested a number of possible causes for LD, most of which are linked to some neurochemical disturbance due to physiological problems such as:

- (a) birth defects,
- (b) health issues,
- (c) physical trauma.

Shank cautioned that there can be many different reasons for a learner's lack of progress, and educators should take care to not immediately label a student as LD. Although, some might see it as solution in such a diagnosis, others might see it to be personally devastating. (Shank, C. 2011, n.d.)

The challenges of immigration and native language interference alone can represent notable cognitive dissonance, and teachers should not underestimate their impact if they hurry to the conclusion of the presence of ESL/LLD. (Shank, C. 2011, n.d.)

In what is perhaps the primary rationale for establishing the existence of and diagnosing the presence of ESL/LLD, Shank concluded that these ESL/LLD learners should be screened and documented so they can have access to the support services and special accommodations that are available to them. (Shank, C. 2011, n.d.)

At the same time, educators should focus on teacher training so that teachers can become better equipped to identify LD in students and implement techniques to help them succeed. (Shank, C. 2011, n.d.)

Schwarz and Terril recognized the possibility that adult ESL students' challenges with having the capacity to support business and show progress on ESL assessments could be related to learning difficulties and they confirmed the problematic nature of identification and assessment of ESL students with LD. (Schwarz, R., & Terrill, L. 2000, n.d.)

Schwarz and Terril recommended the need for alternative and extra assessment techniques, particularly since common diagnostic instruments are normed on younger, native English speakers and are not suitable for adult ESL students. (Schwarz, R., & Terrill, L. 2000, n.d.)

They state that instead of standard assessments, using alternative evaluation methods together with learner's interviews and portfolio collection, over time we will have a more complete picture of a learner's performance. (Schwarz, R., & Terrill, L. 2000, n.d.)

They also indicated that, often, LD can be covered up and compensated for in an individual's native language, but surface in the learning and practice of a second language since contextual methods may not be available in the aimed language. (Schwarz, R., & Terrill, L. 2000, n.d.)

Still, they emphasized, as Shank, that the advantages of identifying adults as LD should be weighed against the potential stigma of the label, and they asked the consideration of different reasons for limited advancement in English. (Shank, C. 2011, n.d.)

2.16 Distinctions in language proficiency

The frequent question: How long does it take to learn a second language (L2)? is a fundamental question that is being researched over the years. Therefore, a moment's reflection leads to the right question one that needs to be addressed first. By what measure we could say that an individual has learned a second language? This probably is one of the essential questions as we start our discussion in ELLs.

To help the field in answering these questions, Cummins is known as the one who brings a great attention to the distinction between two ways of possessing Second language capability.

First, learners can be considered skilled in second language learning if they are capable to demonstrate basic interpersonal communication skills. (Cummins, J., & Corson, D. (Eds.), 1997)

Such capability can be viewed if the language can be used fluently in a daily conversation. Another way learner can demonstrate their skills concerning to cognitive academic language proficiency (CALP). CALP requires the language to be spoken effectively in academic context. (Cummins, J., & Corson, D. (Eds.), 1997)

To come to this conclusion, Cummins based his BICS/CALP dichotomy on previous work by different linguists and scientists. (Olson, 1977)

Cummins also conducted different studies to demonstrate that some English language learning students seemed to have blended profiles related to what he called daily conversation verses academic language context, indicating that these two ways of expressing the language have a particular difference. (Cummins, J., & Corson, D. (Eds.), 1997)

The work of Corson provided some further evidence of the linguistic reality of the distinction. Corson a linguist whose work centers on issues related to language and power, investigated the wide range of lexical differences between daily conversational interactions in English as compared to the language used in academic - or literacy- related language contexts. (Cummins, J., & Corson, D. (Eds.), 1997)

Some empirical studies have shown, for example, that students may be able to more quickly acquire conversational fluency in an L2 when they are exposed to it in their daily environment and study language at school.

Despite the rapid development of conversational fluency, with some research indicating that this comes within 1 to 2 years, other studies indicate it might take longer, for ELLs to be able to be the same as native speakers with respect to academic uses of language. (Thomas, W.P., & Collier, V.P. , 2003)

However, these studies are descriptive in nature, although some are longitudinal. Teaching approaches to learn a language are distinctually great, as do individual differences in learner characteristics. Although, the BICS versus CALP distinction has clearly influenced the field by providing a framework for describing language as well as the estimated time of a duration and intensity of English language instruction required for academic work, there is debate concerning both the theoretical distinction of BICS versus CALP and the evidentiary establishments. (Thomas, W.P., & Collier, V.P. , 2003)

Some have different thoughts that CALP may simply reflect the ability to take academic tests and does not necessarily indicate an ability to navigate the complexities of the academic environment. (Edelsky, 1990)

Critics at the same time question whether the tests used to measure CALP have sufficient ecological and predictive validity; that is, whether scores from the tests are valid as predictors of how well a student will do in an academic performance. (Harry, B., & Klingner, J. , 2006)

Critics also argue that the notion of CALP promotes a *deficit theory* insofar as it attributes the academic failure of students to low cognitive language proficiency rather than to inappropriate schooling. (Edelsky, 1990)

More recent discussion of the research has further indicated that the rate of acquisition of academic language might be more dependent on appropriately delivered, developed, and differentiated instructional support than time. (Calderon M. E. & Minaya-Rowe L., 2003)

Consequently, the BICS/CALP distinction and the estimated timelines of learning remain tentative conclusions consistent with existing proofs.

There is insufficient empirical information as of yet to support the current claims. It is important to at least be aware of the arguments, however, when considering disability or difference in reading acquisition across various areas. (Calderon M. E. & Minaya-Rowe L., 2003)

2.17 Individual differences

There is a necessary concept to understand when assessing ELLs' reading at various stages of development and maturity.

The issue of *age of arrival* of an ELL, for example, becomes a very important one in the discussion of how, and how well, an ELL might acquire English language proficiency. (Hill J.D.& Björk C.L., 2008)

While there are perhaps different challenges one might face when attempting to learn a language, what does the research say in this regard?

A constant concern for language learning research has focused on determining whether there is a critical period defined as a period after which an individual cannot develop another language with similar skills to the local one; that is, when an individual cannot develop language skills in an L2 that is indistinguishable from that of a speaker in his native language. (Hakuta K., Bialystok E., & Wiley E., 2001)

This is an important point to be discussed because if we are trying to discern the normal language development of those with specific learning difficulties, we need to understand the differences that may be age-dependent, but also of an ability and if, for example, a younger student can also demonstrate another language profile rather than an older student.

Some empirical research seems to indicate that there may be a critical period for the acquisition of pronunciation in a second language, perhaps a production and perception of sounds, but not in other language-skill areas.

Researchers in the field of language acquisition and linguistics debate this intriguing area of language research and its implications (Bongaerts Th., Mennen S. & van der Slik F., 2000)

Research on these critical periods continues to ensure some insights into challenges that may exist in language learning over time, but not necessarily their true causes.

The wide group of research conclude that the critical period is perhaps best explanation to use to determine the causes of ELLs for a variety of language groups.

2.18 The specific learning difficulties (SpLDs) concept

The problems in the SpLDs field are primarily intellectual in nature and are evidenced in a failure to achieve a real understanding of SpLDs. This failure is not a result of a lack information. In fact, SpLDs research ranks among the best in special education in terms to find, design and analyze the most sophisticated term but it has not yet found a comprehensive and unified definition. (British Dyslexia Association 2012)

We can say that, we "know" more than we "understand," which has resulted in the rather kind of difficult situation of not being able to have an answer of a fundamental question: What is a learning disability?

Although SpLDs is a relatively new category, the concept is not new, and it is possible to answer the question: What was a specific learning disability supposed to be? Historical analyses of SpLDs all point to an important consideration: SpLDs was originally conceived as a discrete classification whose parameters included, not generalized learning failure, but particular problems related to academic learning. (British Dyslexia Association 2012)

Within this context, two concepts have an important consideration. The first is "unexplained learning failure". For example, a particular individual who is a student didn't expect to fail in his learning, although it can be assumed that a student might encounter difficulties in academic learning as every other student does. (Helen Arkell Dyslexia Center, 2018)

The second concept relates to the nature of the term embodied as "specific," which, can be defined in two processes of learning: neurological dysfunction and deficits in processing.

The cause of the condition was presumed to be neurological involvement ranging from actual damage to more subclinical types of dysfunction.

Neurological obstructions appear at the moment when the received information needs to be processed and as a result, this particular learning difficulty affects the potential and capacity that the learner may exhibit when receiving and processing data. (Allen, K. E. & Schwartz, I. S. , 2001)

The deficits in processing on the other hand were the reason for academic problems in reading, writing, and math, for example. Therefore, SpLDs was presumed specific with respect to a discrete number of processing problems resulting from neurological dysfunction that ultimately interfered with academic performance.

The outcomes we get from students with specific learning difficulties do not pose a generalized academic failure as they have been subjected to mental retardation, but there is a limitation on the demonstration of their academic potential due to specific processing deficiencies. (Helen Arkell Dyslexia Center, 2018)

2.19 Psychological perspective

Individuals with specific learning disabilities experience cognitive processing deficits that are directly related to their academic difficulties. Specific Learning difficulties are identified through the means of discrepancy criteria. (Vygotsky, L. 1978)

Most practitioners today use a cognitive processing analysis approach or a combination of approaches to identify specific learning difficulties. The testing materials used to diagnose SpLDs tend to focus on the measurement of cognitive processing areas and academic skills.

The two major theorists in the area of cognitive development are Piaget and Vygotsky. Both were born in 1896 and were aware of, and influenced by, each other's work.

They were aware of and influenced by each other's work. Although they emphasized different factors in the cognitive development of children and went about their research in different ways, their ideas can be seen as complementary in many ways. (I.J & Rubadeau, D O Athey, 1970)

Both Piaget and Vygotsky saw individuals as active agents in the construction of their cognitive development. (Vygotsky, L. 1978)

Piaget discovered through his research that children think qualitatively differently than adults. The child needs to be cognitively ready in order to progress to the next level of cognitive development and this readiness is based on factors such as maturation, physical environment, social influences, and the brain's tendency towards balance (Gredler, 1997)

The child is an active participant in the construction of their own cognitive development and learning. Piaget sees the construction of reality through actions and interactions with the environment as being the basic task of infants (Piaget J., 1952)

The educational implication of Piaget's theory is that cognitive development and learning cannot be rushed. Although it is important to provide enriching environments that allow the child to explore, progression of cognitive development will be affected by individual differences and readiness.

Discovery learning where the teacher sets the environment with learning opportunities at the students' level of cognitive development, but does not actively direct instruction, most closely reflects Piaget's theory in the educational setting. (I. J. Athey & Rubadeau, 1970)

Vygotsky, believed that cognitive development occurred through the individual interacting with the environment. He placed a greater emphasis on the social experiences of the individual and less emphasis on the readiness of the individual for learning. (Gredler, 1997)

He saw speech as originating through social interactions that eventually becomes internalized thoughts (Vygotsky, L. 1978)

The major concept in Vygotsky's theory of cognitive development is the zone of proximal development or the difference between the current cognitive development of the child without assistance and the higher level of potential development.

Vygotsky believed that this distance could be bridged with experiences directed and assisted by an adult (Daniels H. E., 1996)

Feuerstein extended Vygotsky's theory of cognitive development by emphasizing cognitive modifiability through applications to teaching and assessment (Daniels H. E., 1996)

Feuerstein believed that individuals who have limited learning experiences or have cognitive processing deficits need a systematic, direct approach to instruction because they lack the effective approaches or understanding to benefit from discovery learning. He developed the Instrumental Enrichment program to modify cognitive processing and help students reach their potential. (Feuerstein, R. & Falik, L.H., 2010)

Feuerstein sees the goal of special education to be a temporary support and that the child with a disability should be assisted so they can return to the classroom and fully participate. (Feuerstein, R., Rand, Y., & Rynders, J.E. , 1988)

Feuerstein also developed a dynamic assessment approach that relies on process rather than end product. “The purpose of assessment is to reveal the potential of the individual and identify the deficient processes that may be impeding development”. (Feuerstein, R., Rand, Y., & Rynders, J.E. , 1988)

A test-train-test procedure characterizes the subtests in the Learning Potential Assessment Device (LPAD). The individual’s functioning without support is measured and then the assessor provides intervention to determine what supports are needed to allow the individual to progress. The individual is then retested to determine their new level of functioning. (Daniels H. E., 1996) (Feuerstein, R. & Falik, L.H., 2010)

This kind of assessment is much more difficult to implement and evaluate than standardized testing but it gives the assessor qualitative information that extends the understanding of an individual’s cognitive functioning and potential. (Daniels H. E., 1996)

Feuerstein argue that hard assessment is compatible with the psychometric model. (Feuerstein, R. , 2001)

The LPAD is an attempt not just to assess an individual’s intelligence but to derive a set of intellectual goals for him/her. Goals that are established solely on the basis of conventional testing may be set too low.

However, if we establish educational goals based not on what a person can do now but on what we consider that he/she will be able to do when we offer him/her the intervention necessary to raise his level of functioning, these goals will be much more meaningful and influential for his/her future quality of life (Feuerstein, R., Rand, Y., & Rynders, J.E. , 1988)

Feuerstein and Falik see the research supporting the neuroplasticity of the brain as supporting Feuerstein’s theory of cognitive modifiability. (Feuerstein, R. & Falik, L.H., 2010)

They feel that it is important to understand what the nature of the changes in the brain are and what kinds of environmental conditions can produce these changes. (Feuerstein, R. & Falik, L.H., 2010)

2.20 Sociological perspective

The literature on sociological theories of specific learning disability and special education can be grouped into three dominant discourses: interactional, institutional, and structural. (Berger, 1996)

Berger, gave a conceptual framework about Social Construction of Reality as a theory which is the base of these three discourses. (Berger, 1996)

This framework begins with an outline of the key components of social constructionism that support sociological theories of learning disabilities and special education.

Nunkoosing, distinguishes three parts of social constructionism that are used in sociological theory and applied to learning difficulty and special education. (Nunkoosing, 2000)

They are anti-essentialism, anti-realism, and language as social activity. Anti-essentialism rejects the recommendation that there is one reason of learning difficulties. (Nunkoosing, 2000)

For example, it is more than the just neurological process inside a person's mind that makes the learning to be difficult or cause learning incapacities. With this in mind, an anti-essentialist approach requires different perspectives and points of view rather than just one objective truth.

Similarly, anti-realism state that there is not one “objective, that can measure reality to the individual,” for example, the measuring of intelligence only by means of one IQ test is not enough. (Nunkoosing, 2000)

This post-positivistic point of view maintains that people actively construct knowledge based on their experiences and inter-actions with the world around them.

This post-positivistic way of understanding state that students build knowledge and understanding with practice and based on activities and experiences with the world around them.

Finally, language as social activity refers to the role that words play in the development of personalities and relationships.

The three ideas of anti- essentialism, anti-realism and language as social activity reflect interrelated assumptions of social constructionism that shows up over and over in the sociological literature in relationship to learning difficulties and special education. (Nunkoosing, 2000)

Social constructionists contend that you cannot have a learning incapacity all alone. (Dudley-Marling, 2004) (Goodley D.A., 2001).

To begin with, they state that the personality of learning is not related to cognitive processes only but it is always depended in connection to other people.

Secondly, Tomlinson stated that in order to identify students with learning difficulties and adjusting the lessons for them an important role play the learning interests of students, schools and society. (Tomlinson S., 1982) Therefore, the concept of learning difficulties and the need for specific education programs need to be understood within larger historical, political, social, and economic settings.

2.21 Specific learning difficulties versus disabilities

So, this thesis dissertation aims to understand the effect of inclusive education on students with SPLDs and the teaching methodology in Kosovo, through this work we will understand the potential that inclusive education has and the effect of it in all students.

Based on the read literature, students with specific learning disabilities (SpLDs) refer to those individuals who have physical, cognitive and developmental defects, which are manifested as shortcomings in the ability of an individual to work in parallel with those students who have no learning disabilities.

According to Helen Arkell Dyslexia center, the term Specific Learning Difficulty is a term that refers to a difference or a difficulty with particular aspects of learning. (Helen Arkell Dyslexia Center, 2018)

Since every individual has a unique cognitive profile, in everyone there are strengths and weaknesses. SPLDs exist on a continuum form, from mild to moderate difficulties which affects the way people think, remember and learn. Learning difficulties can be different but the most common SpLDs are Dyslexia, dysgraphia, dyspraxia, attention deficit hyperactivity disorders and dyspraxia.

According to British Dyslexia Association, SpLDs affect the way information is learned and processed. These difficulties are neurological and usually run in families and occur independently of intelligence although they can have a significant impact on education and learning and on acquisition of literacy skills. (British Dyslexia Association 2012)

Gilhool states that the term Students with Specific Learning Disabilities (SpLDs) refers to those individuals who have light physical, cognitive, intellectual, mental, sensory, developmental disorders that

manifest themselves as disadvantages in the ability of an individual to attend regular school together with those with typical development. (Gilhool, T. K., 1989)

Students who encounter specific learning difficulties in reading, spelling, recalling, writing and organizing information do not progress academically if they are left to figure things on their own even if they are present in student's brain independently or in a wider profile.

Researchers point out that when a child with learning difficulties follows classes together with classmates who do not have difficulties in learning, success will not be missed. (Gilhool, T. K., 1989)

Therefore, inclusive education has been proven to be a phenomenon that enables students to reach their full potential to understand cognitive, emotional, social, creative skills, and so on.

2.22 Learning and reading difficulties

As far as reading difficulties, it is beyond the scope of this research, to review the entire literature, however through this paper, I will try to bring some fundamental points which will guide us to answer the questions we attempt to address: What is the definition of a learning disability? and What is a reading disability?

These descriptions will then serve as an outline to understand how does reading difficulty manifest itself in an English Language Learning.

Specific learning difficulties can be mild or moderate and are intended to be a subcategory of all disabilities, which include, among others, autism, deafness, blindness, emotional disturbance, hearing impairments, language impairments, mental retardation, and visual impairments, as one of these not to say all are present in an individual, lead them to difficulties in learning. (British Dyslexia Association 2012)

The National Association of Special Education Teachers, in 1988 gives a LD definition which gives more insights particularly regarding the point of view of the specific learning difficulties as discrepant and exclusionary issues from normal expectations of learning and achievement. (Hammill, 1990)

They state that these learning difficulties are fundamental to the individual, presumed to be a fact because their brain works differently from the majority of students and this is part of the individual during the life span. (NASSET, n.d.)

Problems with self-regulatory behaviors, social discernment or perception, and social interaction may exist with specific learning difficulties but they do not initiate them. (Helen Arkell Dyslexia Center, 2018)

Although learning difficulties may occur in addition with other disorder conditions (for example, sensory impairment, mental impediment, serious emotional aggravation) or from external impacts (such as cultural differences, insufficient or inappropriate instruction), they do not result as a cause from those conditions or influences. (Helen Arkell Dyslexia Center, 2018)

This definition has led to recognizable proof strategies established inconsistencies among aptitude and accomplishment, under the side conditions that no other likely, pathology causes are known.

Therefore, individuals with other specific learning difficulties or any other social interactions or those who were from inadequate schools, often were denied from being identified as students with SpLDs, because measurements techniques for recognizing a natural cause extrinsic impacts were difficult to build up. Later definitions and strategies look to enhance and improve this deficiency.

As stated in the most recent version of the Individuals with Disabilities in Education Act (IDEA), the phrase students with a specific learning difficulty means:

“Students who encounter one or more of the basic psychological processes involved in understanding or in using a native or any other language, spoken or written, that may manifest itself in a way that face difficulties to listen, think, speak, read, write, spell, or to do mathematical calculations”.

This also include a student with perceptual disabilities, mild brain injuries or brain dysfunction, dyslexia and developmental aphasia. (Individuals with Disabilities Education Act , n.d.)

The new definition is an endeavor to lessen the dependence on discrepancy and exclusionary identification strategies for a more criterion- based emphasis on failure to accomplish, yet, as keeping up the core supposition of an underlying, natural psychological processing difficulty.

The new arrangement has proceeded to de-emphasize the utilization of the IQ-accomplishment error measure as an essential rule for recognizing a person as having SpLDs, a practice whose empirical information has raised doubt about (Stanovich, K. E., & Siegel, L. S. , 1994)

The classification of specific learning difficulties (SpLDs) is still one of the largest category of learning disabilities around the world, and it is considered as a fact that more than 80% of students with specific learning difficulties also show reading difficulties as a core component. (President's Commission on Excellence in Special Education 2002, n.d.)

This is considered, whether the more general specific learning difficulties is identified as a core component of a reading difficulty (e.g., dyslexia) or some other psychological processes, the result is a student with low reading achievement.

Given the prevalence of specific learning difficulties that affect reading achievements and the fact that a great deal of research on acquisition and difficulties in reading in English Language Learners has been conducted, our primary focus throughout this research is on reading difficulties in English Language. (Catts, H. W., Hogan, T. P., & Fey, M. E., 2003)

Catts, Hogan & Fey note that language impairments are considered a distinct disorder, even though language disorders are likely causal to many specific learning disability symptoms. (Catts, H. W., Hogan, T. P., & Fey, M. E., 2003)

With the exception of language impairments, which involve the processing of a linguistic information and have a large expansion with reading difficulties, we do not attempt to cover other issues that affect reading and are generalized to other specific difficulties groups such as (e.g., blind, deaf, autistic, attention deficit). (Fowler, A.E. & Scarborough, H.S., 1999)

Following is called simple view conception of reading. Fowler and Scarborough (1999) outlined some of the key component deficits that commonly characterize reading difficulties.

This include:

1. Lack in speed and/or accuracy of word recognition
2. Lack in language comprehension
3. Lack or deficiency of oral-language, difficulties in perception, retention, retrieval, analysis, and production of spoken words (Fowler, A.E. & Scarborough, H.S., 1999)

When we have students who are not as successful in attaining component proficiency even when they have received the appropriate targeting skills instructions, it is an evidence of reading difficulties.

Shore&Sabatini point out that there is a lot of research on how to define and address reading difficulties. Much research has been done with dyslexic children or high-achieving dyslexic adults typically with college-level education. The focus on this population, such as, non-college-educated adults with reading difficulties, has been relatively recent, and according to this fact, it is important to note that the actual base for including various additional populations is growing. (Shore J. R. & Sabatini J., 2009)

Learning difficulties in English language learners can be present with or without any specific learning difficulties however according to the research, there is a fantastic accordance in the practice when you

need to identify the reading difficulties. Although, the English Language Learners (ELLs), depend on their language background and the difference that orthographic and linguistic systems of their native languages have, yet, it can further complicate the process of identifying reading difficulties in acquiring English reading proficiency. (Fowler, A.E. & Scarborough, H.S., 1999)

The focus is on what we know about this issue and some of the issues requiring further investigation.

2.23 Reading Strategies

Researchers conducted a 2-year observational study in 34 primary classrooms in which they found that oral language strategies, including reading strategies, helped in L2 reading acquisition. (Baker S. K. , Gersten R., Haager D. & Dingle M., 2006)

They realized that if we give students different vocabulary instructions that leads to learning words, reading comprehension is secured right at the first-grade language learners. Vocabulary instructions give us a great impact when lesson integrated vocabulary development combined with content-based lessons. Students define the new words, use the same words in a sentence and apply them orally while teachers make analytical questions using the new words.

High-quality vocabulary instruction also focused on rich evocative words and words essential for understanding a passage or story. (Baker S. K. , Gersten R., Haager D. & Dingle M., 2006)

Vocabulary consists of function words (i.e., that, to, is) and content words which include the parts of speech such as nouns, adjectives, verbs, adverbs (for example automobile, flower, have, beautiful, sadly). The use of image demonstration of words will help the brain to remember, identifying it and how it is written.

Once the brain registers the information with a little practice, students achieve better vocabulary retention. (Baker S. K. , Gersten R., Haager D. & Dingle M., 2006)

2.24 Direct instruction (DI)

According to National Reading Panel, 2000, Direct instruction (DI) teaching methods have received much attention as it has proven great effectiveness with native speakers. (NICHD, n.d.)

Based on this finding, research conducted on direct systematic phonics instruction has shown that this type of instruction helps students gain the phonological awareness skills which are necessary for reading acquisition.

These instructional programs tend to use reading materials with a phonetically controlled vocabulary, rapid-paced instruction, regular assessment, and systematic approaches to language development and it uses straightforward, explicit teaching techniques in order to teach a specific skill.

Direct instruction teaching method is not considered particularly to be used with low and middle readers, students who have cognitive limitations or younger students at risk of reading challenges however if we use this method early in education it can help students succeed over this barrier earlier. (NICHD, n.d.)

Salvin and Cheung further investigated the use of DI with ELLs. The English language learning version of DI occasionally involved materials translated into native languages, and the direct teaching of English. (Salvin, R.E. & Cheung A., 2003)

In their review of DI studies done in ESL classrooms, was found that after 2 years of DI, students performed at or above grade level. However, Salvin and Cheung pointed out that although students who received direct instruction performed at or above grade level, he thought that the research was biased because in these studies, the teachers have expectations for low-achieving students from testing.

In addition, Salvin and Cheung looked at individual instruction using the same methods and found that learners who received direct instruction show significantly greater success in words read per minute than their peers who didn't receive direct instruction. (Salvin, R.E. & Cheung A., 2003)

Overall, the research on DI that has had reasonable sample sizes and reliable selection processes has showed that direct instruction has the potential for being a successful method for struggling readers without cognitive limitations, including ELLs. (Leafstedt, J. M., Richards, C. R., & Gerber, M. M., 2004)

Findings from previous research on DI as a teaching method for ELLs has been limited due to low-achieving readers being excluded from testing. However, more recent research does not appear to suffer from this potential biasing problem. (Leafstedt, J. M., Richards, C. R., & Gerber, M. M., 2004)

2.25 Relationship Between L1 Instruction and L2 Learning

Manis, Lindsey and Bailey investigated the effects of early instruction on achievement in English reading. The study employed tests that were designed to measure the same skills in the L1 as tests measuring L2 skills. (Manis, F. R., Lindsey, K. A. & Bailey, C. E., 2004)

Manis found that cognitive factors like phonemic awareness and rapid automatized naming (RAN) may be significant factors leading to the prediction of reading difficulties in L2 learners. (Manis, F. R., Lindsey, K. A. & Bailey, C. E., 2004)

This study provides support for the use of the recommendation that investigations use information about L1 skills to examine instructional practices in an L2. The number of a group or the number of students in the class have always been observed when it comes to English language learning or any other language. (Vaughn S, Linan-Thompson S. , 2003)

This issue still remains critical for schools. Generally, school administrators must weigh potentially positive outcomes against use of available resources of time, teachers, and money when considering the formation of small groups or one-on-one instruction. Some research has begun to systematically compare the gains in student achievement with varied class groupings in order to help gain insight as to the relative outcomes.

Vaughn examined group size and its effects with native-speaking English learners and non-native ESL students who participated in an intervention that sought to build fluency, phonological awareness, vocabulary, comprehension strategies, and word-analysis skills. (Vaughn S, Linan-Thompson S. , 2003)

They found that a ratio of 1-to-1 was not superior to a 1-to-3 ratio. However, both 1-to-1 and 1-to-3 ratios were significantly better for groups of struggling readers working with phoneme segmentation, fluency, and comprehension than classes of 10 students with just 1 teacher, or ratios of 1-to-10. (Vaughn S, Linan-Thompson S. , 2003)

The researchers concluded that smaller group ratios increase the likelihood of student on-task behavior, individualization, monitoring of progress, and provision of feedback for all learners. For ELLs, the smaller size was found to contribute to the amount and nature of oral-language interaction, which was beneficial in oral-language development.

Gersten suggested that a small group, defined as 1-to-3, might even be better for ELLs, as it may provide them with models of fluency, more opportunities to practice vocabulary, and it is worth mentioning that while working with their peers, they practice more and they are able to see how much they are learning a particular content. (Baker S. K. , Gersten R., Haager D. & Dingle M., 2006)

Chapter III: RESEARCH METHODOLOGY

The methodology used in this study makes an analysis of the challenges, limitations, opportunities and that inclusive education offers in primary and secondary education, and, at the same time, understand and explain perceptions of teachers regarding the concept of inclusion in the school settings.

The methodology used in this dissertation thesis describes what, where, when, why and how the data are collected, methods and strategies used to gather and conduct data analysis. Strategies used in the collection and interpretation include location where the data were collected, statistics, analysis to determine data's authenticity and relevance.

This research takes into consideration studies undertaken in crucial areas of inclusive education based on specific learning difficulties that students face while learning English as a second language.

It explores, if inclusive practices implemented within the school settings help, what teaching and learning approaches are appropriate for use, in order to come to a conclusion of what needs to be done to fulfill every individual's need, not only in the places where the survey took place, but throughout Kosovo.

The questionnaires for teachers and students are related to specific learning difficulties that teachers and students face in teaching and learning English as a second language. Additionally, there was an interview with teachers. This data provided feedback about the effects of inclusiveness of students with specific learning difficulties.

The study includes students of primary and secondary schools who were attending the school when this survey took place. The questionnaire was introduced to explain its purpose and to encourage an honest response in their responses. The measurements for this study are based on the research of teaching practices and comprehensive approach within Kosovo schools. The research was also supported by the Ministry of Education, Science and Technology (MEST) of Kosovo. The particular focus research involves all students with specific learning difficulties, their teachers, Kosovo MEST that have contributed and continue to contribute toward the implementation of inclusive education in Kosovo.

In this chapter, the rationale for the choice of a research plan using a case study method to answer the research questions detailed is articulated. An explanatory case study method was chosen to explore what the experiences of participation were in the primary and secondary schools and to provide some explanation of how this participation may have led to the changes noted by the participants. The process of data collection was through teachers and students who participated in the current research. After this

is the description of the process of data collection, then the process of data analysis, followed by results. This chapter concludes with a presentation of the ethical issues considered throughout the research.

3.1 Purpose of the study

The purpose of the research was to study, examine and describe the experience of students in Kosovo regarding difficulties in learning English as a second language. This research information collected from the available research provided essential information for understanding and helped to suggest a variety of possible reasons for the difficulties they experience. Interviews with experienced English teachers, provided background and suggestions for consideration and focus. Insights gathered from interviews should help to inform English learners about the real experience and reaction of learners with SpLDs. Also, the findings from this research may demonstrate whether certain types of learners should receive special assistance in teaching in any aspects of English in order to learn more efficiently. Specifically, learners whose native language, Albanian, and the way they learned it have nothing in common with English, and it may be more problematic than has been generally thought. Students with SpLDs, who are in mainstreaming classrooms will benefit by being considered equal among other classmates. Inclusive education is the best approach to overcome those difficulties and help them have better results in English language learning.

3.1.1 Research questions

- What is the current status of inclusive education in Kosovo?
- What techniques are used and are found in inclusive education?
- What teachers' competencies are needed in inclusive education?
- What is the current situation regarding the outcomes and what changes we must consider to improve the inclusive education in Kosovo?

3.1.2 Research aims

- The status in Kosovo of inclusive education become a reality as a concept but is facing numerous difficulties.
- Techniques that are used are generally blended methods that meets the teacher's personality and interacts with students' needs, demonstrator style etc

- Teachers' competences are needed in inclusive education continually as specific learning difficulties requires a lot of effort and fresh and encouraging classroom activities and involvement.
- The current situation regarding the outcomes and what changes we must consider to improve the inclusive education in Kosovo. Identify improvement, practice and teachers' training.

3.1.3 Research Objectives

Knowing that inclusive education is based on supporting students by their needs and by their strengths. This paper aims to show that quality in education is not understood and measured only by academic achievements achieved by students through the successful completion of final exams and other quantitative measures, but also by the school system where all children are welcomed and where the diversity and flexibility of the school are seen as an integral and important part of the personal development of all students with the aim of offering each individual relevant education and optimal opportunities so the school is a coherent and modified learning environment.

To identify students for signs and symptoms of SpLDs through this research, might be inaccurate to say that how many students we have with SpLDs but based on the gathered data, around 20- 25% of students have signs and symptoms of having SpLDs.

To assess the level of students with SpLDs in Kosovo primary and secondary schools, we will have to conduct another research spend more time on observing, working and practicing knowledge with them.

To evaluate teachers' motivation and understanding of SpLDs we can say that they are aware to some point but they do anything different than they do in a regular classroom.

To propose recommendation on how to reach the full capacity of implementation of inclusive education in Kosovo where students' learning needs are met according to their specific learning difficulty. This is one of the major point that I have gathered through this data as I believe this study is going to give a different point of you to the teachers, parents and community and it will also serve the Ministry of Education, Science and Technology to implement an inclusive strategic plan for education system in Kosovo.

3.1.4 Research Hypothesis – Findings

This research is constructed on the following hypothesis:

H1. Students with SpLDs are poorly managed in Kosovo primary and secondary schools

H1. All schools have one thing in common to help every student reach his or her full potential.

- 25% of students who encounter specific learning difficulties
- the challenges teachers face differs a lot in their motivation,
- lesson 40-45 min
- As a result, this can indicate the poor managing.

H2. Different teaching strategies and techniques can contribute to a better syllabus design.

H2. In order to know students' needs, teachers must develop different observation techniques such as classroom observations, assessments, portfolios or learner profiles, to find out how each student learns so teachers can design their syllabus and give students an opportunity to develop their potential. The right syllabus design helps teachers to adjust their teaching strategies to support individual students' need. For example, they may use communicative learning approach in some tasks and provide multi-sensory encouragement in some other tasks.

H3. Teachers try to meet the needs of the diverse learners in the classroom

H3. In order to meet the needs of the diverse learners in the classroom, teachers need to possess rich knowledge and skills while using different strategies and content to improve every student's learning and achievement. In Kosovo schools, the results give us different insights into how students' diverse needs are being met and this can be a result of different factors which needs improvement.

H4. Benefits of inclusive education for students who encounter specific learning difficulties and those with typical development.

H4. Schools in Kosovo need to be committed to interact with every student that is entrusted to them. Through continue trainings, teachers can bring different teaching strategies such as multisensory teaching and assigning different roles to students with SpLDs working together with those who are typically developed.

Gilhool, T. K. (1989) on his book "The right to an effective education" *states that, "when a child with learning difficulties attends classes together with classmates who do not have learning difficulties, good things happen"*

3.1.5 Research Design

The plan was conducted to record data from answered questions by students and teachers. This research is designed to study the effect that inclusive practice has in students who encounter SpLDs in learning English as a second language and if these effects have affected positively or negatively not only those students who have SpLDs but also those who don't.

3.2 Qualitative Research

The methodology for research should follow from the research questions above. Most of the data collected in the research was qualitative, including the interview with teachers and students that involved their comments and descriptive recommendation and statements in the assessment reports. Even the quantitative information gathered such as school marks on tests could be understood with a qualitative research perspective since statistical analyses would be fairly meaningless given the small number of participants.

3.3 Constructivism

This thesis is conducted based on constructivist approach which refers the way in which knowledge is constructed.

Johnson (2007) indicate that the constructivism is the most commonly used paradigm in qualitative research. (Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. , 2007)

Since the current study involves research questions that are qualitative in nature and a qualitative research approach was chosen to address these questions, a constructivist stance was adopted to understand the information gathered through interviews of the students and teachers. The constructivist stance posits that all of reality is subjective and that all individuals construct their own meaning of their experiences. (Creswell, 2003)Merriam summarizes the main interest of qualitative researchers as being “understanding the meaning people have constructed”. (Merriam, S. , 2009)

Although they express these ideas in somewhat different wording, Marshall and Rossman, Merriam and Yin describe the five characteristics of qualitative research.

- First, the research focuses on the meaning for the participants in a naturalistic setting. (Yin, R.K., 2009)

- Second, the process involves interpretation so the researcher plays an active role in the process and the experiences and biases of the researcher must be transparent. (Yin, R.K., 2009)
- Third, the process is evolving and inductive. (Yin, R.K., 2011) The data is transformed through the process of interpretation and eventually the themes and main ideas emerge. These themes and concepts can be descriptive and also explanatory. (Yin, R.K., 2009)
- Fourth, in most cases multiple sources of evidence are used to increase the rigor and richness of the information gained through the research. (Yin, R.K., 2009)
- Fifth, the context of the participants and the case are important considerations to understanding the data that is gathered. (Yin, R.K., 2009)

The constructive stance points out that the researcher's perspective and meaning attributions are important to consider so they interfere as little as possible with the participant's own meaning. (Creswell, 2003)

To conclude, I have a great deal of experience working with individuals who have learning disabilities, parents of children with learning disabilities, and teachers through my work as a teacher. My perspective and the meaning I attach to issues related to learning disabilities are influenced by these experiences. I endeavored to be as transparent as possible so the results in my research can be understood in the context of my experiences and biases. The most appropriate interview format with a constructivist perspective is semi-structured with open-ended questions. This format allows the participants to write based on their experience from their own frames of reference.

3.4 Case Study Approach

Once it became apparent to me that I would be doing qualitative research to address the research questions that interested me and provided information that addressed gaps in the literature on cognitive training programs and more specifically on English program, I chose the case study method. Yin states that the most appropriate research method can be determined by answering three questions. Yin, first recommends asking oneself what form the research questions take. (Yin, R.K., 2011) The current study is asking questions of why and how, so this indicated that an experiment, historical analysis, or case study is the best method. How and why questions ask for explanations and often point out the need to look at events or perspectives over time.

The second question concerns the level of control the researcher has over the phenomenon (Yin, R.K., 2009). Since English learning program is a complex experience with not all participants receiving the same treatment or having the same learning challenges, an experiment would require more control than I could have with the program planned to study and could also be eliminated as a method on this basis. A historical analysis is the most appropriate method when little or no control is able to be exerted over the conditions being studied such as in events that have already taken place. The current study is more consistent with a moderate level of control since the experiences are complex and are still taking place. As such, this research is most suited to the case study approach.

The third question according to Yin, relates to whether or not the research will focus on contemporary events. This study will in fact focus on the current perspectives and situations for the students in English language learning in Kosovo. The historical analysis approach can be eliminated because it focuses on events that have already taken place. In this case an experiment or case study is suited to answering this question. (Yin, R.K., 2009) Since I have already eliminated the experiment method based on the two previous questions, I decided that with the research questions I have developed, the case study method is most suited to my needs.

A case study method was selected due to its utility in answering all three of the above questions. The current study asks how and why questions, has only moderate control of events and perspectives based on the complexity of the situation, and focuses on contemporary events.

Yin provides a two-fold definition of the case study method:

A case study as an empirical inquiry investigates a contemporary phenomenon in depth analysis and within its real-life context, especially if we have a phenomenon and a context that are not clearly evident. Therefore, the case study intends to cooperate with the technically distinctive situation in which there will be many more variables of interest than just data points, and as a result relies on the evidence source, which also helps us benefit from the prior development of theoretical propositions to data collection and analysis. Case study methods remain a fantastic approach in order to collect data. They are widely applicable in many social science studies therefore this research follows the case study procedure as a research method to discuss about the methodology used in the research. (Yin, R.K., 2011)

The case study can include single or multiple cases and can include qualitative data, quantitative data, or both. Case studies can be used to explain why educational and other programs are effective or not

effective, describe programs that are in real-life settings, and illustrate or describe the experiences of individuals within programs that do not have any clear, single set of outcomes (Yin, R.K., 2011)

Explanatory case studies seek to answer questions related to how and why situations changes are occurring in real-life settings. The complexity of these settings makes it difficult to exert the control needed for an experimental approach. Explanatory case studies attempt to explain outcomes. (Yin, R.K., 2011)

The current research is an explanatory case study because it addresses the reasons why some students have made large improvements in their cognitive, academic, emotional, and/or interpersonal functioning and why one of the students made minimal gains in these areas and experienced new emotional and interpersonal difficulties during English language learning. The use of replication through multiple examples of the case, multiple sources of information for each example, and examination of rival explanations increases the explanatory power of this case study.

The case study approach is sometimes criticized as lacking a systematic or rigorous approach to data gathering and analysis. (Yin, R.K., 2009) Although the flexibility of the case study approach can produce new information and insights that a more controlled and focused approach might, it was important that I used a framework to mitigate the level of spontaneity in the current research. A framework for organizing the case study was used to assist in understanding the linear but interactive process of conducting the case study (Yin, R.K., 2009)

The inquiry steps in sequential order are:

- Planning (for the case study research),
- Designing (the case study),
- Preparing (for data gathering),
- Collecting (the data),
- Analyzing (the data), and
- Sharing (the results).

The process involves a reciprocal process between Preparing and Collecting and between Collecting and Analyzing. In other words, the collection of data may require revisiting the preparation of the study and lead to more data collection. Similarly, the analysis of the data may lead the researcher to collect more data for analysis. The steps of Collecting and Analyzing can also lead the researcher back to the

Designing step if major unanticipated changes need to be made in order to properly answer the research question (Yin, R.K., 2009)

Another important consideration when developing the framework for the current case study research involved whether the current research involved a single case or multiple case design (Yin, R.K., 2009) Since the focus of the research questions involved participation in the English language learning it is this participation that framed what the “case” in the current research was. In other words, the case study method employed involved a single case design with the unit of analysis or case being participation in the English language learning.

Since the participants in this program had many differences from each other it was initially decided that participants in this study would be chosen randomly to gain insight into the diversity of the single case of participation in the English learning program. Embedded within each of the multiple variables (individual student participants) were the multiple sources of evidence gathered for each one: questionnaires with students, interviews and questionnaire with the teachers and other information the school provided on their students. All of this information was gathered to understand what are the experiences of students in learning English language, what difficulties they might have and what explanations can be given for the changes that these students evidenced.

3.5 Participants

For this research, there were 1120 (one thousand, one hundred and twenty) students who participated and 28 (twenty-eight) English Language teachers. 560 (five hundred and sixty) students were from primary schools particularly grade six and seven and 560 (five hundred and sixty) students were from secondary schools grade ten and eleven. 14 (fourteen) English teachers were of primary school level and 14 (fourteen) English teachers were of secondary school level.

Teachers questionnaire and interview in the research represent years of experience, grade-levels taught, educational background, signs that they identify in students who have SpLDs, challenges that they face while trying to reach their learning capacity and also what aspects do they think need enforcements. The student questionnaire was based on the variety learning difficulties that students face while learning English Language.

3.6 Theoretical connections to the case study research

Research based on the (John B. Carroll) theory has produced evidence of the link connecting deficits in cognitive processing areas and deficits in related academic skills. All students in the case study research showed statistically significant gains in at least one cognitive processing area and at least one academic achievement area.

Based on research theory, these gains should be reflected in reports of cognitive, academic, emotional, and/or interpersonal functioning gains through the student and parent interviews. School record information should also reflect changes consistent with the gains in cognitive functioning such as higher levels of programming, reduced support, higher marks, more positive teacher comments, and higher scores on standardized tests. It was likely that all sources of information would report gains in these areas but it was possible that they may have reported different gains or have emphasized different gains.

One to four responses in the case study would provide confirmatory evidence of The Cattell-Horn-Carroll Theory of Cognitive Abilities to see how does inclusive education affect to increase cognitive processing in a positive way and if it helped in academic functioning while learning English. Increases in these areas would provide confirmatory evidence of the effectiveness of participation in the English learning program in producing changes that matter in a practical sense in the real world.

Response to Intervention (RTI) (NPDCL, 2018) is a model of assessment and intervention that is applied to elementary and secondary schools. All of the students who learn English have experienced serious academic difficulties and have required modifications to their studies and academic support such as resource room assistance. As such, these students would be located in their three of the RTI model where intensive, individual support is needed. The English learning program can be considered an intervention strategy to improve the cognitive and academic functioning of these students. The baseline measures prior to this intervention and also some of the measures after this intervention were included in the research thesis. An RTI model would be used to illustrate the measurable changes made through participation in the English learning program and will be continued through the current case study research to gain more insight into how and why these changes took place.

3.7 Teaching methods used internationally

Inclusion can be organized in different ways and on various levels, yet, it is the group of educators who need to manage and expand the variety of needs inside their school and classroom and need to set up educational programs, so all the requirements are adequately met.

According to researchers, the approaches used so far in inclusive education consist of:

- Co-operative teaching
- Co-operative learning peer tutoring
- Collaborative problem solving
- Effective teaching
- Alternative ways of learning
- Montessori method

These methods attempt to reveal, analyze, describe and disseminate information on effective classroom practice in inclusive settings.

The researchers show that these approaches appeared to be effective in primary schools, also contribute to effective inclusion in secondary schools.

Teaching Approaches	Results
Co-operative Teaching	<ul style="list-style-type: none"> • Cultivate dynamic critical thinking, utilization of thinking abilities • Increases confidence • Improves capacity to see circumstances from others' points of view • Improves inspiration/attitude to school • Teaches abilities and dispositions which are of great importance to work adequately with others • Fosters progressively positive, steady connections between companions
Co-operative learning peer tutoring	<ul style="list-style-type: none"> • It boosts commitment and establish participation for everybody • Students collaborate with each other in the same group to obtain and practice • It constructs upon variety and formalizes and encourages peer support and connection • students formulate ideas through discussion and arguments • developed different abilities for interpersonal communications

	<ul style="list-style-type: none"> • They can even establish friends from other cultures and kept these friends outside of class. • Social interplay skills • Develop helpful and supportive peer relationships.
Collaborative problem solving	<ul style="list-style-type: none"> • Children do all what they can • Develop thinking and cognitive skills • Learning instructions are active, interesting and collaborative among students of the classroom. • individual task can be solved by anyone in the group- students with SpLDs can benefit • enable learning more efficiently or effectively • share their methods, techniques and their strategies in order to reach the aimed goal via some sort of communication process • students explore and understand, represent and formulate, plan and execute, monitor and reflect
Effective teaching	<ul style="list-style-type: none"> • personalize the learning for the students • engage all students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly. • It helps students with SpLDs develop at different rates and we can see a range of student abilities and aptitudes • teach in a way that motivate students to take greater responsibility for their own learning • use techniques that make each student work on assignments that reassure and challenge them to achieve their personal best • help students learn independently as well as with and from others.
Montessori	<ul style="list-style-type: none"> • respond at any moment to the intense nature that exist in all humans and build a reliable foundation for life-long learning. • offer opportunities to work together through intellectual exploration in which the child's interests are supported and lead • support the motivation of self-confidence, the use of imagination, intellectual independence and self-efficacy • support an understanding of the student's role in their community, in

	<p>their culture and in their daily life</p> <ul style="list-style-type: none"> • offers countless opportunities to build students own knowledge within a collaborative community.
Alternative ways of learning	<p>Continuing Education Services</p> <ul style="list-style-type: none"> • provides students with a program of study leading toward different learning school subjects such as Math's, Science etc. on daily basis or occasionally such as summer school for example where students stay involved even when school services are closed. <p>Correspondence Courses</p> <ul style="list-style-type: none"> • provides distance learning for students who want to upgrade their skills, and achieve their academic goals for personal development <p>International Exchange Program</p> <ul style="list-style-type: none"> • Student may be part of another school outside of country for at least one semester or up to one study year through exchange programs or maybe summer exchange programs <p>Personalized Alternative</p> <ul style="list-style-type: none"> • Instruction-based program which focuses on the 21st century learning and it fosters critical thinking and problem solving, accessing and analyzing information, collaboration, effective oral and written communication etc. <p>Education e-Learning and Online Courses</p> <ul style="list-style-type: none"> • provides students with an option to improve their educational experience by taking online courses. • Through on-line courses students will be able to choose from a wide range of subjects and access thousands of interactive resources and benefit from different course materials to meet their academic needs.

Table 3.Approaches used internationally in inclusive educations.

3.8 Strategies used internationally in inclusive education

As teachers in an inclusive class, we apply different learning practices that are focused on open ideas that fosters learning across differences where all students are fully engaged and respected. This gives them an opportunity to be open to express themselves, feel accepted and keep them involved all the time. Strategies that promote inclusion and fosters learning and a growth mindset across individual differences are described on the table below.

Strategies for Inclusive Teaching	Guidance
Content, material and ideas that promote equal rights	<ul style="list-style-type: none"> • Prepare lectures, discussion participation, case studies and assignments that will make students think on human diversity promotion. • Find materials or select topics that present other perspectives on equal rights. • Find different quotes and encourage students to do the same and bring it to the class so they can deepen and broaden their own knowledge of a given study material. • Encourage speaking and tell students that learning a foreign language is often produced while practicing conversation and through collaborative learning.
2. Create an inclusive environment	<ul style="list-style-type: none"> • Allow students to know about your expectations right at the beginning of a semester including expectations for respectful and inclusive interactions. • Get to know your students maybe first by choosing a simple topic such as what bothers you in the class and discuss through it. • Ask students about challenges they face in learning English language and discuss with them how to overcome them by bringing up your perspectives and experiences. • Show respect for all responses and comments. Use verbal and non-verbal cues to encourage participation and to challenge students to work together, think deeply and speak on behalf of each-other responses. • Encourage students to “think out loud,” to ask questions, and to actively

	<p>consider and support the perspectives and experiences that are different from their own.</p> <ul style="list-style-type: none"> • Encourage group thinking for a key idea. All of this will lead the students to understand that being active in discussion and that other required activities in the class are important to improve the learning environment for all.
3.Encourage a positive way of thinking related to diversity mindset	<ul style="list-style-type: none"> • Cultivate an idea that “knowledge, certainly is not a reflection of fixed, natural skills. (Carol S. Dwek, 2006) • Over years it can change and develop. (Carol S. Dwek, 2006) • Help students to develop a growth mindset by speaking with them about academic experiences for example if a student needs to discuss a disappointing grade on an assignment, help him or her to identify specific areas that he or she is struggling and give him or her a new strategy to improve in those areas. • The class should be a place where mistakes are acceptable. So, it is our duty to make students feel okay when they make mistakes in writing, reading or speaking as everybody learns from mistakes.
Always strive for equality of access to instruction or any assistance	<ul style="list-style-type: none"> • Help your students learn about academic and non-academic assistance, be transparent and fair to evaluate their work.
Collect feedback to improve your strategies	<ul style="list-style-type: none"> • Talk to your college to observe each-other’s teaching. • Encourage increased participation in discussion, in responses and involve everybody on the same task. • Identify adjustments so you can integrate your teaching strategies.

Table 4.Strategies that promote inclusion and fosters learning and a growth mindset across individual differences. (Carol S. Dwek, 2006)

3.9 Teaching methods used regionally

In Kosovo, together with inclusion education came along different teaching methods which have helped to develop teaching styles and integrate students with effective classroom management skills and in this case, these teaching methods have helped teachers to learn what works best for their students. Thousands of primary school teachers in Kosovo, are continually learning what effective methods, techniques and strategies to use in primary and secondary schools.

Although MEST is continually providing training on how to instruct the teaching methods more effectively in an inclusive class that enables students to comprehend the lesson easily and teachers get quick feedback and see if they actively participate and understood the lesson, yet, the teachers complain about the number of students in the class, the school condition, the material etc. that serve as barriers to apply and practice what they know in an inclusive class. At the same time, they are based on a book content.

Forms of teaching that are being practiced in Kosovo in an inclusive class are:

- Direct teaching,
- The demonstrator style, the activity style, the blended method
- The pair and group work

So, these forms continue to implement interactive and creative techniques, illustrations, animation and role play depending on the learning unit which can be summarized in:

- Communicative language teaching method (CLT) where students communicate in a target language.

With this approach, teacher is a facilitator rather than an instructor and he or she uses outside material to develop critical thinking skills. This allows students to explore outside the box.

Task-based learning together with brainstorming

- Lecture with discussion and group discussion
- Direct teaching method
- Cooperative teaching method

METHODS

PRACTICE

Communicative Language Teaching Method (CLT)	<ul style="list-style-type: none"> • Students learn and practice the target language through the interaction with one another • Students develop communicative abilities in the target language.
Task Based Learning together with brainstorming	<p>PRE -ACTIVITY TASK where teacher explores the topic with the group and chooses useful questions to address the coming lesson.</p> <p>TASK PREPARATION students participate in a discussion of their ideas and thoughts to it, and prepare their speech for a debate, or their ideas to draw others' attention to what is being discussed.</p> <p>TASK REALISATION foster learners to produce and perform on successful realization of the task</p> <p>POST TASK PART brings reflection upon task realization with a feedback minutes to discuss if the task has been completed and if not consider suggestions for improving it.</p>
Lecture with discussion and group discussion	<p>This approach motivates students to interact with others in a target language while lecturing takes place. It helps them develop effective practice of a target language while they are active in the class.</p> <p>It makes learning fun as they work in a group and present the group work.</p>
Direct Teaching Method	<p>Allow students to practice all skills only in target language although the teaching is focused on developing oral skills.</p> <p>It provides relations between experiences and language, thinking ideas and expression while performing in a target language.</p>
Cooperative Learning /Teaching Methods	<p>Cooperative Teaching Methods' goal is to exchange the classroom activities into academic and social learning experiences.</p>

Table 5. Teaching methods used in Kosovo schools in primary and secondary schools.

3.10 Advantages and disadvantages of these methods in inclusive education

In an inclusive class the main point is to meet all academic students' needs. This is something that 21st century teaching is looking forward to accomplish around the world. The variety of teaching methods used in the past and the ones in the present can be a great combination to reach every student's need. In Kosovo, as mention above, teachers use traditional and modern teaching methods and we will emphasis some of the advantages and disadvantages of its use.

TEACHING METHODS		CLASSROOM ACTIVITIES
Communicative Language Teaching Method (CLT)		<ul style="list-style-type: none"> • Role Play whose purpose is to develop students' communicative skills • Interviews which aims to develop students' interpersonal skills in the target language • Group work which aim to foster communication in the target language, in a larger group • Filling the gap which make students effectively obtain information that was previously unknown to them, in the target language • Sharing ideas whose purpose is to engage students' speaking skills, while talking about a particular topic.

PRE -ACTIVITY TASK

-
- The use of material: where students use a picture/text etc. to lead into the topic.
 - Brainstorm ideas while making a list of existing and new ideas, comparing list and sharing experiences.
 - Activating language: draw out, extract and providing vocabulary

TASK PREPARATION

Learners prepare own input for tasks e.g.

- Planning how to perform
- Applying role-play
- Writing questions to be asked
- Thinking of issues in a discussion
- Brainstorming necessary target language
- Activating language: bring out and provide the necessary target language

TASK REALISATION

- Learners produce/perform/present their tasks for example:
- Produce a poster
- Perform a role-play
- Having a discussion
- Produce a leaflet
- Give presentation

POST TASK

Reflection upon task realization

	<p>What was the task useful for?</p> <p>What do students like about this task?</p> <p>Target language reflection, possible further input</p> <p>Further advantage taking of material for language</p> <p>Error correction</p> <p>Reflection by learners</p> <p>Peer suggestions: ‘could you explain...?’ ‘could you repeat...?’</p>
Lecture with discussion and group discussion	<ul style="list-style-type: none"> • Provide interaction between teacher and students. • Allow teacher to maintain control over what is being taught because they are able to go through the discussion. • Auditory students find them attractive to their learning style. • Teachers can follow up on what students are gaining through different questions • It encourages students to stay focused
Direct teaching methods	<ul style="list-style-type: none"> • Practice Question/Answer • Dictation • Reading aloud – the students take turn reading a text or a dialogue • Student self-work • Conversation • Paragraph writing

	<ul style="list-style-type: none"> • Improves fluency of speech • Parallel develop listening, speaking, reading and writing.
Cooperative learning/teaching methods	<p>Through cooperative learning teaching method, students gain:</p> <ul style="list-style-type: none"> • Positive interdependence where they feel responsible for their group effort • Face-to-face interaction where students encourage and support one another • Individual and group accountability where each student is responsible for doing their part; the group is accountable for meeting its goal and this can foster students with SpLDs to give their full potential.

Table 6. Classroom activities and methods used regionally

According to the interview, based on the teaching methods mentioned above, teachers state other methods in addition to those such as lecture style one-way presentation. Lecture style method is one-way, presentation, and is being used usually on the second part of the class mostly in subjects such as History, Civilization etc. where lectures are based on new knowledge, dates, key facts, names etc.

The demonstrator style, on the other hand, is similar to a lecture style but involves multimedia presentations, activities and this style gives teachers the opportunity to implement a variety of formats. This method is used in Math's, Physics, Chemistry subjects.

Apart from these methods which keep teachers more in the center, there are also other methods as described on Table 4 that teachers in Kosovo use to keep students involved such as the activity style which promotes self-learning and helps students, develop critical thinking skills that leads them to find answers through exploration.

Then there is the blended method that combines the teacher's personality and interests with students' needs. It is the method that is fitting best in inclusive classes as it enables teachers to accommodate their styles to meet student need and always related to a particular subject matter.

Pair and group work also develops debate and creative writing where the role of the teacher is more an observer rather than a traditional authority figure etc.

So, based on the curriculum of Ministry of Education Science and Technology, methods used so far involve creative techniques, illustrations, animation and role play depending on the learning unit which can be summarized in Communicative Language Teaching Method (CLT) and Task-Based Learning together with Brainstorming, Lecture and Group Discussion, Direct Teaching Method and Cooperative Teaching Method.

Although these teaching methods are well-suited for teaching subjects, in general, it is difficult to accommodate students' individual needs in inclusive classrooms if we use one specific method.

Some teaching aids that can help teachers in an inclusive class are shown on the table below:

Task	Guidance	Results
Reading	Give a sample of what they are going to read before you give to the whole class.	Student will find time to go through it in his own time at home and develop confidence and self- esteem when reading. It will help the decode the text before other students who don't have difficulties.
	Remember: Don't ask students to read a book at a higher level as this will continually demotivate them.	They find it hard to read in front of others as they don't want to feel embarrassed if somebody laughs with them. Motivation is far better when we don't expect more than a student can give.
	Note: It will be good if the school can provide some headphones that can be used by students who don't want to be distracted while reading.	

Writing

Encourage multi-sensory activities such as painting letters on a large pieces of paper, modeling letters and words in clay, activities such as tracing letters, teach letters in groups, ask students to concentrate on a letter that they find hard to write or spell, give them more time when it comes to dictation.

When it comes to any writing, short stories, essays or dictation, try to find topic that students find interest.

Remember: Always use lined paper.

Students are familiar with letters, sound and its use. At the same time, they learn how each letter is written which helps students to produce fast writing skills. Since students with SpLDs often have difficulties on guessing right the letters such as b,d,p,q this activity will increase the right use of each letter. Using lined paper help students with specific learning difficulties stay on track with his writing instead of going up and down.

Students will be able to follow better from the board once they know the word or an idea about the writing lesson was given to them beforehand.

When students have to write about something they like, they will be faster and it will help them build accuracy as the information is stored already. Handwriting support encourage to overcome writing obstacles.

Listening	<p>All that students read in the class has to be on a CD. Encourage student to imitate the sound they hear on the Cd while they are at home and in the class before reading practice take place.</p> <p>Remember: The importance of audio book through Cds is beyond what you can imagine! With every student the very first skill that helps learn a foreign language is listening. Once your ear is used to the sound, your brain registers the sound and is able to produce accuracy rather than going straight into reading.</p> <p>So, if reading text is available on the Cd, encourage student to follow the reading with the Cd.</p>	<p>Although all students may tune out of listening time by time in the class, yet listening practice encourages speeding in spoken language but also the correct pronunciation of the words, he or she listens or speak. When students continually listen to lesson on Cd, it can help them memorize what they couldn't memorize in the class when the teacher taught them</p>
Speaking	<p>When it comes to speaking, students with SpLDs may withdraw first due to their speaking process, secondly speaking in a second language so it is important to give a "think time" before speaking.</p> <p>Remember: Repeat after students 'speaking and if there is a mistake, you were able to correct it so other students get it right.</p>	<p>This will allow students with SpLDs organize their answer or a question depend on the required task.</p> <p>When you repeat after the student, others also are able to hear it correctly if any spoken mistake took place.</p> <p>If there was a mistake, ask student to repeat you so he can register the sentence in a correct way.</p>

Table 7. Accommodation of students' individual need in inclusive classroom

3.11 The importance of learning vocabulary

Learning vocabulary it is one of the keys to enhance learning for students with SpLDs. Knowing a word means to recognise it in its spoken or written form, to recall it when needed, to relate it to an appropriate object or concept, to use it in the appropriate grammatical form, to pronounce it in a recognizable way when speaking, to spell it correctly when writing it. Therefore, to build this in each student we have to teach vocabulary according to its form, meaning and function.

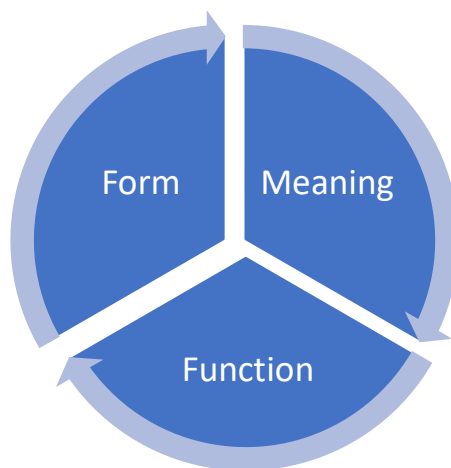


Figure 3. Vocabulary learning on students with SpLDs (*Schmitt, N. 2000*)

When a word is acquired, student can identify its meaning in and out of the reading context and can use it naturally in oral and written work. So, in this way he develops receptive and productive knowledge.

The word is learned when we connect it strongly with what we already know and have experiences. Therefore, we have to link with the words they know, say what they think the word mean, create their own definition, visualise the word if through pictures and act out words when possible. The use of these five components serve to store the word in student's memory.

Students learn vocabulary through:

1. Presenting new words
2. Help memorizing new words
3. Application of new words

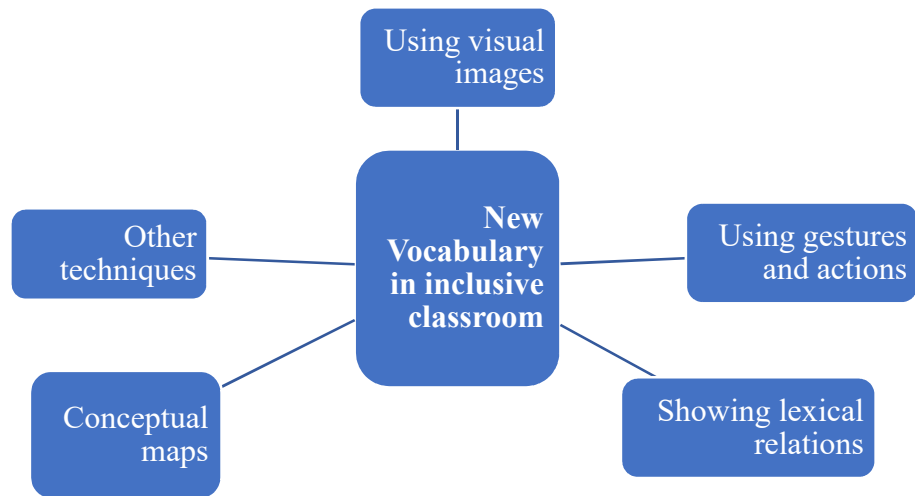


Figure 4. Presenting new words in inclusive education (Schmitt, N. 2000)

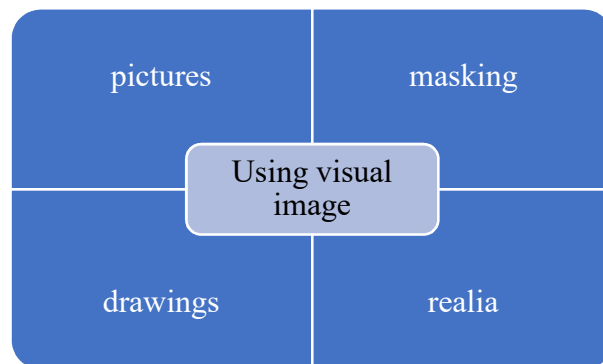


Figure 5. Presenting words using visual images (Schmitt, N. 2000)

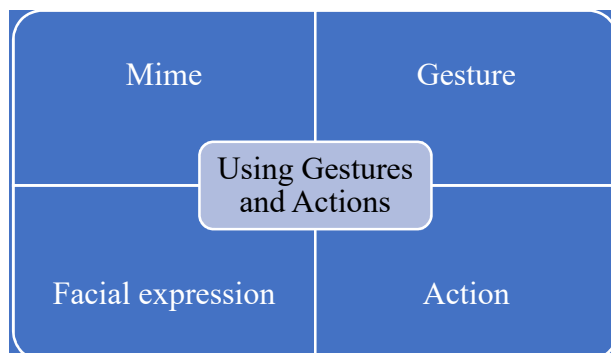


Figure 6. Presenting words using gestures and actions (Schmitt, N. 2000)

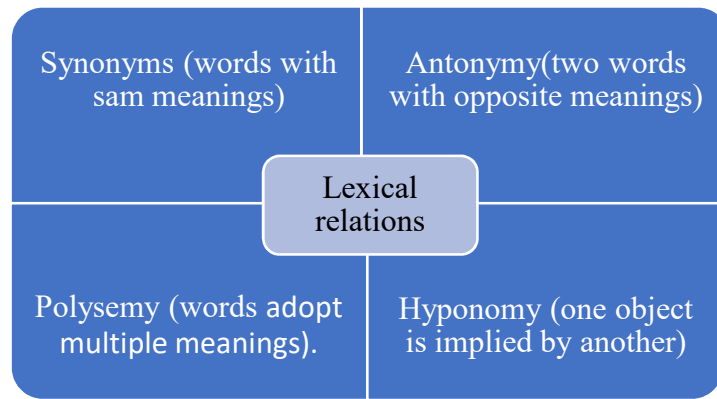


Figure 7. Presenting words through lexical relations (*Schmitt, N. 2000*)

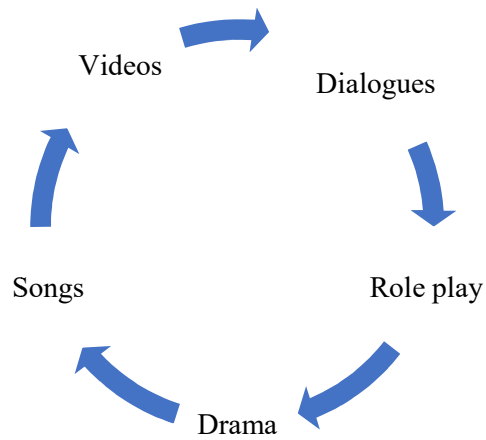


Figure 8. Presenting words through conceptual maps (*Schmitt, N. 2000*)



Figure 9. Presenting words through other techniques (*Schmitt, N. 2000*)

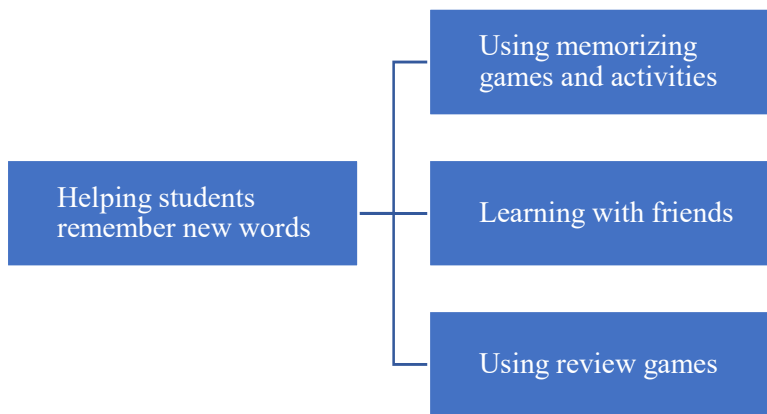


Figure 10. Helping students memorizing new words (*Schmitt, N. 2000*)

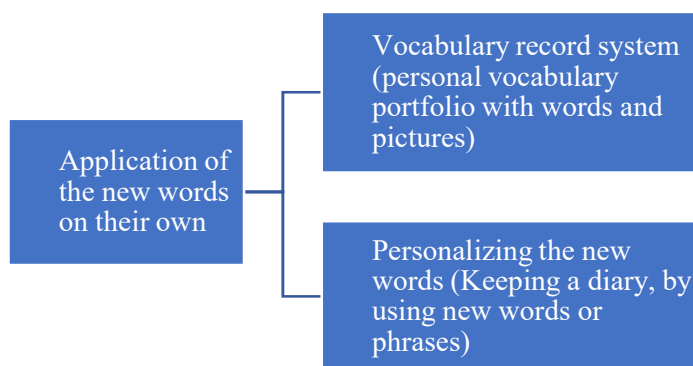


Figure 11. Application of new words on their own. (*Schmitt, N. 2000*)

3.12 Preparing for Data Gathering

Yin describes several components to prepare for case study research. The case study researcher must ask good questions and be able to interpret the responses, be a good listener, be adaptive and flexible, have an understanding of the issues involved, and be wary of confirmatory bias or the tendency to look only for information that confirms one's beliefs and predictions. In many ways, the role of the case study researcher mirrors my work as a school psychologist. Every teacher must have a strong understanding of learning disabilities and knowledge of the strengths and limitations of assessment tools, he or she needs to build rapport and be attuned to nonverbal behavior and the setting variables. At the same time, he or she needs to be observant and a good listener. Teachers need to go in with a plan and gain some information in a standardized way but be flexible enough to confirm or disconfirm my initial hypotheses by using other tools and testing the limits. Teachers use a theoretical position to observe patterns and

understand that individual differences in experiences can change the interpretation of these patterns or the patterns themselves.

To conclude, although psycho-educational assessment is not exactly like case study research, my experience in this area and in counselling helps prepare me for the case study process. Reading literature on this methodology and auditing a class on qualitative methods also helped me prepare for the research.

3.13 Data gathering procedure

Since we don't have a test that students can attend before they start the English learning program, as this will help us to identify students with SpLDs right at the beginning, this study was comprised of a randomly selected sample of students who have and don't have specific learning difficulties and are not listed anywhere as students with any specific learning difficulties in the schools they attend.

In this research, data is collected from a group of 560 students from primary school and 560 students from secondary schools, all in general education, then fourteen teachers from primary schools and fourteen teachers from secondary school. The research took place between March - June 2018 so first of all a request was made to MEST and then to each school where the research will take place.

To work on these data, a basic database and a spreadsheet program were used to monitor the information. In order to finish this research, the following procedure took place:

Firstly, I contacted the MEST in Prishtina and they have instructed me to make a request for research for each center and addressed to the municipality. The request was sent to seven municipalities of Kosovo and after a two-week period I received positive responses from each municipality, which states that I am allowed to do my research in their schools.

Afterwards, I contacted each school principals and let them know about the approved requests from the MEST and also from its municipality. I summarized the plans and asked them to help by sharing their experiences so that the research would be successful. From all schools' principals, I received positive feedback on cooperation.

The MEST has also provided me with a list of lower and upper secondary education schools, which has helped me in orientation. Schools were chosen randomly, as there may be students with specific learning difficulties in each school.

From my conversation with teachers, the concept of inclusive education is to work with students who have mild mental, visual and physical difficulties. I observed students' activity, the lectures and methods the teachers apply in the classroom and how they work with the whole classroom, and as in every school, there were students who were really excellent and there were some who were slower in processing the

language and the required tasks. Therefore, the continuing implementation of inclusive classroom can serve as a great mechanism which will ensure that each student needs are met to move forward in a better approach.

At the end of the class after a short introduction, the questionnaire was completed by students as we didn't want to hinder the learning process. Primary school students were aged 12-14 while those of secondary school were aged 15-17.

The student questionnaire contains questions regarding reading, writing, speaking and listening difficulties that students have while learning English as a second language and other difficulties they might encounter in learning the subject for example being organized and on time and working parallel with their classmates.

The questionnaire and interview with the teachers done in writing and the same interview was also conducted with local authorities and international organizations that have contributed and continue to contribute to the implementation of inclusive education in Kosovo. The results presented in this report show that schools I have visited, have started to apply new practices that help to perceive inclusive education. In some cases, in several classes there are also children with autism and with physical difficulties and are in need of a family escort as classroom assistants to closely orientate what is happening in the classroom. This is true especially for those with concentration difficulties or those who have hearing problems. It is worth to mention that study also faced its difficulties, first understanding the term "Specific Learning Difficulties" (SpLDs). The study aims to evaluate and compare the effect of inclusion in a mainstreaming class, opportunities that inclusion offers for overall students as these results will be useful for further practice and implementation of inclusiveness. Once we understand the concept and identify the students who encounter SpLDs, teaching methodology should be more practical, visual, kinesthetic and interactive to involve everyone in the same way to have a great impact in everyone at the same time.

3.14 Ethical considerations

Human subject protection is critical to the preparation for case study research. This is particularly true given that all of the student informants are children or adolescents. I gained informed consent from the parents of the students and assent from the students, and permission from the English learning program and the Local Education Authorities before gathering the data for the case study research. I needed to protect the participants from harm, avoid deception in my research, protect the privacy and confidentiality of the informants, and abide by the Kosovo Code of Ethics for researchers.

A copy of the ethics approval for my case study research and a copy of the letter of permission for independent research from Ministry of Education, Science and Technology is included. The anonymity of the participants was enhanced by withholding the real names of the students and their primary and secondary schools.

3.15 Collecting the Data

Collection of the data needs to involve the following case study protocol: obtaining multiple sources of evidence, creating a case study database, and maintaining a chain of evidence.

The case study protocol was reviewed before the collection of data in each case. Multiple sources of evidence in the current research included archival data on the cognitive functioning and academic skills of each student, the history of each student, school records for each student, and two interviews with each of the students and their parents. The teachers chose where the interviews took place, usually at their schools.

The teachers' interviews were approximately one to one and a half hour in length while the student questionnaire tended to be a half hour too or shorter.

3.16 Instruments

In order to complete this research in the most accurate way, the research took place in seven Kosovo centers such as Gjakova, Prishtina, Mitrovica, Prizren, Peja, Ferizaj and Gjilan. In each center, two schools were chosen to conduct the research. Instruments that are used to conduct this research are face to face questionnaires and interviews which later were presented through tables and charts.

As mentioned above, students who participated in this research were chosen randomly as for the sake of sensitivity, we didn't go in each class to call on students who have difficulties in learning to be part of the research.

As this research seeks to see the effect of inclusive education in students with SpLDs and its outcomes, data is collected through questionnaires and interview in order to find out.

- What problems do students have while learning English as a second language?
- Does Kosovo Educational System offer and IEP in every regular school?
- What techniques are found to be used and effective with students with SpLDs?
- What teachers' competences are needed for inclusive education?

- What changes should be considered to improve inclusive education in Kosovo?

The research also attempts to gain valuable insights from students and teachers which can serve in a great relevant way to consider the impact, advantages and disadvantage of inclusive education as a whole phenomenon.

3.17 Procedure

After receiving permission from seven municipalities, where the survey took place, data was collected from seven primary and seven secondary schools who have been targeted for the case study. In order to collect this data as accurately as possible, first my position as a PhD candidate researcher has been introduced to students and teachers, the purpose of this study was also explained to them so this can serve as a hint to answer as accurately as possible. The numbers of students who participate in each school consist of 80. The color printed questionnaires were in order and organized to collect this data, and together with extra pens in case needed. School principal together with two English teachers from each school helped me to collect data as accurately as possible while they addressed the questions to their students in case, they needed more explanation. This has helped me to maintain consistency and increase the integrity of the research study, as each school together with the MEST have required this data research to archive. The visit to the school has taken place as of "two schools in one working day. In the primary school, after the conversation with the school principal, he or she introduced me to two primary teachers and asked them to guide me through the process of the research. The same procedure took place in secondary school on the same day. The same procedure followed me in all other primary and secondary schools.

3.18 Interviews

Interviews provided vital information on the experiences of the primary and secondary students in the English Learning program, particularly in the areas of emotional and interpersonal development. Semi-structured interviews with the students and their parents were conducted to gain information on the experience of participation in the EL program. Although a list of open-ended questions was used to frame the interview and facilitate comparisons, the interviewer also followed the path of the participant's story to allow them to fully explain their perspective and experiences. Some of the questions asked were demographic and therefore close-ended in nature. This demographic information clarified the similarities and differences among the students and teachers participated in the case study research. The interviews

were written by the participants. Analysis of the information from the interviews was grouped with respect to themes presented in the data.

3.19 Analyzing the Data

The use of a theoretical perspective to guide case study analysis is identified as an effective strategy to guide analysis of qualitative data (Marshall, C. & Rossman, G.B., 2011) (Yin, R.K., 2011).

The theoretical proposition of CHC theory was a key factor in the development of this case study research and was considered in the data analysis.

A constructivist stance to cognitive development evidenced in the theories of Piaget, Vygotsky, and Feuerstein and in the gathering of data for the case study was also employed. The research questions that were developed from these theoretical considerations were a major focus of the data analysis.

It also follows that the current case study focused on how and why participation in the EL program led to improvements in some areas and a lack of improvement in other areas of cognitive, academic, emotional, and interpersonal functioning. (Marshall, C. & Rossman, G.B., 2011), (Merriam, 2009)

Yin also emphasize the use of multiple sources of information to provide triangulating evidence for the case study results and conclusions. (Yin, R.K., 2009)

Interviews with the students, information from the primary and secondary school system cumulative files provided by Ministry of Education, Science and Technology in Kosovo through the strategic education plan (MEST, 2017), and information gathered from the survey and teachers' reports were collected for each student and teacher to provide triangulating evidence in the analysis of the data. The descriptions of the difficulties each student had experienced were detailed to present a clear picture of the similarities and differences in the experiences of these students while learning English language.

3.20 Sharing the Results

Yin recommends that the case study report be written with the intended audience in mind. (Yin, R.K., 2011)

The current part of this doctoral thesis is written to meet the qualifications of this level of research and analysis. Alternate graphs describing the specific difficulties in learning that are found through this study

are written after the dissertation is completed, to provide the participants with an overview of the results of the difficulties that students face while learning ESL. The written format of this study is explained in the percentage according to students' answers. The study also analyzed the students and teachers point of view on SpLDs. The summary charts are constructed to report the SpLDs differences that students have in seven of primary and seven of secondary Kosovo Schools. The case study approach in the proposed study aimed to understand the learning difficulties students have while learning ESL and the how does it affect the academic, emotional, and interpersonal functioning of the students (from several perspectives). The students themselves were given questionnaires with answering one to four in order to understand their perceptions of what kind of difficulties they have while learning English as a second language.

CHAPTER IV: DATA ANALYSIS

4.1 Presenting Data

The focus of the study addresses the research questions concerning the effect of inclusive education with students who encounter specific learning difficulties in English Language acquisition and teaching methodology in Kosovo.

The following table shows the number of schools, places, students and teachers' participation in each school.

No	Educational Institution	City Centers	Students Participation	Teachers Participation
1.	Primary School "Yll Morina"	Gjakova	80	2
2.	Secondary School "Hajdar Dushi"	Gjakova	80	2
3.	Primary School "Elena Gjika"	Prishtina	80	2
4.	Secondary School "Sami Frashëri"	Prishtina	80	2
5.	Primary School "Eqrem Qabej"	Mitrovica	80	2
6.	Secondary School "Frang Bardhi"	Mitrovica	80	2
7.	Primary School "Mustafa Bakiu"	Prizren	80	2
8.	Secondary School "Gjon Buzuku"	Prizren	80	2
9.	Primary School "Ramiz Sadiku"	Peja	80	2
10.	Secondary School "Ali Hadri"	Peja	80	2
11.	Primary School "Abetarja"	Ferizaj	80	2
12.	Secondary School "Pjeter Bogdani"	Ferizaj	80	2
13.	Primary School "Mulla Idrizi"	Gilan	80	2
14.	Secondary School "Zenel Hajdini"	Gilan	80	2

Table 8. List of schools and Kosovo centers, numbers of teachers and number of students

For each school, data is first shown through bar graph which gives us a general idea of student's questionnaire report. For each specific learning difficulty that students face while learning English as a second language, answers are collected and describe in the barchart.

Through the barchart we illustrate four language learning skills such as reading, writing, speaking and listening. At the same time, we also presented the names of schools and places where the survey took place, the percentage of each specific learning difficulty found in seven primary and seven secondary schools around Kosovo.

It is worth to mention that this study collected students who have and don't have specific learning difficulties in achieving the expected academical level therefore, they are not listed as students with SpLDs or non-SpLDs.

The schools selected composed a total of 1120 students of primary and secondary schools around seven centers of Kosovo.

4.1.1 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

PRIMARY SCHOOL “YLL MORINA” GJAKOVA

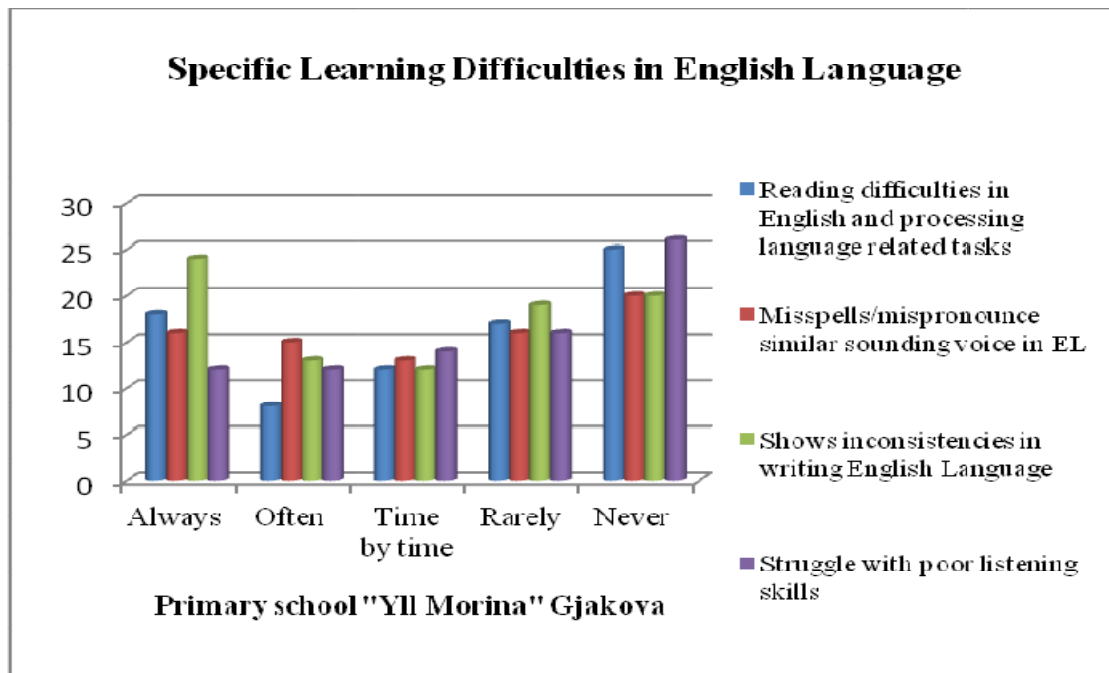


Figure 12. Specific learning difficulties at Primary School “Yll Morina” Gjakova

In this bar graph the answers of students are collected to answer the questions regarding specific learning difficulties they have in reading, writing, speaking and listening to the English Language. They are collected through students' answer scale according to always, often, time by time, rarely and never.

Based on the graph we see that the highest level of SpLDs students show in writing process in English Language, although it doesn't exclude the other SpLDs such as reading, speaking and listening where the level for the three other skills range from 16% -25%.

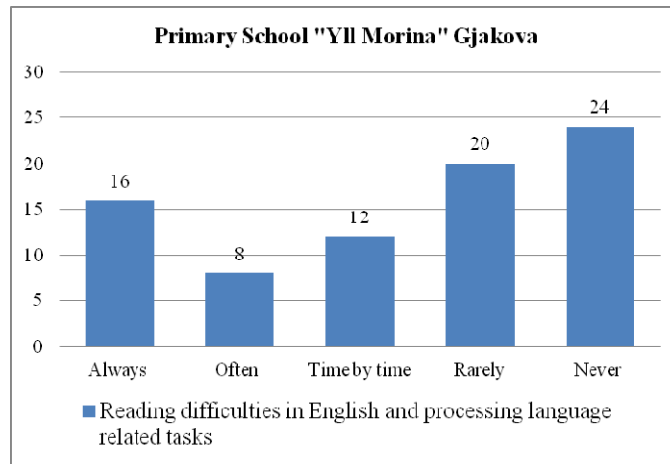


Figure 13. Reading Difficulties in English and language

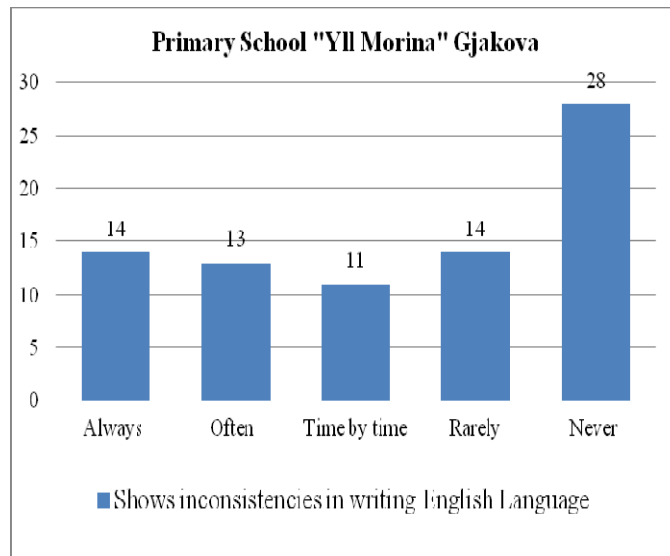


Figure 14. Show inconsistencies in writing processing

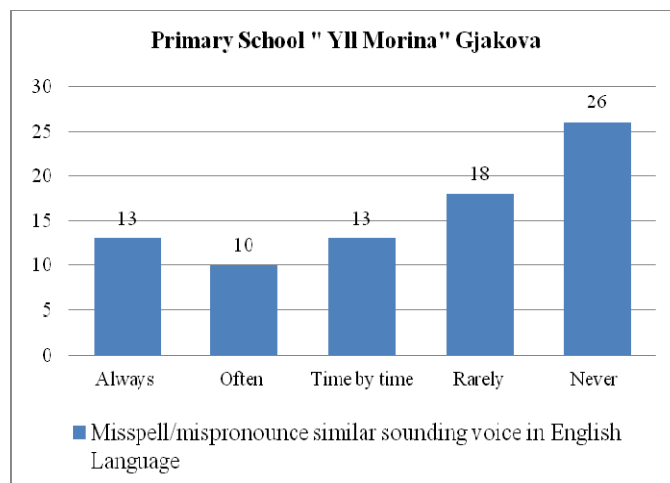


Figure 15. Difficulties in spelling/pronouncing words

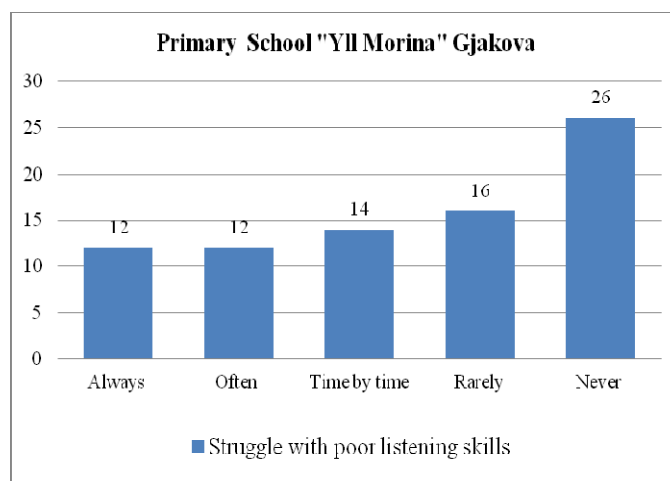


Figure 16. Struggle with poor listening skills

In this school 80 students participated on the research and according to the gathered data when we think of specific learning difficulty in reading out of 80 students 16 students always have reading difficulties and the other 38 range from often to time by time and rarely, while 26 students claim that never have any specific learning difficulty in reading. Besides reading, almost the same level around 13 students have difficulties in misspelling and mispronouncing similar sounding voice in English while 26 out 80 respond then never have. Through questions regarding listening we were able to identify that students have listening difficulties. Listening is a crucial skill needed to learn a foreign language. But the ease of listening is affected by factors such as understanding. has also its own difficulties for many reasons, sometimes the British/American accent, sometimes the speed on the cd and sometimes the class discipline. This research is focused on students who have specific learning difficulties in English Language which involves all students as part of inclusive education. Students in this research were sixth and seventh graders. This means it is the fourth eventually the fifth year of learning English as a second language for them as in Kosovo. English starts to be taught in the third grade. According to data, we can see that we have students with specific difficulties in reading, speaking, listening the writing process as the questionnaire responses gives us that proof. We can see that majority of students who have reading difficulties, have listening difficulties too. We know that for this fact, different indicators can play their part but this also could be a result of auditory processing disorders.

The individual skills graph also shows that once you have one learning difficulty, other ones come along with it. Therefore, practice is known as a key to every success! Teachers need to work on different writing strategies so students continually try and this will make students monitor their progress among other key

skills. Teach students how to have clear goals when it comes to developing writing skills for example when you teach vocabulary to young learners, the first step is to write a number of words with letter A that are part of the textbook or any other category. Before you start adding new ones, ask students to pronounce them and check the spelling. Those who have difficulties with reading, have them sit with the ones that don't have difficulties, so they can listen closely from their peers and learn how to read the words that they find challenging.

4.1.2 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

SECONDARY SCHOOL "HAJDAR DUSHI" GJAKOVA

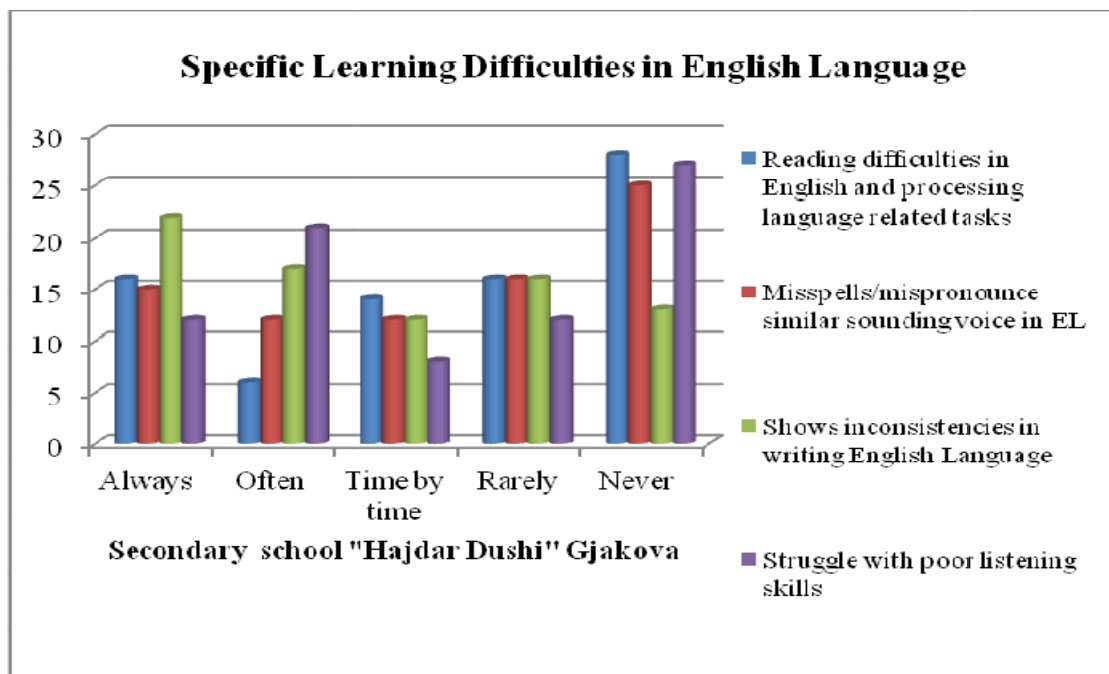


Figure 17. Different learning difficulties at Secondary School "Hajdar Dushi" Gjakova

The graph above shows that in Secondary School, there are students that appear to have specific learning difficulties while learning English language.

Yet, we cannot determine if we have students with dyslexia, dyscalculia, dysgraphia or any other disorder. For that information, we need to look on each student's background and which is another field to study.

In closing, we can say that there are students who have mild to moderate specific learning difficulties that affect their reading, writing, speaking and listening skills to perform in English Language.

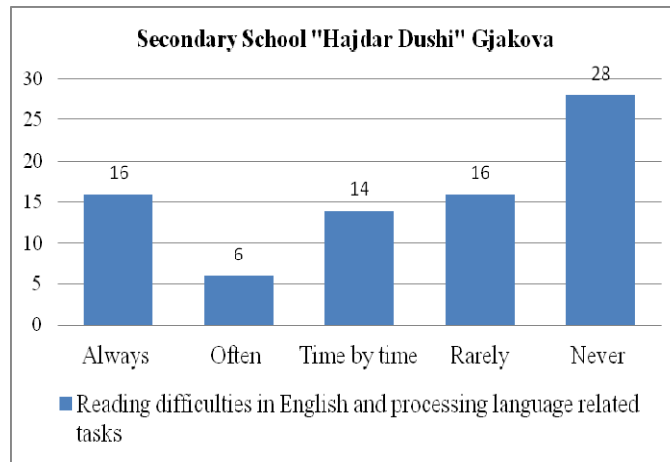


Figure 18. Reading Difficulties in English and processing

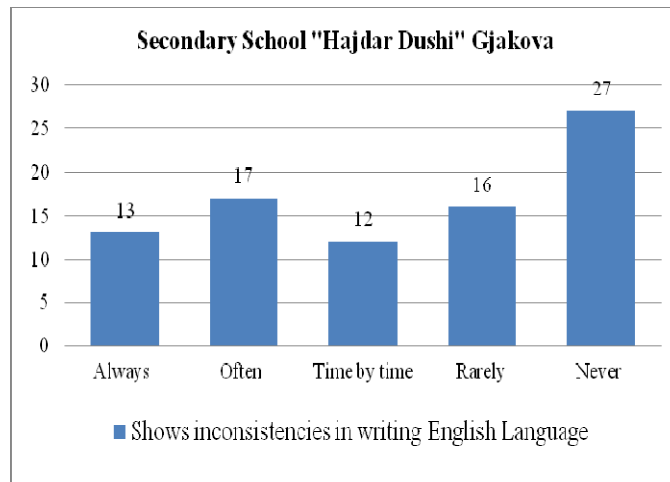


Figure 19. Show inconsistencies in writing language related task.

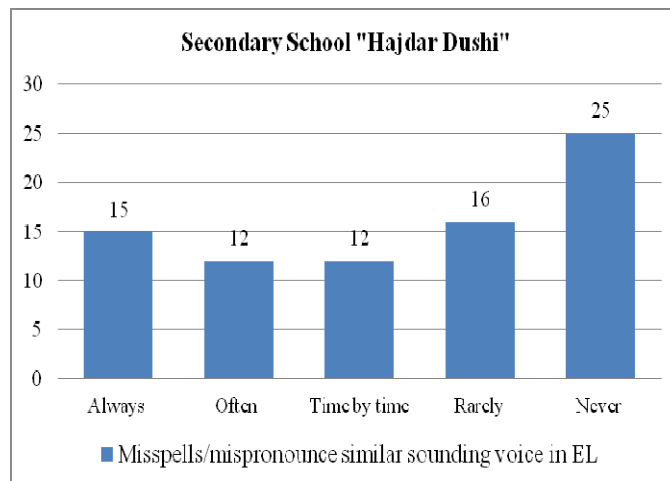


Figure 20. Difficulties in spelling/pronouncing words

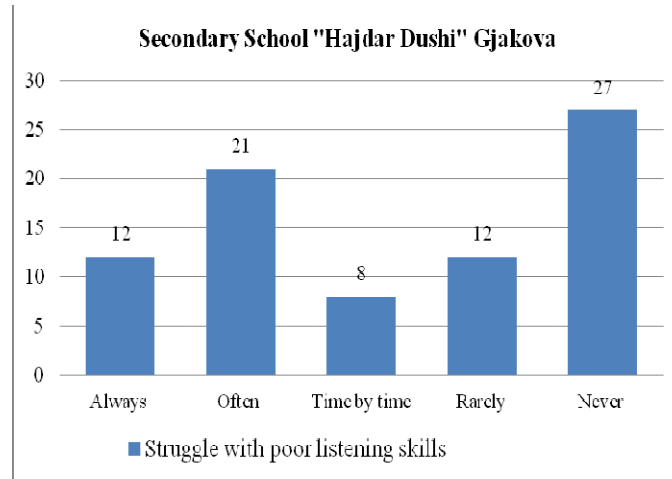


Figure 21. Struggle with poor listening skills

Identifying students with a specific learning difficulty requires to personalize student- centered problem solving, however the questionnaire data shows that 72% of students at this school have learning difficulties on the scale of always, often, time by time, rarely which affects the ability to listen, speak, read and write in English Language.

The group of students where research was conducted, were secondary school students which means that they are not on the basic level of learning English Language.

At the same time, knowing that a learning difficulty is defined as a disorder that affects more of the basic learning processes, determining the best strategy to help these students overcome learning difficulties, particularly those with specific learning difficulties is something that should lead us to intervene to different teaching strategies that will affect all students in the class.

Once we know and locate the learning problem, we would find a way to establish the group of students who struggle in that particular difficulty of learning.

4.1.3 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

PRIMARY SCHOOL “ELENA GJIKI” PRISHTINA

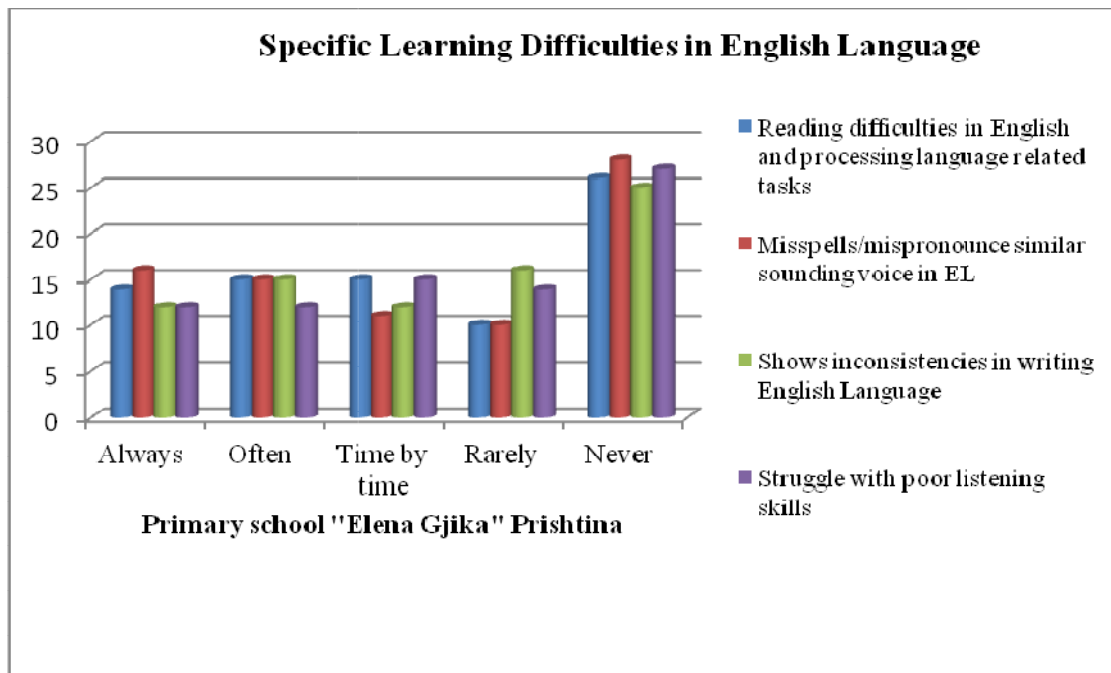


Figure 22. Specific Learning Difficulties in English Language Primary School “Elena Gjika” Prishtina

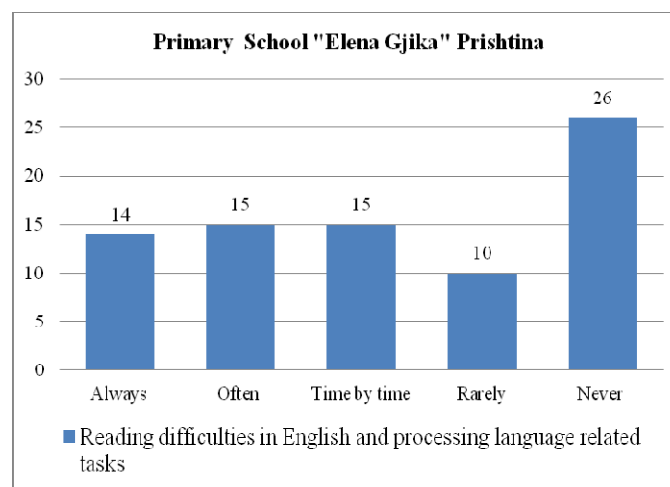


Figure 23. Reading Difficulties in English and processing

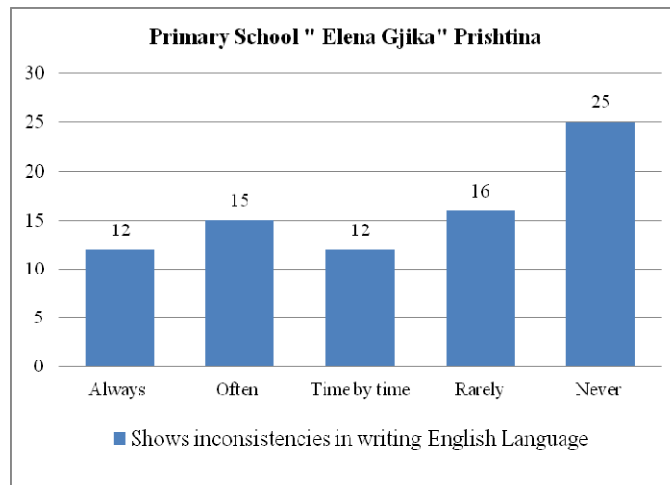


Figure 24. Show inconsistencies in writing language related task

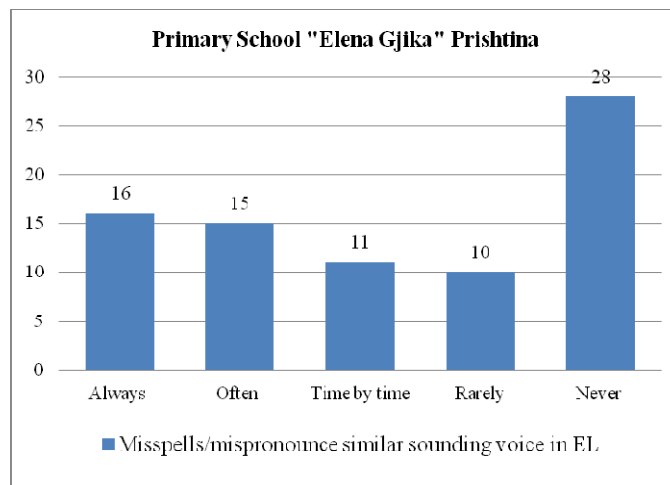


Figure 25. Difficulties in spelling/pronouncing words

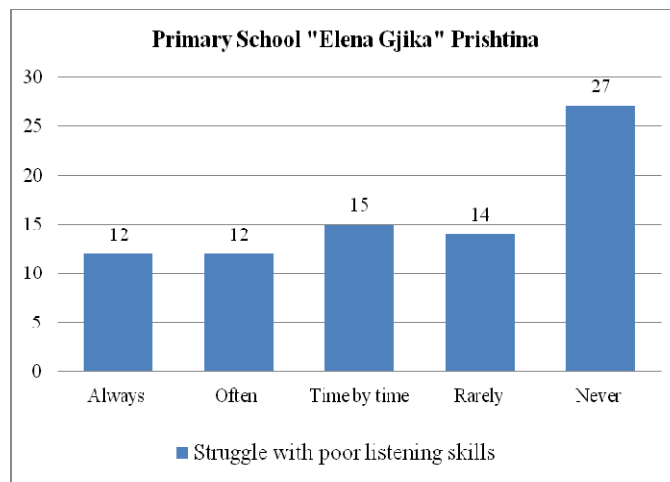


Figure 26.Struggle with poor listening skills

In this school 80 students participated on the research and according to completed data, besides other schools, this school has the least number of students who face specific learning difficulties while learning English language. This could be due to teachers' techniques which make students think and interact with their ideas in an individual way or in a group or possibly students were able to attend private courses where, students to teachers' ratio is lower and they were able to practice more.

4.1.4 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

SECONDARY SCHOOL "SAMI FRASHERI" PRISHTINA

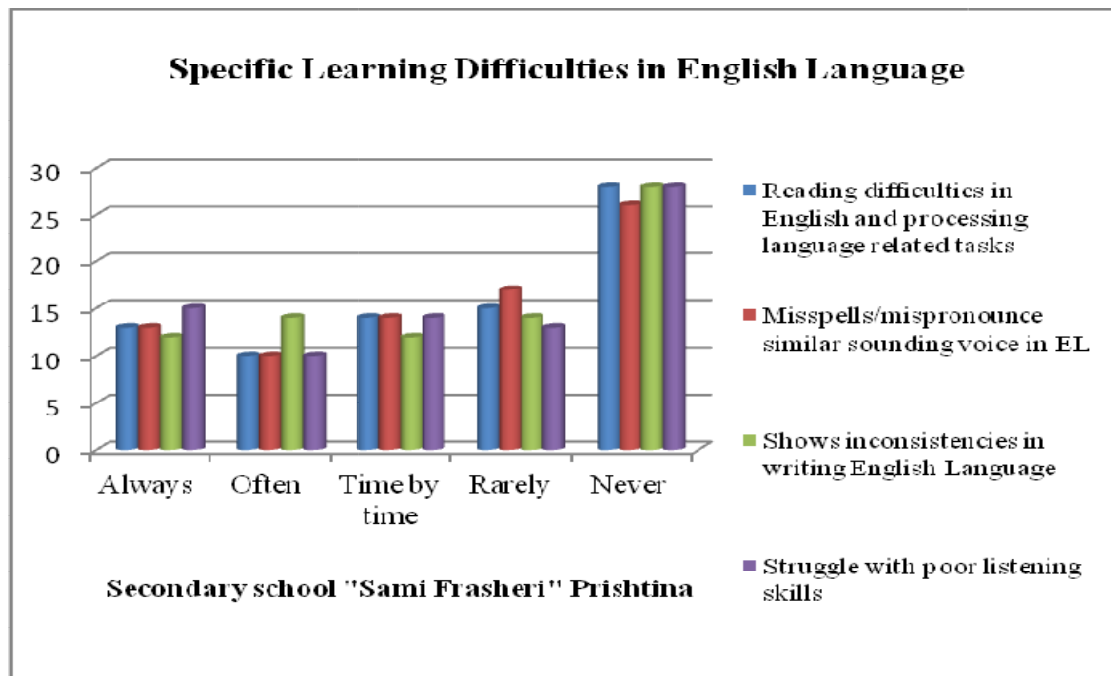


Figure 27.Students with specific learning difficulties Secondary School "Sami Frashëri" Prishtina

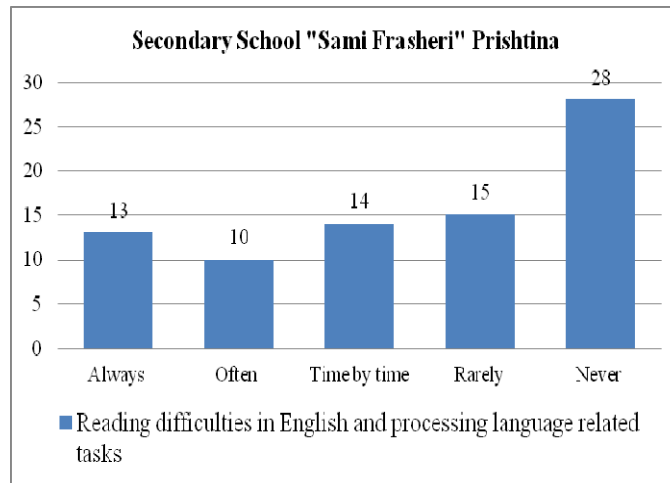


Figure 28. Reading Difficulties in English and processing

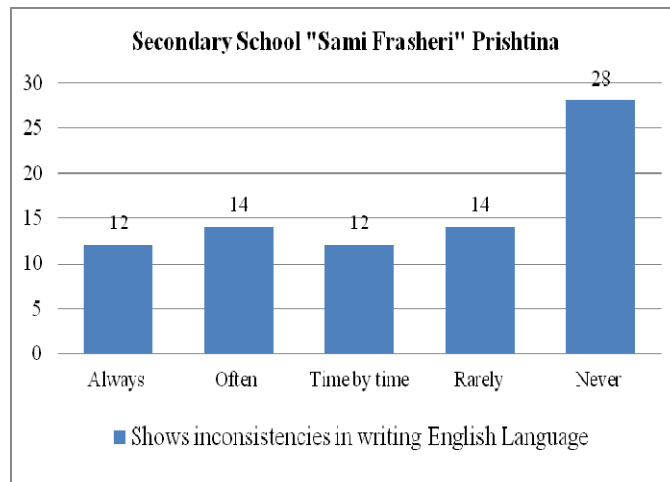


Figure 29. Show inconsistencies in writing language related task

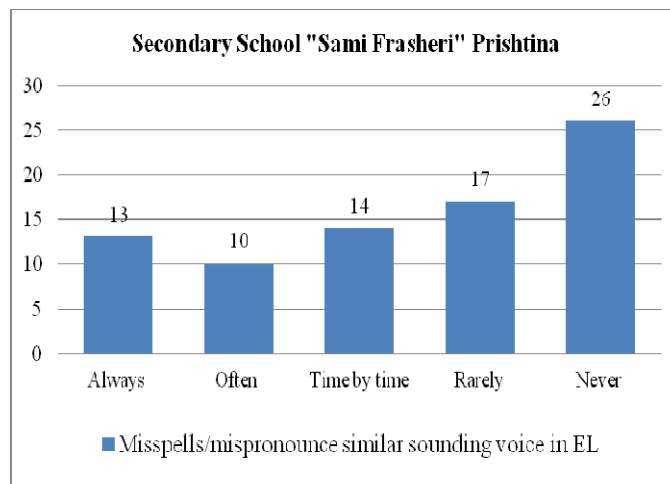


Figure 30. Difficulties in spelling/pronouncing words

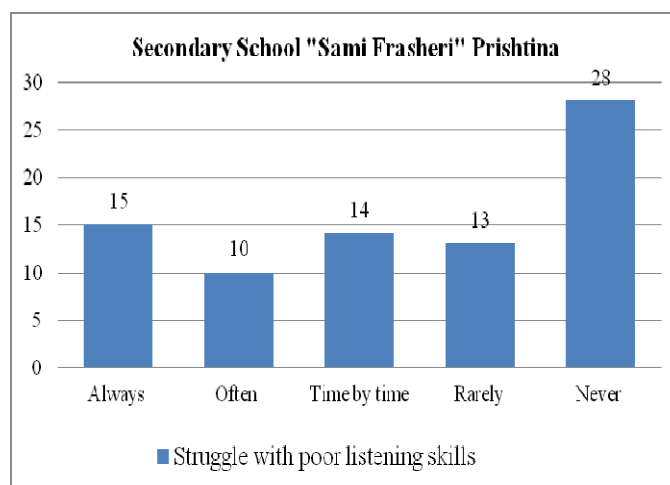


Figure 31. Struggle with poor listening skills

In this school, 80 students participated in the research. According to the collected data, we can see that this school has less than any other school students who face specific learning difficulties in learning English Language.

However, there is a small percentage that do have learning difficulties. In this case, this is a great opportunity to give a chance to students with SpLDs to work closely with those that don't have so they can reach and show their learning capacity.

4.1.5 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

PRIMARY SCHOOL “EQREM ÇABEJ” MITROVICA

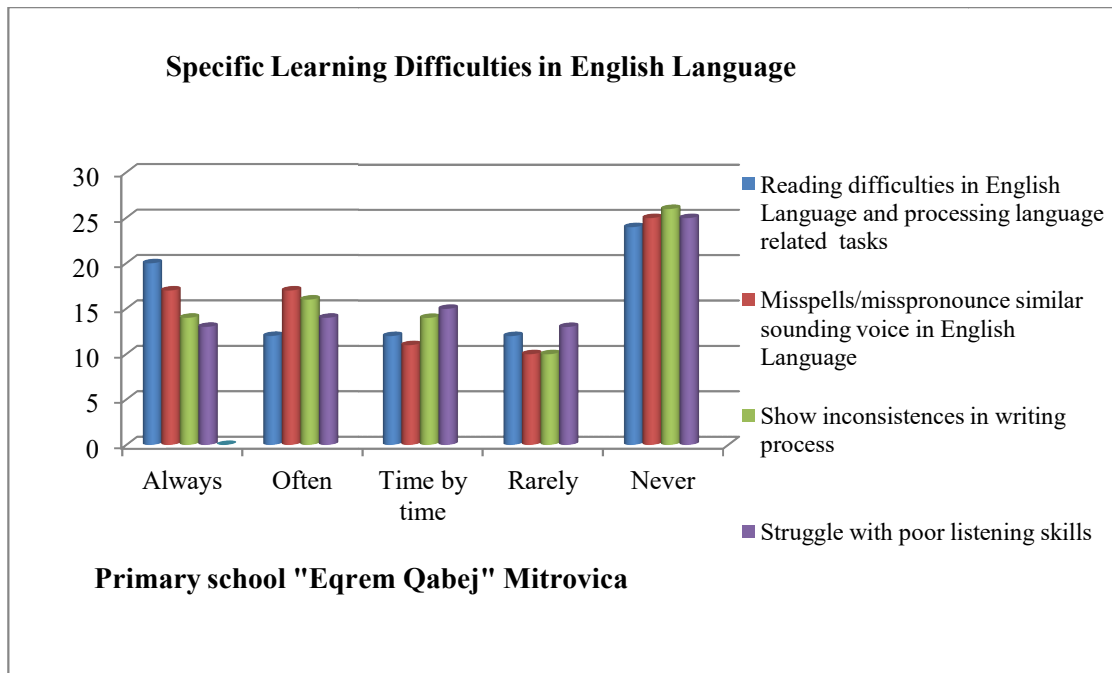


Figure 32. Specific learning difficulties at Primary School “Eqrem Çabej” Mitrovica

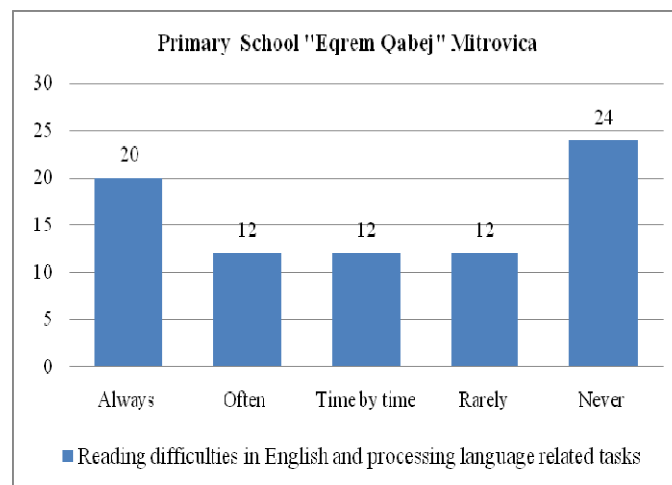


Figure 33. Reading Difficulties in English and language related task

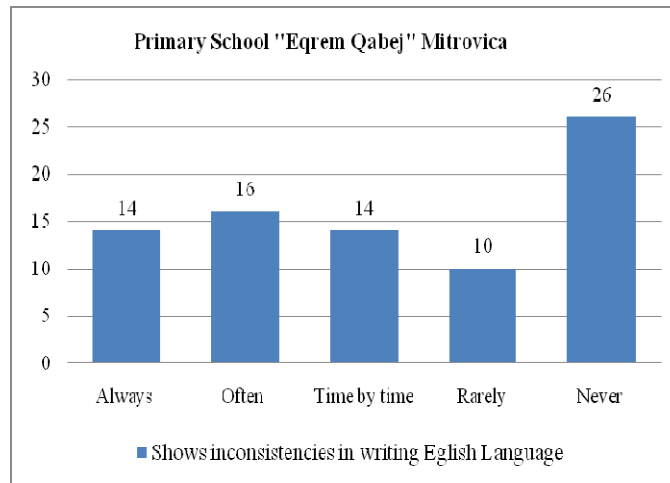


Figure 34. Show inconsistencies in writing processing

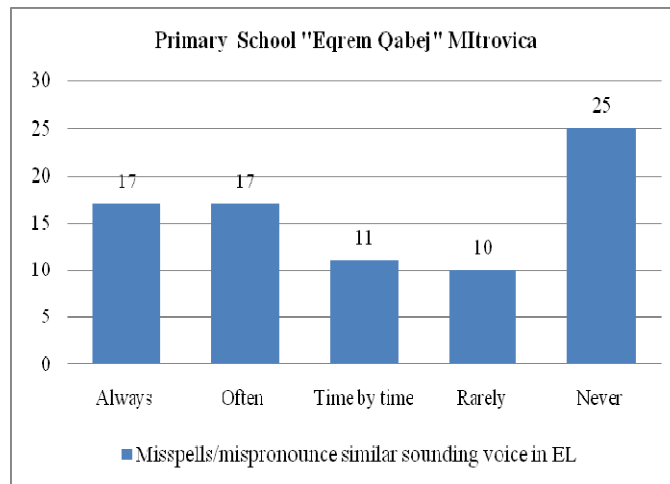


Figure 35. Difficulties in spelling/pronouncing words

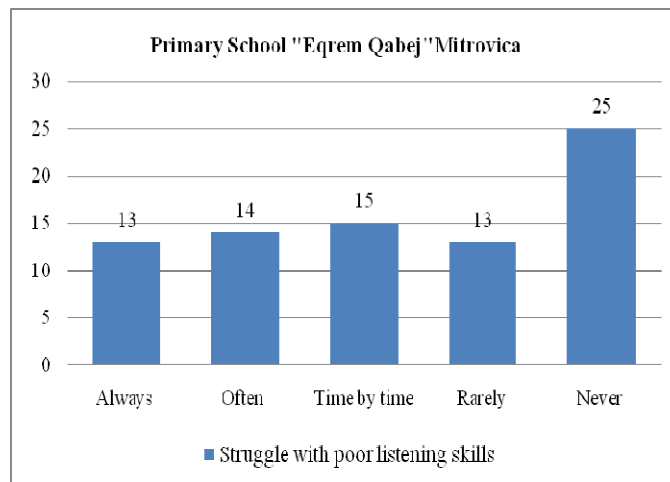


Figure 36. Struggle with poor listening skills

In this school, 80 students participated in the research. According to the gathered data, from this school there are students who face major difficulties in reading and spelling the words in English Language. Therefore, teachers should work on developing different reading strategies. A good strategy is to encourage singing as an independent practice. Students love to sing or maybe write a poem something that can be of interest to them. New words should be learned and practiced to spell and pronounce. Another help to develop reading is the strategy where the teacher demonstrates the reading steps and students are required to follow. Identifying key passages from a reading text or a paragraph can help them to read better as they search for word patterns. This will help them to generalize the idea of what they are going to read.

4.1.6 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

SECONDARY SCHOOL “FRANG BARDHI” MITROVICA

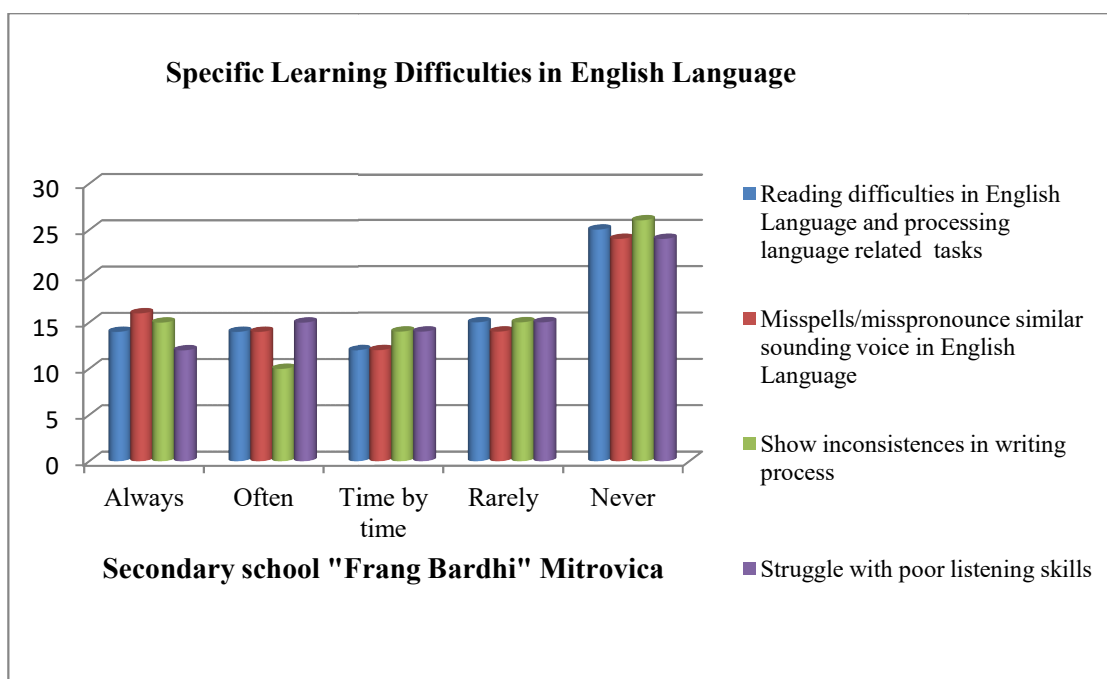


Figure 37. Specific Learning Difficulties in English Language High School “Frang Bardhi” Mitrovica

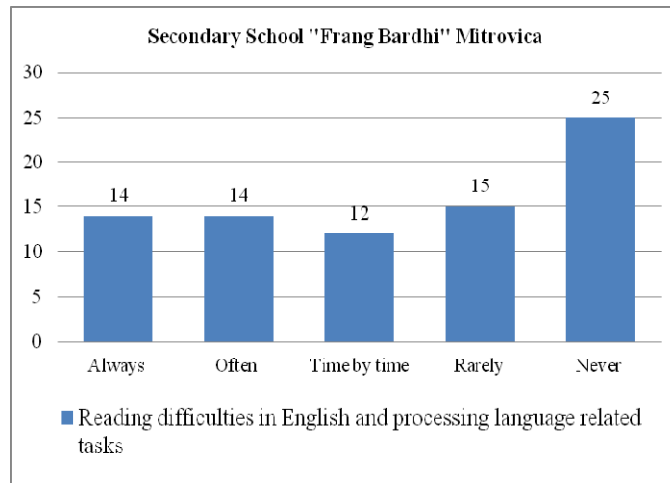


Figure 38. Reading Difficulties in English and processing

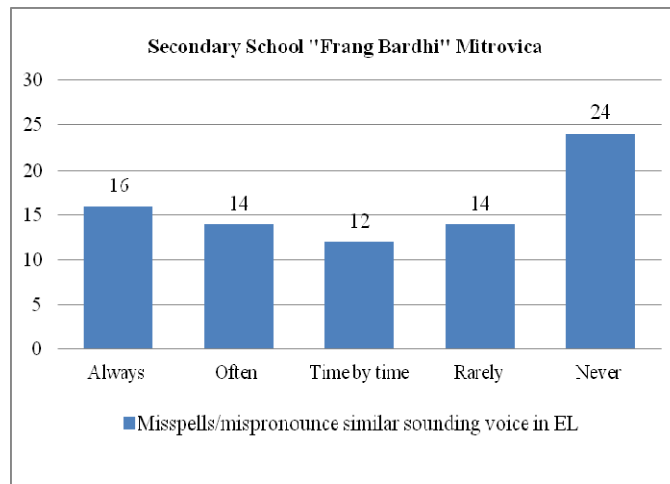


Figure 39. Show inconsistencies in writing

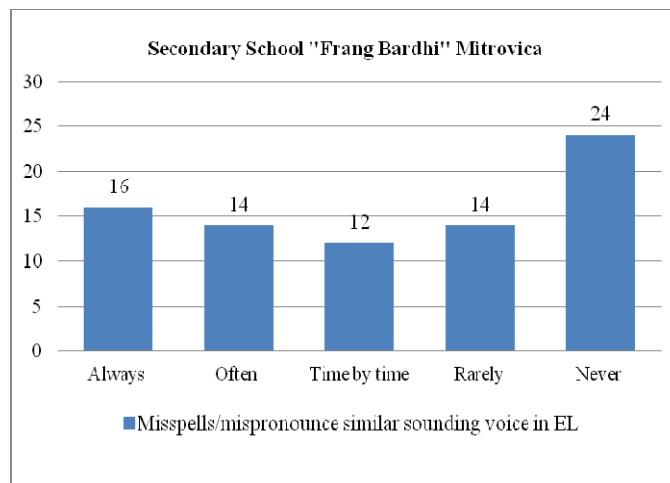


Figure 40. Difficulties in spelling/pronouncing words

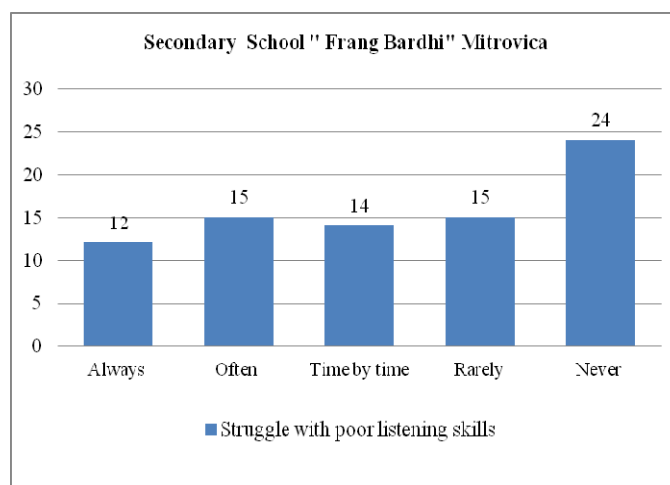


Figure 41. Struggle with poor listening skills

In this school, 80 students participated in the research. According to the completed data, some of the difficulties students have are reading, speaking, listening the writing process.

In this case it is recommended that teachers encourage students to practice at home, working on different speaking, listening and writing strategies so students continually try.

This will make the student monitor progress better when they work in an independent way. To help with writing, the teacher must give hand-outs in advance and encourage pre-writing. Maybe ask them to write the first word of every sentence and capitalize the first letter before all the class start.

Give them more time to process what they comprehend in order to organize and find the right way to write the word. Be patient as students with writing difficulties are not so patient and are easily frustrated.

4.1.7 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

PRIMARY SCHOOL “MUSTAFA BAKIU” PRIZREN

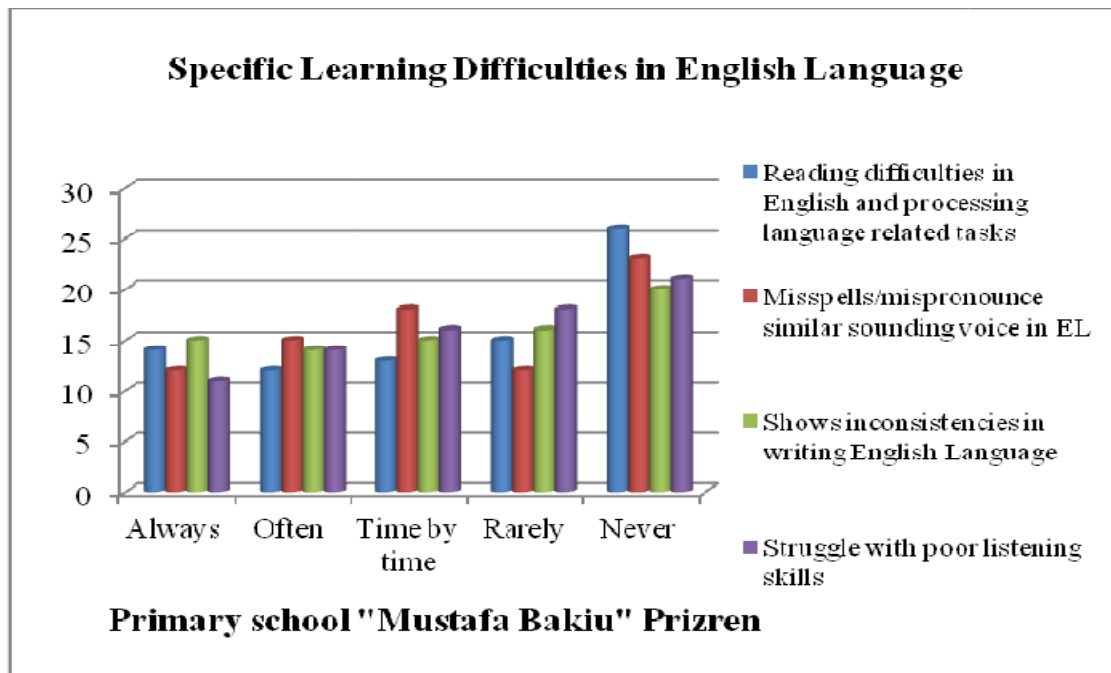


Figure 42. Students with specific learning difficulties Primary School “Mustafa Bakiu” Prizren

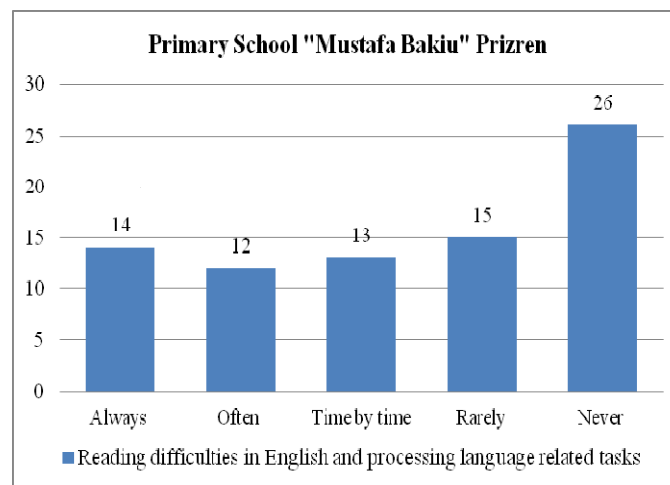


Figure 43. Reading Difficulties in English and processing

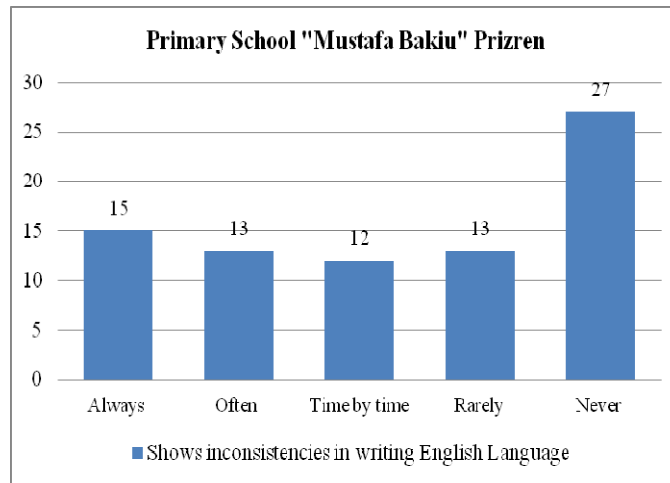


Figure 44. Show inconsistencies in writing language related task

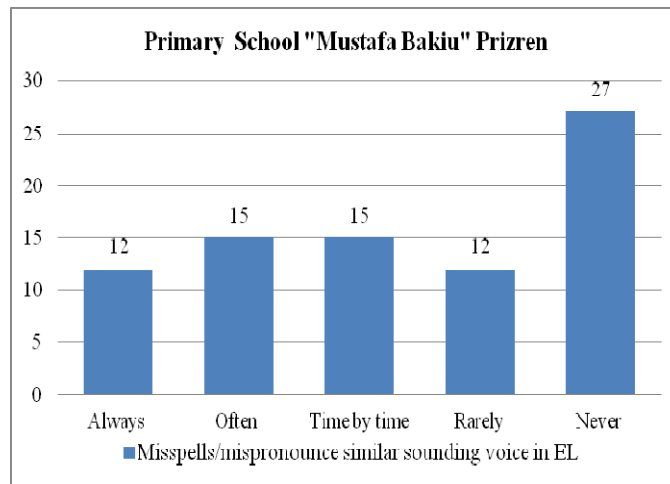


Figure 45. Difficulties in spelling/pronouncing words

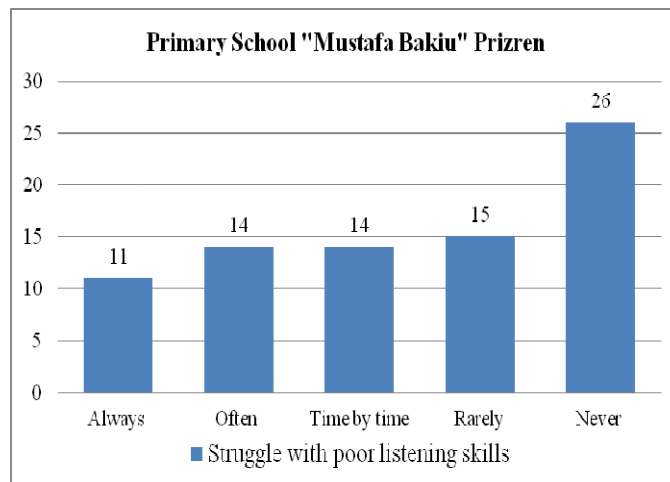


Figure 46. Struggle with poor listening skills

In this school, 80 students participated in the research. According to the gathered data, besides reading and listening skills at a lower percentage, students of primary school “Mustafa Bakiu” lack writing skills, misspelling and mispronunciation of words in English language. Because of this fact, teachers need to use the multisensory techniques which provide visual, auditory, kinesthetically and tactile support. It can also be used to help also students who have specific difficulties in writing and spelling. These techniques encourage students to verbalize the motor sequence of the form of the letters for example letter b is a big stick down with a big stomach away from its body on the right side where letter d is the same but its stomach in on the left. At the same time, if asked allow students to use technology to help them write correctly on the notebook.

4.1.8 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

SECONDARY SCHOOL “GJON BUZUKU” PRIZREN

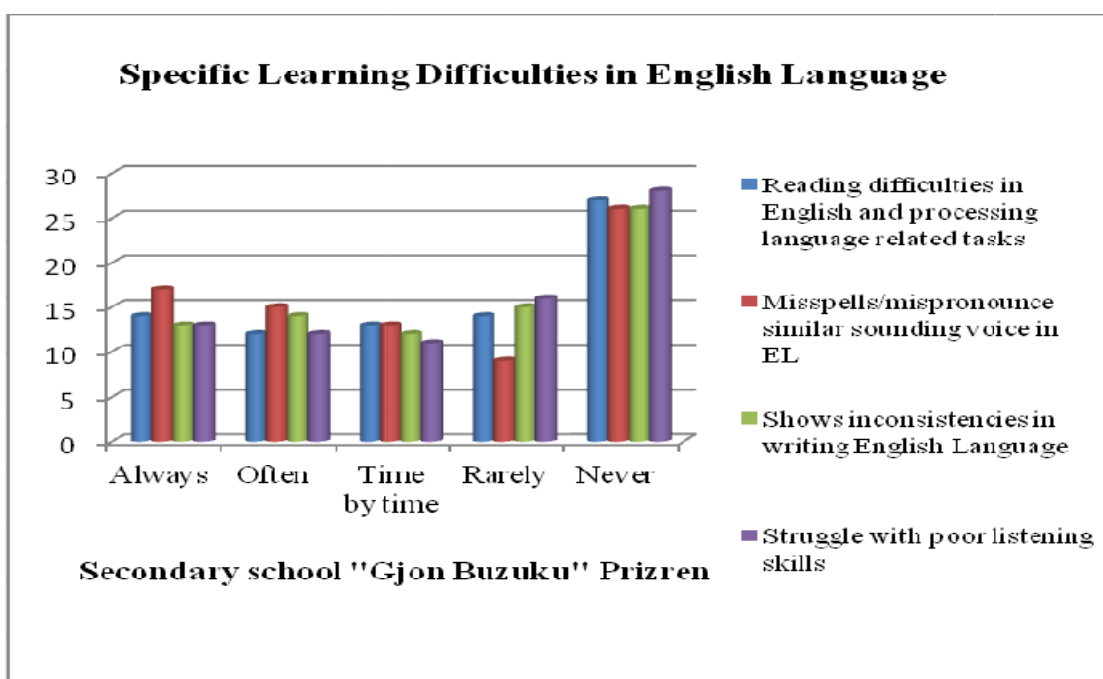


Figure 47. Specific Learning Difficulties at Secondary School “Gjon Buzuku” Prizren

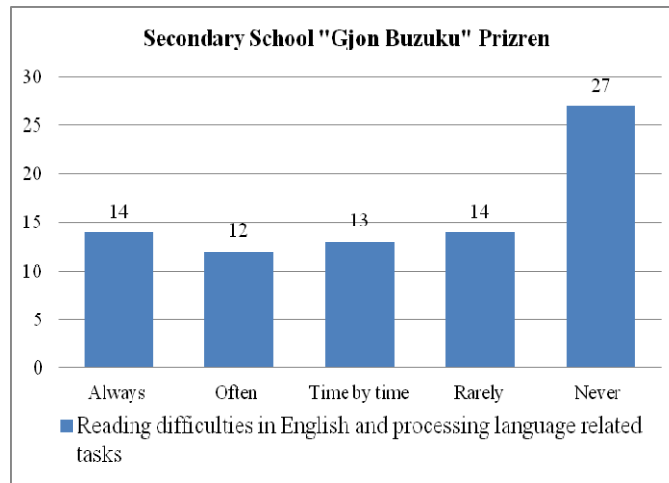


Figure 48. Reading Difficulties in English and processing

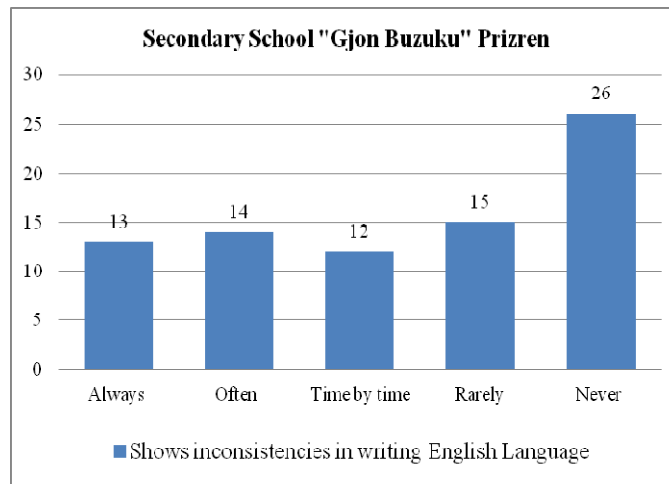


Figure 49. Show inconsistencies in writing language related task

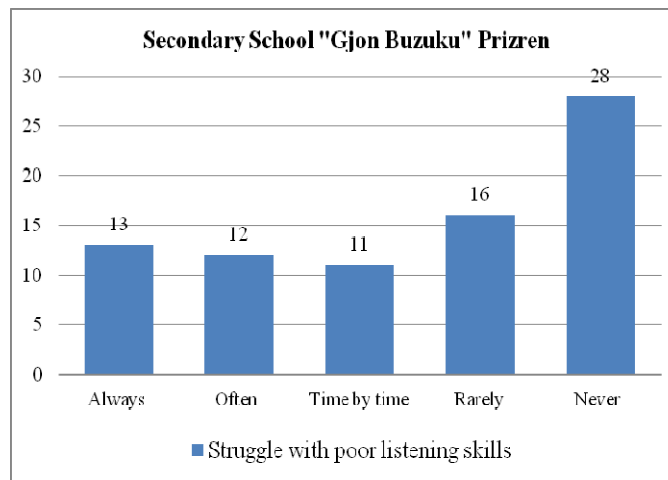


Figure 50. Difficulties in spelling/pronouncing words

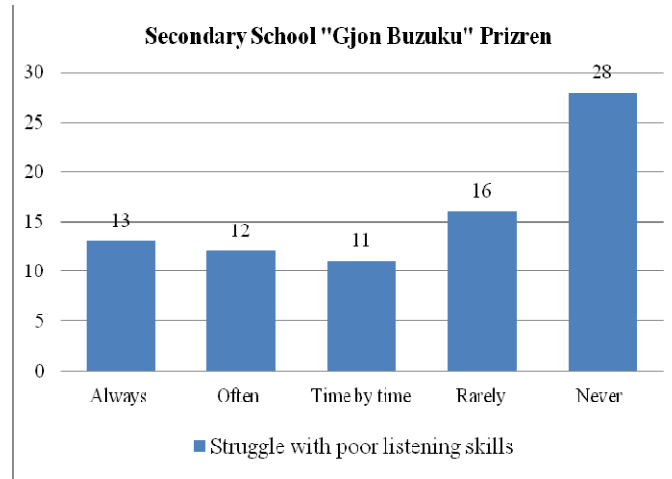


Figure 51. Struggle with poor listening skills

In this school 80 students participated in the research and according to the completed data, besides other difficulties, students have more difficulties with category two and three which is misspelling and writing. As these two go side by side in learning, teachers should practice spelling when students learn wordlist. Practice will help them overcome these difficulties.

4.1.9 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

PRIMARY SCHOOL “RAMIZ SADIKU” PEJA

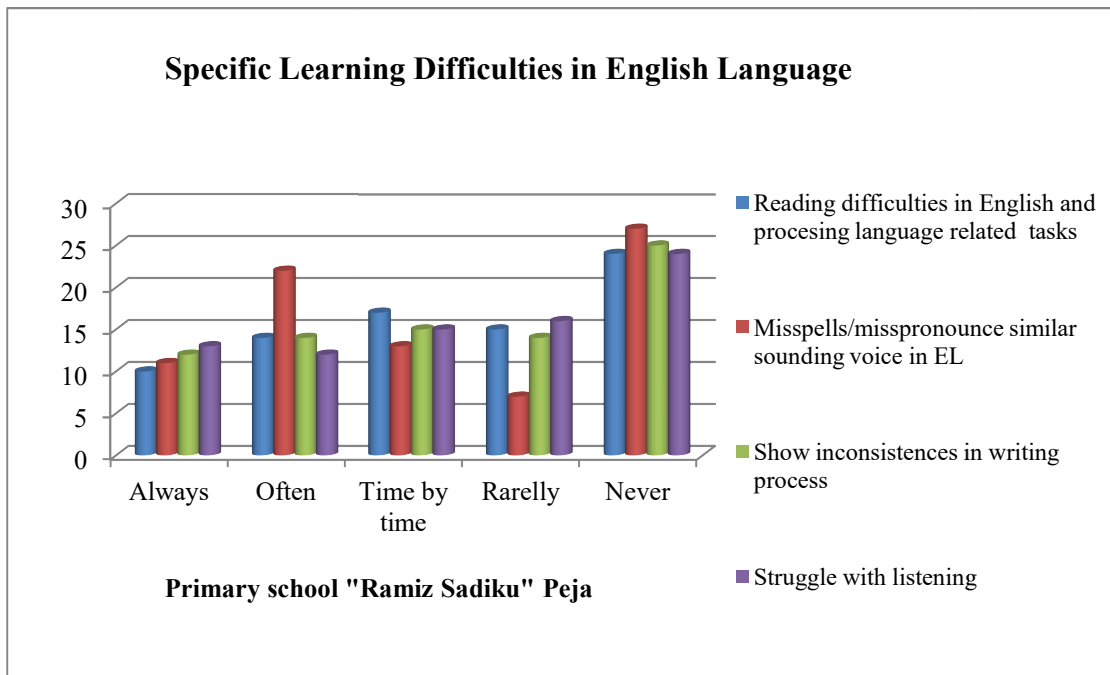


Figure 52. Specific Learning Difficulties Primary School “Ramiz Sadiku” Peja

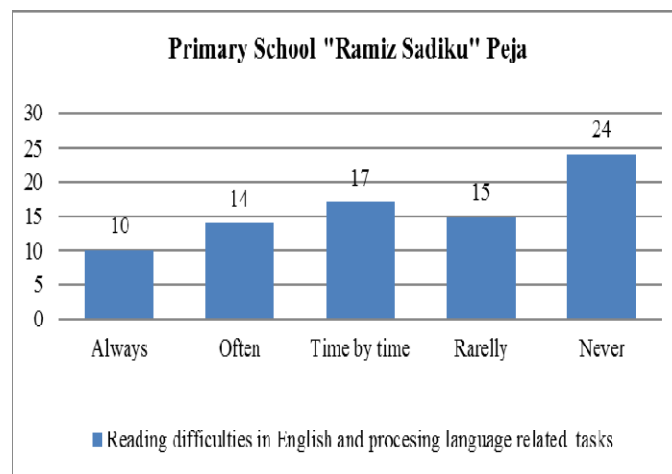


Figure 53. Reading difficulties in English and processing language related task

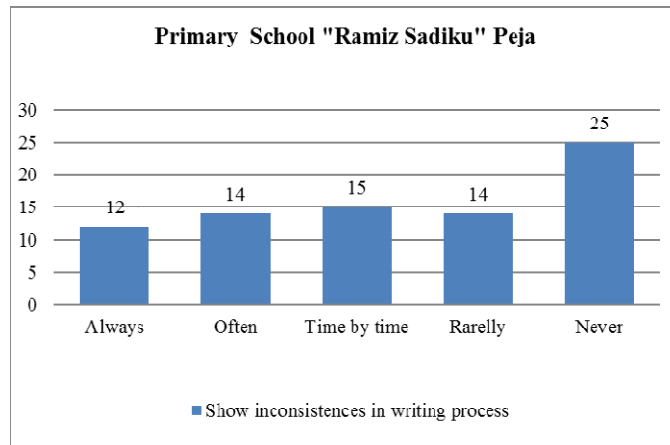


Figure 54. Show inconsistencies in writing

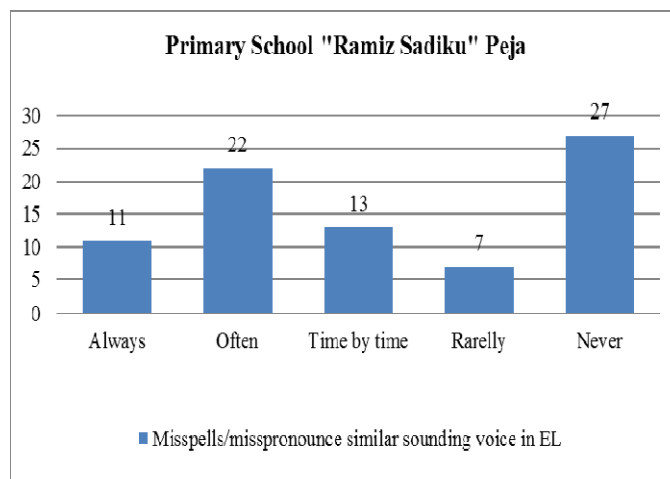


Figure 55. Difficulties in spelling/pronouncing words

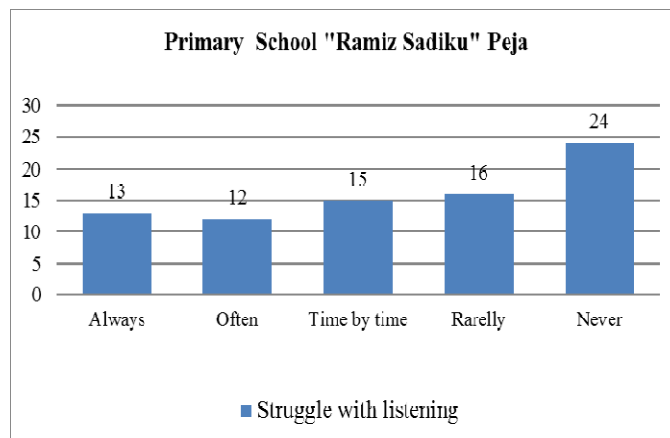


Figure 56. Struggle with poor listening skills

In this school, 80 students participated in this research and according to the gathered data, in this school students face a bit higher percentage in writing while pretty much all skills are on the same level. Dictation or spell and write practice will help them improve their writing skills.

4.1.10 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

SECONDARY SCHOOL “ALI HADRI” PEJA

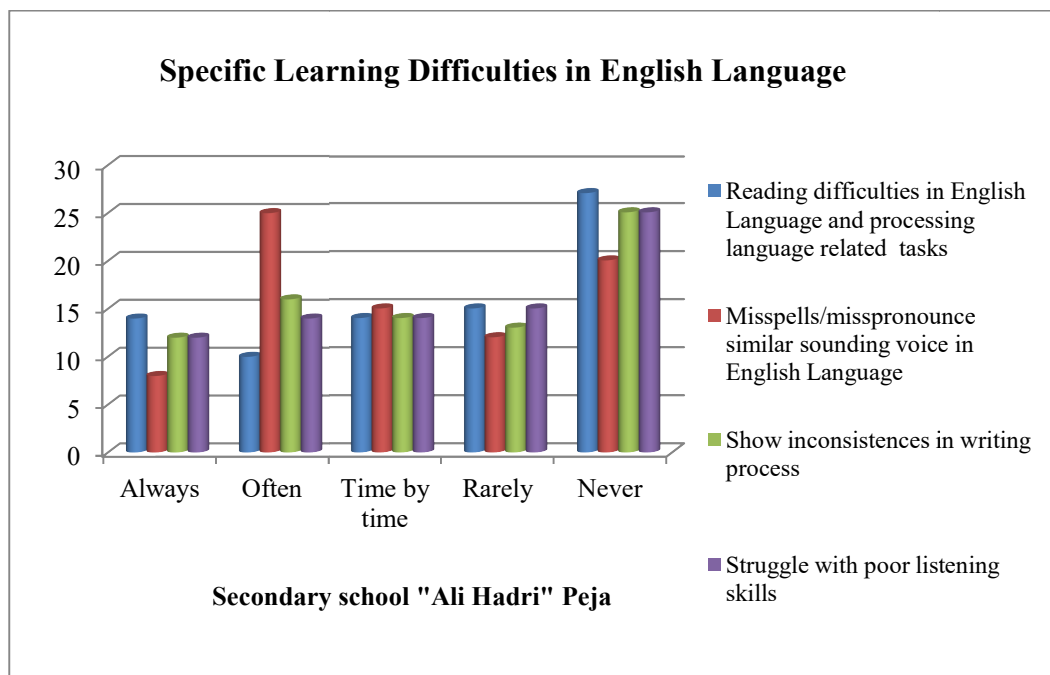


Figure 57. Specific Learning Difficulties Secondary School “Ali Hadri” Peja

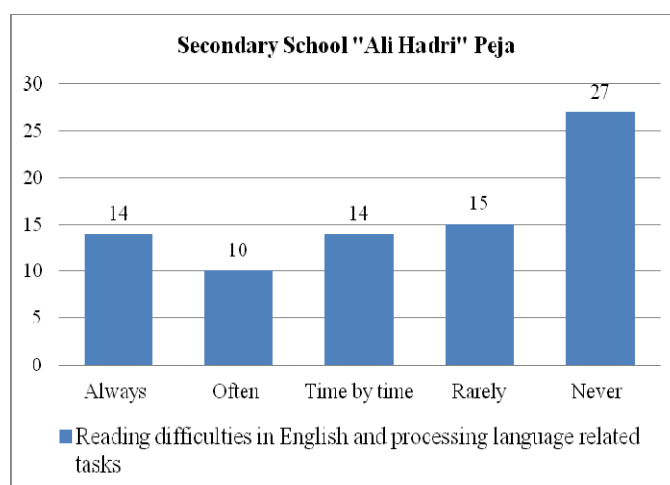


Figure 58. Reading Difficulties in English and processing language related task

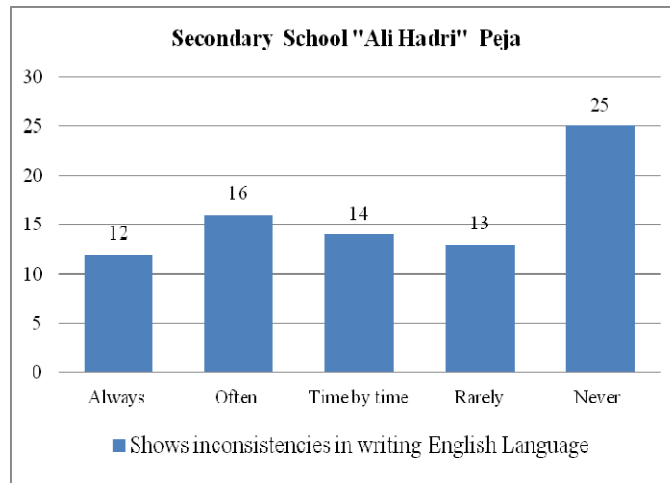


Figure 59. Show inconsistencies in writing

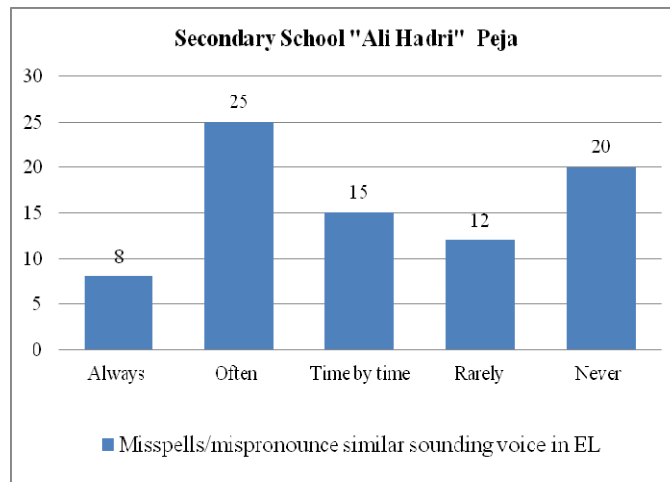


Figure 60. Difficulties in spelling/pronouncing words

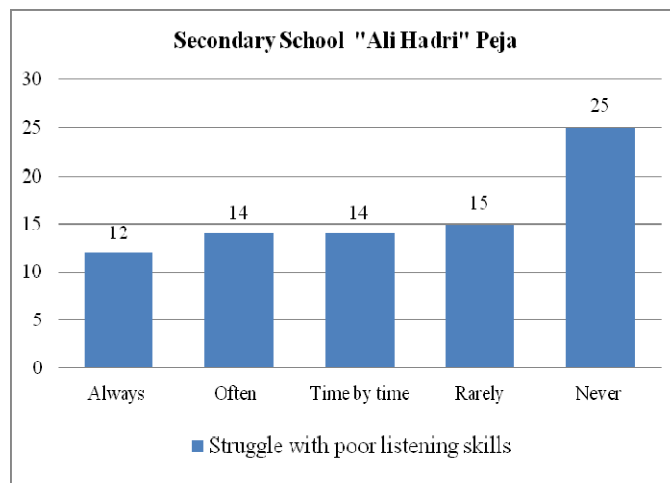


Figure 61. Struggle with poor listening skills

In this school 80 students participated on the research and according to data, students of the secondary school “Ali Hadri” have blended difficulties in developing all four skills in English Language. Teachers should work on motivating students so they can reach their potential of expressing themselves in all four skills. Multisensory approach would be a great guide where students use and perform in different class activities to acquire the lesson.

4.1.11 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

PRIMARY SCHOOL “ABETARJA” FERIZAJ

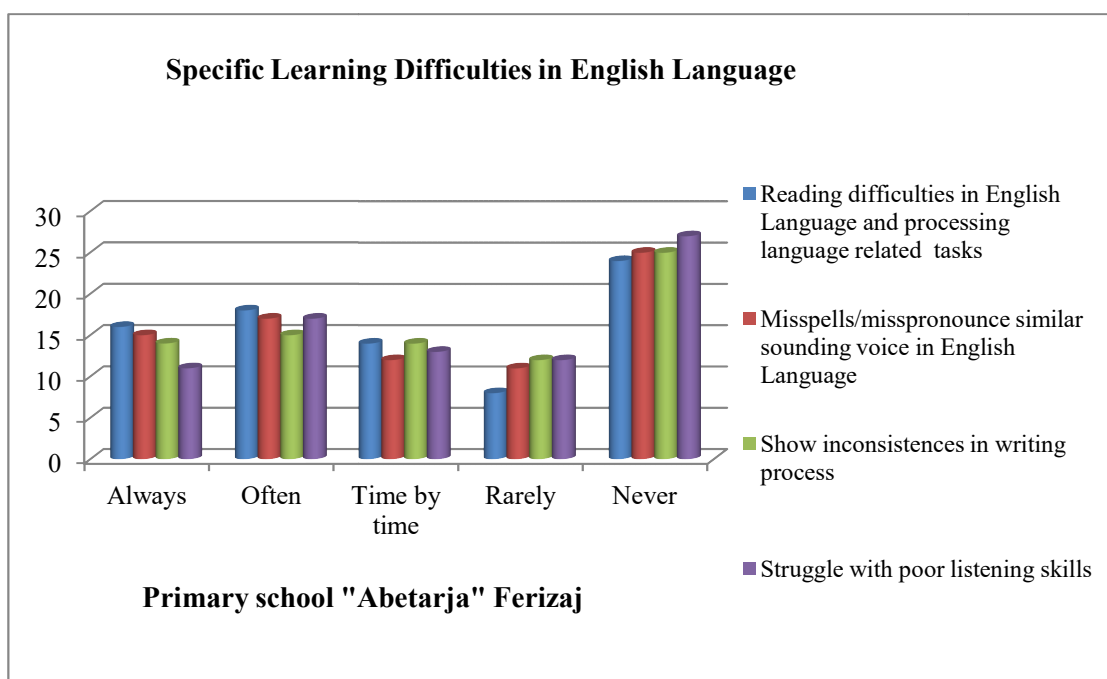


Figure 62. Specific Learning Difficulties Primary School “Abetarja” Ferizaj

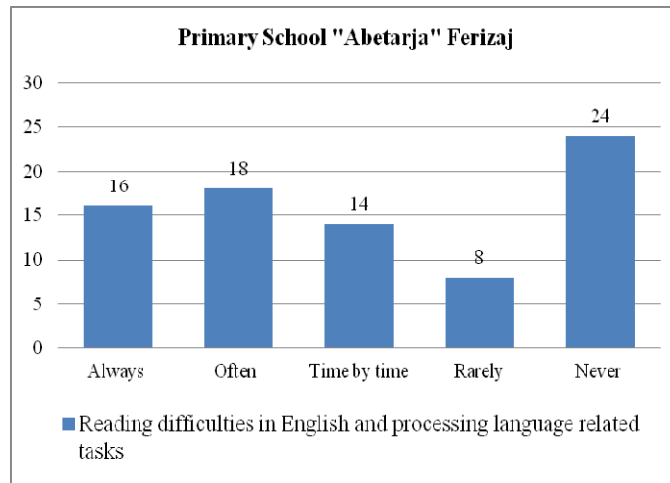


Figure 63. Reading Difficulties in English and processing language related task

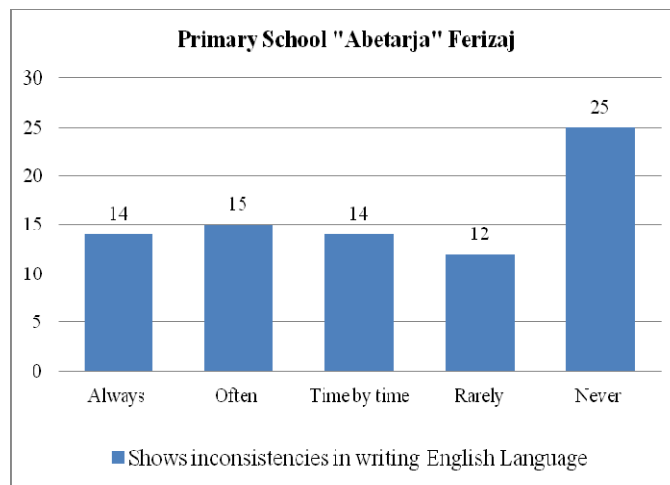


Figure 64. Show inconsistencies in writing

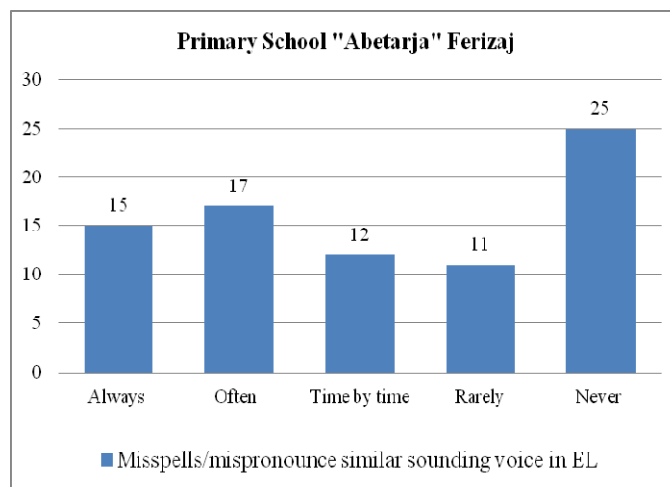


Figure 65. Difficulties in spelling/pronouncing words

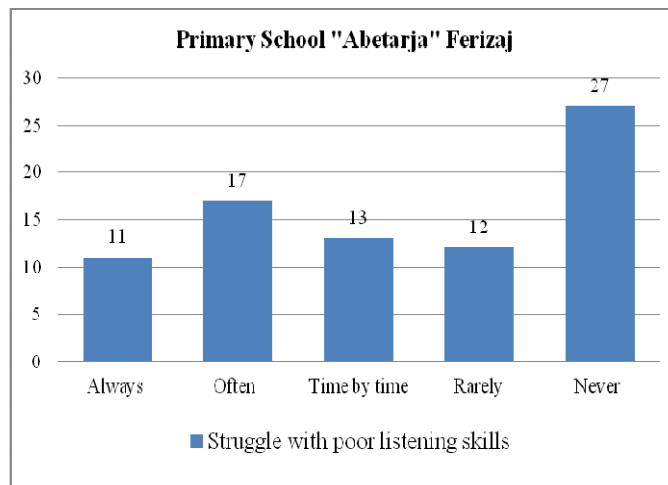


Figure 66. Struggle with poor listening skills

In this school 80 students participated on the research. According to the gathered data, students have specific difficulties in reading in English followed by misspelling and inconsistencies in writing. In this case, first, teachers need to work on developing reading skills, for example bring short encouraging text with youth topic to read in the class, analyze and discuss and ask students to bring their point of view in writing.

4.1.12 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

SECONDARY SCHOOL “PJETER BOGDANI” FERIZAJ

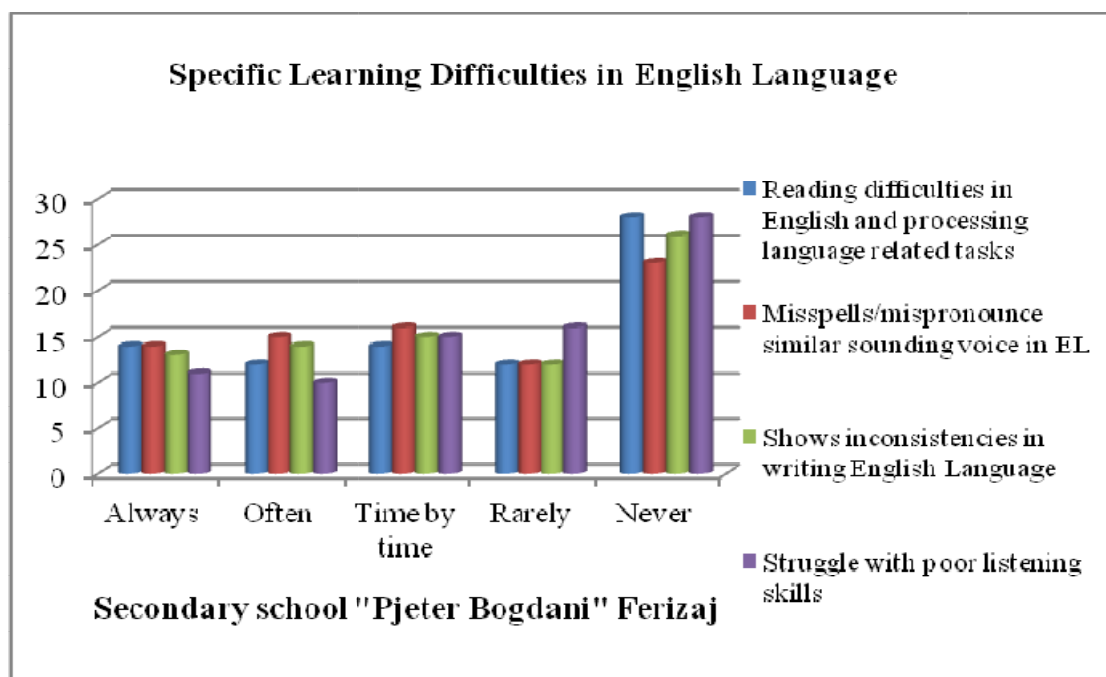


Figure 67. Specific learning difficulties Secondary School "Pjeter Bogdani" Ferizaj

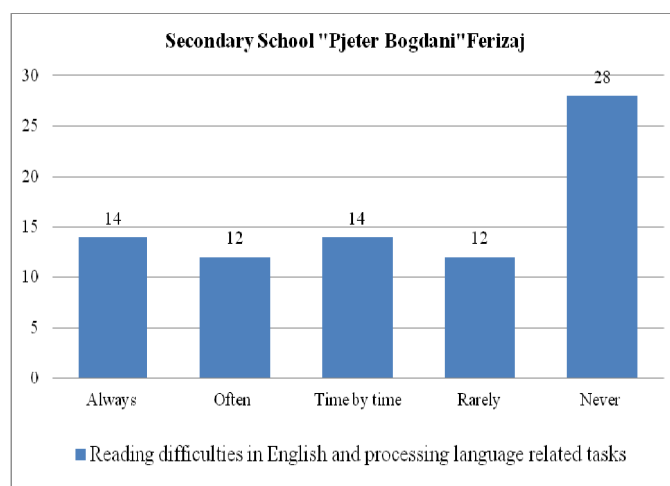


Figure 68. Reading Difficulties in English and processing language related task

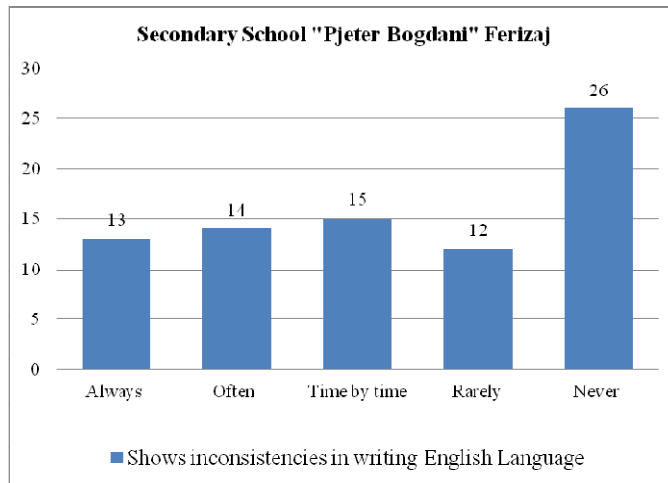


Figure 69. Show inconsistencies in writing

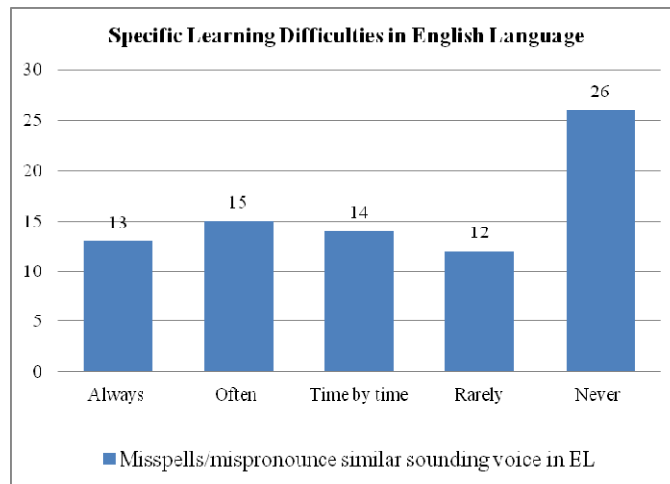


Figure 70. Difficulties in spelling/pronouncing words

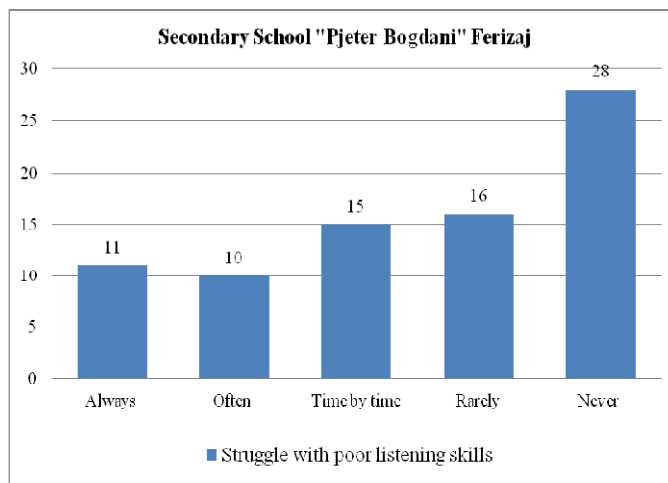


Figure 71. Struggle with poor listening skills

In this school 80 students participated in the research and according to data, students have specific learning difficulties in developing English as a second language. Since we don't know the students' background, we can't say that they have the same difficulties in their first language. This research was based only for English Language therefore we gather the data.

4.1.13 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

PRIMARY SCHOOL “MULLA IDRIZI” GJILAN

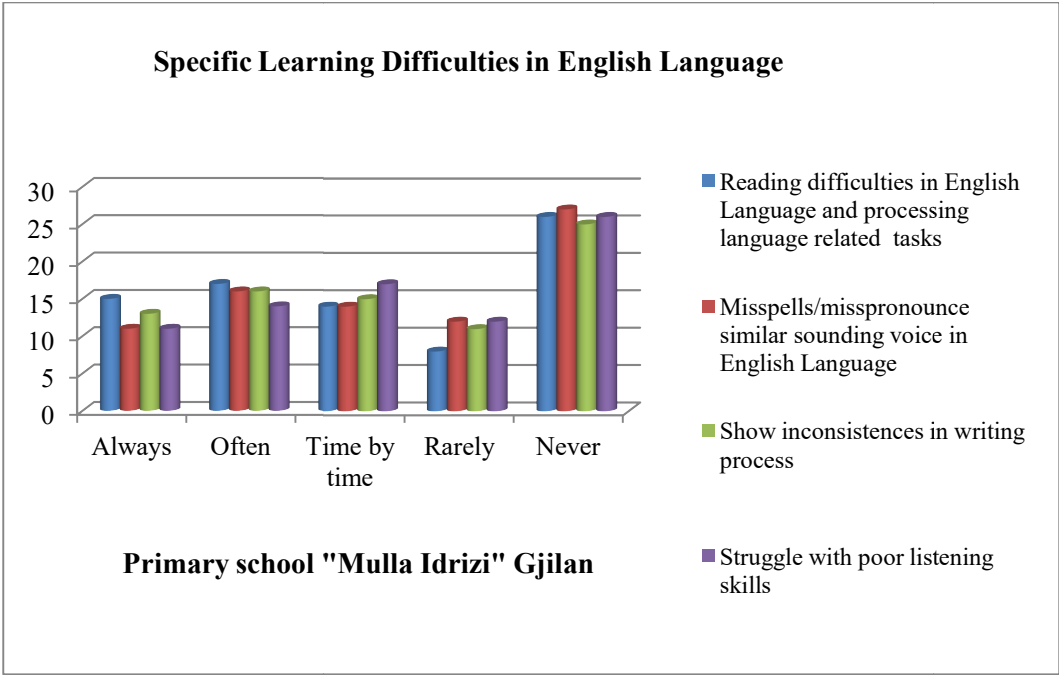


Figure 72. Specific learning difficulties Primary School “Mulla Idrizi” Gjilan

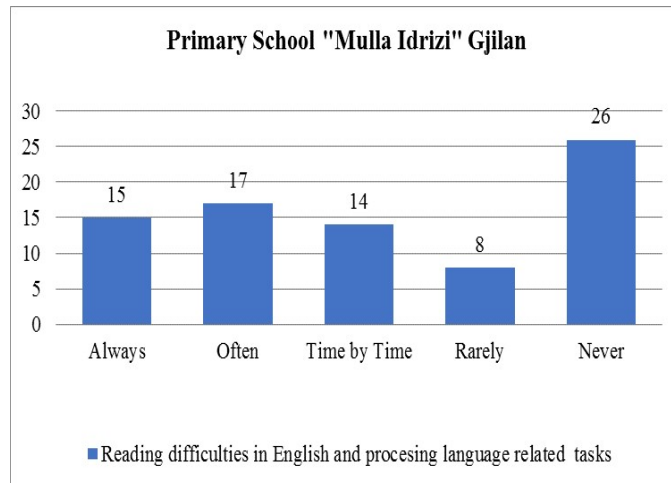


Figure 73. Reading Difficulties in English and processing language related task

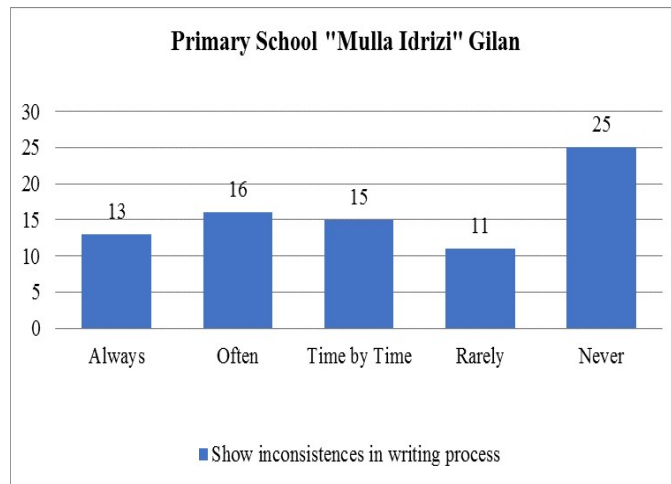


Figure 74. Show inconsistencies in writing

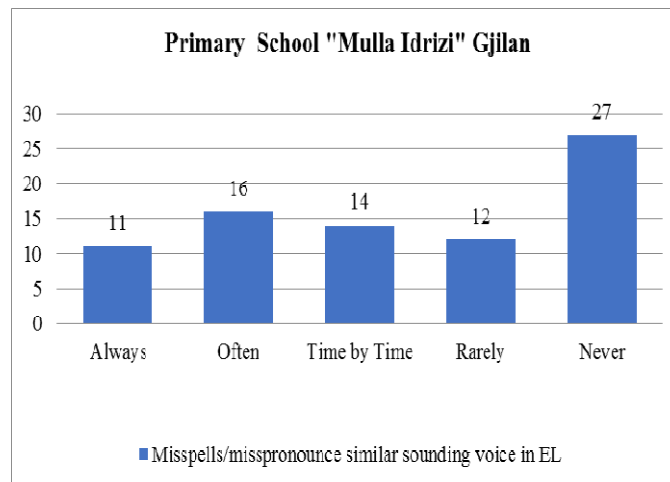


Figure 75. Difficulties in spelling/pronouncing words

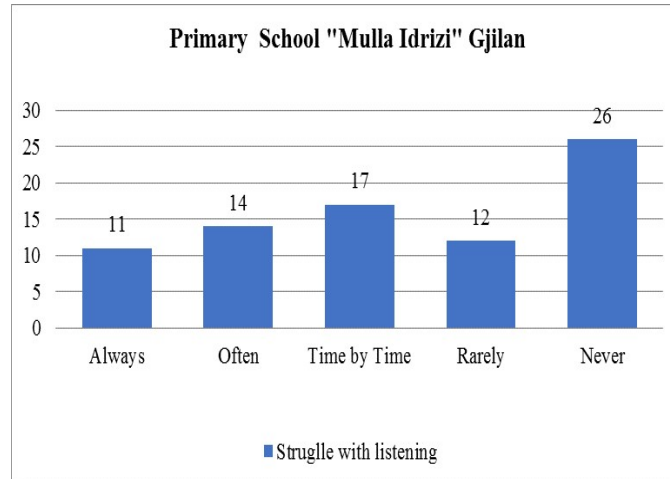


Figure 76. Struggle with poor listening skills

In this school 80 students participated on the research and according to data, 25% to 30% of students in this group have specific learning difficulties. In this case, teachers need to work on different reading, spelling, writing and listening strategies so students can follow up with their progress and move on.

4.1.14 DATA ANALYZES ON STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

SECONDARY SCHOOL "ZENEL AJDINI" GJILAN

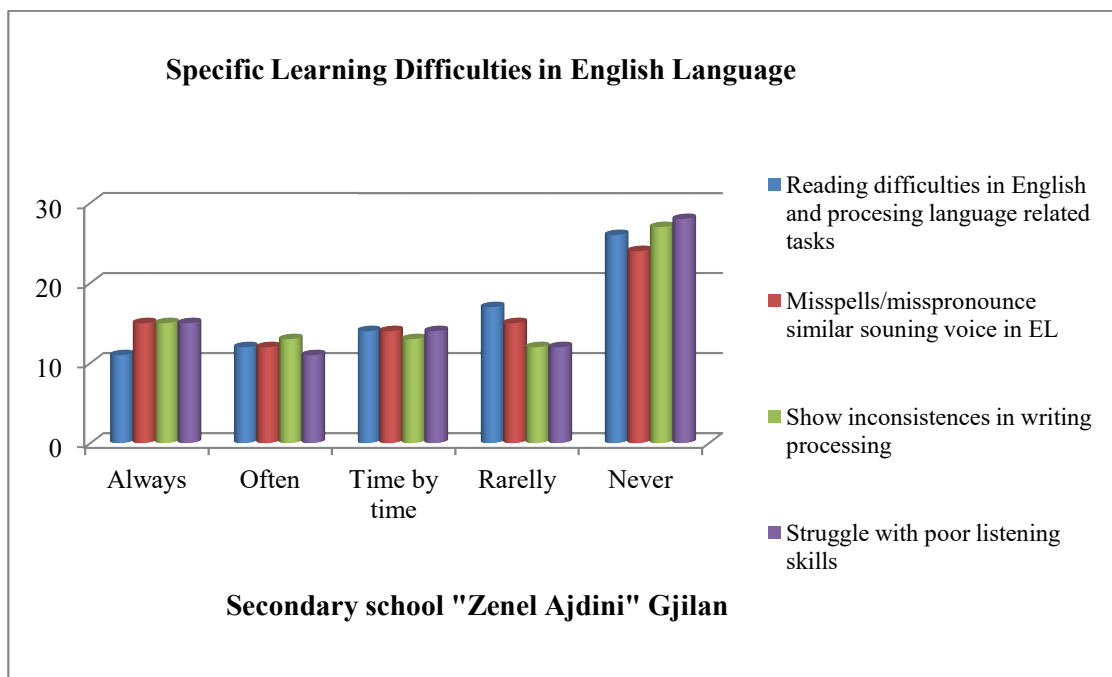


Figure 77. Specific learning difficulties at Secondary School "Zenel Ajdini" Gjilan

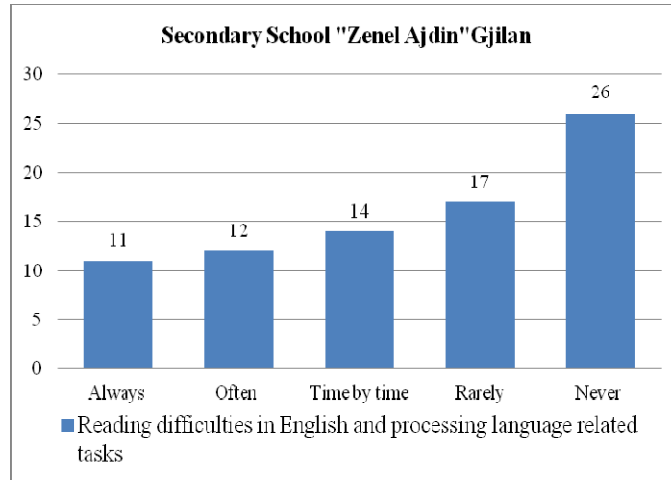


Figure 78. Reading Difficulties in English and processing

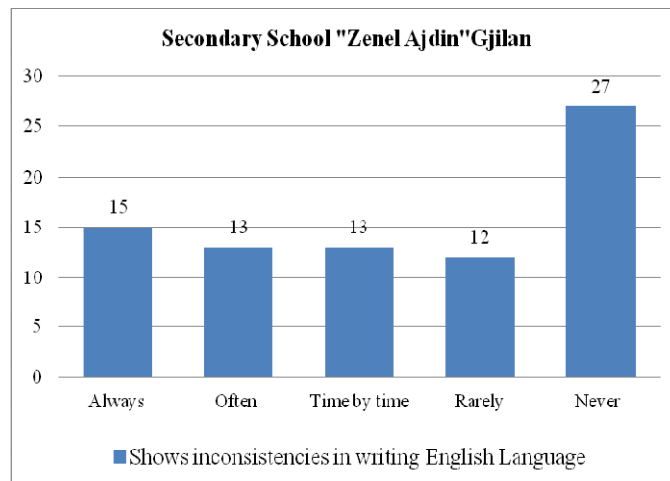


Figure 79. Show inconsistencies in writing

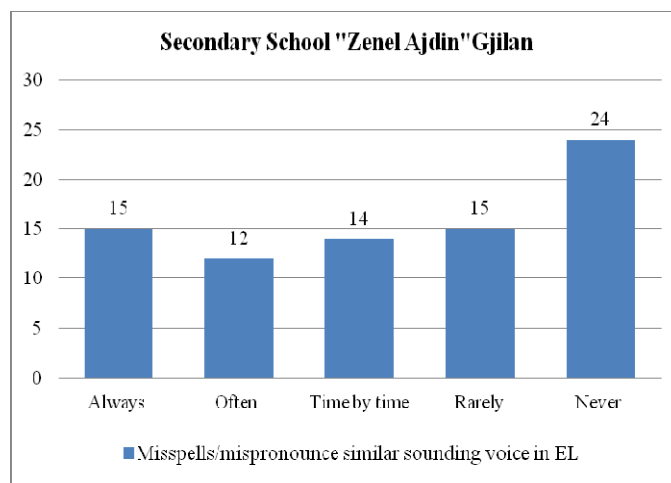


Figure 80. Difficulties in spelling/pronouncing words

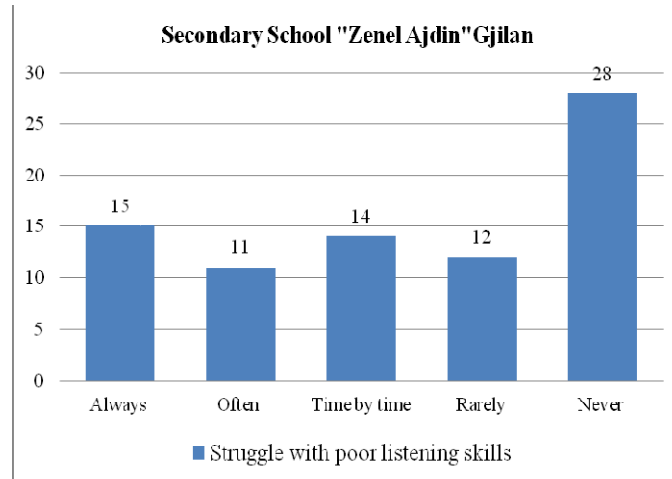


Figure 81. Struggle with poor listening skills

In this school 80 students participated on the research and according to data, there are students who have specific learning difficulties in English acquisition. The graph shows the level of difficulties and the percentage of each difficulty. The students' questionnaire took place on-site and lasted 15 -20 minutes. Students had to write from 0-4 if they always, often, time by time, rarely or never have difficulties in reading in English and processing language tasks, show inconsistencies in writing progressing skills, misspelling/ mispronouncing and if they struggle with listening skills.

All of the questions are focused on four points such as:

- Reading difficulties and processing language related tasks
- Misspells/mispronounce similar sounding voice in English Language
- Shows inconsistencies in writing
- Struggle with poor listening skills

Students questionnaire consist of the questions as below:

1. READING DIFFICULTIES AND PROCESSING LANGUAGE RELATED TASKS

- I don't like reading in English
- I read well in English Language
- I find it hard to memorize the main points

- It is hard for me to stay on the line when I read
- I struggle matching words to sounds
- I have to re-read the line
- I need more time to read a two or three syllable word
- Do you struggle to understand and interpret the information presented?

2. MISSPELLS/MISPRONOUNCE SIMILAR SOUNDING VOICE IN ENGLISH LANGUAGE

- I misspell letter b/d, p/q
- I confuse similar numbers such as 12/21; 13/31;
- I confuse reading number 13-19 with 30-90.
- I have difficulties comprehending and reading complex sentences
- I omit words that are long on the text
- I find it hard to remember how to spell some words

3. SHOWS INCONSISTENCIES IN WRITING

- Has unfinished words or letters in the notebook
- Have problems including illegible handwriting
- Has challenges to follow up on dictation
- Find it hard to describe or portray from the board
- I struggle to place my thoughts on the paper
- Have difficulties working parallel with my classmates

4. STRUGGLE WITH POOR LISTENING SKILLS

- Have difficulties processing what teacher is speaking from a class distance
- Can't comprehend when teacher speaks faster
- I am bored if I only have to listen
- I can't follow up in a big group class

4.2 PRIMARY SCHOOL FINDINGS

The graph 15 shows that in all seven primary schools there are students who face specific learning difficulties in reading, misspelling, writing and listening. Among all four skills, the label of always showing inconsistencies in writing shows higher graph the maximum of 24 % in primary school "Yll Morina" in Gjakova toward the lowest 12% in primary school "Ramiz Sadiku" in Peja.

As far as reading difficulties and processing reading language tasks the highest level is at primary school "Eqrem Qabej" in Mitrovica with the highest percentage total of 20% followed by 18% in primary school "Yll Morina" in Gjakova , 16% in primary school "Abetarja" , 15% primary school " Mulla Idriz" in Gjilan and the same percentage share primary schools "Elena Gjika" in Prishtina and "Mustafa Bakiu" in Prizren with total of 14% each.

As all four skills are connected with each other, we see that in our schools there are significant misspelling deficits present also.

The highest percentage of misspelling or mispronouncing similar sounding voice in English language is in primary school "Eqrem Qabej" in Mitrovica, followed by 16% in primary school "Yll Morina" in Gjakova, 15% of the same percentage are in primary schools "Elena Gjika" in Prishtina and " Abetarja" in Ferizaj, while 12% shares primary school " Mustafa Bakiu" and 12% of each school share primary schools "Ramiz Sadiku" in Peja and "Mulla Idriz" in Gjilan.

In order to lower the percentage of difficulties that students face while using the four skills of learning English in every primary school , we need to use systematic approaches. We also saw that we have a significant percentage of students who face difficulties in writing in the English language.

We are not sure if this is a lack of a continuing habit from other subjects or if they have difficulties to progress in writing. However, the use of systematic approaches will encourage the correct use of reading, speaking, writing and listening .

These approaches are designed to develop the language in different aspects and to build their awareness of phonics and word group which will help them to read and speak properly. At the same time, organize their thoughts before they start to write.

The use of systematic approaches will help them in wider settings.

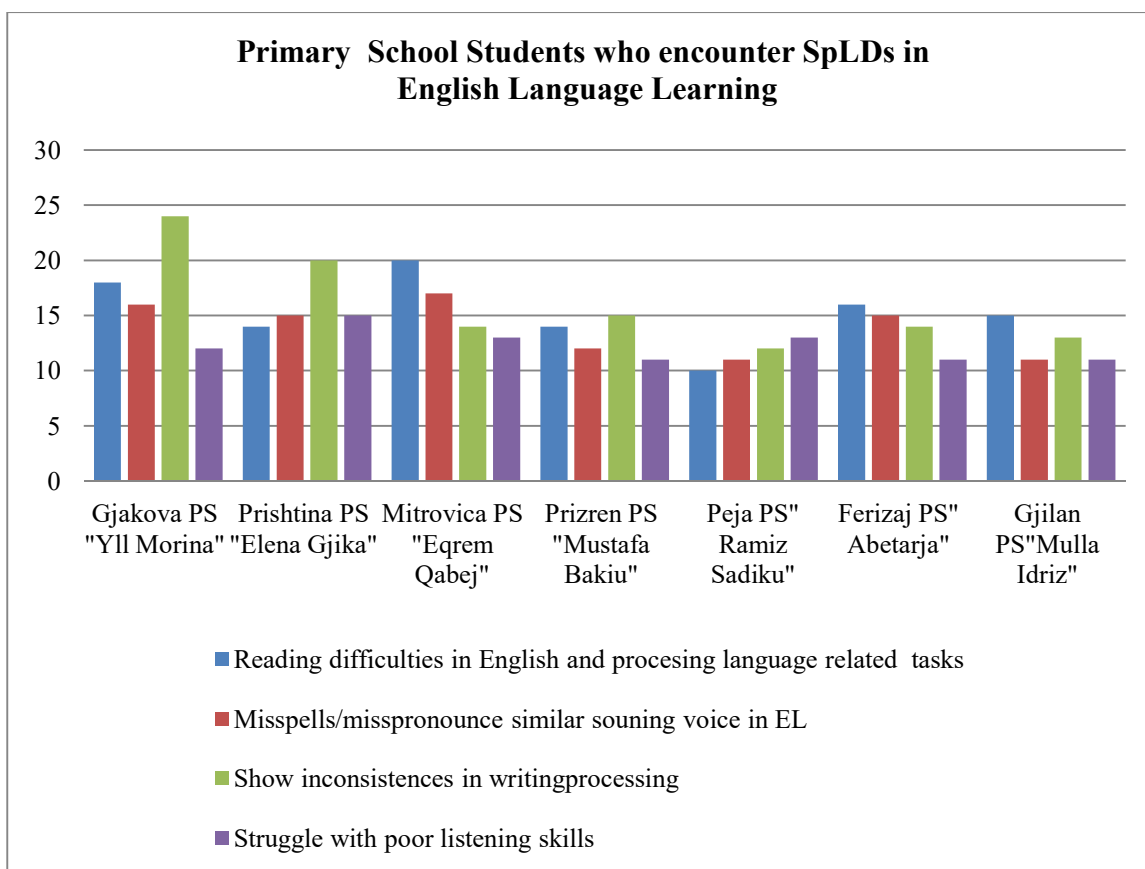


Figure 82. Students who face specific learning difficulties in English Language Comprehension in seven Kosovo primary schools

There are around 20% to 25% of students who have specific learning difficulties in our primary schools. Students who don't have SpLDs can benefit from students who have SpLDs. Besides the teaching strategies, they also can help them control their behavior and improve self-esteem.

4.3 SECONDARY SCHOOL FINDINGS

The graph shows that in all seven secondary schools there are students who face specific learning difficulties in reading, misspelling, writing and listening.

Among all seven schools, Secondary School "Hajdar Dushi" has the highest percentage total of 16% in reading difficulties in English and language processing related tasks. While four other secondary schools such as "Frang Bardhi" in Mitrovica, "Gjon Buzuku" in Prizren, "Ali Hadri" in Peja and "Pjeter Bogdani" in Ferizaj show 14% of students who have specific difficulties in reading in English and processing language related task. When it comes to misspelling the percentage goes from 8% -17%. And

among all seven schools, the secondary schools "Hajdar Dushi" in Gjakova show 22% inconsistencies in writing. Comparing to six other secondary schools which show a lower percentage such as 15% secondary schools "Frang Bardhi" in Mitrovica and "Zenel Ajdini" in Gjilan, 13% secondary schools "Gjon Buzuku" in Prizren and "Pjeter Bogdani" in Ferizaj and the lowest percentage of total 12% show secondary schools "Sami Frasheri" in Prishtina and "Ali Hadri" in Peja.

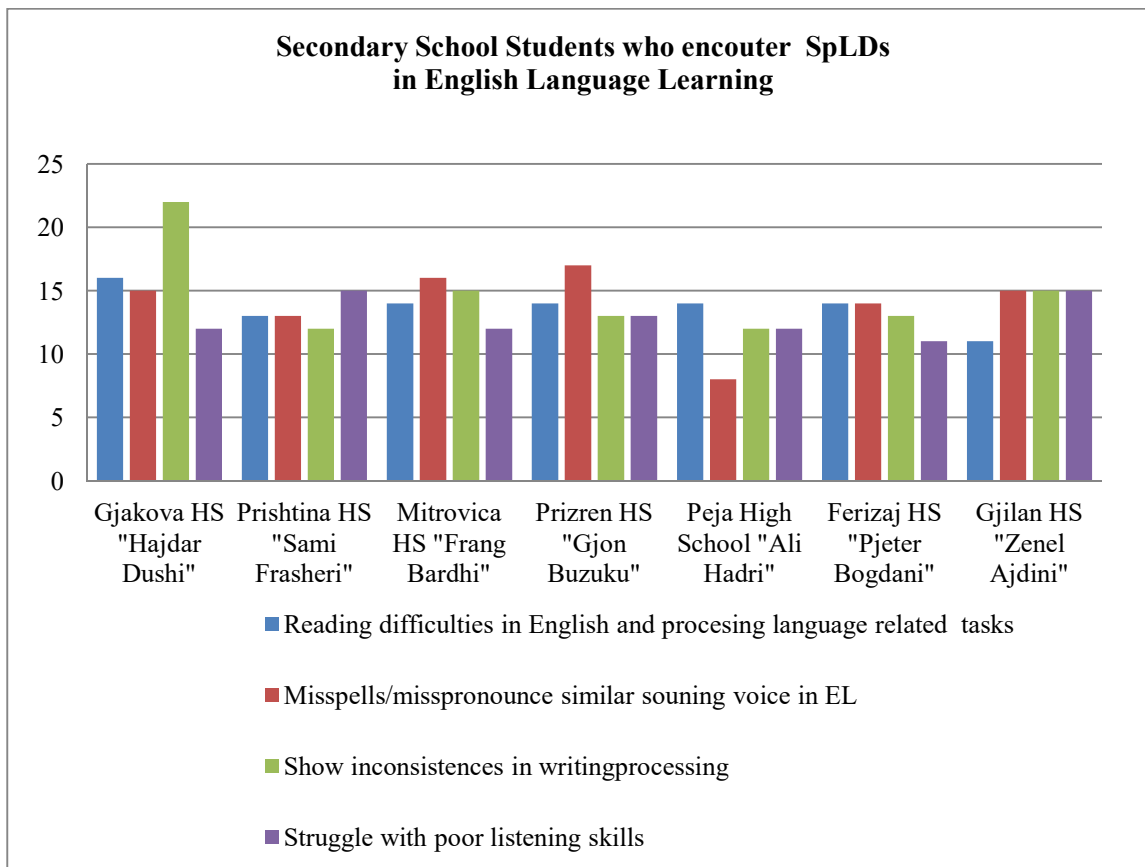


Figure 83. Students who face specific learning difficulties in English Language Comprehension in seven Kosovo Secondary schools.

To conclude, within these overall statistics are students with specific learning difficulties in our schools and these facts bring the differences that appear from the survey. There are also some differences between the primary and secondary school. In order to help this group of students we have to ensure early specialist identification. As soon as the learning difficulties are identified, a progress can be made earlier and teachers would know how to blend the lesson and activities in the class so everyone can benefit in the class. We have to use learning instructional strategies where students become independent learners

and accomplish tasks and show what they have learned while they monitor themselves. Instructional learning strategies include: cooperative learning, group discussion, role-playing etc.

A multisensory approach also helps students with SpLDs to enhance memory and learning, helps them to learn how to stay organized and use their logic to meet their goals and learning to work systematically.

Direct instruction is another method that is considered to be used as a key to effective teaching especially in inclusive education. Although direct instruction approach is directed by teachers, this method also encourages students to work collaboratively while doing a group project as it provides explanation, description and often illustrations.

So, with this in mind, we continually need to use strategies that tackle and make students identify their needs in learning English Language.

4.4 RESULTS FROM TEACHERS' QUESTIONNAIRE AND TEACHERS' INTERVIEW

The purpose of the interview is conducted to explore the model of inclusive education in primary and Secondary schools around Kosovo and at the same time to observe and understand the teachers' experience, challenges in all-inclusive classrooms.

Teachers had to fill a questionnaire form and together with it an interview was conducted, although, I would have preferred an audio interview, most of teachers felt uncomfortable therefore they preferred to submit the interview in writing.

In each school, the school's principals introduce me to two teachers of a primary school and two teachers of a Secondary school. Most of them required more time to fill the questionnaire and to respond to the interview statements. At the end of the day, I collected and gathered the data.

Teachers' Questionnaire consists of thirteen questions. The questions were based on understanding the SpLDs, experience, challenges, degree, school level they teach, methods and strategies.

Below there is a table which gives us data on the number of teachers, centers and primary schools where the data is collected.

No	Educational Institution	Teacher Participation	City
1.	Primary School "Yll Morina"	2	Gjakova
2.	Primary School "Elena Gjika	2	Prishtina
3.	Primary School "Eqrem Qabej"	2	Mitrovica
4.	Primary School "Mustafa Bakiu"	2	Prizren

5. Primary School “Ramiz Sadiku”	2	Peja
6. Primary School “Abetarja”	2	Ferizaj
7. Primary School “Ali Hadri”	2	Gjilan

Table 9. List of primary schools and Kosovo centers, numbers of teachers where data are collected

The next table gives us data on the number of teachers, centers and secondary schools where the data is collected.

No	Educational Institution	Teacher Participation	City
1.	Secondary School ”Hajdar Dushi”	2	Gjakova
2.	Secondary School “Sami Frasheri”	2	Prishtina
3.	Secondary School “Frang Bardhi”	2	Mitrovica
4.	Secondary School “Gjon Buzuku”	2	Prizren
5.	Secondary School “Ali Hadri”	2	Peja
6.	Secondary School “Pjeter Bogdani”	2	Ferizaj
7.	Secondary School “Zenel Ajdin”	2	Gjilan

Table 10. List of secondary schools and Kosovo centers, numbers of teachers where

This research took place in order to see the effect of inclusive education in students with SpLDs in Kosovo school and teaching methodology in Kosovo. This research is done to determine what degree Kosovo Teachers of Primary and Secondary schools manifest toward Inclusive education, their attitude, methods and teaching strategies they use to reach every student’s need. Equally important are analyzed and discussed the theories, their teaching approaches, their understanding and challenges they face in an inclusive practice.

Research sample is selected from seven primary schools and seven secondary schools located in Gjakova, Prishtina, Prizren, Peja, Mitrovica, Ferizaj and Gilan.

In a role of a researcher, a questionnaire with 13 questions and an Interview with 10 statements have been utilized to cover the topic interest.

Teachers questionnaire consist of these questions:

- Your education degree
- How long have you been teaching English in this school?
- What grade level do you teach?
- What is the average number of children in your English Class?

- How much are you familiar with inclusive education?
- Do you have students with SpLDs in your classes?
- What sign do you notice in students with SpLDs in your class?
- What are some common learning difficulties that you note in your class?
- What difficulties do you encounter in inclusive classroom while teaching English Language?
- Please list three of most difficult things you encounter while implementing inclusive education in your regular class.
- Do you find the inclusive education effective?
- Which aspects might need enforcement?

Teachers' questionnaire responses:

1. Your education degree – Teachers who teach in primary school are those who have attended four years of English language and a Bachelor's degree in education. Some teachers have their degree by the old system of a three - year Bachelor in English and are taking master classes. Teachers in Secondary school are all with Master degree in English Language Education.
2. How long have you been teaching English in this school? – Some teachers are with decades of experience and some are recently hired.
3. What grade level do you teach? Teachers in primary schools teach students from grade three to nine and teachers in Secondary schools teach grade ten to twelve.
4. What is the average number of children in your English Class? In primary and secondary schools, the number of students in one class averages between 25-35.
5. How much are you familiar with inclusive education? Between the answers of not much, enough, a lot and special training, seven teachers from primary schools claim they have attended different training services while three of them state they have received special training regarding inclusive education. Four teachers circle the enough option. With Secondary school teachers, two of them state they have attended a lot of training while twelve of them said enough.
6. Do you have students with SpLDs in your classes?

Most of the teachers from primary and secondary school understand the term students with SpLDs as with special needs so most of their answers were no.

According to the researchers, students with specific learning difficulties refer to students who need extra help as they find it harder to learn parallel with their peers while students with special disabilities refer to a group of students who have a physical or mental impairment that effect on their ability to carry out normal day to day activities. So, understanding the definition of the term is very important to be addressed during training.

7. What sign do you notice in students with SpLDs in your class?

Although our educational system doesn't have a specialist to identify students who have SpLDs right at the beginning of the school year, we as teachers notice when we have a student with specific educational needs as they read slower compare to their academic level, have difficulties with word order, have trouble with spelling and pronunciation, have difficulties in handwriting, have difficulties in recalling known words, are challenged by written and spoken language, find it hard to stay organized and complete a simple required class assignment especially if they have to work alone.

8. What are some common learning difficulties that you note in your class?

Some students have difficulties in social interaction and communication, they find it hard to produce speech sound correctly and fluently, some students have inabilities to write in a coherent way or express their thoughts in writing. When it comes to dictation, they get very frustrated as they need more time to process and other students show their impatience.

9. What difficulties you face in all-inclusive classroom while teaching English Language?

Students continually face difficulties in reading the English language textbooks, or write about a specific topic related to the written text, some of them find it hard to produce their thoughts in speaking and some of them have problems staying organized and interact socially.

10. Please list three of most difficult things you are facing while implementing inclusive education in your regular class.

Implementing inclusive education requires time and effort especially in learning a foreign language. However, some of the challenges that teachers face is language communication although we know that different factors can indicate in this matter such as the background, lack of enthusiasm, concentration, social barriers, economical etc.

11. Do you find the inclusive education effective?

Inclusive education can help everybody in many ways. Students with SpLDs can benefit from it also those with normal intelligence as it helps students see each other from a better point of view and this will help them understand each-other better as students learn by being together, working together in pairs or in a group.

12. Which aspects might need enforcements?

Some of the aspects that might need enforcements are the allowance and the use of assistive technology in the class, have a teacher's assistant since our size classes are over 30 students and our time is 45 minutes for one class, it is hard to meet everyone's educational needs alone. For school to provide projector and other visual and practical tool so the learning can be more effective as some students might be visual learner and this will help them learn better. Some teachers respond on the importance of keeping teachers motivated, working with parents and involve them when it is required discipline regarding learning and homework assignments and also for them to take part in an outdoor activity.

Teachers interview challenge these statements:

- Some of the teaching methods you use in an inclusive class
- Do you think that current teaching methods and materials are appropriate for teaching English in an inclusive class?
- What type of books do you use in inclusive classroom while teaching English?
- What are your thoughts about inclusive classroom are they compatible with curriculum instructions?
- Do you think school must provide assistive technology and other learning tools to serve as a great asset in inclusive education?
- Do you think that strategies that help students with SpLDs help others to learn and reduce barriers to success?
- Do you think that inclusive classroom teachers must have an assistant?
- What are some of the benefits of inclusive education for disabled and non-disabled students?

- What changes should be considered to improve the inclusive education in Kosovo?

Responses from teachers' interview:

1. Some of the teaching methods you use in an inclusive class

Teachers response on methods and different learning activities concerning the same topic, group work and peer assistance, role playing with range of scripts, task based, interactive learning methods, discussion and debate about text book topics, analyzing and challenge students to bring ideas from their personal view, direct methods, grammar translation, audio-lingual, communicative language teaching, lecture style, read and translate.

2. Do you think that current teaching methods and materials are appropriate for teaching English in an inclusive class?

Concerning teaching methods, Teachers state that about teaching methods we are responsible as teachers as we need to bring methods that are compatible for everyone and help to assist the students' individual needs. About materials, they argue as the books that they are using in primary and secondary school are old fashioned in topic, some of them have Albanian names on it and it serves as a barrier in accent as it makes students switch from English accent to Albanian while they have to read Albanian names in an English textbooks, they don't have as much visual points where it can drill students to analyze and express their ideas, they don't have a lot of practice so they need to work on an addition material.

3. What type of books do you use in inclusive classroom while teaching English?

Teachers state that books are the same in all Kosovo schools. Currently, we have Exploring English and Headway fourth edition. They differ only from levels that students learn.

4. What are your thoughts about inclusive classroom are they compatible with curriculum instructions? Books in general should be updated and once they are, it will refresh the learning style and also teaching methods, and everyone will benefit from it.

5. Do you think school must provide assistive technology and other learning tools to serve as a great asset in inclusive education?

Regarding this question, some teachers, states that teaching conditions are not compatible therefore it is hard to reach everyone's learning potential. With this in mind, they complained about the heat during the months of April, May and June, too much light in the class, they don't have an individual projector and a school laptop, some students don't have computers at home so if they have it at school they can benefit a lot. We know that I homework instruction should be given for everyone the same as everybody has to be treated the same but when they don't have a computer to research on a subject, it is not the same. We try to provide visual, kinesthetic and tactile teaching methods to keep students interactive in the class.

6. Do you think that strategies that help students with SpLDs help others to learn and reduce barriers to success?

Students can benefit from any strategy that make them work. Assistive technology can help both groups as they work and explore together.

7. Do you think inclusive classroom teachers must have an assistant?

Yes, with a group of students up to 35 in one class, an assistant will be of a great help.

8. What changes should be considered to improve the inclusive education in Kosovo?

Continually train teachers, and assist them with update methods and strategies. Teachers should work together on different activities that they can use in their classes, have an assistant in the class, have visual aids so the students can interact and have better understanding. With so much material online, we should consider interactive whiteboards and train teachers how to use. School should provide computers and printers for students to work after school especially when they have a group assignment and also for those who don't have computer at home they can work at school.

Through questionnaire and interview, we tried to conclude and summarize some challenges that students and teachers face in inclusive education sector and at the same time to have an answer on the effect of inclusive education in students with specific learning difficulties and teaching methodology in Kosovo. The study is characterized by the present situation to see what was done, is being done and how we can continually influence toward motivation and development of inclusive education so we can reach every

students' need. Based on teachers' responses our education system is organized in a structure where teachers can operate independently in a class if they follow school curriculum. At the same time, we can say that MEST has worked and continue to contribute toward teachers' training practice to meet students individual learning needs, but there is always a room to improve teachers' capacity to teach in an inclusive class so they can meet different teaching challenges in a diverse group.

What techniques are used and are found to be in inclusive education? According to the answers, most of teachers around Kosovo in primary and secondary school use grammar-based method, direct speech, communicative language approach followed by role play, pair work and other project presentation.

What teachers' competences are needed for inclusive education?

When Ministry of Education Science and Technology was established in the period after the war, most Kosovo staff members has had limited experience in using modern teaching methods but over the years, considerable efforts have been made in educational system in Kosovo. However, with implementing inclusive education there is still noticeable room for improvements on managing individual learning needs, class management and processing skills at the same time.

What is the current situation regarding the outcomes of inclusive education in Kosovo?

Through teachers' responses, we can bring a short conclusion that schools need additional supports to ensure inclusive education sustainability in a multidisciplinary approach. Practices need to be integrated through continued training and motivation and adapt these practices in daily activities.

Yet, more efforts should be made toward involving everybody in the class to be part of helping each other so everybody receives professional insight.

What changes should be considered to improve the inclusive education in Kosovo?

Although, there were a lot of efforts that have taken place over the years, yet, we still have students who face different challenges in school and fail to succeed. So, despite all the theories and plans that have taken place so far, teachers are the ones who have challenges in a daily life with students with SpLDs.

Knowing that most children look forward to learning, individual experiences can be different and appear to be beyond their comprehension and as a result these students grow frustrated and disappointed. Some of them alternatively are angry and feel guilty. The hidden nature of learning difficulties so far has led us as teachers toward a mystery point of what to expect when the difficulty appears.

According to "*Overcoming Dyslexia*" Dr Sally Shaywitz, Learning Difficulties appear to have their roots in a brain system that allows students to understand and express the language. So, to answer the question of what changes should be considered to improve the education in Kosovo, teachers' answer is "a lot".

Based on the need in our schools we must develop an empowerment plan to encourage the love of learning despite challenges and learn how to accept things we cannot change and at the same time build self-confidence.

So, first of all each school should have a professional clinical physiologist in order to embrace each student's profile that get registered as a school student. This will encourage also parents to understand that they are not alone in this phenomenon and that the school is a promising place for their child.

Through the individual student's profile, the school will identify each student's strength to some part and understand which students need extra help or service. Accommodation plays an important role for every child to succeed. It serves like a road map and it helps the student to understand his /her strength in order to reach his/her potential. Accommodation involves providing extra time and ensuring that all learning tools are available including those that facilitate audio learning, visual learning and eye reading. We are not asking for individual super fancy high tech technology devices. But school as a learning place, can have these tools. While students spend time in a school environment, teachers use these devices to help students learn from a different perspective. Once he/she masters learning through these practices, they advance in their strength, and they are able to go toward further academic challenges which will lead them later to succeed toward their goals.

During the summer, this group of students will attend part time school schedule to work with them on:

- verbal skills for example embrace opportunities to find out if these students find it easy to talk to a group, smile or appear happy in a group,
- social skills – see if students talk to other students, he/she works with, or if he/she is excited to interact with new people.
- narrative skills - see if students tell, writes or draws stories with different characters, remembers everything from a particular story
- spatial skills-likes to play with Legos and build large Lego creations or wants to play with machines or tools in the house,
- kinesthetic skills – likes dancing or moves around in order to learn from others
- visual skills – can describe what he has seen on a whiteboard, movie or a program
- mathematical skills- loves puzzles a computer games that involves math or science
- musical- see if the student is skilled at using sounds for learning.

Once we discover strengths, teachers must work on how to support those strengths through different practice and activities in the class. Knowing that every student needs to be challenged in order to grow and mature, teachers need to encourage every child to dream big and figure it out how to develop a teaching methodology plan and setting classroom goals to reach toward the desired outcome.

At the end we can say that teachers try to provide opportunities for everybody the same and providing enjoyable class environment for everyone in principal and practice the lessons in every school are a collaborative effort where students support each other's gap in learning.

CHAPTER V: DISCUSSION

In this chapter, we will discuss reasons why some students in this study experienced much smaller cognitive and academic achievement gains and had a less positive experience as a result of participation in the English learning program than the other students who achieved much larger cognitive and academic gains and had a more positive experience as a result of learning English.

This study confirms some of the research in the areas of cognitive development theories with regard to learning difficulties in learning English as a second language. Findings of this research confirm in general previous research in this area. The implications of the current study for students with specific learning disabilities and recommendations for teachers will then be discussed.

As well, it is recommended future directions for research based both on the findings and limitations of this research.

Students participated on the research and according to the gathered data when we think of a specific learning difficulty in reading, students always have reading difficulties. A considerable number in the categories of often, to time by time and rarely, claim they never have any specific learning difficulty in reading.

Through questions regarding listening, we were able to identify that students have listening difficulties. And listening as a crucial skill to learning a foreign language, has its own difficulties for many reasons, such as sometimes it's the British/American accent, sometimes the speed on the CD and sometimes it may be class discipline.

The main findings and conclusions are listed as follows: Different indicators can play their part in identifying specific learning difficulties, but this also could be a result of auditory processing disorders. The individual skills graph shows that once you have one learning difficulty, other ones come along with it. Practice, therefore is known to be the key to every success!

Teachers need to work on different writing strategies so students continually try and this will make the students to monitor their progress among other key skills. Teach students how to have clear goals when it

comes to developing writing skills. For example, when teaching vocabulary to young learners, the first step is to write a number of words with letter A which could be from the textbook or any other teaching aid. Before adding new ones, ask the students to pronounce the “A” words on the list them and check the spelling.

Those who have difficulties with reading, have them sit with the ones that don’t have, so they can listen closely from their peers and learn how to read the words that they find challenging.

Identifying students with a specific learning difficulty requires personalized student- centered problem solving. However, the questionnaire data showed that three quarters of the students in general learning difficulties are on the scale which affects the ability to listen, speak, read and write in the English Language. The group of students on which the research was conducted, were secondary school students which means they are not on the basic level of learning English Language.

We know that a learning difficulty is defined as a disorder that affects more of the basic learning processes. Determining the best strategy to help these students overcome learning difficulties, particularly those with specific learning difficulties is something that should lead us to intervene with different teaching strategies which will affect all students in the class.

Once we know and locate the learning problem, we would find a way to establish the group of students who struggle in that particular difficulty of learning.

The main reason for students who have good results in learning English, could be due to teachers’ techniques or possibly, students were able to attend private courses where the number of students is lower and the teaching techniques always require students to think and interact. In this case, this is a great opportunity to give a chance to students with SpLDs to work closely with those that don’t have so they can reach and show their learning capacity. Some students have more difficulties with category two and three which is misspelling and writing. As both go side by side in learning, teachers should practice spelling when students learn wordlists. Practice will help students overcome these difficulties.

A good strategy is to encourage singing as an independent practice. Students love to sing or maybe write a poem-something that can be direct to them. New words should be learned practices spelling and pronunciation. An instruction strategy to help to develop reading skills would require the students to follow the teacher as he or she demonstrates the reading steps. Identifying key passages from a reading text or a paragraph can help them to read better as they search for word patterns. This will help them to generalize the idea of what they are going to read.

For the other group of students who face learning difficulties, first of all teachers need to encourage students to practice at home, work on different speaking, listening and writing strategies so students keep trying and eventually gain success. This will make the student monitor progress better when they work in an independent way. With writing, the teacher must give hand-outs in advance and encourage pre-writing. Perhaps ask students to write the first word of every sentence and capitalize the first letter to be prepared before class. Give them more time to process what they comprehend in order to organize and find the right way to write the word. Be patient as students with writing difficulties are not so patient with themselves and get easily frustrated.

Teachers need to use the multisensory techniques which provide visual, auditory, kinesthetically and tactile support to help students who have specific difficulties in writing and spelling also.

These techniques encourage students to verbalize the motor sequence of the form of the letters. For example, letter "b" is a big stick down with a big stomach in front of its body on the right side and the letter "d" is the same but its stomach is on back on the left side. At the same time, draw on the board so students can have visual sight as you describe letter "b" and letter "d" to help them write correctly in the notebook. Teachers should work on motivating students so they can reach their potential of expressing themselves in all four skills. Multisensory approach would be a great guide where students use and perform in different class activities to acquire the lesson. In addition to that, teachers need to work on developing reading skills, for example bring short encouraging text with youth topic to read in the class, analyze and discuss and ask students to bring their point of view in writing.

There are students who face specific learning difficulties in reading, misspelling, writing and listening, in all seven primary schools. Among all four skills, the label of "always" showing inconsistencies in writing. As far as reading difficulties and processing reading language tasks are concerned this is typical in one quarter of students. In order to lower the percentage of difficulties that students face while using the four skills of learning English in every primary school, we need to use systematic approaches. We also saw that we have a significant percentage of students who face difficulties in writing in the English language. We are not sure if this is due to a lack of a skill set continuing from other subjects or if they have difficulties to progress in writing.

There are students with specific learning difficulties in secondary schools and these facts show the differences that appear from the survey. There are also some differences between the primary and

secondary schools. In order to help these group of students we have to ensure an early specialist identification . Identifying the learning difficulties early is better because the progress can be seen and teachers would know how to blend the lesson and activities in the class so everyone can benefit in the class.

School factors and elements to improve inclusive education:

School Factors	Elements
Teachers	<ol style="list-style-type: none"> 1. Teaching Design 2. Teaching Practice 3. Learning Standards 4. Assessments
Schools	<ol style="list-style-type: none"> 1. Adaptable curriculum 2. Material and Resources 3. School Policy 4. Practices and Culture
Students	<ol style="list-style-type: none"> 1. Knowledge 2. Ability 3. Skills
Outside support	<ol style="list-style-type: none"> 1. NGO volunteers 2. Different Organizations

Table 11. Elements to improve inclusive education

These elements alone are a challenge for everyone. However, to succeed we need to support and give access to every strategy and practice that helps them in every way possible.

According to researchers, strategies that may help to succeed in inclusive education are differentiated instruction, cooperative learning; use of the multiple intelligence techniques and probably the most promising tool so far is found to be technology and computer-based supported learning.

Technology is the investment needed for every classroom in Kosovo.

We have to use learning instructional strategies where students become independent learners and accomplish tasks showing what they have learned while monitoring their own progress.

Instructional learning strategies include: cooperative learning, group discussion, role-playing etc.

A multisensory approach also helps students with SpLDs to enhance memory and learning, helps them to learn how to stay organized and use their logic to meet their goals, they learn to work systematically etc.

Direct instruction is another method that is considered a key to effective teaching especially in inclusive education. Although direct instruction approach is directed by teachers, this method also encourages students to work collaboratively while doing a group project as it provides explanation, description and often illustrations. With this in mind, we continually need to use strategies that tackle and make students identify their needs in learning English Language.

From my experience as a teacher, one of the major differences between primary and secondary students is their experience of mastering levels with the cognitive tasks while learning English. Secondary School students enjoy the feeling of accomplishment and the special attention they received when they attain mastery of a level. These students rarely feel successful and respond positively to specific tasks that were given to work individually as they see it a challenging level based on their own functioning. Those students experienced mastery of the cognitive tasks as a stressful process where their memory problems resulted in anxiety and confusion as the tasks increased in difficulty level. Teachers should monitor student anxiety levels and adjust tasks accordingly thereby reducing chances that another student responds negatively to English proficiency.

There were several other differences between the experience of primary and secondary students in the learning English program. A considerable number of students find difficulties in understanding how the cognitive training tasks would connect to English learning skills or other practical ones. Their motivation appeared to be affected by this lack of understanding. Perhaps if the purpose of the tasks was explained more fully by teachers in order that students would have felt more successful in the program. It is also possible that for whatever reason, the cognitive tasks were not effective for the majority of students or did not address the processing issues that she has.

The purpose of the research was to study, examine and describe the experience of students in Kosovo with difficulties in learning English as a second language. All collected information from this research has provided a great foundation in understanding and at the same time has given us a great input to suggest a variety of possible reasons for the difficulties they experience and also seek for solution through different teaching approaches. Interviews with experienced English teachers, provided background and suggestions for consideration and focus. Insights gathered from interviews should help to inform English learners about the real experience and reaction of learners with SLD. Also, the findings from this research may demonstrate whether certain types of learners should receive special assistance in teaching in any aspects of English in order to learn more efficiently. Specifically, learners whose native language,

Albanian, and the way they learned it have nothing in common with English, and it may be more problematic than has been generally thought. Students with SLD, who are in mainstreaming classrooms will benefit by being considered equal among other classmates and inclusive education is the best approach to overcome those difficulties and help them have better results in English learning.

However, this study is limited by several factors. The moderate level of control available when studying and learning English as a second language reduces the ability to determine what factors led to the observed difficulties and changes.

- Are the changes due to the cognitive tasks themselves or to the method with which they were delivered, or a combination, or something else entirely?
- Are only some of the cognitive tasks responsible for the increases in cognitive functioning while students learn English?
- Are different cognitive tasks responsible for the changes for different students or was it the combination of tasks that led to the changes in their learning?

Most case studies, including this one, focus on a small number of individuals and it is not known if these students represent the group of learning English students as a whole, throughout Kosovo. The students are of different ages and have different learning disabilities. The inclusion of English language learning in the areas of emotional and interpersonal functioning before and after participation in the program would have provided reasonable evidence related to possible changes in these areas of functioning.

Measures of social skills, learned helplessness, internalizing problems (e.g. anxiety), and externalizing problems (e.g. conduct problems) could be added to the analysis. Interviews with the teachers in the regular school system, while difficult to achieve, would have provided additional information on the emotional and interpersonal functioning of the students that would have added to a deeper understanding of English.

Several findings of the study appear to confirm the propositions of the cognitive development theories of Piaget, Vygotsky, and Feuerstein. (Piaget J., 1952) (Vygotsky, L. 1978) (Feuerstein, R. & Falik, L.H., 2010) All three of these theories emphasize the individual's ability to construct learning through interactions with some aspect of the environment. Piaget emphasizes the need for cognitive readiness and exploration. (Piaget.J., 1959)

Although the English program is very directed and regimented, it does in some ways address Piaget's contention that individuals need to be ready to make cognitive changes. The English program has cognitive tasks that are individualized to a level that is challenging but within the range of the students' ability. The student is not moved up to the next level until they are "ready" or have demonstrated mastery of the previous level. The introduction of the cognitive tasks could be seen as providing the environment through which the students can learn or construct their learning. The English program provides feedback so students can adjust their performance and learn from their mistakes. Piaget believed that learning is a trial and error process and that mistakes are essential to learning English. However, the English program is lacking in the discovery learning format that Piaget's theory can be most directly connected to.

Vygotsky emphasized the role of social experiences and believed that directed learning with the support of a more competent person contributed to increased skills and learning. He felt that mistakes should be avoided when possible. (Vygotsky, L.S., 1978) Scaffolding or supports allow the individual to perform tasks that they would not be able to do on their own and they reduce mistakes. Although the English learning program has limited social experiences within the classroom, this program is directed and the teachers are involved in setting up the tasks for the students, testing and assessing their language skill levels, and providing them with feedback. The cognitive tasks provide more support at the beginning of a new level than is provided as the student gains proficiency at the task in their current level.

Feuerstein extended the theory and applications of Vygotsky's theory to develop his own theory of cognitive modifiability, instructional materials, and dynamic assessment techniques to measure cognitive potential. He argues that cognitive functioning is not static and can be changed through structured and directed tasks that allow the individual to think at a higher cognitive level than they are able to do on their own. The English program was based on the premise of neuroplasticity and claims to increase the cognitive functioning of the individuals who participate in this program. The cognitive modifiability theory of Feuerstein is consistent with research evidence. The results of the current study confirm the presence of increase in several cognitive processing areas after structured and directed cognitive exercises. These results also confirm Feuerstein's belief that tests measure the individual's current functioning and not necessarily their potential. (Feuerstein, R., 2001) (Vygotsky, L.S., 1978)

All of the students in the study increased in at least one cognitive processing area, indicating that their previous score did not reflect their potential.

Comparing the study findings to theoretical perspectives provided an anchor to previous knowledge and research related to cognitive development that has not been documented in the literature previously. Conducting semi-structured interviews from a constructivist perspective increased the level of understanding of what participation in the English learning program as a second language is like for a variety of primary and secondary school students.

CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

The results of the study indicate that schools in Kosovo have established practices and different approaches to cover overall inclusive index however according to the results, yet, it is experiencing a momentum as around 25% percent of the students face major difficulties in reading, writing, speaking and listening in English as a second language. On the other hand, students' perception on specific learning difficulties have been significantly higher compare to those who reported "never". At the same time, teachers perceived that inclusion practices are satisfactory although all of them are positive about assistive technology as a great aid to reach every student in the class and they believe that it will have a positive effect on everybody. Furthermore, majority of students responded that they rarely have listening difficulties unless there is not silence in the class. According to the research SpLDs are present within schools that participated in this study, which in turn might impact practices and approaches for inclusion. In addition, teachers consider their practice the same as some of them and are familiar with terms of specific learning difficulties and they consider the cases as special needs. However, they try to give the best to all children in their everyday work.

In order to integrate these practices within their academic year plan as well as to adapt these practices to their everyday activities., they need continue training as essential tool to implement inclusive practices, and to empower a different school culture and climate, which is based on inclusive practices. On the other hand, more efforts should be suggested toward a more qualitative engagement of parents and community.

For many educators the practice of inclusion, in order to overcome specific learning difficulties remains an issue for further debate and research. While much information can be found regarding the apparently favorable impact of inclusion on students with specific learning difficulties, little research addresses the potentially negative impact on the general education students, primary and secondary.

As far as teaching methodology Communicative Language Approach will continue to be the major general language teaching methodology in inclusive education for years to come, since it motivates and encourages individuals to be active in the class and it is designed to be a student centered approach. Being a learner-centered approach, makes the teacher take the role of a facilitators who facilitates language learning for all practical and communicative purposes by giving students control over their own

learning. The approach may seem a challenge at the beginning but gradually gaining thereby building the student's self confidence in the classroom and everywhere. It is being realized that this approach is not only effective in class but is also serves outside a classroom as students gain self-confidence to work on the own. With this in mind, it is good to mention that is very important to assure teachers that being in a role of a facilitator doesn't mean that you are neglecting your students or is in any way a sign of negligence or loss of classroom management, but rather a sign of belief that students learn best by using language with each-other and for purposeful communication.

Research related to removing or reducing the cognitive functioning/processing deficits of individuals with learning disabilities is very important. A great deal of research is still needed on the English learning program, as a second language, and the application to educational programs for individuals with specific learning difficulties. More information is needed on what types of individuals and/or what types of conditions lead to different cognitive and academic outcomes through participation in the English learning program. It is just as important to understand why the program is less effective.

Replication of the current study research with students in other locations throughout Kosovo will be helpful in expanding this knowledge.

Further research needs to identify the differences between individuals who programming works for and those it doesn't work for. Educational programs designed to help students with learning disabilities and difficulties often respond to a lack of progress by increasing the frequency or intensity of the program. In some cases, it may be a reduction in the frequency or intensity of a program that leads to positive gains. Baseline measures of stress level and estimates of individual optimal stress levels with monitoring could, for example, inform a modification to the program that may lead to a better outcome.

Comparison studies are needed in Kosovo to more fully understand the English learning program and evaluate its effectiveness. A control group of individuals with specific learning difficulties and difficulties who are matched on as many relevant characteristics as possible would provide needed information on the effectiveness of the English learning program generally and, in comparison to other intervention choices specifically. Therefore, one of the most important control groups for comparisons to the English learning group, primary and secondary, would be students with specific learning difficulties who need to receive typical supports within the school system. A randomized, controlled design is not possible given the ethical considerations of letting chance determine whether or not someone receives programming that may potentially change their cognitive potential for the better.

More research of the emotional and interpersonal functioning of individuals who are attending the English learning program, as a second language is needed.

Formal and informal measures of these areas will lead to a better understanding of how participation in the English program affects emotional and interpersonal functioning and vice versa. Longitudinal studies to understand the long-term effects of participation in the English program are needed, particularly those studies that provide comparisons with similar students with learning disabilities who received the typical supports in school or some other specialized program.

The findings from this study have implications that may prove interesting for further research in Kosovo in order to improve English learning as a second language at school. The suggestions for further research include:

1. Expand the study to more than one urban comprehensive secondary school in order to increase the sample size and have a better demographic distribution by having a balance between urban and rural schools.
2. Conduct the study in urban school settings as well as peri-urban and rural school settings to compare the differences in student learning difficulties and then outcomes.
4. Conduct a qualitative study with students to gain their perceptions of how the inclusive model impact their achievements, behavior, and attendance.
5. Conduct a qualitative study with teachers to gain their perceptions of how the inclusive model increased their effectiveness as educator.
6. Expand the study to determine the impact of the inclusive model on performance of non-disabled students in comparison to students with disabilities and learning difficulties.

I started my dissertation with a strong connection to research that might positively affect the life outcomes for individuals with learning difficulties and disabilities. I knew through my previous experience with the English learning program as a teacher, and now university lecturer, that many of the students had made large and significant increases in many areas of their cognitive processing after two or three years of participation in the program and that some of the students had made much smaller increases that were in fewer areas.

I have decided to do more research in the coming years, by inviting my colleagues in Gjakova region and elsewhere in Kosovo with to find out more how participation in the English learning program, as a second language, affects the cognitive, academic, emotional, and interpersonal functioning of the students. Given

how little research was available to evaluate actual program right now and the lack of independent and peer-reviewed research, I feel that it is especially important to rectify this situation. We can take the opportunity that now in Kosovo, the Government and MEST have approved Law on Education, Strategy for inclusion and other legal documents, that have paved the way to do further research and implement their findings.

Raising Awareness of specific learning difficulties is a need in Kosovo schools first of all to form a positive attitude toward in those students who have SpLDs and the second to facilitate the effective teaching with different practical techniques in the classroom. Therefore, we need to lay the theoretical foundation and promote the understanding of the nature of learning differences and other SpLDs.

Once we understand the cognitive, social and emotional issues it helps teachers to develop and ground the effective teaching approaches and classroom management techniques.

I started my research with some experience with qualitative information and observations from my work as an English teacher. However, I realized that I had some understanding of qualitative research and did not have a true appreciation for the depth of knowledge to be gained through this research. I have changed some of my practices as an English teacher and my thinking about numbers. In a future research, it will be great to construct a close interview with teacher behavior or teacher efficacy as outcome measure.

In conclusion, research and education related to cognitive skills offer the chance for individuals with learning disabilities to have more options for their lives. Students with learning disabilities from a variety of backgrounds should have the opportunity to maximize their potential and options. The justice available for individuals with disabilities should concern us all.

CHAPTER VII: LIMITATIONS

7.1 Weak points of the study

In this study, 1120 primary and secondary school students in seven centers of Kosovo were included in the analysis of the data.

One limitation of the current study is the relatively a good sample size (N=1120). There is some consistency in the professional literature regarding adequate sample size for determining statistically significant differences, but the selection was not done randomly. The sample size limited the number of parameters that the researcher could investigate in terms of differences in student performance based on student demographic variables. Future investigations in determining statistically significant differences in student performance in English language learning by demographic variables should aim to collect larger samples.

The purpose of this study was to understand how participation of students with learning difficulties in the English program, as a second language, affected the cognitive, academic, emotional, and interpersonal functioning of the participants and why participation in this program had the impact that it did. The study was able to answer both of these questions to some degree through interviews with all of the students who participated in the survey and their teachers.

A comparative analysis of the different sources of information provided evidence of commonalities and exposed differences in the experiences of these students.

However, this study is limited by several factors and as a result of this has some weak points. The moderate level of control available when studying an English program in the classroom and then in a real life setting reduces the ability to determine what factors led to the observed changes. Were the changes due to the cognitive tasks themselves or to the method with which they were delivered, or a combination, or something else entirely? Were only some of the cognitive tasks responsible for the increases in cognitive functioning? Were different cognitive tasks responsible for the changes for different students or was it the combination of tasks that led to the changes?

Most studies, including this one, focus on a relatively small number of individuals and it is not known if these students represent the group of English learning students as a whole in the entire Kosovo. The students are of different ages and have different learning disabilities. These students started at the same time when the English program was brand new at secondary schools, lower and upper, so it is not known whether they are similar or different from the subsequent students in this location or whether their experiences are similar to those of English students in other locations. There was a balance between male and female students. This balance in the percentage of gender representation may have not affected the results since as a group the male students had the same number and sized significant in cognitive processing measured by tests.

The inclusion of formal testing before and after participation in the English program would have provided triangulating evidence related to possible changes in these areas of functioning, emotional and cognitive one. Measures of personality, social skills, learned helplessness, internalizing problems (e.g. anxiety), and externalizing problems (e.g. conduct problems) could be added to the analysis. Interviews with the teachers at the public-school system or school observations, while difficult to achieve, would have provided additional information on the emotional and interpersonal functioning of the students that would have added to a deeper understanding.

The lack of replication of this type of experience reduces the explanatory value it provides because it is not known if students' experiences were similar or different from the other students who made smaller gains. It is possible that other students who made smaller cognitive and academic gains felt very positively about the impact of the English program on their lives. It is also possible, though less likely, that some of the students who had larger cognitive and academic gains left the English program with an overall feeling of disappointment in the experience either through the social/emotional problems of disconnection with their peer group or the lingering presence of some cognitive and academic difficulties.

Students who participate in this research are from a middle-class society and at least one of the parents has a high school education. In Kosovo all schools have an English language program and English is being taught as a second language however this does not limit the generalizability of the results to the case of participation in any other English program. Since most of the schools offer the English program were urban schools, this does not particularly limit the generalizability and the results show that students with SpLDs need assistance and more time in order to learn parallel with others. However, since we don't

know the background of each student who participated in the research, we don't know if potential students from different backgrounds would have the same experiences.

Since it is known that students from rural areas tend to bring a fear of failure and embarrassment to the classroom and learning, it should come as no surprise that many English learners struggle with the fear of the social shame of speaking poorly or incorrectly might often, even in the classroom, avoid speaking and opportunities for practice unless they are generally motivated to participate in the group activity. Again, there are different factors that influence the learning difficulties. (Ellis, 1997)

Another quality of learners from rural areas that bears qualification is cognitive ability. Students with SpLDs require a slower instructional pace than other students with typical development. This is because of the slowness in information processing capability which is related to the ability of processing. (Nancy V. Lueers, 2006)

In a longitudinal study, Birkhill and Schaie established that there can't also be noticed a significant decline in performance because of a number of other different mental abilities therefore sometimes might be difficult to notice till later stages of studies. (Birkhill, W. R., & Schaie, K. W., 1975)

As for the popular belief that those students are at a relative disadvantage to children in English as a second language study, there is support for both the positive and the negative viewpoints. However, the theory of a critical or sensitive period for optimal and right acquisition of a second language, was effectively declined by Wang. (Wang, W., 1999)

The critical period theory might be more accurately defined as a belief that has become a general accepted assumption; that students with typical development are more successful in second language learning if they work separately from those with SpLDs due to a critical period of language learning. This belief was proven as not accurate by Bialystok and Wang. Both researchers confirmed that every activity may serve as an advantage for students SpLDs and those with typical development. (Bialystok, 1997) (Wang, W., 1999)

Bialystok state that, "a problem which is frequently is observed and encountered in the critical period literature is the lax specification of what bio behavioral model, or portion thereof, is affected by the critical stimulation". (Bialystok, 1997)

Bialystok conducted two studies based that students who learn a second language will find it difficult to master a structure that is not a defining feature of the first language and this relatively will bring the difficulty to master a structure shared across the two languages. (Bialystok, 1997)

These differences may be discouraging for adult students, but there should be no age differences in the ability to learn structures that are shared and are similar across the two languages.

While it may appear that younger students are more successful language learners than adult students, the two Bialystok studies have helped to establish that it is not because of a critical period or maturational limits but because of stylistic differences in learning at different stages in life and the fact that learning comes by doing and younger students are able to do what you tell them too, while adult learners hesitate. (Bialystok, 1997)

Bialystok showed that age differences in second language acquisition ability to be inconsistent and sometimes to the advantage of adult learners. More than age alone, first language acquisition experience and favorable (e.g., social, educational, experiential) conditions contribute to successful second language acquisition. (Bialystok, 1997)

If we followed students during the research for a longer time, it would provide more ecological validity and more real life evidence of the effect of inclusive education in students with SpLDs and teaching methodology in Kosovo.

Since the number of English classes in both primary and secondary school is small, and for students with SpLDs is school the only source to listen, read, write and speak English as a second language, it may take some time for them to benefit from their cognitive processing improvements in their academic skills and within the school environment.

At the end we can say that research and all education related to cognitive skills offer the chance for individuals with specific learning difficulties have more options for their lives. However, these optimistic findings must also mention the validity regarding attitudes toward inclusion in Kosovo community. They will have a chance to maximize their potential and options but the justice available for individuals with specific learning difficulties may be considered in the school but what about outside the school must be something that should concern us all.

7.2 Strong points of the study

One of the major strong points in inclusive education is that brings everyone to work together in order to meet the needs of individuals in the classroom. It also provides support that students with SpLDs need and allow them to get involved and feel included.

With this in mind, students who have specific learning difficulties are not the only ones who benefit from this initiative but also the ones with typical development as additional resources and different supporting techniques are provided and used in an inclusive class.

Despite efforts, that so far have been done with a great dedication, yet, there is a lot that remains to be done in order to implement inclusive education according to European and Democratic countries. Therefore, in order to have effective and inclusive process with positive results, we have to make our schools a place this is open and promotes equality and access for all students.

Future research has to bring a connection between teacher's behavior and teacher's efficacy as outcome measures.

One of the principles in Inclusive education is to acknowledge that students learn better in small groups, therefore by using small groups, teaching can be organized in a way where each student learns best while using multisensory instruction, different visual aids or objects to help students learn new concepts. It will be a great idea to have interactive whiteboard where students can interact with different images by moving them around on the large screen. This teaching tool can be used to turn students' work into a video which can be exciting for students and help move forward. In inclusive classroom students develop social skills and maintain friendship and improve their behavior by the fact that they are filled with diverse students. They learn from each-other and at the same time learn from their own way.

In Inclusive education teachers use different teaching tools to help students make progress as during the lesson all student's need are met at all ability levels. (Understood.org, n.d.)

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APPENDICES

APPENDIX 1

Questionnaire with students in Albanian Language

PYETËSORË ME NXËNËS QË KANË VËSHTIRËSI SPECIFIKE NË LEXIM, SHKRIM, DËGJIM DHE FOLURURIT E GJUHËS ANGLEZE

Të dashur nxënës, ju lutem vlerësoni veten sipas renditjes së shënuar më poshtë nga 0-4.

0	1	2	3	4
Asnjëherë	Rrallë	Kohë pas kohe	Shpesh	Gjithmonë

- ☐ Unë nuk lexoj mirë në Gjuhën Angleze ____
- ☐ Mua nuk më pëlqen të lexuarit ____
- ☐ Unë bëj gabime gjatë leximit, kapërcej rreshtat ____
- ☐ E kam vështirë të mbaj mend atë që kam lexuar ____
- ☐ Unë i ngatërroj shkronjat kur lexoj si psh b/d,p/q ____
- ☐ Sytë më dhembën ose më lotojnë kur lexoj ____
- ☐ Teksti duket sikur mjegullohet kur lexoj unë ____
- ☐ Kur unë lexoj kam vështirësi të kuptojë pikat kryesore ____.
- ☐ Kam një shkrim të ngatërruar ____
- ☐ Shkronjat më ngjiten njëra me tjetrën dhe nuk lë hapsirë nëmes të fjalëve ____
- ☐ Kam vështirësi të rri në rresht të tekstit ____
- ☐ Unë kam vështirësi të shkruaj shenjat e pikësimit ____
- ☐ Unë kam vështirësi të përshkruaj nga faqja e librit ____
- ☐ Unë kam vështirësi të përshkruaj nga tabela ____
- ☐ Unë kam vështirësi të shkruaj atë që mendoj ____
- ☐ Unë mund ta them mësimin por e kam vështirë t'a shkruaj ____
- ☐ Unë kam vështirësi me dëgjim ____
- ☐ Unë nuk mund të dëgjoj kur në klasë dëgjohen edhe zëra të tjerë ____
- ☐ Unë nuk e kuptoj CD-në kasetofonin e mësueses ____
- ☐ Unë kam vështirësi në të folur ____

- Unë e kam vështirë të rri i/e organizuar _____
- Unë kam vështirësi të punoj paralel me shokët dhe shoqet e klasës _____

Questionnaire with students in English Language

A QUESTIONNAIRE WITH STUDENTS WHO ENCOUNTER SPECIFIC DIFFICULTIES WITH READING, WRITING, LISTENING AND SPEAKING IN ENGLISH LANGUAGE

Dear student, please rate yourself according to the order listed below from 0-4.

0	1	2	3	4
Never	Rarely	Time by Time	Often	Always

- I do not read well in English _____
- I do not like reading _____
- I make mistakes while reading, skip the rows _____
- I hardly remember what I read _____
- I confuse the letters when I read such as b / d, p / q _____
- My eyes ache when I read _____
- The text seems to be fading when I read _____
- When I read I have difficulty understanding the main points _____
- I have a confused writing _____
- Letters stick to one another and I don't leave space between words _____
- I have difficulty sticking with the text _____
- I have difficulty with punctuation marks _____
- I have difficulty describing from the book page _____
- I have difficulty describing from the table _____
- I have difficulty writing what I think _____
- I can say the lesson but I can hardly write it _____
- I have listening difficulties _____
- I cannot hear when other voices are heard in class _____
- I do not understand the listening from the class Cd _____
- I have difficulty is speaking _____
- I hardly stay organized _____
- I have difficulty working parallel with my classmates _____

APPENDIX 2
STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

■ TEACHERS' QUESTIONNAIRE

1. You are an:

- ☐ Elementary teacher with a Bachelor Degree in general education.
- ☐ English teacher with a Bachelor Degree in ELT.
- ☐ English teacher with a Master Degree in ELT.

2. How long have you been teaching English in this school?

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ More than 15 years

3. Where do you teach your students the English Language?

- ☐ At public school
- ☐ At language school
- ☐ At private English course

4. What is the name of the school facility you work at and the place?

- ☐ Elementary School _____ - _____
- ☐ High School _____ - _____

5. Which grades do you teach?

- ☐ 1-4
- ☐ 5-9
- ☐ 10-12

6. What is the average number of children in your English classes?

- ☐ 10-15
- ☐ 16-25
- ☐ 26-35

7. How much are you familiar with inclusive education?

- ☐ Not much
- ☐ Enough
- ☐ A lot
- ☐ Specific training

8. Do you have students with specific learning disabilities? If yes, how many.
- Yes, _____ students
 - No
9. What signs do you notice in students with specific learning disabilities in your class?
- Read slowly
 - Have difficulties with the order of letters
 - Has trouble with spelling and pronunciation
 - Have difficulties with handwriting
 - Have difficulties in recalling known words
 - Has difficulty with written language
 - All above
 - Other
10. What are some common disabilities of students that you note in your class?
- Speech Language Difficulties
 - Autistic Spectrum Disorders
 - ADHD -Attention deficit hyperactivity disorder
 - Dyscalculia
 - Dyspraxia
 - Dysgraphia
 - Dyslexia
 - APD -Auditory Processing Disorder
11. What difficulties you face in all inclusive classroom while teaching English Language?
- Students continually have problems with reading
 - Students continually have problems with writing
 - Students continually have problems with listening
 - Students continually have problems with speaking
 - Other such as
 - Organizing
 - Social skills
 - Memory
 - Receptive
12. Please list three of the most difficult things you are facing during implementing inclusive education in your regular class:
- 1.
 - 2.
 - 3.

13. Do you find the inclusive education effective? Which aspects might need reinforcement?
Please be specific

EXPLANATORY FOOTNOTE FOR QUESTION 10 FROM TEACHER'S INTERVIEW FORM

- **Speech Language Difficulties** - those who are unable to produce speech sounds correctly or fluently
- **Autistic Spectrum Disorders** - this disability is characterized by difficulties in social interaction and communication
- **ADHD -Attention deficit hyperactivity disorder** -It involves problems that have to do with paying attention or controlling behavior which is not appropriate.
- **Dyscalculia** - those who have difficulties in making arithmetical calculations
- **Dyspraxia** - those children who are affected to do a wide range activities of everyday physical tasks such as jumping, speaking clearly and even gripping a pencil
- **Dysgraphia** -it is condition that causes trouble with written expression or an inability to write in a coherent way, for example doing homework
- **Dyslexia** - involve difficulty in learning to read or interpret words, letters
- **APD -Auditory Processing Disorder** -it is a hearing problem as a result that their ears and brain do not coordinate together.

APPENDIX 3
STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

TEACHERS' INTERVIEW

1. What are some of the teaching methods you use in an inclusive class?

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ Any other please explain

2. Do you think that the current teaching methods and materials are appropriate for students with special learning difficulties?

- ☐ If “Yes” please explain

- ☐ If “No” please explain

3. What type of materials do you use for English lessons?

- ☐ Books with pictures only
- ☐ Books with text only
- ☐ Books with text and pictures

4. What English textbooks do you use for teaching English to students with special learning disabilities?

- ☐ Follow me – Ardita Kabashi Hima and Nimete Krasniqi
- ☐ Happy Hearts by Jenny Dooley – Virginia Evans
- ☐ Fairy tales by Jenny Dooley – Virginia Evans
- ☐ Smiles by Jenny Dooley – Virginia Evans
- ☐ English Exploring by Tim Harris and Allan Rowe
- ☐ Headway – by Liz and John Soars
- ☐ Straightforward by Lindsay Clandfield , Philip Kerr and Ceri Jones
- ☐ Fairy tales

☐ Smiles

5. Are inclusive classrooms compatible with differentiated instruction?

☐ Yes

☐ No

6. Do you think schools must provide assistive technologies and other learning tools to serve as a great asset in inclusive education?

☐ Yes

☐ No

☐ Not necessary

7. Do you think that strategies that help students with special learning difficulties help others to learn and reduce barriers to success?

☐ If “Yes” please explain _____

☐ If “No” please explain _____

8. Do you think that in inclusive classroom teachers must have an assistant?

☐ If “Yes” please explain _____

☐ If “No” please explain _____

9. What are some of the benefits of inclusive education for disable and non-disabled students?

Please explain _____

10. What changes should be considered to improve the inclusive education in Kosovo?

Please explain _____

APPENDIX 4
REQUEST FOR DISSERTATION RESEARCH IN GJAKOVA DEPARTMENT OF
EDUCATION

KËRKESE

I nderuar **Z.Bernard Frrokaj**, unë quhem Alma Lama dhe jam nga Gjakova.

Jam kandidate në studime të doktoraturës në Universitetin e Evropës Juglindore në Tetovë, Departamenti - Gjuhës Angleze dhe me anë të kësaj letre paraqes kërkesën time për hulumtim në **Shkollën Fillore "Yll Morina" dhe në Shkollën e mesme "Hajdar Dushi" në Gjakovë**. Tema e disertacionit është "Efekti i arsimimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënies në Kosovë"

Hulumtimi im është në harmoni me Planin Strategjik Arsimor të Kosovës i siguruar nga MASHT-i, i cili mbështet parimin e gjithëpërfshirjes dhe plotësimin e kritereve të cilët garantojnë cilësi në arsim dhe ka për qëllim të kuptojë efektin e gjithëpërfshirjes tek studentët me vështirësi në të nxënë, përparësitë dhe jo përparësitë e gjithëpërfshirjes dhe në të njëjtën kohë do të pasqyrojë edhe përgatitjen e shkollave të rregullta – gjithëpërfshirëse në mbështetjen e fëmijëve me vështirësi specifike në të nxënë si faktor kyç në sistemin tonë arsimor.

Ky hulumtim do të përmbledhë informacione mbi efektin e arsimimit gjithëpërfshirës në 7 qendra të Kosovës; Gjakovë, Prizren, Pejë, Prishtinë, Ferizaj, Gjiilan dhe Mitrovicë, respektivisht, 7 shkolla fillore dhe 7 shkolla të mesme gjegjësisht pesëqind e gjashtëdhjetë nxënës të arsimit të ulët dhe pesëqind e gjashtëdhjetë nxënës të arsimit të mesëm dhe njëzet e tetë mësimdhënës në të shtatë qendrat.

Hulumtimi përmban një pyetësor për tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.F. "Yll Morina" dhe tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.M "Hajdar Dushi".

Hulumtimi përmban dhe një pyetësorë për secilin mësimdhënës të përfshirë në hulumtim, gjithësej katër në Komunën e Gjakovës, dhe do të intervistojë nga dy mësimdhënës në shkollat dhe vendin përkatës. Me këtë rast, intervista e mësuesëve do të bëhet me shkrim. Unë shpresoj që kërkesa ime do të mirpritet në kabinetin tuaj qeverisës!

Me respekt,

Alma Lama - Gjakovë

PhD Kandidat UEJL – Tetovë

Mob +383 44 188302

APPENDIX 5
REQUEST FOR DISSERTATION RESEARCH IN PRISHTINA DEPARTMENT OF
EDUCATION

Për Departamentin e arsimit në Prishtinë
Cc: Zyra e Kërkesave – Komuna, Prishtinë

02 Mars 2018

KËRKESË

I nderuar **Z. Jonuz Salihaj**, unë quhem Alma Lama dhe jam nga Gjakova. Jam candidate në studime të doktoraturës në Universitetin e Evropës Juglindore në Tetovë, Departamenti - Gjuhës Angleze dhe me anë të kësaj letre paraqes kërkesën time për hulumtim në **Shkollën Fillore "Elena Gjika" dhe në Shkollën e mesme "Sami Frashëri" në Prishtinë**. Tema e disertacionit është "Efekti i arsimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënies në Kosovë"

Hulumtimi im është në harmoni me Planin Strategjik Arsimor të Kosovës i siguruar nga MASHT-i, i cili mbështet parimin e gjithëpërfshirjes dhe plotësimin e kriterëve të cilët garantojnë cilësi në arsim dhe ka për qëllim të kuptojë efektin e gjithëpërfshirjes tek studentët me vështirësi në të nxënë, përparësitë dhe jo përparësitë e gjithëpërfshirjes dhe në të njëjtën kohë do të pasqyrojë edhe përgatitjen e shkollave të rregullta – gjithëpërfshirëse në mbështetjen e fëmijëve me vështirësi specifike në të nxënë si faktor kyç në sistemin tonë arsimor.

Ky hulumtim do të përmbledhë informacione mbi efektin e arsimit gjithëpërfshirës në 7 qendra të Kosovës; Gjakovë, Prizren, Pejë, Prishtinë, Ferizaj, Gjiilan dhe Mitrovicë, respektivisht, 7 shkolla fillore dhe 7 shkolla të mesme gjegjësisht pesëqind e gjashtëdhjetë nxënës të arsimit të ulët dhe pesëqind e gjashtëdhjetë nxënës të arsimit të mesëm dhe njëzet e tetë mësimdhënës në të shtatë qendrat.

Hulumtimi përmban një pyetësor për tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.F. "Elena Gjika" dhe tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.M "Sami Frashëri".

Hulumtimi përmban dhe një pyetësorë për secilin mësimdhënës të përfshirë në hulumtim, gjithësej katër në Komunën e Prishtinës, dhe do të intervistojë nga dy mësimdhënës në shkollat dhe vendin përkatës. Me këtë rast, intervista e mësuesëve do të bëhet me shkrim. Unë shpresoj që kërkesa ime do të mirpritet në kabinetin tuaj qeverisës!

Me respekt,

Alma Lama – Gjakovë

APPENDIX 6
REQUEST FOR DISSERTATION RESEARCH IN MITROVICA DEPARTMENT OF
EDUCATION

Datë: 09 Mars 2018

Për Departamentin e arsimit në Mitrovicë
Cc: Zyra e Kërkesave – Komuna, Mitrovicë

KËRKESË

I nderuar **Z.Iset Beka**, unë quhem Alma Lama dhe jam nga Gjakova. Jam kandidate në studime të doktoraturës në Universitetin e Evropës Juglindore në Tetovë, Departamenti - Gjuhës Angleze dhe me anë të kësaj letre paraqes kërkesën time për hulumtim në **Shkollën Fillore "Eçrem Çabej" dhe në Shkollën e mesme "Frang Bardhi" në Mitrovicë**. Tema e disertacionit është "Efekti i arsimimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënies në Kosovë"

Hulumtimi im është në harmoni me Planin Strategjik Arsimor të Kosovës i siguruar nga MASHT-i, i cili mbështet parimin e gjithëpërfshirjes dhe plotësimin e kriterëve të cilët garantojnë cilësi në arsim dhe ka për qëllim të kuptojë efektin e gjithëpërfshirjes tek studentët me vështirësi në të nxënë, përparësitë dhe jo përparësitë e gjithëpërfshirjes dhe në të njëjtën kohë do të pasqyrojë edhe përgatitjen e shkollave të rregullta – gjithëpërfshirëse në mbështetjen e fëmijëve me vështirësi specifike në të nxënë si faktor kyç në sistemin tonë arsimor.

Ky hulumtim do të përmbledhë informacione mbi efektin e arsimimit gjithëpërfshirës në 7 qendra të Kosovës; Gjakovë, Prizren, Pejë, Prishtinë, Ferizaj, Gjiilan dhe Mitrovicë, respektivisht, 7 shkolla fillore dhe 7 shkolla të mesme gjegjësisht pesëqind e gjashtëdhjetë nxënës të arsimit të ulët dhe pesëqind e gjashtëdhjetë nxënës të arsimit të mesëm dhe njëzet e tetë mësimdhënës në të shtatë qendrat.

Hulumtimi përmban një pyetësor për tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.F. "Eçrem Çabej" dhe tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.M "Frang Bardhi".

Hulumtimi përmban dhe një pyetësorë për secilin mësimdhënës të përfshirë në hulumtim, gjithësej katër në Komunën e Mitrovicës, dhe do të intervistojë nga dy mësimdhënës në shkollat dhe vendin përkatës.

Me këtë rast, intervista e mësuesëve do të bëhet me shkrim. Unë shpresoj që kërkesa ime do të mirpritet në kabinetin tuaj qeverisës!

Me respekt,

Alma Lama - Gjakovë
PhD Kandidat UEJL – Tetovë
Email:al21449@seeu.edu.mk

APPENDIX 7
**REQUEST FOR DISSERTATION RESEARCH IN PRIZREN DEPARTMENT OF
EDUCATION**

Për Departamentin e arsimit në Prizren
Cc: Zyra e Kërkesave – Komuna, Prizren

Datë: 22 Maj 2018

KËRKESË

I nderuar **Z. Skender Susuri**, unë quhem Alma Lama dhe jam nga Gjakova. Jam kandidate në studime të doktoraturës në Universitetin e Evropës Juglindore në Tetovë, Departamenti - Gjuhës Angleze dhe me anë të kësaj letre paraqes kërkesën time për hulumtim në **Shkollën Fillore "Mustafa Bakiu" dhe në Shkollën e mesme "Gjon Buzuku" në Prizren**. Tema e disertacionit është "Efekti i arsimimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënies në Kosovë"

Hulumtimi im është në harmoni me Planin Strategjik Arsimor të Kosovës i siguruar nga MASHT-i, i cili mbështet parimin e gjithëpërfshirjes dhe plotësimit të cilët garantojnë cilësi në arsim dhe ka për qëllim të kuptojë efektin e gjithëpërfshirjes tek studentët me vështirësi në të nxënë, përparësitë dhe jo përparësitë e gjithëpërfshirjes dhe në të njëjtën kohë do të pasqyrojë edhe përgatitjen e shkollave të rregullta – gjithëpërfshirëse në mbështetjen e fëmijëve me vështirësi specifike në të nxënë si faktor kyç në sistemin tonë arsimor.

Ky hulumtim do të përmbledhë informacione mbi efektin e arsimimit gjithëpërfshirës në 7 qendra të Kosovës; Gjakovë, Prizren, Pejë, Prishtinë, Ferizaj, Gjilan dhe Mitrovicë, respektivisht, 7 shkolla fillore dhe 7 shkolla të mesme gjegjësisht pesëqind e gjashtëdhjetë nxënës të arsimit të ulët dhe pesëqind e gjashtëdhjetë nxënës të arsimit të mesëm dhe njëzet e tetë mësimdhënës në të shtatë qendrat.

Hulumtimi përmban një pyetësor për tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.F. "Mustafa Bakiu" dhe tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.M "Gjon Buzuku". Hulumtimi përmban dhe një pyetësorë për secilin mësimdhënës të përfshirë në hulumtim, gjithsej katër në Komunën e Prizrenit, dhe do të intervistojë nga dy mësimdhënës në shkollat dhe vendin përkatës. Me këtë rast, intervista e mësuesëve do të bëhet me shkrim. Unë shpresoj që kërkesa ime do të mirpritet në kabinetin tuaj qeverisës!

Me respekt,

Alma Lama - Gjakovë

PhD Kandidat UEJL – Tetovë

Email:al21449@seeu.edu.mk

APPENDIX 8

REQUEST FOR DISSERTATION RESEARCH IN PEJA DEPARTMENT OF EDUCATION

Për Departamentin e arsimit në Pejë
Cc: Zyra e Kërkesave – Komuna, Pejë

Datë: 23 Maj 2018

KËRKESË

I nderuar **Z. Besim Avdimetaj**, unë quhem Alma Lama dhe jam nga Gjakova. Jam kandidate në studime të doktoraturës në Universitetin e Evropës Juglindore në Tetovë, Departamenti - Gjuhës Angleze dhe me anë të kësaj letre paraqes kërkesën time për hulumtim në **Shkollën Filllore "Ramiz Sadiku" dhe në Shkollën e mesme "Ali Hadri" në Pejë**. Tema e disertacionit është "Efekti i arsimimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënies në Kosovë"

Hulumtimi im është në harmoni me Planin Strategjik Arsimor të Kosovës i siguruar nga MASHT-i, i cili mbështet parimin e gjithëpërfshirjes dhe plotësimit të kriterëve të cilët garantojnë cilësi në arsim dhe ka për qëllim të kuptojë efektin e gjithëpërfshirjes tek studentët me vështirësi në të nxënë, përparësitë dhe jo përparësitë e gjithëpërfshirjes dhe në të njëjtën kohë do të pasqyrojë edhe përgatitjen e shkollave të rregullta – gjithëpërfshirëse në mbështetjen e fëmijëve me vështirësi specifike në të nxënë si faktor kyç në sistemin tonë arsimor.

Ky hulumtim do të përmbledhë informacione mbi efektin e arsimimit gjithëpërfshirës në 7 qendra të Kosovës; Gjakovë, Prizren, Pejë, Prishtinë, Ferizaj, Gjilan dhe Mitrovicë, respektivisht, 7 shkolla fillore dhe 7 shkolla të mesme gjegjësisht pesëqind e gjashtëdhjetë nxënës të arsimit të ulët dhe pesëqind e gjashtëdhjetë nxënës të arsimit të mesëm dhe njëzet e tetë mësimdhënës në të shtatë qendrat.

Hulumtimi përmban një pyetësor për tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.F. "Ramiz Sadiku" dhe tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.M "Ali Hadri".

Hulumtimi përmban dhe një pyetësorë për secilin mësimdhënës të përfshirë në hulumtim, gjithësej katër në Komunën e Pejës, dhe do të intervistojë nga dy mësimdhënës në shkollat dhe vendin përkatës. Me këtë rast, intervista e mësuesëve do të bëhet me shkrim. Unë shpresoj që kërkesa ime do të mirpritet në kabinetin tuaj qeverisës!

Me respekt,

Alma Lama - Gjakovë

PhD Kandidat UEJL – Tetovë

Email:al21449@seeu.edu.mk

APPENDIX 9

REQUEST FOR DISSERTATION RESEARCH IN FERIZAJ DEPARTMENT OF EDUCATION

Për Departamentin e arsimit në Ferizaj

Datë: 22 Maj 2018

Cc: Zyra e Kërkesave – Komuna, Ferizaj

KËRKESË

I nderuar **Z. Afrim Llabjani**, unë quhem Alma Lama dhe jam nga Gjakova.

Jam kandidate në studime të doktoraturës në Universitetin e Evropës Juglindore në Tetovë, Departamenti - Gjuhës Angleze dhe me anë të kësaj letre paraqes kërkesën time për hulumtim në **Shkollën Filllore "Abetarja" dhe në Shkollën e mesme "Pjeter Bogdani" në Ferizaj**. Tema e disertacionit është "Efekti i arsimimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënies në Kosovë"

Hulumtimi im është në harmoni me Planin Strategjik Arsimor të Kosovës i siguruar nga MASHT-i, i cili mbështet parimin e gjithëpërfshirjes dhe plotësimit të kriterëve të cilët garantojnë cilësi në arsim dhe ka për qëllim të kuptojë efektin e gjithëpërfshirjes tek studentët me vështirësi në të nxënë, përparësitë dhe jo përparësitë e gjithëpërfshirjes dhe në të njëjtën kohë do të pasqyrojë edhe përgatitjen e shkollave të rregullta – gjithëpërfshirëse në mbështetjen e fëmijëve me vështirësi specifike në të nxënë si faktor kyç në sistemin tonë arsimor.

Ky hulumtim do të përmbledhë informacione mbi efektin e arsimimit gjithëpërfshirës në 7 qendra të Kosovës; Gjakovë, Prizren, Pejë, Prishtinë, Ferizaj, Gjiçan dhe Mitrovicë, respektivisht, 7 shkolla fillore dhe 7 shkolla të mesme gjegjësisht pesëqind e gjashtëdhjetë nxënës të arsimit të ulët dhe pesëqind e gjashtëdhjetë nxënës të arsimit të mesëm dhe njëzet e tetë mësimdhënës në të shtatë qendrat.

Hulumtimi përmban një pyetësor për tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.F. "Abetarja" dhe tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.M "Pjeter Bogdani".

Hulumtimi përmban dhe një pyetësorë për secilin mësimdhënës të përfshirë në hulumtim, gjithsej katër në Komunën e Ferizajit, dhe do të intervistojë nga dy mësimdhënës në shkollat dhe vendin përkatës. Me këtë rast, intervista e mësuesëve do të bëhet me shkrim.

Unë shpresoj që kërkesa ime do të mirpritet në kabinetin tuaj qeverisës!

Me respekt,

Alma Lama – Gjakovë

PhD Kandidat UEJL – Tetovë

Email:al21449@seeu.edu.mk

APPENDIX 10

REQUEST FOR DISSERTATION RESEARCH IN GILAN DEPARTMENT OF EDUCATION

Për Departamentin e arsimit në Gjilan

Datë: 23 Maj 2018

Cc: Zyra e Kërkesave – Komuna, Gjilan

KËRKESË

I nderuar **Z.Luan Kastrati**, unë quhem Alma Lama dhe jam nga Gjakova. Jam candidate në studime të doktoraturës në Universitetin e Evropës Juglindore në Tetovë, Departamenti - Gjuhës Angleze dhe me anë të kësaj letre paraqes kërkesën time për hulumtim në **Shkollën Filllore "Mulla Idrizi" dhe në Shkollën e mesme "Zenel Hajdini" në Gjilan**. Tema e disertacionit është "Efekti i arsimimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënies në Kosovë"

Hulumtimi im është në harmoni me Planin Strategjik Arsimor të Kosovës i siguruar nga MASHT-i, i cili mbështet parimin e gjithëpërfshirjes dhe plotësimin e kriterëve të cilët garantojnë cilësi në arsim dhe ka për qëllim të kuptojë efektin e gjithëpërfshirjes tek studentët me vështirësi në të nxënë, përparësitë dhe jo përparësitë e gjithëpërfshirjes dhe në të njëjtën kohë do të pasqyrojë edhe përgatitjen e shkollave të rregullta – gjithëpërfshirëse në mbështetjen e fëmijëve me vështirësi specifike në të nxënë si faktor kyç në sistemin tonë arsimor.

Ky hulumtim do të përmbledhë informacione mbi efektin e arsimimit gjithëpërfshirës në 7 qendra të Kosovës; Gjakovë, Prizren, Pejë, Prishtinë, Ferizaj, Gjilan dhe Mitrovicë, respektivisht, 7 shkolla filllore dhe 7 shkolla të mesme gjegjësisht pesëqind e gjashtëdhjetë nxënës të arsimit të ulët dhe pesëqind e gjashtëdhjetë nxënës të arsimit të mesëm dhe njëzet e tetë mësimdhënës në të shtatë qendrat.

Hulumtimi përmban një pyetësor për tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.F. "Mulla Idrizi" dhe tetëdhjetë nxënës që kanë vështirësi specifike në të nxënë në Sh.M "Zenel Hajdini". Hulumtimi përmban dhe një pyetësorë për secilin mësimdhënës të përfshirë në hulumtim, gjithësej katër në Komunën e Gjilanit, dhe do të intervistojë nga dy mësimdhënës në shkollat dhe vendin përkatës. Me këtë rast, intervista e mësuesëve do të bëhet me shkrim.

Unë shpresoj që kërkesa ime do të mirpritet në kabinetin tuaj qeverisës!

Me respekt,

Alma Lama - Gjakovë

PhD Kandidat UEJL – Tetovë

Email:al21449@seeu.edu.mk

APPENDIX 11

APPROVAL FROM GJAKOVA MUNICIPALITY TO CONDUCT DISSERTATION RESEARCH



REPUBLIKA E KOSOVËS/REPUBLIC OF KOSOVO
KOMUNA E GJAKOVËS
OPŠTINA DJAKOVICA/MUNICIPALITY OF GJAKOVA



DATË/A:	01/03/2018
REFERENC-Ë:	Zyrt. 04-034/01-3889
PËR/ZA/TO:	Znj. Alina Luma
CC:	
PËRMES/PREKO/THROUGH:	Drejtorisë së Arsimit në Gjakovë
NGA/OD/FROM:	Mr.Sc.Bernard Frrokaj – Drejtor i Drejtorisë së Arsimit në Gjakovë
TEMA/SUBJEKAT/SUBJECT	Përgjigje me th kërkesës suaj të dt.28/02/2018

Drejtoria e Arsimit shqyrtoj kërkesën tuaj përkatëse të dt.21/02/2018 me numër të protokollit 04-034/01-3889 dhe ju njofton se kërkesa e juaj për temë të doktoratës "Efekti i arsimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimit në Kosovë" lidhur me hulumtimin në shkollën "Yll Morina" dhe Gjimnazin "Hajdar Dushi" në Gjakovë.

Kërkohej nga ana e juaj, që për kohën dhe detajet e mbajtjes së këtij hulumtimi të njoftohet drejtoresha e shkollave përkatëse në mënyrë që të mos pengohet procesi mësimor.

Me respekt !

APPENDIX 12
APPROVAL FROM PRISHTINA MUNICIPALITY TO CONDUCT DISSERTATION
RESEARCH

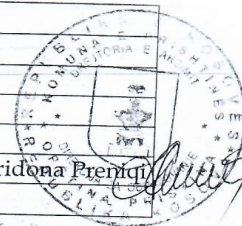


Republika e Kosovës
Republika Kosova - Republic of Kosovo

Komuna e Prishtinës
Opština Priština - Municipality of Prishtina



Datë/a:	09.03.2018
Referenc-ë:	03-610/01-51896/18 Dt. 02.03.2018
Për/ Za/ To:	Alma Lama
CC:	
Përmes/Preko/Through:	Drejtoria e Arsimit, Jonuz Salihaj, Drejtor
Nga/ Od/ From:	Zyrtare e lartë e arsimit të mesëm të ulët - Liridona Premiqi
Tema/ Subjekat/Subject:	Përgjigje në kërkesë



Bazuar në nenin 62 paragrafi 3 të Ligjit nr. 03/L - 040 për vetëqeverisjen lokale ("Gazeta zyrtare e Republikës së Kosovës", nr. 28/2008), nenin 57 shkronja e. të Statutit 01. nr. 110-391, dt. 25.2.2010 të Komunës së Prishtinës, Drejtoria për Arsim lëshon këtë;

Njoftim

Pas shqyrtimit të kërkesës suaj, ju njoftojmë se Drejtoria e Arsimit e Komunës së Prishtinës, ka aprovuar kërkesën tuaj.

Ju njoftojmë se kërkesa për realizimin e projektit të hulumtimit me temën "Efekti i arsimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënies në Kosovë" në SHFMU "Elena Gjika" dhe SHML "Sami Frashëri" të Komunës së Prishtinës, është aprovuar.

Projekti i hulumtimit përmban një pyetësor për dhjetë nxënës të shkollës fillore dhe dhjetë nxënës të shkollës së mesme që kanë vështirësi specifike në të nxënë, si dhe pyetësor për dy mësimdhënës të shkollave "Elena Gjika" dhe "Sami Frashëri".

Gjatë realizimit të këtij hulumtimi, nuk duhet të pengohet mbarëvajtja e rregullt e punës edukativo - arsimore.

Koha dhe dita e realizimit të projektit të hulumtimit, caktohet në koordinim me drejtorinë e shkollave përkatëse.

Faqe 1 nga 2

Adresa: Rr. UÇK- 2-10.000 Prishtinë-Kosovë
Telefon: + 381(0)38.230-900
<http://eëë.prishtina-komuna.org>

12.03.2018

APPENDIX 13 **APPROVAL FROM MITROVICA MUNICIPALITY TO CONDUCT DISSERTATION** **RESEARCH**



Republika e Kosovës
 Republika Kosova – Republic of Kosovo
Komuna e Mitrovicës
 Opština Mitrovica – Municipality of Mitrovica
 Drejtoria Komunale e Arsimit



DATË/A:	26. 03. 2018
REFERENC-Ë:	Nr. 07-610/01-0018/18/2018
PËR/ZATË:	Zaj. Alma LAMA nga Çekova
CC:	
PËRMES/PREKO/THROUGH:	Iset Beka - Drejtor i Drejtërisë për Arsimin
NGA/OD/FROM:	Isa Sejdiu-zyrtar i DKA-së
TEMA/SUBJEKAT/SUBJECT:	Përgjigje- FELQIM .

Ju njoftojmë se Drejtoria Komunale e Arsimit në Mitrovicë, shqyrtoj kërkesën tuaj Nr. 07-610/01-0018144/2018 të datës 09.03.2018 me të cilën keni kërkuar që t'u lejohet hulumtimi shkencor si kandidat e doktoratures pranë Universitetit të Evropës Juglindore në Tetovë, në fushën e hulumtimit tek nxënësit të cilët shtori ju në kërkesë, duhet ta plotësojnë një pyetësor dhe atë disa axences në SHFMU "Eqrem Çabej" dhe Gjimnazin "Fraug Bardhi" Mitrovicë, ku do të intervistohen edhe 4 mësimdhënës dhe do të nxirren të dhënat hulumtuese për nxënës "që kanë veshitësi specifike në të nxënë".

Ju njoftojmë se kërkesa e juaj **aprovet** nga ana e DKA-së, dhe ju mund të bëni hulumtimin e kërkuar në shkollat e lartëthuësuar por hulumtimi në fjalë duhet të realizohet në koordinim dhe bashkëpunim me drejtorët e atyre shkollave, pa e penguar procesin e rregullt mësimor.

Prandaj ju njoftojmë si në lartë.

Me respekt!

APPENDIX 14

APPROVAL FROM PRIZREN MUNICIPALITY TO CONDUCT DISSERTATION RESEARCH



REPUBLIKA E KOSOVËS • REPUBLIKA KOSOVA
KOSOVA CUMHURIYETI
Komuna e Prizrenit • Opština Prizren
Prizren Beledijesi
Drejtoria e Arsimit dhe e Shkencës
Direktorijati za Obrazovanje i Nauku
Egitim ve Bilim Mudurlugu

DKA Nr. 1468/18 ES-OJ-2018



Republika e Kosovës

Republika Kosova - Kosova Cumhuriyeti

Komuna e Prizrenit

Opština Prizren – Prizren Beledijesi

DATË/A:	23.05.2018
REFERENC-Ë	
PËR/ZA/TO:	Alma Lama
NGA/OD/FROM:	Drejtoria Komonale e Arsimit në Prizren
TEMA/SUBJEKAT/SUBJECT:	Pëlqim

Në mbështetje të kërkesës së parashtruar nga Alma Lama nr. 1455/18 të datës 22.05.2018, lidhur me hulumtimin kërkimor me titull “Efekti i arsimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënësve në Kosovë ” për studime të doktoraturës në Universitetin e Evropës Juglindore në Tetovë, Drejtori i Drejtorisë Komonale të Arsimit në Prizren, jep këtë:

P Ë L Q I M

JEPET PËLQIMI kandidates për doktoraturë Alma Lama, lidhur me hulumtimin kërkimor në SHFMU “Mustafa Bakiu” dhe Gjinnazin “Gjon Buzuku” në Prizren.

Hulumtimi ka për qëllim të kuptoj efektin e gjithëpërfshirjes tek studentët me vështirësi në të nxënë, përparësitë dhe jo përparësitë e gjithëpërfshirjes dhe në të njëjtën kohë edhe përgaditjen e shkollave të rregullta – gjithëpërfshirëse në mbështetjen e fëmijëve me vështirësi specifike në të nxënë si faktor kyq në sistemin tonë arsimor.

Rekomandojmë drejtorët e shkollave të lartëpërmendura në komunën e Prizrenit që në bazë të mundësive që kanë, duke mos penguar procesin të bashkëpunojnë në implementimin e këtij hulumtimi kërkimor.

Pas përfundimit të këtij hulumtimi kërkimor, duhet ta njoftoni me shkrim DKA-në për rezultatet.

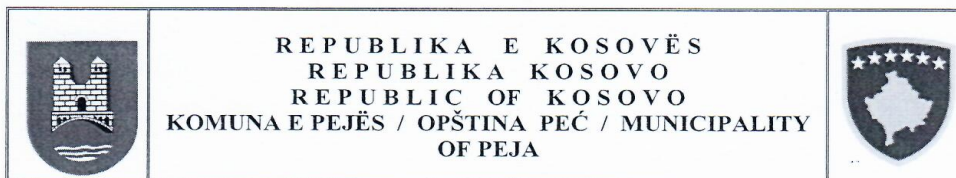
Prandaj, nga ajo që u theksua më lartë, u vendos që kërkesa në fjalë të miratohet.

V.V

Drejtoria e Arsimit në Prizren
Drejtori/Skender Susuri



APPENDIX 15
APPROVAL FROM PEJA MUNICIPALITY TO CONDUCT DISSERTATION RESEARCH



DREJTORATI KOMUNAL I ARSIMIT

NR.	3127 / 156
DT.	23.05.2018
PËR	Znj. Alma Lama
NGA	DREJTORIA KOMUNALE E ARSIMIT
LËNDA:	Pëlqim

Bazuar në kërkesën me dt.23.05.2018,e parashtruar nga znj. Alma Lama nga Gjakova, Drejtoria Komunale e Arsimit në Pejë jep pëlqim për qëllime hulumtimi në Shkollën Filllore të Mesme të Ulët "Ramiz Sadiku" dhe Shkollën e Mesme të Lartë "Ali Hadri " në Pejë. Tema e disertacionit është "Efekti i arsimit gjithëpërfshirës tek studentët me vështirësi specifike në të nxënë dhe metodologjia e mësimdhënies në Kosovë" Hulumtimi do të realizohet perms pytësorëve dhe dhe intervistes me mësues me shkrim dhe zë.

Drejtori i DKA –së

Besim Avdimetaj



APPENDIX 16 **APPROVAL FROM FERIZAJ MUNICIPALITY TO CONDUCT DISSERTATION RESEARCH**



REPUBLIKA E KOSOVËS • REPUBLIKA KOSOVA • REPUBLIC OF KOSOVO
KOMUNA E FERIZAJT • OPŠTINA UROŠEVAC • MUNICIPALITY OF FERIZAJ



DREJTORIA E ARSIMIT
UPRAVA ZA OBRAZOVANJE
DEPARTMENT OF EDUCATION

Tel / Fax _____
 Adresa _____
 E- mail _____

DATA/DATUM/DATE	22.05.2018
NR/BR.	1174
PËR/ZA/TO	Znj. Alma Lama
NGA/OD/FROM	Drejtoria e Drejtorisë për Arsim Z. Afrim Elabjani
PËRMES/PREKO/RTHROUGH	Zyrës Administrative
LËNDA/PREDMET/SUBJECT	Miratimi i kërkesës

Bazuar në kërkesën e datës 22.05.2018 me numer të protokollit 07-615/03-0052147/18 miratojmë kërkesën e znj. Alma Lama për kërkesën e hulumtimit në Shkolla Fillore „Abetarja” në Softaj dhe në Shkollën e mesme „Pjetër Bogdani” Ferizaj.

Tema e disertacionit është „Efekti i arsimimit gjithëpërfshirës tek studentët me vështirësi specifike në nxënë dhe metodologjia e mësimdhënies në Kosovë”.

Kërkojmë nga drejtorët e shkollave të përkrah këtë realizim të hulumtimit natyrisht duke respektuar rregulloret dhe çdo standard në përputhje të plotë me rregullat e sistemit arsimor në Republikën e Kosovës.

DA Ferizaj.

APPENDIX 17

APPROVAL FROM GILAN MUNICIPALITY TO CONDUCT DISSERTATION RESEARCH



**DREJTORIA KOMUNALE E ARSIMIT
UPRAVA ZA OBRAZOVANJE
DEPARTMENT OF EDUCATION**

LISTË DISTRIBUIMI/CIRKULARNO PISMO/ROUTING SLIP/

REFERENC-Ë:					
PËR/ZA/TO:		Alma Lama			
NGA/OD/FROM:		Luan Kastrati , Zyrtar i Arsimit Fillor Msc. Jetmir Jerliu, zyrtar i arsimit të mesëm të ulët			
TEMA/SUBJEKAT/ SUBJECT:		Përgjigje në Kërkesë			
Nr. i Zyrës:		Lokacioni:		Data:	
Br. Kancelarije:	O2	Lokacija:	DKA	Datum:	31.05.2018
Room No:		Extencion:		Date:	
PËR AKTIVITETE/ ZA AKTIVNOST/ FOR ACTION					x
PËR MIRATIM / ZA USVAJANJE/ FOR APPROVAL					x
PËR NËNSHKRIM/ ZA POTPIS / FOR SIGNATURE					
PËR KOMENTE / ZA KOMENTARE / FOR COMMENTS					
A MUND TË DISKUTOJMË/ DALI MOZEMO RASPRAVLJATI / MAY ËE DISCUSS					
VËMENDJA E JUAJ/ VASA PAZNJA/ YOUR ATTENTION					
SIPAS DISKUTIMIT/ KAKOJE RASPRAVLJENO / AS DISCUSSED					
SIÇ ËSHTË KËRKUAR/ KAKO JE ZATRAZENO / AS REQUESTED					
SHËNIM DHE PËRGJIGJE / BELESKA I ODGOVOR / NOTE AND RETURN					
PËR INFORMIMIN TUAJ/ ZA VASU INFORMACIJU/ FOR YOUR INFORMATION/					
AFATI/ ROK/DEADLINE/					

E nderuara znj. Alma Lama,

Pas shqyrtimit të kërkesës suaj nr. 05-610-01-0050508-18 të dt. 23.05.2018, për lejin e hulumtimit me temën “Efekti i arsimit gjithëpërfshirës tek studentët me vështirësi në të nxënë dhe metodologjia e mësimdhënies në Kosovë”, në SHFMU”Mulla Idris Gjilani” dhe në Gjimnazin shoqëror “Zenel Hajdini”.

Drejtorja Komunale e Arsimit në Gjilan, ju mundëson qasjen në Institucionet e kërkuara për hulumtim ndërsa për realizimin përkujdeset menaxhmenti i institucionit përkatës duke mos e penguar procesin edukativo - arsimor.

Ju lutemi për mirëkuptimin tuaj.

