

South East European University
Faculty of Cultures, Languages and Communication
English Language Teaching Department



Postgraduate Studies- Second Cycle

“Identifying Effective Methods while Teaching Students with Learning Difficulties- A Case Study with English Language Students at the Municipality of Ferizaj”

Candidate:
Nora Lekaj

Mentor:
Prof.dr Agim Poshka

Tetovo, February 2021

ACKNOWLEDGEMENTS

This study could not have been completed without the help and support of numerous family members, friends, colleagues, teachers and students. To all of you, your encouragement, understanding, patience and time will always be appreciated.

Special thanks go for my parents who always supported me unconditionally especially my husband Kushtrim for his endless moral and financial support during the time of finalizing my thesis.

I am also grateful to all the professors of South East European University who have helped me to further develop my professional knowledge regarding English Language Teaching.

I am also very grateful to my supervisor Prof. dr Agim Poshka for his patience, guidance and professional assistance during this period of writing my thesis.

DEDICATION

I dedicate this work to my lovely children Matin and Isra who are the biggest motivation in my life.

Declaration

I, the undersigned, hereby declare that this research thesis is my own original work and that all the sources have been accurately reported and acknowledged.

The present thesis has not been in it's entirety or in part, submitted to another university for the award of an academic degree in this form.

Signature: Nora Lekaj

Date: 10.02.2021

Table of Contents

Chapter I – Introduction-	6
1.1 The Characteristics of Children with Learning Difficulties.....	6
1.2 Analysis of Some Challenges that Teachers Face in the process of Teaching Students with Learning Difficulties.....	8
1.3 Hypothesis and Expectations.....	11
1.4 The Parents Role in Overcoming Students` Learning Difficulties.....	12
Chapter II- Literature Review-	13
2.1 A Short History of Students with Learning Difficulties.....	13
2.2 Main Types and Characteristics of Learning Difficulties.....	14
2.3 The Socio-Emotional Characteristics of Learning Difficulties.....	19
2.4 Teaching Methods for Students with Learning Difficulties and their Benefits.....	21
2.5 English as a Foreign Language for Students with Learning Difficulties.....	24
2.6 Conclusion.....	24
Chapter III- Methodology-	26
3.1 Participants.....	29
3.2 Procedures.....	29
3.3 Data Collection.....	30
3.4 Data Analysis.....	31
3.5 Summary.....	31
Chapter IV- Results-	33
Part I- Results from Student Questionnaires.....	33
Part II- Results from Parent Questionnaires.....	3.6
Part III- Results from Teacher Questionnaires.....	39
Chapter V- Data Analysis-	44
Data Interpretation- Students Questionnaires	44

Question1. What do you like and do not like about school?	44
Question2. Do you like English classes?	45
Question3. If yes can you tell me something you have learned in your favorite English class? How did you learn it?	45
Question4. What is the best way that you like learning English?(Conversations, plays, videos, photos, cards etc.).....	45
Question5. Tell me something that you are really good at doing	46
Question6. Imagine you could make any changes you want in English classes. What would those changes be?.....	46
Data Interpretation- Teacher Questionnaires.....	47
Question1. Can you describe a typical day in your class?.....	47
Question2. What is the procedure for assisting children with learning difficulties?.....	47
Question3. How do your students typically behave in class?.....	48
Question4. How would you describe your student's relation with their peers?.....	48
Question5. What is the difference between diagnosed and suspected students for having Learning Difficulties? What is your behavior towards them?.....	48
Question6. How did you identify students Learning Difficulties? How you manage them?.....	49
Question7. How does your student normally behave when he/she is having difficulties completing tasks? (Prompts: do they get visibly upset? Give up? Keep trying? Call himself/herself a name?).....	49
Question8. According to your experience, which are the best methods to teach students with Learning Difficulties? Do you think there is any need for new methods in order to achieve more success?.....	50
Question9. What are the most common challenges that you as a teacher face while teaching students with Learning Difficulties?.....	51
Data Interpretation- Parent Questionnaires.....	54
Pyetja1. A mund ta pershkruali femiun tuaj me pak fjale?.....	54
Pyetja2. A e pelqen femiu juaj shkollen?.....	54
Pyetja3. Cfare I pelqen me shume tek shkolla? Cfare nuk i pelqen?.....	55
Pyetja4. Si do e pershkruaje desheren e femiut tuaj per te mesuar? A i pelqen kur meson gjera te reja apo ndihet i hutuar?.....	55

Pyetja5. Cila ishte hera e pare kur e keni verejtur qe femiju juaj ka nje ngecje ne mesim?.....	56
Pyetja6. Si ishte procesi i diagnostifikimit?.....	56
Pyetja7. Cfar ndryshoi pasi qe u diagnostifikua per nje ngecje te caktuar ne mesim?.....	57
Pyetja8. Si do e pershkruaje ngecjen e femijut tuaj?.....	57
Pyetja 9. A flisni me femiun tuaj per ngecjen e tij/saj?.....	57
Pyetja 10. Sa shpesh i duhet femiut tuaj ndihma juaj per ti kryer detyrat e shtepise?.....	58
Pyetja 11. Cfar mendoni per metodat te cilat I perdorin mesuesit per ti mesuar femijet te cilat kan ndonje ngecje ne mesim? A mendoni qe jan te mira apo duhet te ndryshohen?	58
Pyetja 12. Cfare mendoni qe duhet te bejne mesuesit dhe institucionet ne menyre qe nxenesit me ndonje ngecje ne mesim te jene me te suksesshem?.....	58

Chapter VI- Conclusion-.....59

6.1 Recommendations.....	63
1.1 Organizations of Workshops and Seminars.....	64
1.2 Specific instructional procedures and strategies.....	64
1.3 Class size in Primary School should be reduced.....	64
6.2 Limitations and Future Research.....	65

References.....67

Appendixes.....72

Appendix 1.....	72
Appendix 2.....	73
Appendix 3.....	74

List of Figures

Results from Students Questionnaires.....	33
Figure1. Age.....	33
Figure2. Gender.....	33
Figure3. Grade.....	34
Results from Teacher Questionnaires.....	39
Figure1. Gender.....	39
Figure2. Average Class Size.....	39
Figure3. Teaching Experience Years.....	40
Figure4. Level of Students.....	40

CHAPTER I INTRODUCTION

General Introduction to the Teaching the Students with Learning Difficulties

Generally talking, Learning Difficulties(LD) is a problem of General and Special Education too. LD-s are constant and permanent condition problems and they appear in different ways and at different ages. In addition to it, they are often followed by socio-emotional problems that are caused by continuous failure in academic achievement. However, students with LD can not only learn but also follow academic studies according to their special needs in order to overcome the difficulties that they face during the learning process.

This happens because even though students with learning difficulties have basically normal intelligence, some result having higher intelligence, while others are at the bottom of the normal adaptation of teaching which can facilitate learning and this way use the full potential of the pupils with Learning Difficulties (Botsas, Panteliadou, 2007).

I.1 Characteristics of Students with Learning Difficulties

Understanding the characteristics of students with learning difficulties is very important for educators in order to do needed interventions and identify effective adaptations and intervention strategies.

Students with learning difficulties are often head to a dead-end in educational practices even after entering in Secondary Education. Their knowledge is quite basic and they contain limited generalizations. Consequently they are not good in problem solving strategies and in the processing of school materials, followed with various difficulties in the process of social integration. Thus, it is no coincidence that the features of children experiencing difficulties in learning or have learning difficulties can be distinguished (Nicolopoulos, 2007).

- “personality and behavioral features such as: low self-image and lack of motivation, low investment in the future, behavioral problems ranging from apathy and introversion to aggression and misconduct, etc”(Nicolopoulos, 2007, p. 198).
- ”cognitive and linguistic features such as small intellectual abilities, time lag, difficulties in remembering thoughts and information, lack of attention, poor methods and problem-solving strategies, phonological, morphological, semantic, etc. language problems, as well as problems in mathematical calculations, etc. In particular, the characteristics of children with learning disabilities can be described as follows” (Mati-Zisi, 2004, p. 167):
 - excessive activity or laziness, when the learning object bothers,
 - lack of perceptual-kinetic coordination,
 - emotional instability,
 - attention disorders due to the difficulty of learning material,
 - impulse,
 - short-term memory and thought disorders, which are related to the planning and organization of the actions before the solution of a problem,
 - special academic difficulties,
 - speech and hearing disorders, e.g. articulation problems, incomplete vocabulary, lack of acoustic discrimination,
 - lack of metacognition and other strategic approaches to learning,
 - low self-esteem,
 - Reduced learning incentives (Mati-Zisi, 2004, p. 167).

Thus, the importance of early diagnostics is not simply the identification of high-risk students, but also means early intervention in order to reduce student difficulties and this way prevent other secondary disorders followed by other difficulties or disabilities.

I.2 Analysis of Some Challenges That Teacher Face in the Process of teaching LD students

Teachers of students with learning difficulties have the tasks of making sure that students are progressing the same as their peers without learning difficulties, addressing their individual education objectives, and providing chances to access the general education plans. As different countries move toward greater inclusion of students with learning difficulties in their schools, teachers who work with students with learning difficulties often find themselves struggling with changing their roles and increasing responsibilities. Having lots of responsibilities make it very difficult for educators to function effectively in inclusive classrooms.

Gersten, Keating and Yovanoff found a relationship between the role and various difficulties experienced by special education teachers in their daily assignments and they try to leave the field of special education. Additionally, their study asked these questions: Does the job of a special education teacher really make sense? Is it realizable? Is it the one that a well-trained? Special education teachers can manage to fully realize the objective of increasing students' academic achievement? In addition to it, they found that, a higher percentage of stress occurs for the reason of poor job performance and big differences exists between what teachers actually believe their roles and responsibilities are and what they actually do in their daily work practices (Gersten, Keating and Yovanoff, 2005).

The value of special education teachers can be described as: carefully planned, never ending and goal-directed job which has been questioned a lot recently, becoming a confusion concerning the role of the special education teacher in inclusive schools. It is quite difficult to find stable viewpoints on questions like: the aims of special education programs, the roles and priorities of special educators, and the ways that special educators have to organize their activities and spend their time. (Billingsley, 2004).

A report by the Council for Exceptional Children (2000) asserted that many special education teachers thought that have been prepared for jobs that no longer exist and that they are not prepared for the jobs they really face. Studies that make clear the role of the special education teachers in the age of increased responsibilities can affect pre-services and professional opportunities that special education teachers need in order to make it easier for them doing his job and this way increase the presence of teachers in this field.

As written by Kauffman, (1994), the training that special education teachers receive must differ from that of general education teachers since the real skills needed to have individualized, intensive teaching to a few students are different from those needed to teach a whole class of students. Teacher preparation and inclusive services try to inform general educators on issues related to special education that has generally been involved a single, required special education courses. Such courses usually provided teachers with information related to legal requirements and classification regarding the 13 categories of disabilities but often did not provide the needed information on successful educational strategies for teaching students with learning difficulties.

Further, special education teacher coursework mainly focused on different instructional strategies and means to be prepared for exceptional learners but provided little general curriculum content knowledge. These circumstances may have prevented the capacity for general and special education teachers to work cooperatively in inclusive classrooms. General and special education teacher preparation programs and services give contribute to the barriers experienced with inclusion. Only a few general and special education teacher preparation programs are joining the training of general and special educators through overlapping courses and field experiences as well Anyway, quite few studies or examples of inclusive teacher preparation programs exist (Blanton, 1997).

Brownell asserted that teacher preparation programs that included coursework content into field experiences, shown better skill development for beginning teachers. Special Education report that beginning teachers with more weeks of student teaching estimated their pre service

programs as good or exceptional and general education teachers reported that learning was in the best way when provided many experiences for working with experienced teachers (Brownell, 2005).

Many teacher preparation programs explored the use of combined general and special education groups. The results of these programs suggested a positive influence on the willingness, knowledge, and skills of general and special education teachers.

In other words, better integration of students with Learning Difficulties into the general education classroom is somewhat challenging. Being physically present does not mean effective participation and improved achievement. Full engagement and improved achievement of these students are highly dependent of both the general and special education teachers. The inclusion of professional and well trained teachers who offer different instructional strategies is crucial in order to improve results in inclusive services. Additionally, improved teacher preparation programs and professional development activities are needed for realizing the goals of inclusive services specifically for improving the results of students with learning difficulties.

1.3 Hypothesis and Expectations

The diagnosis of learning difficulties is quite often determined when children begin to show academic difficulties at school, and the average age when children start to express learning difficulties in assessments is at 9 years (Shaywitz, 1998).

Late intervention can result in unfavorable and permanent consequences in academic skill acquisition. On the other hand, early identification of children at risk for learning difficulties may offer the potential to reduce the negative effects of late intervention by directing children to special services at an earlier age. This is also highly argued by a National Institutes of Health report which agreed that diagnosification at kindergarten or first grade is too late.

The importance of developing prevention strategies that reduce the risk for learning difficulties is also recommended by the Institutes of Health that were used to determine how to invest in prevention resources. Priority was given to learning difficulties that have a high prevalence, and those which are related with developmental problems which can result unfavorable behavioral, social, and psychological outcomes (Biglan, 2003).

Learning difficulties are indeed popular, since a higher percentage of the population may result having learning difficulties. In addition to it, the importance of early diagnosis for children at risk for having learning difficulties is crucial since it influences a lot in the latter academic development of a student.

1.4 The Parents' Role in Overcoming Students' Learning Difficulties

The parents' role is basically to provide their children learning assistance at home and school as well. Mentoring at home can be done by knowing their children's learning style and barriers, and then help children according to their needs and learning styles. Whereas at the school, it can be performed by playing an active role in the school's activities in order that children feel more protected that there is parental involvement in their learning process. The engagement of parental support is providing learning facilities in supervising learning activities, monitoring learning time, being aware of learning difficulties, and helping to overcome these learning difficulties.

Merrell argued that parents with children that express learning difficulties need to give high attention to their children. This attention is one of the main factors that contribute to the children learning process. There exist a number of things that parents of elementary school students can do related to learning difficulties. These efforts include: contacting doctors for initial diagnosis, managing their children behaviors, finding accurate institutions or professions cooperating with special education programs and being in contact with other families (Merrel, 2011).

Parental involvement in learning at home are accustom to saying goodbye before going out, picking up or welcoming children home from school, being a good listener, being with children while watching television, and accompanying children in learning activities. Parental involvement in the education process is vital and it means taking their children in the first day of

school, meeting with their teachers at the beginning and the middle of the term, being directly involved in the parents association and so on. Based on the results of questionnaires and interviews with students, parents, and teachers, there are several roles that parents have already done, and there is also room for improvement.

CHAPTER II

Literature Review

2.1. A short history of students with Learning Difficulties

Educators have been always worried for generations by the inability of some students to succeed in, or even comprehend basic information. Some students do well, while others must struggle a lot to achieve even mediocre success. Some students find schoolwork assignments easy to complete, while others find the experience to be like a nightmare. Some students are successful in elementary and secondary educational levels and continue on to higher degrees of education, others become frustrated with a public school system that continuously fails and drops them out at the earliest possible moment, simply to end up the painful experience. Additionally, this chapter is going to tell more about the history of students with Learning Difficulties (LD) which is presented in two sections, each addressing an area of theoretical significance to the study.

Firstly, when discussing any type of phenomenon, it is very important to provide a formal definition of it to provide consistency throughout the study. While there are so many people who believe that they basically know what learning disabilities (LDs) are in an informal sense, the term is not necessarily straightforward which can create a possible confusion. That is why, the first section of the study will discuss the primary characterization of a LD. This section will give details about the importance of understanding LDs by highlighting their prevalence, and by providing a brief background into the disputed term and how it came to be, a formal definition and classification, and a description of the different types of LDs that exist so far.

The second section of the study will be about the secondary characteristics of LD, which refer to the characteristics that are often related with LDs but are not necessarily experienced by every individuals. So, these characteristics go with the category of social and emotional difficulties and address the issues of self-concept, self-efficacy, attribution style, self-esteem, social competence, and peer relations.

Defining Learning Disabilities -Learning disabilities (LDs) refer to the biggest and most rapidly growing group of students with extra education needs and these students make over 50% of special education placements(Tanner, 2001).

The term LD has been the subject of controversy for many years, more than any other category of special education. Different types of categories have been used in the past to identify the difficulties that children may experience with learning such as “mild mental retardation caused by injury”, “minimal brain dysfunction”, “dyslexia”, “perceptual impairment”, “hyperactivity”, and “slow learning” (Hallahan, 2005).

The field developed gradually by the work of some physicians who recognized that the behavior of individuals with LD resulted to be similar to that of individuals with known brain injury, even though there was no indication of brain damage in the former. The term LD was firstly used in 1963 by Samuel Kirk, who used it for the students who experienced LDs at school but did not have any mental retardation or emotional disturbance, when presenting to a group of parents at the first conference of the “Association for Children with Learning Disabilities” in Chicago (Hallahan, 2005).

2.2 Main Types and Characteristics of Learning Difficulties. A LD has been defined as a disorder that interferes with an individual’s achievement, organization, retention, understanding, or use of verbal or nonverbal information resulting from impairments in one or more processes of perceiving, thinking, remembering, or learning. These problems in processing information result from a dysfunction of the central nervous system of an individual, and it is life-long. It has been assumed that the temporal lobe of the brain plays a role in LD since it is involved in attention, memory, and language production and reception which are crucial for learning (Hallahan, Kauffman, 2005).

There are three major learning disorders according which include: Reading disorders, literacy-related skills (dyslexia), numeracy (dyscalculia), motor coordination (dyspraxia), and sustaining attention (attention deficit and hyperactivity disorder (Wicks-Nelson & Israel, 2009).

Reading disabilities.

As mentioned above, Reading Difficulties are the most common type of learning disability, and a direct indicator of the central nervous dysfunction that is present in individuals with learning disabilities is a deficit in phonological processing which plays a crucial role in reading. Phonological processing refers to the use of the sound structure that makes up a language to process written material thus reading disabilities are usually accompanied by notable problems in language and communication. So, as a result of this phonological processing deficit, individuals with reading difficulties have problems with fluent word recognition, spelling and decoding capabilities which influences their cognitive processes and, in turn, their academic achievement(Kavale&Forness, 2000).

Wicks-Nelson and Israel (2009) agree that the brain system needed for good language and reading is defective such that the patterns of brain activation in children and adults with reading disorders is different than individuals without reading disorders during phonological and reading tasks. Further, the left hemisphere of the brain that is responsible for language is usually where the dysfunction occurs which explains why reading disabilities are the most common. For this category, the left side of the brain seems to be under activated; on the other hand, the right side of the brain is overactive (Wicks-Nelson & Israel, 2009).

According to these findings, the right side of the brain of individuals with reading disabilities has to overcompensate for the weak activation of the left side of the brain, when these two hemispheres should be balanced. Along with the processing difficulties that interfere with academic achievement, many individuals with learning disabilities also experience social-emotional difficulties which place them at a higher risk for experiencing negative life outcomes (Firth, 2013).

Dyslexia

Dyslexia it is difficult to be defined because four different levels need to be taken into consideration in its definition: behavioral, cognitive, biological and environmental (Frith, 1999).

At the behavioral level there seems to be an agreement that dyslexia is manifested itself in reading problems (although we will see below reading difficulties are not the only symptoms of dyslexia. Additionally, behavioral definition of dyslexia is insufficient for several reasons. First of all, reading difficulties can be caused by various factors and not only by dyslexia, thus poor performance in a reading tests does not mean sufficient diagnostic criteria for dyslexia (Frith, 1999). Secondly, with age and practice the reading skills of dyslexics improve gradually, and the seriousness of reading problems start to decrease, but yet other dyslexic problems such as spelling difficulties might remain (Frith, 1999).

To define dyslexia in terms of reading test performance is rather like defining measles as an increase in body temperature. Raised temperature, however, is merely a sign of the infection, not the illness itself. Decreasing the temperature is usually a good thing, but it does not cure the illness. All the knowledge accumulated in dyslexia research indicates that dyslexia is not a disease which comes with school and goes away with adulthood. It is not a temporary childhood affliction; it is a life-long burden (Frith, 1999, p. 209).

Moreover, we need to mention that dyslexia can have genetic origins. Research evidences suggests that male children who have either a dyslexic parents or a dyslexic siblings have a 50% chance of being dyslexic. Advances in genetic researches have also been made in order of identifying the potential genes that could be responsible for dyslexia. Though the familial risk of dyslexia is crucial in the diagnosis of dyslexia, environmental factors often raise the role of genetics (Gayán & Olson, 1999).

Thus, in a family in which literacy activities are supported and which creates optimal conditions for the cognitive development of the child might reduce the seriousness of reading difficulties associated with dyslexia. As mentioned above, Dyslexia is a subtype of specific learning difficulties. Students who have Dyslexia experience problems with acquiring literacy-related skills (dyslexia), numeracy (dyscalculia), motor coordination (dyspraxia), and sustaining attention (attention deficit and hyperactivity disorder).

Dyscalculia

Dyscalculia is related with mathematical performance to dyslexia in the area of reading. It may exist in number of ways, each including many specific difficulties in solving mathematical tasks. Further, dyscalculia is not a definitive concept and the related cognitive profiles might be different between and within students. One person can speak at least four types of difficulties related with mathematics. It is generally considered as a specific development disorder. It can happen to people across whole IQ ranges (Adler, 2001).

Recent research has found that students aged more than 16 years are also influenced from Dyscalculia. According to an estimation 6 to 7 percent of elementary school children may have dyscalculia (Wilson, 2007).

Actually, this is an interesting fact because if you still have not heard about dyscalculia then you are one of those whose number is very large. Dyscalculia is not very popular and widely discussed and thus not understood as other learning disabilities problems like dyslexia for instance. However, it is very important for teachers or parents to understand how dyscalculia can affect the progress of a student in mathematics. In fact, I think that the problem has not been solved before because most of the people did not understand whether they have this problem or not. So as the time goes on the percentage of the individuals experiencing dyscalculia increases, this problem is going to be more discussed and treated properly.

Dyspraxia

Developmental Coordination Disorder (DCD), also known as dyspraxia, is a condition prevalent in approximately 10% of the population. Unlike other Learning Difficulties the causes of DCD are unknown and the condition is not clearly understood. Further, researches on DCD have been observed to be considerably behind in comparison to similar other developmental disorders. More specifically, dyslexia and ADHD are known for the public and more popular in research despite their rates to be almost the same as DCD (Colley, 2006).

A significant confusion caused by the lack of an universal term for this specific learning disorder pushed scientists and medical professionals to create a single specific name for the

condition, now known such as Developmental Coordination Disorder (DCD). DCD became the official name for the disorder in 1994 and is now the most common term for the condition, appearing in Diagnostic and Statistical Manual in the USA. However, little confusion still exists because of the terms 'Developmental Dyspraxia' or simply 'Dyspraxia' are still common in the mental health department, especially in the UK(Carslaw, 2011).

Attention deficit/hyperactivity disorder (ADHD)

Attention Deficit Hyperactivity Disorder (ADHD) is a neurological condition that includes problems related to inattention and hyperactivity-impulsivity that are incompatible with the age of the child (Barkley, 1998). It is understandable now that ADHD is not a disorder of attention, as had long been thought. Actually it is a function of developmental failure in the brain circuitry that is responsible for monitoring inhibition and self-control. This loss of self-regulation influences other important brain functions which are vital for maintaining attention (Barkley, 1998).

Children with ADHD typically express behaviors that are classified into two main categories: poor sustained attention and hyperactivity-impulsiveness. As a consequence, three subtypes of the disorder have been proposed by the American Psychiatric Association in the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV):

- predominantly inattentive,
- predominantly hyperactive-impulsive,
- and combined types (Barkley, 1997).

A child experiencing hyperactivity most commonly appear fidgety, would have difficulties staying seated or playing quietly, and even act as if they are driven by a motor. Children displaying impulsivity often have difficulties taking part in tasks that require taking turns. Other common behaviors might include speaking out answers to questions instead of waiting to be called and skipping from one task to the other without finishing. The inattention element of ADHD influences in educational experience of these students because ADHD causes them to

have difficulties in attending to detail in directions, paying attention for the duration of the task, and mislaying needed items. This group of children often fail to give attention to details, make imprudent mistakes, and avoid or dislike the tasks when is required sustained mental effort (Barkley, 1997).

In other words, children with ADHD often have average intelligence and have a range of personality characteristics and individual strengths as well. But the higher energy levels and the ADHD children behaviors are unfortunately often misunderstood by the teachers and considered as purposeful noncompliance when, in fact, they are a manifestation of the disorder and it actually requires specific interventions that educators should give in such cases.

2.3 The Socio-Emotional Characteristics of Learning Disabilities When children experience extensive failure and negative feedback at school, it can result with agonizing experiences. Thus, it is not surprising that many students with LD may show increased frustration, poor motivation, and low self-regulation, and many of these individuals have a low self-concept, low self-efficacy, a high external locus of control and low self-esteem which is often connected to mental health problems (Firth, 2013).

Also, they often have difficulties with peer relations such as low social acceptance and have social skills difficulties due to low social competence.

Self-concept, self-efficacy, and attribution style. Self-concept and self-efficacy are closely related, but have important differences. Self-concept refers to the opinion that a person has of oneself whether it is general or in relation to a particular situation or setting. It is important to distinguish between global self-concept which is a more general view of self, and self-concept that is specific to a domain such as academic self-concept which is specific to subjects in school. Typically, younger children with LD tend to report a lower global self-concept whereas with age, students' self-concept becomes more school specific (Firth, 2008).

On the other hand, self-efficacy beliefs are one's judgments of their ability to organize and execute actions that are necessary for attaining certain types of performances, as well as a

person's confidence in their abilities. Compared to students without LD, students with LD have lower academic self-efficacy which was found to play a key role in academic achievement.

Lackaye(2006) also explains that the low scores in self-efficacy that have been reported among students with LD may be related to a lack of available sources for developing positive self-efficacy beliefs rather than to the LD status directly. Likewise, attribution style is an educational concept that has been defined as a person's perception of control over their environment. This concept has also been referred to as locus of control. Many students with LD have an external attribution style or locus of control meaning that they perceive control as residing from external forces rather than from their own effort.

This may be because of the continuous failure at different subjects at school, and can lead to a lack of motivation for school and low effort which is referred to as learned helplessness. Almost similar to self-concept, locus of control may be general or specific; consequently students with LD tend to have school specific learned helplessness.

Self-esteem. Self-esteem is defined as a form of self-evaluation of one's self worth that directs future behavior and action which has major impact in the quality of a person's life. The most frequent academic difficulties and negative feedback that children with LD experience many times contribute to negative beliefs and low self-esteem. It has also been found from the researchers that adolescents low in self-esteem had higher criminal history than adolescents with higher self-esteem, which could possibly be explained by their need to seek out forms of antisocial behavior in order to enhance their self-worth (Trzesniewski et al., 2006).

This is obviously problematic since low self-esteem can influence the quality of a person's life, and in this way it has serious consequences to their well-being and adaptation.

Similarly, in his book Baumeister defines self-esteem as the value that people place on themselves, thus it is the evaluative component of self-knowledge. According to them self-esteem is a perception rather than a reality since it is based on a person's beliefs; and these beliefs have important consequences as they can shape a person's actions which in turn shape their social reality and the social realities of others around them. Also, he explains that it is possible that low self-esteem may change a person's objective reality (Baumeister, 2003).

For instance, if someone has low self-esteem it could affect their behavior towards others, who in turn might act unfavorably towards that person thereby reinforcing their negative beliefs. However, while it has been found that self-esteem is related to later life outcomes, it is difficult to infer causation. Low self-esteem also interacts with other adversities such as challenging life events or learning experiences that may determine whether one develops depression, social anxiety, or other issues. Thus, it is important to consider the interaction of contextual factors and self-esteem when making efforts to prevent or reduce negative outcomes for children and youth.

Peer relations. Students with LD often experience social isolation and a higher rate of peer rejection and victimization, and tend to have a lower social status compared to their average achieving peers (Baumeister, 2008).

In other words, children and adolescents with specific learning difficulties have higher chances of being socially neglected by their school mates, which is a quite common finding in the literature.

2.4 Teaching Methods for Students with Learning Disabilities and the their Benefits

Learning disabilities affect the way how some individuals perceive, process, store, retrieve or express taken or given information. Today, teachers try to combine traditional approaches with new ones, which break the concepts into structured steps that can be modeled or changed. Teachers can then direct students to learn content more easily while supporting independent learning skills. As a consequence of these combined approaches, students would benefit from active participation in the learning process, process the materials more efficiently, and are basically more likely to increase the comprehension of the targeted material.

Direct Instruction and Scripts

Direct instruction uses scripts to teach things through structured routines in group or individual settings. When used correctly, these methods ensure fast-paced, interactive lessons that engage students in the learning process. As long as established teaching, direct instruction adapts well to new ways of use when combined with the usage of scripts. Together, these two mentioned approaches help to develop automatic recall skills, playing the role of cues for students in order to remember previously learned information.

In addition to it, White (1988) noted that from 25 investigations where Direct Instruction was compared to some other treatments, not one of the 25 studies showed results favoring the comparison groups; 53 percent of the outcomes significantly preferred Direct Instruction with an average effect size of .84 (considering a big change from pre to post assessments).

Continuous Assessment

Student prosperity is always monitored from educational system in order to ensure academic success, that is crucial for an effective teaching process for students with Learning Difficulties (Fuchs, 1995).

Additionally, this prosperity can be seen through continuous assessment (tests) which provide teachers with enough information that the students are taught at their optimal level. Continuous in-program assessments help tracking progress and consequently make data-informed instructional decisions, and also help to document achievements and monitor grade level progress.

Technology Applications

Nowadays, the importance of technology that assists students to have access to content more easily cannot be underestimated. Technology that is used for school includes a wide variety of tools, such as: calculators, note-taking or voice-recognition programs, screen reading software and digital organizers. These are today's modern applications that give student independent learning opportunities as a part of daily learning routines. Additionally, these kind of apps get high marks and support from teachers as motivating technological tools that engage students to be more independent when practicing writing, reading, study skills, memory strategies, organization, note-taking or handwriting.

Assistive technology is any device that helps a student with Learning disability to complete an everyday task. An assistive technology tool is any item that is used to improve the functioning of a student with a LD. These tools can be complex (such as communication devices), they can be an adapted, like a tape recorder. If a student has poor eyesight, a pair of glasses or even a magnifier is part of assistive technology. The potential that assistive technology has in students with learning disabilities is great, and that its benefits include academic achievement in writing, reading, mathematics, and spelling. It was viewed that assistive technology gives many benefits by facilitating writing for students with learning disabilities (LD) who often struggle and find the writing process frustrating (Quenneville, 2002).

Moreover, it means that when students have the chance to use technology in writing challenges, they show better results in the classroom. A crucial element of this attempt is the collaboration between classroom teachers and assistive technology. The usage of assistive technology must be a must in order to achieve this excellent feat in improving the learning of students with learning difficulties.

This way, Allan (2015) identified the rules behind the introduction of this technology into the teaching and learning process. So, he identified that:

- Assistive technology can only improve basic skills, and not replace them. It should be used as part of the educational process.

- Assistive technology for students with disabilities is more than an educational tool, it is an essential work tool that can be comparable to pencil and paper for students with no learning difficulties.
- Students with learning difficulties use assistive technology to have access and to use standard tools, complete school tasks, and also participate on an equal basis with their coeval in the regular educational environment.
- An assistive technology evaluation guided by a professional, knowledgeable in regular and assistive technology, is needed to determine whether a student requires assistive technology devices and services and it should be specified in the student instructional plans as well.
- Assistive technology evaluation have to address the alternative and extra communication needs, that is, ability to communicate needs and change the environment for students with learning difficulties.
- In order to be effective, an assistive technology evaluation should be a continuous process.

In other words, It was affirmed that sticking to these principles, assistive technology helps to enhance the independence of students with learning disabilities, because often, these students bank on parents, siblings, friends and teachers for assistance (Raskind, 2000).

Finally, depending on others may slow the transition from childhood into adulthood, and may also influence in lower self-esteem, as it makes students with learning disabilities to be depended on others, rather than on themselves, in order to solve a problem. On the other hand, assistive technology opens a way for this group of students to achieve specific tasks on their own.

2.5 English as a Foreign Language for students with Learning Difficulties

Foreign language learners experiencing any type of learning difficulties should benefit from a positive and motivating learning environment in the same way as their peers without learning difficulties. That is why, they need to be exposed to differentiated, inclusive teaching practices and, if needed, they should have individualized support, which can be realized by professionals of the field (Nijakowska, 2017).

As it was mention earlier, Inclusive education means identifying and trying to fulfill necessities of all learners with various needs and characteristics, giving them equal rights and providing a higher quality education in a particular country. So, by creating many opportunities for students to learn and demonstrate what they have learned, teachers will make their class more accessible to all students. By talking with students about LD and providing accommodations, they will manage to achieve a lifelong relationship with a foreign language.

2.6 Conclusion

Learning in general and learning problems should be seen in two levels, intellectual and emotional. Teaching methods, techniques and strategies used with students can be motivation to develop a positive attitude towards the learning process and behavior. So, the main task is to motivate these students towards success. “A teacher should have the energy of a hottest volcano, the memory of an elephant and the diplomacy of an ambassador” said Jaims Escalante. So, a teacher must have love and knowledge, then must combine it with passion and hard work in order to achieve a good results.

On the other hand, inclusive education permits students with and without Learning Difficulties to attend the same age-appropriate classes at their local schools with additional and individual support if needed. However, large gaps in education access and outcomes still exist between groups of students, because some marginalized groups of students unfortunately experience shockingly low rates of access and learning. Students with disabilities are still faced with numerous of challenges in realizing their right of education and they are still one of the most

marginalized and excluded groups in education. In almost every country of the world, law clearly proves that students with learning difficulties have the right to an inclusive education and that schools must provide the appropriate conditions which direct to successful education for all children without any exceptions.

Moreover, students with learning difficulties have a need for additional support in the educational process, as well as support in developing good relationships with their peers. However, they not always reach the expected level of socialization and academic success, which is a clear indicator that the policy of inclusion is it still not well implemented into the educational practices.

School-family partnership is an important factor in the education of these children. The benefits of this partnership are concrete for both parents and teachers for the well being of students. Parents and teachers are "advocates" for the protection of students' interests in school and family. School plays an indisputable role in strengthening this sincere, open partnership between each other. Inclusive education should promote and provide education and training for all children regardless of their physical, intellectual, social, emotional and language. It is known that Inclusive education is a process that cannot be achieved in a short period of time, but by a continuous work of all responsible people. Finally, the principal issue that needs to be considered more seriously is that the school needs to be a place where every child or student has the opportunity to show individual values, to feel accepted and valued and trying to take the best from the educational process.

CHAPTER III

Methodology

The aim of this study is to point out the methods that work best for Students with Learning Difficulties and also the other purpose is to see the everyday challenges that English teachers face while working with students with Learning Difficulties. This study observed and questioned primary school students with learning difficulties, teachers were surveyed and in regards to their knowledge of and needs for teaching students with diverse learning abilities. Information learned from this study will be offered to the education community to consider further ways of breaking down the barriers and building on the successes of the inclusionary classroom at the higher levels. Student data will help determine ways in which they can be provided with a comfortable, safe, least restrictive learning environment where they can find autonomy, belonging, and competency. By identifying key themes in the responses, and identifying similarities in academic essentials, students and teachers may be guided toward a paradigm shift to meet the needs of both within the inclusionary classroom. In addition, using the right and effective methods in learning and teaching process is much more important than increasing the student's learning. Consequently there are numerous methods used in learning-teaching processes. Important is the fact that when the teacher is teaching a specific content, he chooses the most appropriate method for the students' level and level of knowledge.

Teaching methods are crucial education especially when dealing with students with Learning Difficulties, they generally aim to gain or increase appropriate behaviors and prevent, decrease or remove inappropriate behaviors of individuals with special needs in order to maintain their lives independently (Demirok, Meral Karabacak and Aysever, 2019).

This could be achieved only with applied behavioral analysis approach, which is used a lot in education. At this point, it is very important to mention that there are numerous teaching methods used in education in which their effectiveness is shown and proven with many scientific research. (Mitchell,1992).

When choosing the right and most effective teaching method for individuals with learning difficulties, educators must know the type of the skills that will be taught, individual

characteristics of the student and educational requirements, learning environments, teaching materials and accessibility of support services. There are also additional teaching methods for improving various skills for individuals with learning difficulties such as: Physical help, verbal cues, modeling, etc., are used in teaching individuals with special needs as well (Bloh, 2017).

So, in other words, teaching methods are crucial for a maximum result on the learner. Every instructor needs to study the learner first in order to know what method he is going to use to get the maximum result. On the other hand, the age of target learners is very important when choosing which methodology to be used, because you cannot use brain storming method or projector for preschool. That is why I am of the opinion that teaching methods are as important as the learners being taught and additionally different methods are suited to different individuals.

Teaching methods are quite important for ideal results in learning process. As for me pupils should be given more space to contribute as well, as this aids/facilitates better learning. Consequently, I think educators should:

- Allow student choice
- Give students autonomy and responsibility for choosing material they have to learn and their own learning in general.
- Use highly engaging content that meets the needs of all the students in the class.
- Keep students engaged and interested in every single class.
- Students must be meeting goals and objectives to see their own progress.
- Provide a variety of materials, which are interesting, creative, and fun.
- Allow students the chances to reproduce their learning in different ways.
- Engage in Direct Instruction.

A good teacher must know, understand and accept the way students learn. If a teacher recognizes and accepts the theory of "student development", then he knows that students have different learning styles and he should adapt the learning environment according to his/her students, offer

them more opportunities within the classroom and plan activities. In addition to being in line with the curriculum, will also belong to different styles of children's learning, and thus create a successful strategy for improving individual learning.

This research paper attempted to answer the following questions:

- *What is the learning strategy profile of a student with Learning Difficulties?*
- *Do Diagnosed and Suspected students with Learning Difficulties have same or different strategies?*
- *How do their teachers identify and manage those lower primary pupils with learning difficulties?*
- *What are the strengths and weaknesses of the teaching strategies used by the lower primary school teachers in managing children with learning difficulties?*
- *What parents of students with Learning Difficulties suggest in order to improve*

3.1 Participants

Participants included in the study were thirty students with learning difficulties, five English teachers and five parents whose children have learning difficulties. Further, all students were asked to complete a questionnaire during the English classes in order to see what they like and don't and what they would like to change. All students who participated in the study were aged

ten to fifteen, ten were females and twenty were males. This was a direct reflection of the school demographics. Then we had the teachers group who were asked to complete a survey in an effort to get an overall picture of staff knowledge and understanding what do they go through while working with students with learning difficulties. Additionally teachers were answered in random questionnaires after some observations that were made in schools. The other group was made up of five parents who were asked to complete a questionnaire in order to better understand their children attitudes toward school, their experiences with teachers and friends, and what they like and dislike. Teachers and parents who were part of this study immediately agreed to collaborate and give their contribute in this research paper.

3.2 Procedures

Upon making appropriate appointments, the researcher proceeded to the sampled schools to make familiarization visits and held discussions with head of the school to make necessary arrangements for the actual data collection in order to be more correct and to avoid any problem that may occur due to this difficult time with Corona Pandemics. Further, the researcher personally had an interview on head teachers and teachers. The primary one to three teachers were considered best suited to administer the pupil questionnaire so long as s/he met the basic requirement of at least one month of experience with the children.

The researcher had thirty students who have been identified with learning difficulties. In order to complete the research and come out with some conclusions, students who participated in the study were asked to fill in the questionnaire that included two sections: Demographic data(age, gender, grade) and the questions section where they had to answer in some simple questions regarding to their preferences and things that they would like to change. Then ware the teachers` questionnaire that included two sections as well. First they had demographic data that included (gender, their average class size, years that they have been teaching and the level of students that they teach), the second section contained eight questions about their students, the methods that they use with these students and the challenges that they face while teaching students with learning difficulties. And the last group was the group of parents who were asked to complete a questionnaire which contained only one section with questions regarding their children, things

that they go through every day with their difficulties, their opinions about school methods used with their children, their challenges and the things that they would like to be changed. Moreover, all of these of these students who participated agreed to be questioned to collect data on perceived student likes, dislikes, and needs for maximum academic engagement in the general education classroom.

There was not any personal identifying information on these surveys in order to maintain anonymity. All teachers were asked to complete the questionnaire during the lunch time in order to be free and more focused to answer specific questions in the best way. And finally, the questions, along with those found in the students and parents questionnaires were developed by the researcher in total collaboration with Prof. dr. Agim Poshka, research advisor.

3.3 Data Collection

The researcher, through many discussions guided the teachers on how to administer the students` questionnaire. With the help of class teachers, the researcher administered the students` questionnaire. Students were kindly asked to fill in and return the questionnaire the same English class time. Upon collection of all instruments, the researcher assembled, organized and sorted out all the used instruments. Editing was done in order to remove any inconsistencies of the instruments. Any blank responses in the students` questionnaire were not included in the data set for analysis. All the data that was collected from the participants of the study (students, teachers, parents) was placed into a spreadsheet and displayed in tables or percentages when appropriate.

3.4 Data Analysis

This study was based on a qualitative content analysis, a procedure which allows for developing patterns from collected data. Although content of analysis can be time consuming, it allows for rich data.

Upon the researcher establishing relevant categories, themes and codes for the responses, this qualitative data were analyzed by using descriptive statistics, which are presented in the form of tables and figures with percentages. Data analysis was based on the objectives of the study. Data on existence of Learning Difficulties in the sampled schools were analyzed by describing the responses. Data showing how the teachers identified the pupils having Learning Difficulties and how they are managed were recorded according to their characteristics and numbers and then analyzed using frequencies and percentages. To analyze data on ways of managing Learning Difficulties in the sampled school, responses were grouped into commonly used ways, coded and summarized in percentages. Data regarding suggested measures of managing Learning Difficulties in schools were coded and analyzed into suitable sub-headings and reported using percentages. To analyze data from the students questionnaire, item analysis was conducted and results given in written form (sentences) and percentages. Then all data was presented in the form of tables and charts.

3.5 Summary

As was mentioned above the main purpose of this study was to understand the right methods for teaching students with Learning disabilities and the challenges that teachers face while working with them. Teachers of students with learning difficulties have the tasks of making sure that students with disabilities are progressing the same state standards as their non-disabled peers, addressing their individualized education objectives, and providing chances to access the general education plans with few precedents available to guide them in this work. As districts move toward greater inclusion of students with learning difficulties in their schools. A group of five

parents was additionally included in order to get more correct answers and to finally come up with a qualitative research study, because the engagement of parental support is providing learning facilities in supervising learning activities, monitoring learning time, being aware of learning difficulties, and helping to overcome these learning difficulties.

Teachers need to be aware of the specific learning and personal problems that can cause a student to fail or notice that particular student having learning difficulties. It is up to teachers and parents to provide the help that those students need. Since unfortunately there are not enough special services available for students with learning difficulties that are engaged in regular classes. Thus, the teachers must take the lead and keep the lines of communication open with parents to effectively meet the learning needs of such students. The ultimate goal is not to help backward students and definitely make them very good students at all costs but to make them reach their best possible level. In other words, by identifying key themes in the responses given by the participants, and identifying similarities in academic essentials, students and teachers may be guided toward a paradigm shift to meet the needs of both within the inclusionary classroom.

CHAPTER IV

RESULTS

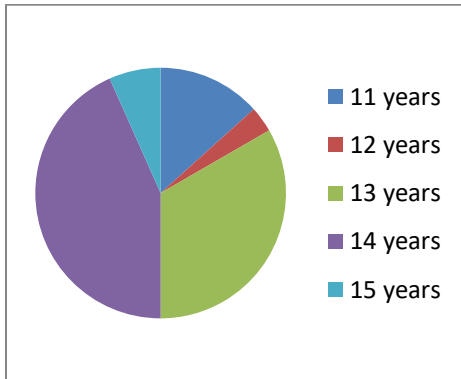
In this chapter are going to be presented results taken from the questionnaires completed by students and teachers in numerous schools of Ferizaj, also parent questionnaires` who were from different villages of the above mentioned municipality.

Firstly are going to be shown Student Results then to follow with the parents` and teachers` ones.

Part I. Results from Student Questionnaires

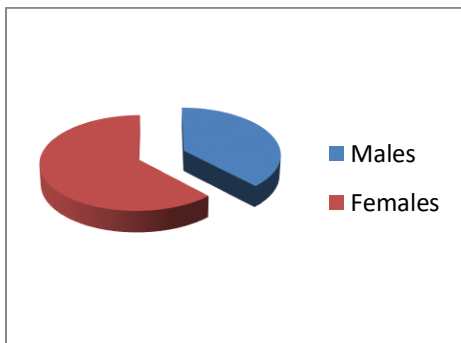
Demographic data:

Fig. 1 Age



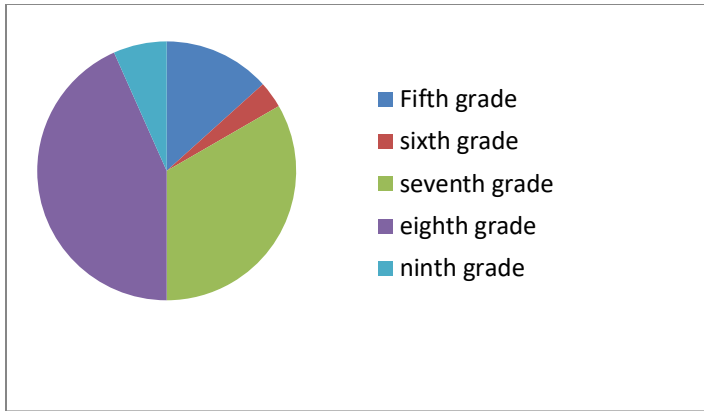
So, as it can be seen in the figure the participants of the study were: four 11 year students, one 12 year student, ten 13 year students, thirteen 14 year students and finally two 15 year students.

Fig. 2 Gender



The students who took part in the study were: Nineteen females and eleven males.

Fig. 3 Grade



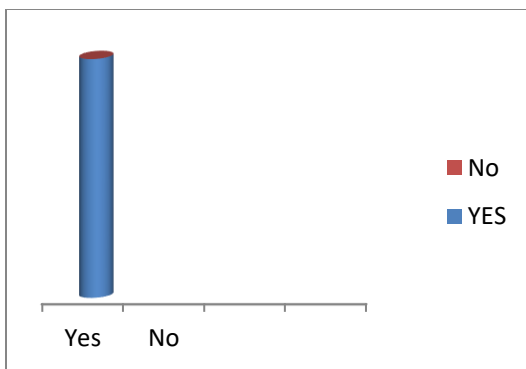
Participants of the study were: Four students from the fifth grade, one student from the sixth grade, ten students from the seventh grade, thirteen students from the eighth grade and 2 students from the ninth grade.

Section two is going to be presentation of the results from the questions that were part of the questionnaire.

Question nr. 1 What do you like and do not like about school?

Likes	Dislikes
School, games, rules, friends, teachers, social science, English language.	Long schedule, the mess, the way teachers explain, angry teachers, waking up early, strict rules, class, book, sport centre, teachers who do not respect students, stress in Math classes, classmates, untidiness, when do not know the right answers, problems in the class.

Question nr.2 Do you like English classes?

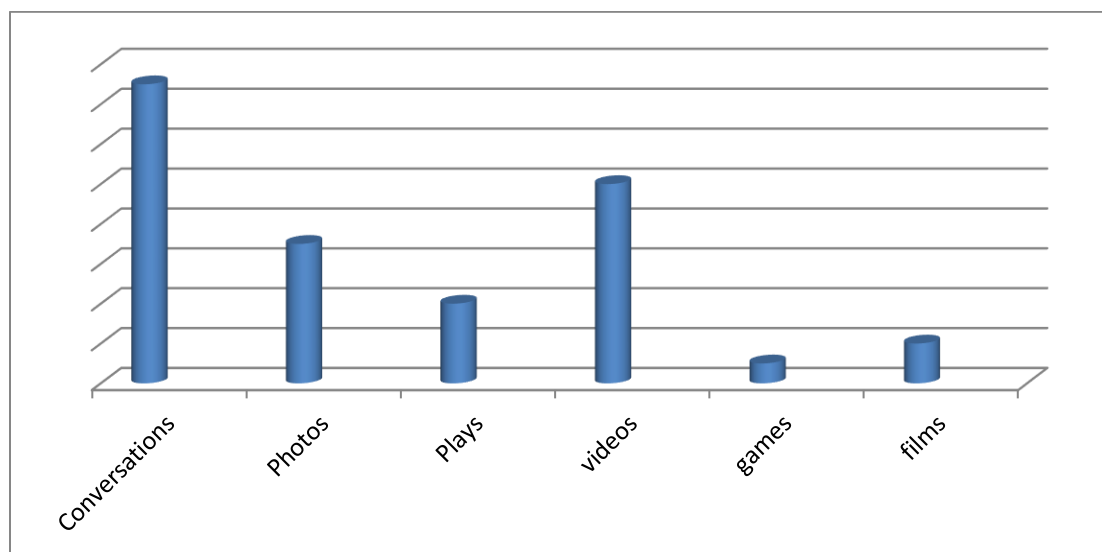


All participants answered positively.

Question nr. 3 *If the answer in the second question was yes, can you please tell me something you have learned in your favorite English class and how did you learned it?*

<p>Favorite English lessons(topics):</p> <p>Learning the alphabet, writing, translating, countable and uncountable nouns, grammar, adjectives, interesting stories, songs</p>	<p>How did you learn:</p> <p>By videos, practical activities, songs, teacher talking</p>
---	--

Question nr. 4 *What is the best way that you like learning English language?(Conversations, plays, videos, photos, cards etc).*



As it can be seen in the chart, most of the answers were for conversations, videos, plays, films, games.

Question nr. 5 *Tell something that you are really good at going?*

<p>Playing various sports (football, volleyball, ping-pong), making new friends, reading, painting, talking, having conversations, learning fast, translating.</p>

Question nr. 6 *Imagine that you could make any changes in English classes, what those changes would be?*

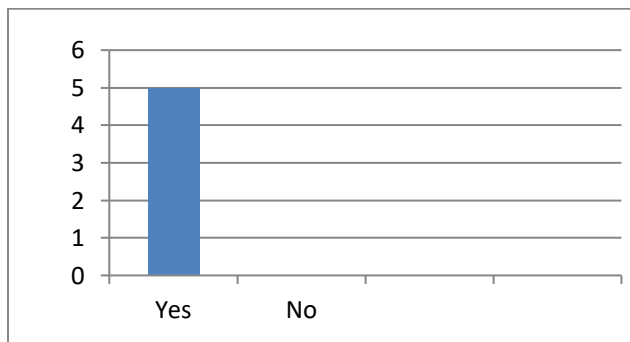
Having more activities than theory, watch more videos in classes, having less homework, having more fun and interesting activities, having more games with words, always talk in English language instead of Albanian, change some classmates ..

Part II. Results from Parent Questionnaires

Question nr.1 *Can you describe your child in few words?*

Polite, nice, sensible, obedient, calm, noisy, hyperactive

Question nr. 2 *Does your child like school?*



All parents answered positively.

Question nr.3 *What does he/she likes at school? What does not like?*

Likes	Dislikes
Teachers, friends, games, social sciences.	Long schedule, being seated, hygienic conditions, Math lessons.

Question nr.4 How would you describe your child`s will to learn? Does he/she like learning new things or feels confused?

Likes new things	Feels confused
When learning is done through games yes, feels very excited, when learning new things by concrete objects, it mostly depends from subjects.	In Math classes, when he/she does not like the teacher.

Question nr. 5 Which was the first time you noticed your child is having a Learning Difficulty?

During childhood, in primary school, in first grade

Question nr. 6 How was the process of diagnosis?

It was evaluated from the physiologist, it was done collaborating with the teachers, difficult for us as parents, it was acceptable

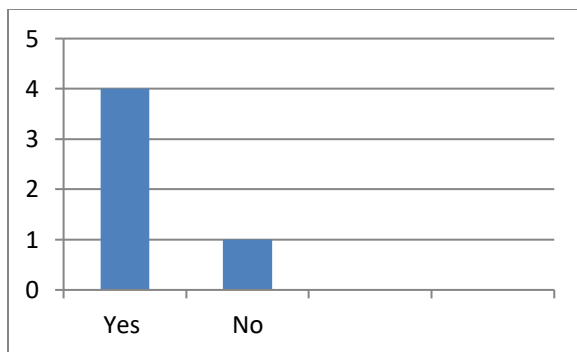
Question nr. 7 What does it changed after the process of diagnosis?

It changed the behaviors towards him/her, changed the attention, changed the time we spend together doing homework and completing different tasks, changed the way teachers treated him/her.

Question nr. 8 How would you describe your child's Learning Difficulty?

Nothing tragic, not to be worried about just he/she needs more time and attention, Something normal it can happen to everyone, found it very hard as a parent

Question nr. 9 Do you talk with your child about him/her Learning Difficulty?



Four from five parents answered yes whereas only one said no.

Question nr. 10 How often does your child need your help for doing homework?

Sometimes, very often, always when completing Math homework.

Question nr. 11 What do you think about the teaching methods that teachers use to learn students with Learning Difficulties?

They could be revised, teachers should use more appropriate methods, teachers should use more simple methods to teach, to keep them more engaged in the lessons, give them more time.

Question nr.12 *What do you think teachers and the responsible institutions must do in order students with Learning Difficulties to be more successful?*

Teachers	Institutions
Being more patient with these students, give them more time, choose the right teaching methods, talk with students about things they want and need, being supportive.	Creating better conditions for this group of students, providing all schools with physiologists, supportive teachers or assistants to help teachers in regular classes .

Part III. Results from Teacher Questionnaires

Demographic data:

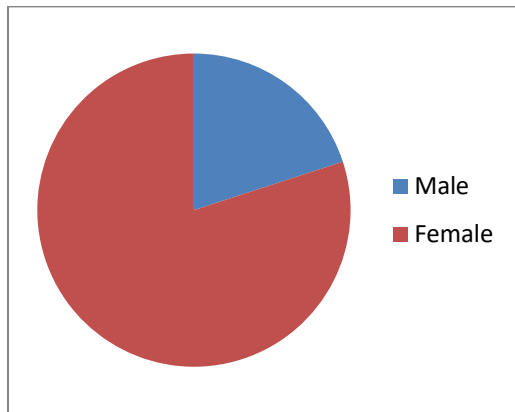


Fig. 1 Gender

There were four female teachers and one male teacher who participated in the study.

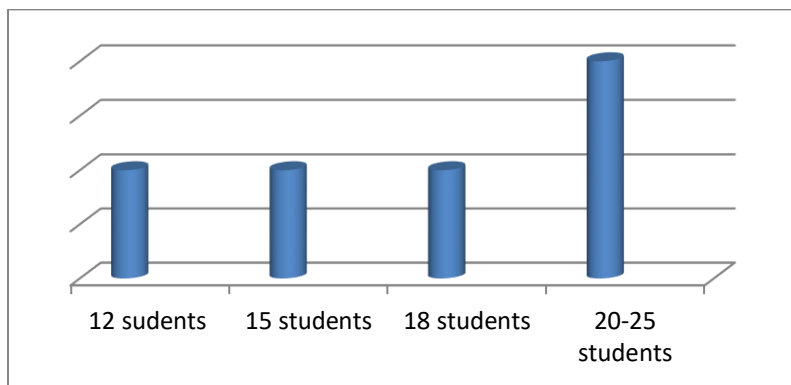


Fig. 2 Average class size

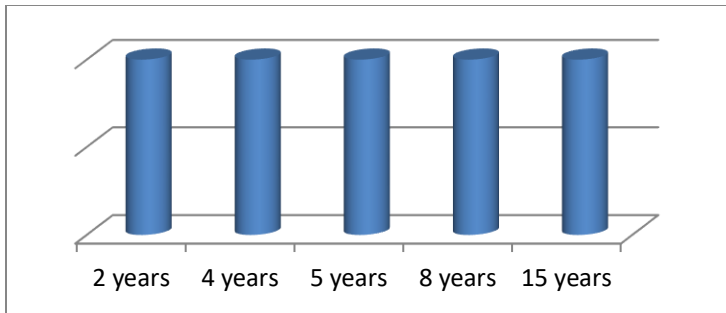


Fig. 3 Teaching experience years

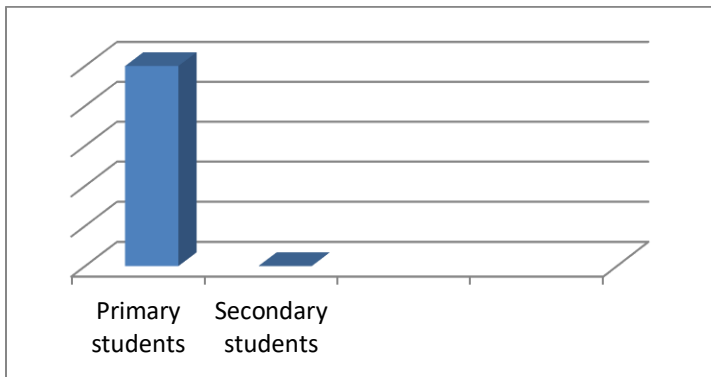


Fig. 4 Level of students

Section II. Answers from the questions in teacher questionnaires

Question nr. 1 Can you describe a typical day in your class?

Reviewing the last topic, presenting new topic for the students for that particular day, having random conversations, checking homework, discussing any possible problems in the class,

Question nr. 2 What is the procedure for assisting children with Learning Difficulties?

First of all choose appropriate materials for these students, should know their mood, providing students with LD learn the given topics in the simplest way possible, complete exercises together, repeat new things many times, giving them more time to complete the tasks, listen them, talk softly, behave kindly.

Question nr. 3 How do your students typically behave in classes?

They are ok, happy, talkative, nervous, show good behaviors, sometimes their behavior depends on their mood, interested in learning new things.

Question nr. 4 How would you describe your students` relation with their peers?

Their relationship is good, they collaborate with each-other, they help each-other, sometimes they fight with each other.

Question nr. 5 What is the difference between diagnosed and suspected students for having a Learning Difficulty? What is your behavior towards them?

Difference between them	Teachers behavior
The difference lies on how much they are able to receive information, difficulties shown in comprehending new lessons, they have no difference we as teachers can notice easily that they go through same problem.	When we are aware of the problem we treat these student differently as acquired but is very difficult for us as teachers when we have to deal with students who do not have the exact diagnose in order to give them the right treatment, give them more space and time, talk with their parents more often, present these cases to the head teacher in order to find a better solution.

Question nr. 6 *How did you notice your student having a specific Learning Difficulty? How do you ménage them?*

Noticing	Managing
<p>In some cases, their parents let us know the problem before starting the school year, on the other hand we can notice their difficulties by their social relationships, gestures, focusing, studying their skills, by their development, through communication, while reading in cases of dyslexia, having no attention.</p>	<p>Talk to students , give them more space, appropriate treatment, using right methods.</p>

Question nr. 7 *How do your students normally behave when she/he is having difficulties in completing tasks? (prompts: they get upset, give up, keep trying, call himself/herself a name?)*

<p>They usually try to copy, give up, get nervous, get upset, few of them keep trying.</p>
--

Question nr. 8 *According to your experience, which are the best methods for teaching students with Learning Difficulties? Do you think that there is any need for exploring new methods in order these students achieve more?*

<i>Best methods</i>	<i>Needs for new methods</i>
<p>The best methods are concretization method, audio-visual methods, giving these students extra tasks compatible to their level, explain to them in the simplest way possible, using concrete objects, demonstrating, always depending on their difficulty we as teacher should find the appropriate methods.</p>	<p>There is always space for new methods if they are useful and show greater results with this group of students.</p>

Question nr. 9 What are the most common challenges that you as a teacher face while teaching students with Learning Difficulties?

The concept of having classrooms that include both students with LD and students who are developing typically is becoming a popular one. This type of education practices poses new challenges for a teacher. For instance, many students who have no LD are unaccustomed to dealing with those who do. Teachers in such classes are charged with eliminating cruelty and insensitivity from among their students and making sure that those LD students are treated with respect and in the right way.

The biggest challenge that we face everyday is the large number of students in the regular classes and lack of supportive or special educators to help as treat properly students with Learning Difficulties because it is almost impossible to give these students the needed time and devotion in such conditions. Another problem is that we cannot realize our daily plans fully if we deal with LD students in the accurate way since more space and time is needed. Other issue is with students who experience hyperactivity is very hard to keep them in control and trying to realize the lessons properly.

Further we have the issue of some parents of students with LD who are disinterested in the well being of their children and fail to give them the adequate care. On the other hand, they may be overly protective. Both of these can be problematic for the student and for their teacher. Some parents may show no collaboration in their child's education or interaction with their teachers, whereas being overprotective parent may have unrealistic results from the students and the teachers. Both attitudes can influence these children in negative ways. Parental disinterest may make these students feel less motivated and this kind of parents who are overprotective often reduce their child's confidence and make it harder for them to learn.

CHAPTER V

DATA ANALYSIS

Data Interpretation –Student Questionnaires

As it was presented in the previous chapters this study investigated different issues regarding students with Learning Difficulties(LD). Participants of the study were thirty students with LD from different schools in the municipality of Ferizaj. They were all Primary School learners, aged from eleven to fifteen years, eleven males and nineteen females, from sixth to ninth grade.

What do you like or do not like about school?

They answered that they like: School, games, rules, friends, teachers, social science, English language. On the other hand, they declared that they do not like long schedule, the mess, the way teachers explain, angry teachers, waking up early, strict rules, class, book, sport centre, teachers who do not respect students, stress in Math classes, classmates, untidiness, when do not know the right answers, problems in the class.

According to this, I can say that the school experiences for students with LD can be positively or negatively influenced by the attitudes and behaviors of teachers and school personnel and additionally by general school policies. School counselors can take the lead in assessing school climate in relation to students with learning difficulties and also doing interventions or asking for changes when appropriate.

Do you like English classes?

The thirty participants admitted that they do like English language classes.

How is this even possible? Since, according to many studies and literature I have read, students who experience problems and difficulties with foreign language learning are even those who have not shown any signs of possible learning difficulties previously. Quite often learning difficulties are discovered after students have shown difficulties in foreign language acquisition and consequently achieved poor results. In my opinion, the merit for all these LD students in Ferizaj that like English language are teachers for the simple reason that they knew how to

recognize and deal with students who had language learning disabilities or difficulties in their classroom and this way made appropriate instructional modifications to meet their student needs and managed to have this positive influence in them.

If the answer in the second question was yes, can you please tell me something you have learned in your favorite English class and how did you learn it?

Students answered that they liked topics such: Learning the alphabet, writing, translating, countable and uncountable nouns, grammar, adjectives, interesting stories, songs...Also students said that they learnt these topics through videos, practical activities, songs, teacher talking etc.

Generally talking, teachers are learning facilitators that transmit knowledge and skills to their students in a particular subject. Educators help students learn about various subjects and topic areas. Additionally, key to have a successful teaching is providing effective learning to students who learn in a different pace and through different learning styles, by challenging them to become more knowledgeable. Moreover, in the case of students with LD the role of teachers and the methods that they use is crucial in making these students like learning process and specific subject and in this way benefit from it.

What is the best way that you like learning English language?(Conversations, plays, videos, photos, cards etc).

Most of the answers from students were for conversations, videos, plays, films, games.

Many students experience problems and difficulties with foreign language acquisition, even those who have not previously expressed any signs of having possible learning difficulties. As it was mentioned above, learning difficulties can be easily diagnosed after students have experienced difficulties in foreign languages and achieved poor results. Apart from being well-educated, professional, motivated and with experience, foreign language teachers need to be trained to work in an inclusive classroom as well. They should know how to identify students with language learning difficulties in their classroom and to make needed modifications to meet students needs. In other words, if the teachers are well prepared, use the right teaching methods

and ménage to motivate LD students they will succeed as in the case of my study where all students liked English language even though having those mentioned learning difficulties.

Tell something that you are really good at going?

Most of the answers were for various sports (football, volleyball, ping-pong), social science, painting etc.

Students who have been diagnosed with L.D, (or those who are not diagnosed but struggling) experience low self-esteem. It is quite common that excellent students become used to low achievement and feel powerless, thus show minimal effort as a result. Basically, students WITH LD can be motivated to stay in school and follow classes regularly when they are enjoyable or extra activities are needed to serve as motivation. Caring and understandable teachers, along with trust and respect, builds a foundation, through adaptations teachers build walls that allow students with L.D. to reach the sky and achieve their full potential. So, students with LD are more confident in the field than in the class because there they can express themselves in a better way and that is why they like sport more and are more successful at it.

Imagine that you could make any changes in English classes, what those changes would be?

What participants of this study wanted to change were: Having more activities than theory, watch more videos in classes, having less homework, having more fun and interesting activities, having more games with words, always talk in English language instead of Albanian, change some classmates.

It's also very important to remember that students and adults need precise knowledge of the new behaviors or habits and the actions needed to make the changes successfully. Students with LD also need right environment, encourage from their right peers, lot of feedback and motivation from parents and teachers, and lots of opportunities to access or develop the skills in order to succeed. Additionally, they also need parents and teachers who understand how new behaviors and habits. Most of the time change is tough, but need not to be impossibly tough. For the well-being and success of students with LD teachers must use the right methodology which is appropriate for this category in order to make them feel good in class and feel free to express their opinions. Moreover, teachers should manage to fix things that make these students

experience stress and anxiety but on the other hand to be able to enjoy classes and going to school.

Results from Parent Questionnaires

Can you describe your child in few words?

Parents answered their children are generally: Polite, nice, sensible, obedient, calm, aggressive noisy, and hyperactive.

Students with learning difficulties may also experience behavior problems or have behavior disorders. In some cases, learning difficulties can lead to behavior problems such as: acting out, digression, and emotional bursts.

In order to help these students succeed, it is crucial for parents to monitor the signs that their children is struggling with learning and behavior. Early interventions for both learning and behavior challenges can help in improving academic achievement and outcomes.

Learning difficulties can have an impact on a student behavior. Thus, that can create a complex problem and learning difficulties and behavior problems together make learning process difficult. Many studies regarding this field found that students with learning difficulties often experienced behavior problems related to low self-confidence and increased anxiety and stress as well. Other elements such as aggressive behaviors and social isolation were also very common. In other words, I think that the behaviors of LD students vary according to their learning difficulties, since students having problem with Dyslexia, Dyscalculia, are more often showing behaviors such, low self-esteem, not confident at all, shy, calm etc, on the other hand, many children with attention deficit disorder (ADHD) are in constant motion. At school, hyperactive students squirm in their seats, shake their feet, make noise with their pencils, and talk incessantly. They sometimes even get up and wander around the classroom.

What does your child like at school? What does he/she not like?

Parent answers were basically the same with those of the students answers regarding to the question: What they like and do not like about school. Consequently, they answered that their children like: teachers, some polite friends, games and do not like: long schedule, stress, being seated, hygienic conditions, Math lessons.

Many of our students with different types of LD disengage or simply reject school in order to protect themselves from the stress which is present a lot to their school experiences. Every day, students are exposed to such situations where they have little control, little chance to succeed, and a higher chance of being embarrassed or ashamed in front of others. Depending from the situations and personality of student with LD that might look like an apathy and disengagement, or, in some cases, like anger and aggression. If the situation continues being unchanged, the student consequently will experience chronic stress. Teachers and parents do not intend to expose their children and teens under stress. But unfortunately, the situations that students with LD naturally find themselves into it are related with stress since being asked to do something that you feel you cannot do, things such: making new friends, staying seated, reading, mathematics, is inherently stressful.

How would you describe your child`s will to learn? Does he/she like learning new things or feels confused?

Parents said that when learning is done through games they like it, they feel very excited, when learning new things is by concrete objects, so, it mostly depends from subjects.

Additionally, learning difficulties can be extremely frustrating for students. Having troubles with a task or skill which all of your friends are doing it easily, worrying about being embarrassed in front of the class, or quite often struggling to express themselves. Moreover, sometimes things can be doubly frustrating for exceptionally bright students with learning difficulties, which is very common for such students.

Student with learning difficulties may experience troubles expressing their feelings, calming themselves down, and reading nonverbal cues from others. This can lead to other problems in the classroom with their peers. On the other hand, the good thing is that, as a parent, you can have a huge influence in these areas. Further, social and emotional skills are the most consistent indicators of success for all these students specifically kids with learning difficulties. All students learn in highly different individual ways. Students with learning difficulties simply process information differently, but on the other hand, they are generally of normal or above-average intelligence. Having a learning difficulty can affect a student ability to read, write, speak, do math, and build social relationships as well.

In other words, this group of student quite often feels confused when they learn new things because of the fear that they cannot learn it or well or being embarrassed but if new things are learned with the methods and the way they like it they can manage to succeed even though going through difficulties.

Which was the first time you noticed your child is having a Learning Difficulty?

Parents answered that they first noticed it during childhood, in primary school, in first grade.

Learning difficulties can affect one in seven people in the world according to the National Institutes of Health. Parents and teachers therefore, need to be very familiar with the early signs and indicators of a learning difficulties in order to get the appropriate help as soon as possible.

The earlier a learning difficulty is detected, the better chance a student will have of being successful in school and in life. Parents are encouraged by the responsible institutions to understand the warning signs of a learning difficulty from as early as pre-school. The first years of school are basically very important for a young child.

Further, many students and adults with learning difficulties remain undiagnosed and go through life with this "hidden handicap.

With early identification and intervention, parents can give their children the necessary skills for coping with that specific learning difficulty. The resulting problems of not being properly diagnosed can lead to poor self esteem, failure to succeed in school, and other difficulties in the workplace later in life.

How was the process of diagnosis?

Parents said that the diagnosis was done from the psychologist, it was done collaborating with the teachers, it was difficult for us as parents, it was acceptable.

Learning difficulties are traditionally diagnosed by doing two tests and noticing a significant inconsistency between their scores. These tests include doing an intelligence (or IQ) test and a standardized achievement test in (reading, writing, arithmetic).

Most of the students who resulted to have a learning difficulty have normal or above normal intelligence but they do not fully show that potential on achievement tests. For instance, if a learning difficulty is not detected early, diagnosed correctly, and treated properly, consequently

it can cause a number of other problems. Additional difficulties may be emotional ones, and a student can express signs of sadness, frustration, or disappointment. Behavior problems like acting out might occur as well. Or learning problems may appear within the family, causing, for example, misunderstandings, stress, or blaming the others.

What does it changed after the process of diagnosification?

It changed the behaviors towards him/her, changed the attention, changed the time we spend together doing homework and completing different tasks, changed the way teachers treated him/her.

Quite often teachers are the ones who will first notice the first symptoms of a Specific Learning Difficulty. Parents might also notice symptoms that are highly different from those that the teacher sees. That is why, the communication and collaboration it is so important for teachers and parents to be in contact and share notes about the development of a child. These conversations may lead to an early identification of learning difficulties.

After a right diagnose of a student having a learning difficulty normally teachers and school staff will take the proper actions for ensuring that student with LD is treated properly.

How would you describe your child`s Learning Difficulty?

Parents found it as nothing tragic, not to be worried about just he/she needs more time and attention, Something quite normal it can happen to everyone, found it very hard as a parent.

Parents have a tremendous impact on their children's academic and social achievement. Unfortunately, the majority of parents do not have a clear idea on how to assist and help their children, influencing negatively on both: the children and themselves. Further, if a child is diagnosed with a specific learning difficulty, parents generally show negative attitude towards the problem, including here denial, rejection, and self-blame. Furthermore, they get very disappointed and show hostility or over-protectiveness towards the child's problem, this way, failing to make realistic demands from their child. Therefore, continuous failure or poor performance apart from continuous efforts and practice can negatively influence parents and expose them to higher level of stress, frustration, and dissatisfaction. Moreover, it may extend

to numerous dimensions, including here: personal discomfort, financial crises, and lower quality of life.

Do you talk with your child about him/her Learning Difficulty?

Four from five parents answered yes whereas only one said no.

If a child does not have a clue or basic understanding of the nature of his/her learning difficulty, it is highly possible that he/she will be able to sustain his motivation in the classroom. Since they are confused about the difficulty they are experiencing at school, they are unlikely to be able to dedicate themselves to their studies. In fact, self-knowledge is a critical step in setting and maintaining students motivation.

When it comes to discussing the child's learning difficulties, it is way difficult to explain in a simple what the disorder is and what it is not. Parents may find that their child has many misconceptions about her/his disorder, and that is why it is important that parents must talk with their children and this way clarify and correct these misinformation. Again, if parents do not provide their child with accurate information about their learning difficulty, they are likely to believe the incorrect information that they hear or overhear from their friends, in the school yard, in the bus, and in the media.

How often does your child need your help for doing homework?

Parents said that their children needed their help sometimes, very often, always when completing Math homework.

In order to have a clearer understanding of how important is parents help and support for students with LD, people should be aware that many parents try to keep their child's learning difficulty as a secret, which can, even with the best intentions, look like a shame or guilt. Without being aware, extended family and friends might not understand the learning difficulty or think that your child's behavior comes from laziness or hyperactivity. But once they are aware about what's going on, they can even support your child's progress.

In the family, siblings may feel that their brother or sister with a learning difficulty is getting more attention, less discipline and better treatment. Even if your other children understand that the learning difficulties creates special challenges, they can easily become jealous or feel

neglected. Parents can help go through these feelings by making sure all of their children that they are loved equally, always providing homework help, and by including family members in any special routines for the child with a learning difficulty.

What do you think teachers and the responsible institutions must do in order students with Learning Difficulties to be more successful?

Parents think that teachers should be more patient with these students, give them more time, choose the right teaching methods, and talk with students about things they want and need, being supportive. On the other hand, parents think that responsible Institutions should create better conditions for this group of students, providing all schools with physiologists, supportive teachers or assistants to help teachers in regular classes. In fact, educators and administrators can do a lot to support students with learning difficulties to achieve their full potential. Actually, there are some steps that teachers can do in order to address the needs of their students with LD without making them feel overloaded by all that they must accomplish.

First of all, I think that when students first walk into your class in day one of the new school year, teachers should let each of them know that all students are welcome and equally valued and that the class will always work as a team and help each-other.

- Teachers should support their students in their learning. By using the appropriate strategies, appropriate prompting, and class materials suited to the student's level of achievement, teachers can ensure that students with LD will both learn and succeed.
- Teachers should structure lesson plans to support inclusivity. Rather than creating individual activities or individual lesson plans for students with difficulties, teachers must consider how they can include learning difficulty services in the general plan and where they may be able to teach all learners about difficulties through the voices of those who actually experience them.
- Teachers should assume that their student can do something until proven wrong. I think that all students must have the chance to shine, support them when they do not succeed, and never assume a student cannot do something without trying in different ways.
- Teachers must communicate clearly with students and parents. As the school year starts (and at the start of each week, if necessary), teachers should let students know what

expectations are in terms of assignments and deadlines. Also, teachers should share this information with parents in order they can support their children in being successful.

- Teachers should partner students with learning difficulties with students who do not have these difficulties. Good relationship between students with LD and regular students is a wonderful resource for teaching social skills, problem solving, and independence. Thus it will allow both students with difficulties and those without to appreciate each-other for their strengths and to learn from each others' experiences
- Teachers must make themselves available. It is quite common for students with LD that they might not want to talk in a class full of their peers if they feel themselves falling behind or not understanding the material, so they might want to speak to you one-to-one about the problem. That is why teachers must make sure that students know when and where they can find you to discuss any problems arising.
- Teachers should model the behaviors that they want to see in your students. If we want our students to behave in a certain way, one of the easiest ways is to demonstrate them that behavior in ourselves. For instance, it can be reading a book, interacting socially, or simply treating others with respect.
- Teachers must allow all students to work the same assignments. Students with LD who realize they are receiving different assignments from their peers assume that teachers think they are incapable of doing it. So, rather than setting different tasks, assign the same ones but let students with LD to work towards the goals in different ways. Teachers can use accommodations to help these students feel like they are always part of the class, rather than being separate and differentiated.
- Responsible Institutions must deal more with cases of Students with LD and thus create better conditions for this group of students, providing all schools with physiologists, supportive teachers or assistants to help teachers in regular classes.

Results from Teacher Questionnaires

Participants in the study were five English teachers from Ferizaj, four females and a male, working with Primary School students, having different teaching experience starting from four to fifteen years.

Can you describe a typical day in your class?

Teachers answered that their usual day is: Reviewing the last topic, presenting new topic for the students for that particular day, having random conversations, checking homework, discussing any possible problems inside the class.

In addition to it, routines help with time management in the classroom. They also help students to know what is expected from them and how to work in independent tasks. Lesson plans prepared before, class rules and transitions are all a part of creating a work place where students know exactly what are they going to do and teachers do not get headaches (sometimes!).

Moreover, it is very important for students with LD to review a lot previous topics in order to learn them more successfully, knowing the topics before teachers present it is also crucial for these students thus they can prepare themselves at home and this way they can experience less stress and do well in classes.

What is the procedure for assisting children with Learning Difficulties?

Teachers think that first of all they should choose appropriate materials for these students, they should know their students mood, providing students with LD learn the given topics in the simplest way possible, complete exercises together, repeat new things many times, giving them more time to complete the tasks, listen them, talk softly, and behave kindly.

Success for the students with learning difficulties requires a focus in individual achievement, individual progress, and individual learning. Further, this requires a specific, directed, individualized, intensive instruction for students who have learning difficulties or are struggling.

Even though the students are in the general education classrooms or are learning in a special class setting, teachers should focus the activities on assessing individual students in order to observe their students' progress through the curriculum.

How do your students typically behave in classes?

Teachers answered that they are ok, happy, talkative, nervous, show good behaviors, sometimes their behavior depends on their mood, interested in learning new things.

Regarding to the question how students behave in the classroom I think that students' behavior impacts a lot on how much and how well they learn. Even though one student with LD can be acting out or can be interrupting all the students' in learning. It is the teacher's duty to manage the classroom in a manner that strengthens the learning process. Additionally, some teachers use a system of rewards and punishments, while the other teachers skillfully do lesson plans that involve the students in a more active way and thus help them learn effectively. In other words, teachers are the ones that know best their students so they are the responsible ones to ménage to maintain a calm and positive atmosphere in the class.

How would you describe your students` relation with their peers?

Teachers said that students relationship is good, they collaborate with each-other, they help each-other, sometimes they fight with each other.

Most of the people would agree on the fact that that few things ménage to influence their school lives as much as the relationship with their peers (friends, acquaintances, or otherwise). Peer relationship plays a crucial role in student's school lives, and relationship with their peers become even more influential as students enter adolescence years.

Good quality friendships include not only companionship, but also loving, caring, validation, and support for each-other. Despite of playing together, good friends also feel comfortable expressing themselves and are motivated to solve conflicts or problems that arise time after time.

Among the factors that influence in the life and learning process of LD students is the level of peer acceptance and the quality of the relationship that these students have with their peers without LD and the experiences within the school settings.

The more reciprocal and mutual friendships students have, the more socially competent they are. Namely, good and meaningful friendships that are constituted in the early childhood years enhance the chances to acquire and practice basic skills which are relevant to student's personal, social, emotional, cognitive and communicative development.

What is the difference between diagnosed and suspected students for having a Learning Difficulty? What is your behavior towards them?

Teachers said that the difference between them lies on how much they are able to receive information, difficulties shown in comprehending new lessons, they have no difference we as teachers can notice easily that they go through same problem. When teachers are aware of the problem we treat these student differently as acquired but is very difficult for us as teachers when we have to deal with students who do not have the exact diagnose in order to give them the right treatment, give them more space and time, talk with their parents more often, present these cases to the head teacher in order to find a better solution.

The process of determining if a student (or an adult) has a learning difficulty can be sometimes hard but is highly important in order to define exactly what difficulties are present, in order to design the best approach appropriate for learning these students considering the effects of their difficulty. Moreover, it is very important that teachers know which students have LD in order to give them the proper treatment and support needed in such cases.

How did you notice your student having a specific Learning Difficulty? How do you ménage them?

Teachers said that in some cases, their parents let them know about the problem before starting the school year, on the their hand we can notice their difficulties by their social relationships, gestures, focusing, and studying their skills, by their development, through communication, while reading in cases of dyslexia, having no attention. Teacher said that they use to manage such situations by talking to students, giving them more space, appropriate treatment, using right methods.

In addition to it, most of the time teachers are the ones to first notice that a student might have a learning disorder. Sometimes the warning signs are easy to identify, For instance, a student who cannot making headway in reading, or a student who even though is making obvious effort, cannot seem to understand the times tables. But on the other hand, the signs are not always crystal clear, and many students are embarrassed that they are struggling to do things that seem so easy for other students and consequently this causes them high levels of stress.

How do your students normally behave when she/he is having difficulties in completing tasks? (prompts: they get upset, give up, keep trying, call himself/herself a name?)

Teachers said that when students with LD have difficulties they usually try to copy, give up, get nervous, get upset, few of them keep trying.

If a student is obviously refusing to do work in the classroom, there is always a reason behind that. Quite often, teachers do not know the exact individual reasons. Some students may have had a history of trauma. Again, teachers may or may not be aware about the potential trauma caused from various reasons. Further, other students with LD might be dealing with social or emotional challenges at their home or in their personal lives. Just because a student does not raise their pencil up, it does not mean they are not paying attention and learning. Whatever the circumstances may be teachers must continue teaching, talking, and even engaging students with LD if they want them to participate and be an active in classes. Even though numerous obstacles teachers can go through the way with these students by their refusing to do the work, being upset, nervous and aggressive, and teachers should always remember that their goal is to educate the students, not to force them to work. If they still are in the classroom, keep teaching them!

According to your experience, which are the best methods for teaching students with Learning Difficulties? Do you think that there is any need for exploring new methods in order these students achieve more?

According to the teachers who participated in this study the best methods for teaching students with LD are: the concretization method, audio-visual methods, giving these students extra tasks compatible to their level, explain to them in the simplest way possible, using concrete objects, demonstrating, always depending on their difficulty as teachers should find the appropriate methods. Whereas regarding the question if there are any needs for new methods teachers answered that there is always space for new methods if they are useful and show greater results with this group of students.

If a student is obviously refusing to do work in the classroom, there is always a reason behind that. Quite often, teachers do not know the exact individual reasons. Some students may have had a history of trauma. Again, teachers may or may not be aware about the potential trauma caused from various reasons. Further, other students with LD might be dealing with social or emotional challenges at their home or in their personal lives. Just because a student does not

raise their pencil up, it does not mean they are not paying attention and learning. Whatever the circumstances may be teachers must continue teaching, talking, and even engaging students with LD if they want them to participate and be an active in classes. Even though numerous obstacles teachers can go through the way with these students by their refusing to do the work, being upset, nervous and aggressive, and teachers should always remember that their goal is to educate the students, not to force them to work. If they still are in the classroom, keep teaching them!

What are the most common challenges that you as a teacher face while teaching students with Learning Difficulties?

Teachers answered that the biggest challenge that we face everyday is the large number of students in the regular classes and lack of supportive or special educators to help as treat properly students with Learning Difficulties.

Further they had the issue of some parents of students with LD who are disinterested in the well-being of their children, but overly-protective and this way fail to give them the adequate care.

Another challenge was that they could not realize their daily plans fully if they deal with LD students in the accurate way since more space and time is needed for them.

Obviously while learning students with learning difficulties teachers deal with numerous challenges every day. Some of the main challenges are: Students with LD need extra attention in terms of curriculum adaptation, teaching methods, teaching and learning materials, assistive technology, assessments as well as extra resources for more assistance in adapting in the school environment.

Teachers in this study admitted that they need reduced class sizes, more modern teaching materials and additional support services from the government in order to treat students with LD in the most appropriate way. Moreover, most teachers who are teaching students learning difficulties unfortunately did not receive any education training from the municipality or responsible institutions, sometimes they feel that they are not qualified enough to teach students with LD properly.

Finally, the teachers requested a need for extra support, more professional development, and resources so as to provide LD students with more individualized attention they need.

CHAPTER VI CONCLUSIONS

The main purpose of this study was to identify the most appropriate methods for teaching students with Learning Difficulties in their classrooms, challenges that teachers face while working with LD students and also to find out what is the Parents Role in the education of these students. Additionally, according to the results of the qualitative research that was done in the municipality of Ferizaj the most important findings from LD students who participated in this study are:

- Students with LD like: School, games, rules, friends, teachers, social science, English language. On the other hand, they declared that they do not like long schedule, the mess, the way teachers explain, angry teachers, waking up early, strict rules, class, book, sport centre, teachers who do not respect students, stress in Math classes, classmates, untidiness, when do not know the right answers, problems in the class.
- The thirty participants admitted that they do like English language classes.
- Students additionally answered that they liked topics such: Learning the alphabet, writing, translating, countable and uncountable nouns, grammar, adjectives, interesting stories, songs...Also they said that they learnt these topic through videos, practical activities, songs, teacher talking etc.
- So, most of the answers from students were that they like learning English from conversations, videos, plays, films, games.
- Students with LD answered that they are good in various sports such (football, volleyball, ping-pong), social science, painting etc.
- What participants of this study wanted to change were: Having more activities than theory, watch more videos in classes, having less homework, having more fun and interesting activities, having more games with words, always talk in English language instead of Albanian, change some classmates.

This research also highlights the challenges that teachers face while teaching students with learning difficulties and consequently these are the main findings taken from the teachers questionnaires:

- Teachers said that their usual day is: Reviewing the last topic, presenting new topic for the students for that particular day, having random conversations, checking homework, discussing any possible problems inside the class.
- Teachers think that first of all they should choose appropriate materials for these students, they should know their students mood, providing students with LD learn the given topics in the simplest way possible, complete exercises together, repeat new things many times, giving them more time to complete the tasks, listen them, talk softly, and behave kindly.
- Teachers stated that their student behaviors are: ok, happy, talkative, nervous, show good behaviors, sometimes their behavior depends on their mood, interested in learning new things.
- Teachers also admitted that student relationship is good, they collaborate with each-other, they help each-other, and sometimes they fight with each other.
- Teachers also stated that the difference between diagnose and suspected students lies on how much they are able to receive information, difficulties shown in comprehending new lessons, they have no difference we as teachers can notice easily that they go through same problem. When teachers are aware of the problem we treat these student differently as acquired but is very difficult for us as teachers when they have to deal with students who do not have the exact diagnose in order to give them the right treatment, give them more space and time, talk with their parents more often, present these cases to the head teacher in order to find a better solution.
- Teachers additionally said that in some cases, their parents let them know about their children LD before starting the school year, on the their hand we can notice their difficulties by their social relationships, gestures, focusing, and studying their skills, by their development, through communication, while reading in cases of dyslexia, having no attention. Teacher said that they use to manage such situations by talking to students, giving them more space, appropriate treatment, using right methods.

- Teachers answered that when students with LD have difficulties completing tasks they usually try to copy, give up, get nervous, get upset, few of them keep trying.
- According to the teachers who participated in this study the best methods for teaching students with LD are: the concretization method, audio-visual methods, giving these students extra tasks compatible to their level, explain to them in the simplest way possible, using concrete objects, demonstrating, always depending on their difficulty as teachers should find the appropriate methods. Whereas regarding the question if there are any needs for new methods teachers answered that there is always space for new methods if they are useful and show greater results with this group of students.
- Finally teachers admitted that the biggest challenge that we face everyday is the large number of students in the regular classes and lack of supportive or special educators to help as treat properly students with Learning Difficulties.

Teachers asserted that the biggest challenge that they face everyday is the large number of students in the regular classes and lack of supportive or special educators to help as treat properly students with Learning Difficulties. Further they had the issue of some parents of students with LD who are disinterested in the well-being of their children, but overly-protective and this way fail to give them the adequate care. Another challenge was that they could not realize their daily plans fully if they deal with LD students in the accurate way since more space and time is needed for them. Other very important objective of this study was to raise the awareness of Teacher` role is plays a critical role in facilitating the academic achievements of students with learning disabilities. Several studies have shown the importance and hope to the success of students with LD, but research has not focused on how the hope of their teachers may help these students succeed in inclusive classrooms.

Another objective of this thesis was to highlight the Parents role in the education of students with LD and these are the main findings:

- Parents declared that their children are generally: Polite, nice, sensible, obedient, calm, aggressive noisy, and hyperactive.
- Parents opinions were basically the same with those of the students answers regarding to the question: What they like and do not like about school. Consequently, they answered that their children like: teachers, some polite friends, games and do not like: long schedule, stress, being seated, hygienic conditions, Math lessons.
- Parents said that when learning is done through games they like it, they feel very excited, when learning new things is by concrete objects, so, it mostly depends from subjects.
- Parents answered that they first noticed it during childhood, in primary school, in first grade.
- Parents stated that the diagnosis was done from the physiologist, it was done collaborating with the teachers, it was difficult for us as parents, it was acceptable.
- They also admitted that after the diagnosis they changed the behaviors towards their children, changed the attention, changed the time they spend together doing homework and completing different tasks, it changed the way teachers treated him/her.
- After their children being diagnosed with LD, parents found it as nothing tragic, not to be worried about just that their children need more time and attention, something quite normal it can happen to everyone, but others found it very hard as a parent.
- Four of five parents said that they talk with their child about his/her Learning Difficulties whereas one parent said no.
- Parents also declared that their children needed their help sometimes, very often, always when completing Math homework.
- Finally parents think that teachers should be more patient with these students, give them more time, choose the right teaching methods, and talk with students about things they want and need, being supportive. On the other hand, parents think that responsible Institutions should create better conditions for this group of students, providing all schools with physiologists, supportive teachers or assistants to help teachers in regular classes. In fact, educators and administrators can do a lot to support students with

learning difficulties to achieve their full potential. Actually, there are some steps that teachers can do in order to address the needs of their students with LD without making them feel overloaded by all that they must accomplish.

In addition to the findings from the parent questionnaires, it can be concluded that the engagement of parental support is providing learning facilities in supervising learning activities, monitoring learning time, being aware of learning difficulties, and helping to overcome these learning difficulties. Parents whose children express learning difficulties need to give high attention to their children. This attention is one of the main factors that contribute to their children learning process. There exist a number of things that parents of elementary school students can do related to learning difficulties. These efforts include: contacting doctors for initial diagnosis, managing their children behaviors, finding accurate institutions, professions cooperating with special education programs and being in contact with other families.

Hypothesis

Hypothesis 1: Early diagnostication is the solution for giving the students with Learning Difficulties the right treatment from the beginning of learning process.

According to the teacher and parent answers in the questionnaires, parents whose children have a LD let teachers know about the problem before starting the school year, on the other hand, teachers can notice their difficulties by their social relationships, gestures, focusing, and studying their skills, by their development, through communication, while reading in cases of dyslexia, having no attention. Teachers stated that early diagnosification is very useful since they use to manage more successfully every situations by first of all talking to students and letting them know that their LD is quite normal and it can happen to everyone, they are equal as the other students, and consequently give them more space and appropriate treatment.

Hypothesis 2: Parents role is crucial when it comes to students with Learning Difficulties they can help a lot in making their children more successful by being supportive also by collaborating with the teachers.

By the results taken from the questionnaires it is quite obvious that parents play a crucial role when it comes to the success of students with LD. For instance, this is achieved by paying them more attention, helping them with their homework, talking to their children about his/her LD, being in close contact with their teachers and so on.

Hypothesis 3: By treating in a careful, inclusive and precise way teachers can make life and lessons of the students with Learning Difficulties more easy and enjoyable.

According to the teachers declarations, it can be concluded that teachers think first of all they should choose appropriate learning materials for LD students equal to their achievement level, they should know their students mood, providing students with LD learn the given topics in the simplest way possible, complete exercises together, repeat new things many times, giving students more time to complete the tasks, listen them, talk softly, and behave kindly, this way to achieve desirable results for everyone.

VI.1 Recommendations

1. Organizations of Workshops and Seminars

It would be highly recommended the organization of workshops and seminars for teachers from primary schools in this case in order to keep them abreast on how to identify and also deal with pupils with Learning Difficulties. The schools management should always be in close contact with the Ministry of Education and could freely use this study if needed to collaborate with Special Education services and Childhood Education professionals and other education officials to run such workshops for a better quality education.

1.1 Specific instructional procedures and strategies.

Teachers should be trained how to use specific instructional procedures and strategies which are suitable for some specific student's characteristics. This component of instructional adaptation requires training in how to recognize relevant learner characteristics for instruction and this way to select the right instructional strategies that best suit the learning process of students with those characteristics. Additionally, teachers should also be trained to develop more the skills how to diagnose students' specific learning needs during learning process and how to provide instructional prescriptions for such need.

2. Class size in Primary School should be reduced

If we want that students with Learning Difficulties can benefit from teaching styles and take the right treatment larger classes are very problematic. Since they make classroom management more difficult for teachers particularly by allowing them less time to spend with LD students and get to know them more. On the other hand, makes it harder for teachers to intervene in conflict between students and put a stop to bullying. In addition to it, larger classes impede the quality of education for everyone, but especially for students with learning disabilities and that is why responsible institutions should rethink about the number of students in a class particularly in the cities where the number of students is over thirty .

VI.2 Limitations and Future Research

Although this study has given its results, the findings are not beyond reproach. In addition to it, findings in this study have a limited explanatory power. They only apply to students with learning disabilities between 10 and 15 years of age. Thus, this study cannot draw any valid conclusions about other populations or other genres. Further, every study by nature has a limited focus, depending on its unique research questions. Furthermore, these circumstances clearly suggest that there is not only a need to replicate this study, but to conduct similar ones across different populations and genres in order to have clearer and useful results findings. Moreover, additional studies are badly needed to discover who would benefit the most from the interventions after possessing exact findings. Future studies should definitely include a follow-up data collection. And finally, multiple measurements during the interventions would enable other researchers to make statements about what elements of a treatment would improve the students' academic performance.

References:

Allan, J. (2012). *Principles of assistive technology for students with visual impairments Texas school for the blind and visually impaired*. Retrieved on 6th October, 2020 from <http://www.tsbvi.edu/math/72-general/1076-principles-of-assistive-technology-for-students-with-visualimpairments?layoutMode=full-access>.

Adler B. (2001) *What is dyscalculia?* (See also <http://www.dyscalculiainfo.org>)

Blanton, L. P., Griffin, C. C., Winn, J. A., & Pugach, M. C. (1997). *Teacher education in transition: Collaborative programs to prepare general and special education teachers*. Denver, CO: Love

Brownell, M. T., Ross, D. D., Colon, E. P., & McCallum, C. L. (2005). Critical features of special education teacher preparation: *A comparison with general teacher education*. *The Journal of Special Education*, 38, 242–252.

Botsas G., 2008. Strengthening the Cognitive and Emotional Characteristics of Students with Learning Difficulties. In: Pantelidou S., Antoniou F., (eds), *Teaching Approaches and Practices for Students with Learning Difficulties*. Thessaloniki: Publishing Graphima, pp. 32-34. [in Greek]

Biglan A., Mrazek, P.J., Carnine, D. & Flay, B.R. (2003). The integration of research and practice in the prevention of youth problem behaviors. *American Psychologist*, 58(6/7), 443-440.

Billingsley, G., Scheuermann, B., Webber, J. (2009). A comparison of three instructional methods for teaching math skills to secondary students with emotional/behavioral disorders. *Behavioral Disorders*, 35, 4–18

Baumeister, A. L., Storch, E. A., & Geffken, G. R. (2008). Peer victimization in children with learning disabilities. *Child & Adolescent Social Work Journal*, 25(1), 11-23.

Bender, W. N. (2008). *Learning disabilities: Characteristics, identification, and teaching strategies*. Boston: Allyn and Bacon.

- Barkley, R. A. (September, 1998a). Attention-deficit hyperactivity disorder. *Scientific American*, 279: 3
- Blanton, L., (2005). The call for collaboration in teacher education. *Focus on Exceptional Children*, 38(2), 1–10.
- Carslaw, H. (2011). Developmental coordination disorder. *InnovAiT*, 4(2), pp. 87-90.
- Colley M. (2005) Learning Support for Dyspraxic Students. *Positive Initiatives for Specific Learning Differences*. Conference Proceedings, Leicester, De Montfort University.
- Demirok, M. S., Baglama, B., & Besgul, M. (2015). A content analysis of the studies in special education area. *Procedia-Social and Behavioral Science*. 19, 2459-2467.
- Firth, N., Frydenberg, E., Steeg, C. & Bond, L. (2013). Coping successfully with dyslexia: *An initial study of an inclusive school-based resilience programme*. *Dyslexia*, 19, 113-130.
- Hallahan, D. P., Lloyd, J. W., Kauffman, J. M., Weiss, M., & Martinez, E. A. (2005). *Learning disabilities: Foundations, characteristics, and effective teaching* (3rd ed.). Boston: Allyn & Bacon.
- Kavale, K. A., & Forness, S. R. (2000). What definitions of learning disability say and don't say: *A critical analysis*. *Journal of Learning Disabilities*, 33(3), 239-256
- Gersten, R & Baker, S (2001). Teaching expressive writing to students with learning difficulties. *The elementary school journal*. 101, 251-272
- Kaufmann L, Nuerk HC. Numerical development: Current issues and future perspectives. *Special issue: Brain and Number, Psychology Science*. 2005;47(no.1):14270.
- Lackaye, T., Margalit, M., Ziv, O., & Ziman, T. (2006). Comparisons of self-efficacy, mood, effort, and hope between students with learning disabilities and their non-LD-matched peers. *Learning Disabilities Research and Practice*, 21(2), 111-121.
- Mati-Zissi E., 2004. School-learning difficulties: reading, spelling, arithmetic. In: Kalantzi-Azizi A., Zafeiropoulou M. *Adaptation to school. Prevention and Troubleshooting*. Athens: Publishing Greek Letters, pp. 161-191. [in Greek]

Merrell KW, Felver-Gant JC, Tom KM., 2001 “Development and validation of a parent report measure for assessing social-emotional competencies of children and adolescents”. *J Child Fam Stud*. 20(4):529–40;

Mitchell, D. (2014). Inclusive education is a multi-faceted concept. *CEPS Journal*, 5(1),p.9-30, 19.8.2019.

Malpas, M.(2012). Adults and Dyslexia 40 years on... Retrieved from:<http://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/About_Us/Adults-and-Dyslexia

National Research Center on Learning Disabilities [NRCLD]. (2002). Researcher Consensus Statement: NRCLD Information

Nikolopoulos T., 2007. Learning difficulties and training in Secondary Education. *Issues of introductory training for newly appointed teachers*. Athens: Pedagogical Institute, pp. 195-207. [in Greek]

Quenneville, J. (2002). Technology tools for students with learning disabilities: *Infusion into inclusive classrooms*. *Preventing School Failure*, 45 (4), 167 – 170.

Raskind, M. (2000). Assistive technology for children with learning disabilities. *San Mateo, California: Schwab Foundation for Learning*

Shaywitz, S.E. (1998). Current concepts: Dyslexia. *New England Journal of Medicine*, 338(5), 307-312

Tanner, D. E. (2011). The learning disabled: *A distinct population of students education*, 121(4), 795-798.

Trzesniewski, K. H., Donnellan, M. B., Moffitt, T. E., Robins, R. W., Poulton, R., & Caspi, A. (2006). Low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood. *Developmental Psychology*, 42(2), 381- 390.

White, W.A.T. (1988). Meta-analysis of the effects of Direct Instruction in special education. *Education and Treatment of Children*, 11, 364-374. Wicks-Nelson, R., & Israel, A. C. (2009).

Language and learning disabilities. *In Abnormal Child and Adolescent Psychology* (7th ed.) (262-294). New Jersey: Pearson Prentice Hall

Wilson A, Dehaene S. (2007). Number sense and developmental dyscalculia. *Human behavior, learning, and the developing brain*: Guilford Press; New York. p. 212

Appendix 1

Student Questionnaire

Demographic data

Age _____

Gender _____

Grade _____

1. What do you like and don't like about school?

2. Do you like English Language classes?

3. If yes can you tell me something you have learned in your favorite English class?
How did you learn it?

4. What is the best way that you like learning English?(Conversations, plays, videos, photos, cards etc.)

5. Tell me something that you are really good at doing.

6. Imagine you could make any changes you want in English classes. What would those changes be?

Appendix 2

Teacher Questionnaire

Demographics: (Optional)

- a. Choose one: MALE FEMALE
- b. What is your average class size? _____
- c. How many years have you been teaching? _____
- d. Which level of students do you teach?: Primary school students/ High school students

1. Can you describe a typical day in your class?

2. What is the procedure for assisting children with learning difficulties?

3. How does your students typically behave in class?

4. How would you describe your student's relation with their peers?

4. What is the difference between diagnosed and suspected students for having Learning Difficulties? What is your behavior towards them?

5. How did you identify students Learning Difficulties? How you manage them?

6. How does your student normally behave when he/she is having difficulties completing tasks? (Prompts: do they get visibly upset? Give up? Keep trying? Call himself/herself a name?)

7. According to your experience, which are the best methods to teach students with Learning Difficulties? Do you think there is any need for new methods in order to achieve more success?

8. What are the most common challenges that you as a teacher face while teaching students with Learning Difficulties?

Appendix 3

Pyetsor per Prinder

1. A mund ta pershkruani femiun tuaj me pak fjale?

2. A e pelqen femiu juaj shkollen?

3. Cfare I pelqen me shume tek shkolla? Cfrae nuk i pelqen?

4. Si do e pershkruaje desheren e femiut tuaj per te mesuar? A i pelqen kur meson gjera te reja apo ndihet i hutuar?

5. Cila ishte hera e pare kur e keni verejtur qe femiju juaj ka nje ngecje ne mesim?

6. Si ishte procesi i diagnostifikimit?

7. Cfar ndryshoi pasi qe u diagnostifikua per nje ngecje te caktuar ne mesim?

8. Si do e pershkruaje ngecjen e femijut tuaj?

9. A flisni me femiun tuaj per ngecjen e tij/saj?

10. Sa shpesh i duhet femiut tuaj ndihma juaj per ti kryer detyrat e shtepise?

11. Cfar mendoni per metodat te cilat I perdorin mesuesit per ti mesuar femijet te cilat kan ndonje ngecje ne mesim? A mendoni qe jan te mira apo duhet te ndryshohen?

11. Cfare mendoni qe duhet te bejne mesuesit dhe institucionet ne menyre qe nxenesit me ndonje ngecje ne mesim te jene me te suksesshem?
