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**RELACIONES ENTRE DIVERSOS ASPECTOS DE LA
INCLUSIÓN: MAESTROS, ENSEÑANZA Y
ESTUDIANTES CON DIFERENTES HABILIDADES DE
APRENDIZAJE**

**RELATIONS BETWEEN DIVERSE ASPECTS OF
INCLUSION: TEACHERS, TEACHING AND
STUDENTS WITH DIFFERENT LEARNING
ABILITIES**

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Resumen: La escuela es el conducto por el cual los alumnos aprenden a desarrollar habilidades cognitivas y sociales gracias a diferentes factores como lo son maestros, padres de familia, directivos y demás alumnos. Sin embargo, los estudiantes pueden presentar diferentes capacidades de aprendizaje como lo son la dislexia, el desorden del espectro autista, el déficit de atención que representan dificultades y oportunidades para la inclusión educativa y el aprovechamiento escolar. Es por esto por lo que se necesita entender los requerimientos de cada una de estas diferentes habilidades, así como comprender qué es la enseñanza y qué papel desempeñan los maestros ante estos retos que se presentan dentro de las aulas.

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Abstract: Students acquire cognitive and social abilities by interacting in schools with teachers and other students. However, students may present different learning abilities such as dyslexia, autism spectrum disorder, attention deficit/hyperactive disorder that could represent a challenge and opportunities for inclusion in schools and academic achievement. People need to understand the definition and characteristics of each different learning abilities and comprehend what teaching is and distinguish the role of teachers when they are inside the classroom.

Palabras claves: enseñanza, maestro, habilidades de aprendizaje, déficit de Atención, inclusión educativa, escuela tradicional, leyes.

Key words: teaching, teacher, learning abilities, attention deficit disorder, inclusive education, traditional school, laws.

Introduction

AS SEQUEIRA (2012) SAYS: TEACHING IS A PROCESS totally related to learning. Teaching is the external side of the process of education, teachers teach and lead students through different tasks to provoke changes in habits or attitudes. Teachers might adopt different roles such as:

- Traditional role: Teacher- centered approach
- Modern role: Student-centered approach

In the teacher-center approach, teachers play the role of active providers of information but also to be evaluators of achievement. Students are just passive participants of learning to wait just to acquire knowledge by the hand of teachers. They guide students forward the aim of activities and exercises, clues and steps to follow are given to facilitate discovering. In language teaching, some teachers tend to use this kind of approach when they have a great number of students in the classroom. Teachers control what students learn, which is the activity and how they will fulfill it (Emaliana, 2017).

On the other hand, Student-centered Approach is mainly focused on students' backgrounds, attitudes, behavior, and experiences. It is with this approach that the relation established by the teacher-centered approach change drastically. Teachers are not in control of knowledge anymore and they fit into new roles. They now support students to be active learners to use their skills and to work in teams to seek out a solution for a problematic situation (Norman & Spohrer, 1996).

Students are encouraged to respond to inquiries instead of asking and obtain the information provided by teachers. They also understand that every student is different. They have their own manner to learn according to the different styles of learning. Teachers teach students how to use effectively their own style as reading, analyzing, studying or working in teams. By using correctly skills and learning styles, teachers motivate students to believe in themselves (Darshing, 2018).

Secretaría de Educación Pública SEP is a governmental institution that oversees public education in Mexico. On the official webpage, the institution emphasizes the use of an approach center in learning. In this kind of approach, the student is active in the learning process, they reflect and use in the correct way the knowledge transmitted by teachers. But also, it is important to put into practice. Then, teachers come up with activities and assignments that fulfill the requirements to put into practice all that students have learned. Another main idea of this approach is to figure out solutions for different problems.

Learning Disabilities

The term ‘learning disability’ was created by the psychologist Samuel A. Kirk (1963). He used this concept to describe the connection between psychological processes and students’ academic achievement. However, many scholars and researchers carried out researches to discover aspects of different learning abilities. For example, reading disability was discovered by Adolph Kussmaul around 1877. Another important researcher was Samuel Orton who was trying to figure out helpful methods to overcome different learning abilities. He was the one who stated that a learning disability might be overcome with the correct methodology (Orton as it is cited on Alnaim, 2016).

Over the years, new discoveries were added to the field of disabilities. But also, the terminology accepted by the government and society suffered changes. Previously, the World Health Organization distinguished between a three-level hierarchy words to describe human functioning in relation with different learning abilities. The first level was ‘impairment’ and was used to describe a malfunctioning of human structures. Then, this term change into ‘disability’. This term was used when people could not complete tasks just another person does and finally, this concept changes into handicaps (Learning Disabilities of Ontario, 2001).

Nowadays, a learning disability (different learning ability) is understood by different neurological problems that effects how people acquire, process, or uses information (Child

Development Institute, 2016). Stubbs (2008) states that children who possess different learning abilities are excluded from getting a universal education as everyone else because of prejudices surrounding teachers, families, and experts of educational matters.

A child with different learning abilities demonstrates difficulty in understanding, produce, listening, reading and writing the language. These affections are lifelong, they do not disappear as the students grow up. Therefore, it affects their academic performance through their life even if there exists no connection with the level of intelligence. On the other hand, it touches students' emotional health. They experience criticism, isolation, anxiety and more feelings that affect directly their self-esteem and emotions and then, students may present phobia towards people and school (Papanastasiou, 2017).

Recognizing students with learning disabilities is not easy. Judgments about academic achievement should not be done. First, at all, the teacher needs to observe. Through observation and individual assessment, the teacher will be capable to see if student posses' behaviors that are not typical to their age. It is also important to provide students with good instructional commands to follow. In some cases, achievement and performance can improve if there are no gaps in understanding between teachers' instructions and students.

Therefore, teachers must recollect as much information as they can and ask for advice with the community of teachers and experts. Information will be useful to teachers in order to know what to expect and how to react in front of the classroom with all the pupils (The Australian Federation of Speld Association, 2015).

Specialists, psychologists, and therapists are the qualified personnel to identify and refer to these symptoms as different learning abilities. This decision will be made taking into consideration a) child's clinical review, and, educational and family background, b) teachers' observation and child's scores, and c) academic interventions. Resulting from this exhausting

and completed process inside and outside the classroom, children should count into their parents to support and help. Parents will play an important role in inclusion due to their communication with teachers and specialists. It is important to consider that as parents, they wish the best for their children. They want them to be included just as another child (The Australian Federation of Speld Association, 2015).

Different learning abilities is the term use instead of learning disabilities. Different learning abilities are classified into different types, such as dyslexia, attention-deficit/ Hyperactivity disorder, sensory disorders, mental retardation, Autism Spectrum Disorder, Asperger syndrome. All the different learning abilities have different characteristics and different indicators.

Dyslexia

It is the most common disability presented in children. Dyslexia affects the way students perceive and decode information due to problems visualizing and constructing words and phrases. Indeed, dyslexia has nothing to do with levels of intelligence or with social background factors but is related to brain function, anatomy, and organization. It is essential to mention that dyslexia could not be noticed at the right moment. The first symptom to recognize is the poor academic performance related to (Hammond & Hercules, 2015):

- Learning the correct pronunciation and spelling of letters
- Organizing writing and spoken language
- Acquire a foreign language

Additional, experts mention that there exists a distinction between the number of boys and girls previously identified with dyslexia. Many schools are capable to tell that most students who suffer from this disease are boys. However, they do not consider gender differences such as personality. Boys tend to be

more spontaneous and energetic meanwhile girls are shy and modest. These characteristics could represent a problem to have a proper identification of this disability (Shaywitz et al, 2007).

However, it is a fact that four percentage out of the total of the population have this condition. As it was mentioning above, not all the students present the symptomatology in the same manner. For example, students could have not learned correctly the phonics of words and they would not be recognized which sound must be used. This aspect would affect directly reading skills, and consequently their comprehension. Indeed, switching activities could be a significant challenge to these students because they do not recognize and distribute time between different activities (Chisom, 2016).

Other aspects that are affected besides cognitive difficulties. Students with dyslexia and who are exposed to great levels of stress and anxiety may trigger panic episodes. All people can suffer from panic attacks in some part of their existence but students with this disability tend to be more sensitive to stress and anxiety could lead them to feel intolerance toward people who are just blaming and humiliated them. In some occasions, students are mistreated and are label to words such as 'dumb' and 'lazy' (International Dyslexia Association, 2017).

The emotional condition of students may be compromised by the effect of depression and low self- esteem. They can get easily distracted and influenced by negative thoughts about the future and themselves. In extreme situations, students may be overwhelmed by this mixture of feelings. However, it would be very difficult to identify depression if students do not show their emotions and feelings (International Dyslexia Association, 2017).

Treat them just as people who cannot be capable to do things as normal people could push them into dropping their studies. That is one of the many reasons why teachers need to empower every student in the classroom. They must feel that they are powerful and capable to do anything they want. They can be successful if support is given by the whole community of

teachers, friends, and parents (International Dyslexia Association, 2017).

As all the authors explained, dyslexia is much more than the student's inability to understand symbols and change the form of the letters. The problem presents with a lot of children is directly related to how children understand language as a cognitive process. Children are not acting when they do not know how to write words, the reasons relate to how their brain process and send the information.

Attention-deficit/ hyperactivity disorder

Students who have AD/HD suffer from lack of attention, hyperactivity, and impulsivity in life. In classes, they have a hard time trying to focus on a topic and they get bored easily with tasks. On some occasions, students are extremely active, and there is a tendency of not controlling their own behavior. Teachers around children with AD/HD must understand that every child may present different symptoms, some children may show symptoms related to lack of attention, others with hyperactivity and or maybe with impulsivity (Hoiseini et al, 2014).

AD/HD must be diagnosed by a team of psychiatrists according to a specific criteria (psychiatric assessment) and not only by a school team. One reason given to this restricted treat is due to some similarities with other disorders (Santrock, 2011). Specialists do no resort to use any special kind of test due to the problems related to hyperactivity in children. Many children possess problems of self- control but that does not mean that they possess AD/ HD (Borrill, 2000).

Specific symptoms that students can show in class are related difficulties in following instructions and completing tasks, difficulties to listen appropriately, interrupting people's talking, difficulty in waiting. The manifestation of symptoms related to AD/HD can be caused by different reasons. (Borrill, 2000) states that the reasons can be:

- The result of damage in the brain during postnatal development
- An inherited genetic disorder running in family
- Consume of cigarettes and alcohol during pregnancy

Inside the classroom, students with AD/HD commonly present poor school performance, experience social isolation by other students or to have antisocial behavior during their scholar year. AD/ HD cannot be cured because it is not an illness. However, specialists, such as doctors, can medicate patients with stimulants. Stimulants regulate those parts of the brain that are being affected. These medications improve the concentration and regulate the activities of students (Borrill, 2000).

Must of the teachers that are currently teaching may face a situation like this inside their classroom. There is always a child that does not sit and wait for the instructions of the teacher, that is always moving their feet and talking when it is not their turn to talk. However, these symptoms are in many occasions mistakenly confused with mischievous behavior. Teachers cannot forget that there is a possibility that a child possess a learning different ability.

Sensory Disorder

A person has five different types of senses that are used for different purposes. These groups of senses include taste, touch, sight, smell, and hearing. So, a sensory disorder describes a person who is disabled for using one of these senses. On this occasion, the senses that will be included are sight (visual) and hearing. Visual impairment includes students who are blind or present problems in vision. However, blind students are those who cannot use vision to learn but other senses like touch and hearing. In most of the cases, blind students do well academically and have a normal intelligence (Santrock, 2011).

There are four visual impairments classifications (National Dissemination Center for Children with Disabilities, 2004):

- The first classification is designed for students who are “partially” sighted and must be actively supported to learn.
- The second classification is for students who present a “low vision”. These kinds of students require the modification and adaptation of different strategies such as the classroom’s lighting.
- The third classification is “legally blind”.
- The last classification is designed for students who are totally blind. These students learn using a braille system or even non-visual media.

Depending on the age and impact of the disability, students may present some delays in the development of cognitive, social and motor areas. So, supporting them with different aids and materials must be a need for those students (National Dissemination Center for Children with Disabilities, 2004).

Students with visual impairments need to feel successful in maintaining social relationships with others, they must feel sure about their value, their abilities, and their capacity as a student. But the most important, they need to be included in a classroom with other students and in extracurricular activities as special events and field trips. They do not need to be apart just because they present an impairment.

Hearing impairment, on the other hand, can be the result of hereditary problems, infections during pregnancy or as a child, anomalies, among others. It might be cured but it will depend on the part of the auditory system that is injured. But if there is no possibility of being cured, people use a cochlear implant to recover the ability to hear (Child Assessment Service, 2008). An impairment of this type usually makes learning difficult for children. If children cannot hear or identify correctly the sound of the words, there exist a possibility that they present problems with spoken language (Santrock, 2011). Additionally, social

skills, self-esteem, and attitudes can be affected too (Child Assessment Service, 2008).

Sensory disorders can be a barrier that incapacitates students from learning. Hearing and Seeing are the most basic variables to learn. In English classes, students need to listen to conversations between native people and to repeat the vocabulary given by the book. Teachers need to find a solution to this significant challenge when students do not have a pair of senses. Additionally, they need to take into consideration the feeling of these students. Hurt feelings, a lack of motivation and the loss of the senses can represent a failure in academic achievement.

Mental retardation

Mental retardation refers to the condition present in people due to the correct development of the brain/ mind. The principal feature is an inadequate intellectual functioning diagnosed before the age of eighteen years- old. There are different levels to classify disorders such as: mild, moderate, severe, or profound. Students who have a mental retardation may be taught inside a regular classroom if they possess a mild retardation. However, if students suffer from severe retardation there is no possibility to be included inside a classroom setting (Santrock, 2011).

Students with mild retardation have acquired language but present problems using it for keeping conversation with others, they do not need others for daily days activities such as washing, dressing, among others. In schools, they may present problems related to reading and writing abilities, but they might be successful in trying to be with others inside the classroom. For them, getting a job could be a reality with the desirable support by family and society (World Health Organization, 1996).

There are different factors that can provoke mental retardation such as genetic, use of drugs and alcohol during pregnancy, brain injuries, among others. Children with mental retardation show deficiencies in memory, attention, motor

coordination, learning abilities, social skills, and control of behavior (Child Assessment Service, 2008).

Researchers as Vasconcelos (2004) have discovered that males are more likely to present mental retardation than women. Besides that, Down's syndrome is the most frequent type of mental retardation. Jules Hughes (2006) points out that is difficult for schools who include students with Down's syndrome to provide appropriate environments in which students learn.

Even though is difficult offering an inclusive environment to these students, Hughes (2006) states that is an opportunity to improve spoken language, cognitive and social skills. Cooperative learning with other students may be the key to have an effective learning because children learn by watching how others participate and behave inside the classroom.

In these days, there exist companies that hired people with mental retardation and autism. Just because they look different from a normal prototype of a person, does not mean that they are foolish. In most of the cases, students with mental retardation are exceptional students in schools and working as a normal citizen. That is why teachers need to make a big effort trying to include these students in a classroom. Classmates must understand inclusion is not an option, it is a necessity of a modern world.

Autism spectrum disorder

Autism Spectrum Disorders (ASP) affects directly the level of interaction, verbal and non- verbal communication, and behavior. Diagnostic is made at an early age between one to three years- old. Autistic disorder is a division of ASP and is characterized by severe problems in social relationships, communication and repetitive patterns of behavior (Fuentes et al, 2012).

Parents and teachers can easily recognize some of the specific criteria given by doctors. This specific criteria is organized into three domains such: a) social behavior (nonverbal communication), b) communication skills, c) patterns of

behavior. Psychiatrists usually recognize six elements out of the three domains in a student to be totally sure about the diagnostic (Brentani et. al, 2003).

Asperger Syndrome is currently considering a category of autism spectrum disorder. Students who have this condition show problems in areas such as communication and sociability. Children who suffer from Asperger syndrome possess good abilities in verbal language, milder problems in relationships and nonverbal communication. ASP may be the result of brain dysfunction (brain structure and neurotransmitters).

Students with ASP might present mental retardation as well as visual and hearing problems (Saraswati, 2017). Now a days, education must guarantee equal opportunity to all students and quality in teaching. That is a reason why teachers play a new role as guides that should be adapted to their students' backgrounds and educational needs inside the classroom. The term "Inclusive Education" is used to indicate that all students are learning without any possible restriction due to special needs or different learning abilities (Dreyer, 2017).

Inclusive education and laws

If it is said that a school is inclusive is because teachers can use techniques and strategies to go beyond the expectations of learning in students with different learning abilities inside a normal classroom. Additionally, inclusive education promotes an environment in which discrimination cannot be accepted. Instead, it provides diversity and participation between society and different learning abilities (Stubbs, 2008).

People started using this specific term and definition in the disability movement. This movement produced changes not only in a country but worldwide. People pointed out the importance of recognizing the rights of people or, in this case, students with disabilities and the importance of including them inside the classroom. Multiple official documents came from this movement such as "The Salamanca Statement and Framework for Action on Special Needs of Education" by UNESCO. This document recognizes the importance of receiving education as a

universal human right in an inclusive school. This type of school eradicates any possible idea about discrimination between students because the main goal was achieving education for all (Dreyer, 2017).

Also, the terminology used to talk about inclusion was modified. First, people used the term “normalization”. This term was used to indicate that having a learning disability was not a reason to segregate. Then, the term change into “Mainstream”. This concept was similar to Integration because students were integrated with a classroom but only if they were capable to work along with their classmates without taking into consideration their different abilities. After this concept, Integration was getting used to talk specifically about inclusion and encouragement of students with disabilities. However, these students were segregated into other classes to receive additional support and instructions by special educator- teachers (Dreyer, 2017).

In accordance with the document by United Nations Educational, Scientific and Cultural Organization (UNESCO), “over half a billion persons are disabled as a result of mental, physical or sensory impairments”. In consequence, people are excluded from society and most important: receiving education. Inclusion is a process in which people embrace diversity, and provide equal educational opportunities to all students, no matter what kind of different learning ability they possess.

Schools should be able to make significant changes to fulfill students’ rights to receive education through their different styles of learning. These changes must address content and structure. It is essential that classmates show their support with students who have a hard time learning. They need to learn from observing these differences and accepting that every person is different.

The most important characters involved directly in supporting students to get included are teachers, parents, communities, school authorities, curriculum planners, training institutes and entrepreneurs. Additionally, the connection teacher- parents-

communities is the basic element to ensure the inclusion of students with disabilities at school and society (United Nations Educational, Scientific and Cultural Organization, 1991).

UNESCO (1991) points out that teachers' attitudes and values toward these kinds of students might be modified by several factors such as class size and experience. If teachers had had any contact or experience with students who are challenging, the possibilities to show a positive attitude might increase. However, prejudices against inclusion can result from any misunderstanding about the concept of "inclusion".

In accordance with Fernandez (2015) in 2006, the United Nations ruled that every child must receive education in a normal school. UNESCO has stated that education is a right for every child in the world and must be promoted with quality and openness too many groups, especially to those who are marginalized and susceptible. So, there exists an awareness of inclusion worldwide. Several places and organizations are against exclusion and segregation. They do not permit this to happen in society and in schools but, what happens in Mexico? Is there any rule that prevent or eradicate exclusion? Is there a document that punish people that exclude students from receiving an education?

The Mexican government has a lot of documents that stress the importance of these issues such as:

- The third article of the Mexican Constitution (Orden Jurídico, n.d.).

Every Mexican person possesses the right to receive education. Basic and upper secondary education must be a guarantee. Education provided by the Mexican government must promote respect for human rights, patriotism, and values such as independence, justice, and solidarity.

- General law of education (Diario Oficial de la federación, 1993).

In relation to students who possess different learning abilities, the general law of education state that special education must promote the identification, prevention, and eradication of any possible limitation. Indeed, teachers must be prepared to modify teaching methodology, strategies, techniques, specific materials, and any kind of support to ensure learning.

- General law of children's rights (Comisión Nacional de los Derechos Humanos, 2018).

Children who possess vulnerability due to socioeconomic factors, nutritional problems, or disabilities must be protected by federal authorities. Additionally, this law points out that these factors cannot be a reason for discrimination or restriction in fulfilling the rights of children. This law also ensures the inclusion of children with disabilities in society through actions that promote sensibility with society.

- Federal Law to prevent and eradicate discrimination (Diario Oficial de la Federación, 2003).

Discrimination is understood as all sorts of actions (voluntary or involuntary) to exclude, stop, or reject the fulfilling of people's rights. The government is in charge of promoting and eliminating barriers that reject the fulfilling of freedom and respect. Discrimination is also the action of excluding people from receiving education in a school due to a disability.

According to Secretaría de Educación Pública (2017), inclusive education relates to quality and equity. It respects the fact that every individual is different in necessities, capacities, and learning styles. Furthermore, students must be included in a learning environment capable to reinforce their role as students, leaving behind their different learning abilities.

SEP (2017) also defines the term students with different learning abilities as the pupils that present any mental, physical, intellectual or sensorial deficiencies. It gives three main principles related to inclusive education:

- Schools are the one who exclude students with disabilities
- Students with different learning abilities must attend inclusive environments
- Student's different abilities are learning resources

Mexican society and Inclusion

In order to include students with different learning abilities, society needs to be inclusive. All citizens must have equal opportunities and respond to the necessities of the students inside the classroom no matter the necessity. However, Mexican society tends to exclude, segregate, and label students. In accordance with Juárez, Comboni, & Garnique (2010) Mexican Educational System presents severe problems due to lacking recruitment and training teachers, professional education of teachers, and how schools' grades are distributed.

The authors also point out that the Mexican government has launched several programs to help to minimize the impact of these problems such as scholarships, infrastructure resources, master training programs, and special education programs. However, they also state that the government gave minimal attention to special education between the years 2000 and 2006. Teachers were told to show respect to different styles of learning, and sociocultural differences between children, but they do not intend to change the way students were taught (Juárez, Comboni, & Garnique, 2010).

Traditional school

The way schools are structured had changed over the years. In Mexico, public schools are considered neither inclusive nor integrative. They do not accept all children as is stipulated in the

third article of the Mexican constitution. Students with different learning abilities were not accepted in schools as any child could be accepted. Subsequently, the Mexican government created schools of special education. This behavior was considered as a kind of segregation because they separated these students from 'normal' students. The creation of this kind of school was considered rude and intolerant (Juarez, Comboni, & Garnique, 2010).

Juarez, Comboni, Garnique (2010) point out that teachers do not receive special training in different learning abilities. That leads to situations in which students with different learning abilities are obstacles to accomplish the objectives of classes. These kinds of students were not considered as a part of regular education but as something that deals with special education.

Also, people need to embrace diversity as something that gives value to personal and social development. The government needs to do something to transform attitudes and values in schools about different learning abilities and subsequently, teachers need to receive special training to deal and recognize learning styles and different learning abilities. They need to understand how methodology and pedagogy can affect students' development

Special Needs' teachers are singular. They understand the necessity of children with disabilities to be included in a classroom with their other classmates and, they keep a good relationship with parents. In response to these necessities, teachers designs essential instruction and materials to work with. They usually work along to general education teachers to improve academic achievement, but they can also have a special classroom or office to work separately with students. They can work in different and independent places such as schools, hospitals, and they can also provide a private service in houses (National Clearinghouse for Professions in Special Education, n.d).

To become a special education teacher, people usually have a bachelor's degree in education. Then, these teachers acquire a

master's degree. In this kind of degree, they learn about treating with different learning abilities and they deal with real experience working with students who have a variety of disabilities. In Mexico and some parts of the world, this type of educator is also known as maestro Sombra (National Clearinghouse for Professions in Special Education, n.d)

English teachers are not teachers of special education. They have not received any type of education-related to disabilities. Subjects about different learning abilities are not included in the curriculum offered by universities. English teachers only know about the basis of educational cognitive processes, and how to manage a group. Sometimes, they might receive special training on this topic. As the awareness of inclusion get the importance that needs, more institutions and schools are included special courses to prepare their teachers into this sensitive topic.

But what is a teacher? There are plenty of different definitions of what is exactly a teacher. Some researchers define the teacher as a person who has the responsibility of teaching and help students to acquire knowledge and behavior. They also are agents of change who lead students and co-workers to modify their own conduct in school without forgetting their own mission as educators (Lattimer, 2012). So, how do students recognize an effective and great teacher? Firstly, knowledge must be understood by the teacher. That means to go beyond any possible limitation in the content on. If teachers do not understand what they are teaching, this could represent a problem to student's achievement. As well as understanding, instructions given by teachers must be clear and include elements that may be useful to self-thinking (Coe, Aloisi, Higgings & Major, 2014).

Another concerning aspect is teachers' attitudes and believes. Teachers have different ways of teaching, that may be influenced by their own believes in how students learn. Also, they have pre-established goals. They need to think about outcomes and aims and then, start planning classes and exercises

in relation to obtain that goal (Coe, Aloisi, Higgins & Major, 2014).

Nevertheless, teachers will guide students through day-by-day situations that support how they deal with other people. Understanding each other is essential because, in the nearest future, students will be adults affronting different situations with very unlikely people. That is the reason behind teachers' concern about students' life. For them, teaching is not only a job. They do not expect to be feared but to be respectful and to be remembered by their students as people who cared about them (Nations, 1962).

Basically, a teacher is now a guide or a mentor for students. Guiding students through learning is their job. However, being a teacher is not an easy job as many people believe. The profession requires commitment and love no matter the difficulties they could meet. If there is an educational challenge, teachers get prepared and confront the situation. However, treating with different learning abilities have a different grade of difficulty. Teachers need to know that they are working with inclusion and need to give the same opportunities to their students. To be open mind is also needed in all moments along with tolerance, responsibility, and sensitivity.

Language

For language teachers, language is something beautiful but complex. They understand that each language is different and requires different ways to be learned. Many students, especially adults, think that a language is a vehicle for achieving their life goals. Nowadays, with the process of globalization and global changes, language has become an indispensable treasure. Mastering a language can make the difference between being successful or not.

In 1999, Eric Hawkins points out that learning a foreign language must be part of education. Language has not to seem just like a skill or just another subject with good grades. Students must learn a language because nowadays is essential not only one but two due to globalization and internalization

processes. They need to possess that open point of view that gives learn another language (Hawkins, 1999).

But let start with an explanation about what language involves. When people are being asked about what language means, they usually answer that is the combination of symbols or words that creates sentences. However, language is more than an explanation. Language is a form of communication that is useful to make connections between people. It can be recognizing that language is being used when there exists a real understanding and performance that leads to having good communication (Amberg&Vause, n.d).

However, languages are only symbols or sounds when people do not provide meaning to them. It is through taking classes or acquiring a language that people come to give meaning to these symbols. People learn vocabulary using drawings, pictures and listening to the exact pronunciation a lot of times. Then, they use these symbols in conversations. They identify which situations are correct to use those groups of words.

Furthermore, learning a second language is considering part of the education of the 21st Century. Students acquire the four basic abilities and skills to communicate successfully in another language, and, they learn about the culture. This process can also be an opportunity to learn more about their own culture and language because they can distinguish the importance of knowing about culture.

Language teaching

As it is explained above, language is not only a code to transmit messages, it is a social practice involving different views of the world. Indeed, language teaching is not only explaining vocabulary and sentence constructions but a tool to maintain and built social and interpersonal relationships (Scarino & Liddicoat, 2009).

Teachers teach how certain language is used in a certain part of the world; they also share their own view of the language in the classroom. They are an important influence on students' learning process because they will teach the way they

understand language. However, it symbolizes that students will learn about cultural aspects. When students and teachers are in the classroom working together, language is the object of study and must be learned intrapersonal and interpersonally. Student communicates with each other but with teachers too. Interactions bring new opportunities to build learning with new ideas, expectations, and reactions (Scarino & Liddicoat, 2009).

Using the language independently ensures that students will be capable to reflex about their own definition of language and the importance of learning another language. They need to go beyond and come to understand that interaction is the key element to learn. Classroom is a community in which every person is engaged in their own process of education. They are classmates in which they can rely on. They cooperate to improve each other vocabulary (Scarino& Liddicoat, 2009).

Language teaching is different from any other subject. The way teachers teach and explain a language is complex. Some students do not like this subject because it is boring and exhausting. Even numbers and the biological processes could be easier than learning the contractions and the different usage of the tenses in the past and learning how is being used in a conversation. Teachers must be creative in the way they present language to students, so they use a lot of resources and materials that engage the students in learning and practice the language.

English Teaching Methodology

Teaching needs to be accomplished following a certain kind of methodology. Maria Ramirez Montoya (2010) describes methodologies as guidelines that lead the student through the acquisition of languages. Sometimes, schools decide which methodology will fit with the mission and goals of the institution. However, teachers can also consider a variety of different methodologies until they chose correctly to be used with their pupils. In this work, it will only be mentioning the communicative language teaching due to the importance of using the language.

One of these groups of methodologies is the direct method, also known as the natural method. Using this methodology, the language teacher exposes the student to the target language, in this case, English. The main idea of this method is that the student can internalize the language and establish a relation between the classroom experiences and how they will use the language in a certain context. Additionally, different teaching material is used such as visual aids, realia, or body movement to explain vocabulary and meaning of the language. Also, it is a must that students figure out the meaning and rules of grammatical structures without any possible translation (Waheed, n.d)

The next method is called the grammar-translation method. The main aim is that students read and understand literature in English by learning grammatical rules and applying them to translations. However, the translations are only between the first language and the second language. The interaction between the students and the teachers are only in the first language with no exposure to the target language (Waheed, n.d).

Grammar rules are learned by deduction. Then, students practice them by doing examples and translations from different sentences. The material uses in this method always included a textbook. This textbook is organized through different sections such as a vocabulary list, grammatical rules, and exercises (Waheed, n.d).

Students were not really successful using this method because it did not enable the use of the speaking skill. It must be remembered that communication is the main goal of acquiring a language. There is not an active communication by the students and consequently, no practice of the knowledge learned. Students must establish several practices conducted by them and by the teacher. Also, it is important to have a natural exposure to the language (Waheed, n.d).

The following methodology is the audio-lingual method. The characteristic of this methodology is the natural exposure to the grammatical rules. Also, students learn by repetition of

vocabulary and sentences. Teachers use different words that students have to use in the same sentence with the same meaning. Also, teachers focus on the correctness of pronunciation. With the exposure and the active use of the language, this method enables students to use listening and speaking skills (Waheed, n.d).

Communicative language teaching was used in 1960 by scholars who understood the needs of students. These necessities included not only structuring the language but to be proficient in communicative aspects. This communicative approach entails that a person is capable to produce oral sentences in order to have a successful communication using the target language. That means people acquire language to be used in real situations and behaviors of speech (expressing emotion, feelings, and meaning) (Richards & Rodgers, 1998).

Using this method, teachers encourage and motivate students to communicate using English. One aspect that is emphasized is the interaction between students. They must use the language in activities (alone, pairs, or in the group), and consequently, mistakes are accepted as long as students can learn from it. Scholars also stand up for the idea that the proficiency of a language is communicative competence. Then, the main role of a teacher is to be a facilitator who is always there to make easy the exchange of communication between students no matter the activity or context of language. They can also fit into other roles as an organizer, manager, or even a participant (Richards & Rodgers, 1998).

Strategy

As well as is needed to follow certain methodologies in class, teachers need to look for strategies. But what is a strategy? Strategies are understood as any kind of action taken to transform input (knowledge about language) into something desirable, for example, written or speaking skills. It is common that teachers use them while students are learning. But teachers can also explain to students' which strategies are better to use when they want to reach their learning goals. Indeed, students

can transform and change strategies by adapting them into their own style of learning (Martinez, 1996).

There exists an interesting theory of learning which is called transformative learning theory. It states that knowledge must have some impact on the students' life. Students can get information but if they do not transform it into knowledge, this information will have no significance in students' life. Teachers have the power to change this by using teaching and learning strategies to change and have a big impact on students' paths in life (McGonigal, 2005).

In the language field, strategies are focused on the development of skills such as Writing, Listening, Speaking and Reading. However, not all the strategies could be useful to all the students. Teachers need to think and analyze how students learn. It would not be correct if teachers use the same strategies with an introvert student than with an extrovert one. Also, teachers need to check how motivated students are while learning the language. Scholars point out that students who are highly motivated show different sets of attitudes that result from positive feedback (Martinez, 1996).

Strategies are highly connected with learning. As it is explained in the theory, students' improvement can be a response to the correct usage of strategies. In language teaching, every single piece of advice could represent the achievement of the student's goal of learning a language. It is correct the assumption that teachers analyze the process of the majority of the students to come with new strategies and tools that facilitate a difficult process of learning into an easier one. Even if students do not recognize using strategies, they will be using them. Sometimes, it will look as a shortcut or even as something that they will not consider educative. But that does not mean that it is not a strategy.

Language

For language teachers, language is something beautiful but complex. They understand that each language is different and requires different ways to be learned. Many students, especially

adults, think that a language is a vehicle for achieving their life goals. Nowadays, with the process of globalization and global changes, language has become an indispensable treasure. Mastering a language can make the difference between being successful or not.

In 1999, Eric Hawkins points out that learning a foreign language must be part of education. Language has not to seem just like a skill or just another subject with good grades. Students must learn a language because now days is essential not only one but two dues to globalization and internalization processes. They need to possess that open point of view that gives learn another language (Hawkins, 1999).

But let start with an explanation about what language involves. When people are being asked about what language means, they usually answer that is the combination of symbols or words that creates sentences. However, language is more than an explanation. Language is a form of communication that is useful to make connections between people. It can be recognizing that language is being used when there exists a real understanding and performance that leads to having good communication (Amberg &Vause, n.d).

However, languages are only symbols or sounds when people do not provide meaning to them. It is through taking classes or acquiring a language that people come to give meaning to these symbols. People learn vocabulary using drawings, pictures and listening to the exact pronunciation a lot of times. Then, they use these symbols in conversations. They identify which situations are correct to use those groups of words.

Furthermore, learning a second language is considering part of the education of the 21st Century. Students acquire the four basic abilities and skills to communicate successfully in another language, and, they learn about the culture. This process can also be an opportunity to learn more about their own culture and language because they can distinguish the importance of knowing about culture.

Foreign Language Learning and Second Language Acquisition

An important aspect to debate in language teaching is the difference between the definitions of foreign language learning (FLL) and second language acquisition (SLA). When teachers use the terminology “foreign language learning” is because students will be capable to use the language through activities and exercises inside a classroom setting. A second language acquisition is through natural exposure to the target language in any English-speaking Country, for example (Moeller & Catalano, 2010).

Four basic language skills.

A language can be compound into two different skills: productive skills that are in some way the active skills and receptive skills that are passive skills. These two main categories are subdivided into 4 different categories: listening, writing, speaking, writing, and reading. Speaking and writing are in the first category of active skills meanwhile listening and reading are into the passive skills category (Husain, 2015).

Using active skills enable people to have effective communication with each other. However, reading and writing are used to have perfect and well-written communication. However, people cannot separate the abilities of speaking and reading due to the relation between these two skills. It is through reading that people are able to learn vocabulary and then use it in daily life (Manaj, 2015).

Also, the terms ‘acquisition’ and ‘learning’ are not equivalent. Acquisition is used when children acquire the first language unconsciously. This process occurs typically in childhood. They are surrounded by their family members who are teaching them how to say their first words when they are babies. They also correct misspelling and other errors by helping them to make long and appropriate sentences that can be used (Eddy, 2011).

Learning involves a conscious choice that guides persons to learn any aspect related to certain knowledge. People go to

language departments or language schools to be taught by a language teacher. Grammar rules are learned to recognize parts of the sentence and then to know how to combine these parts to make correct sentences. In schools, people practice the four basic abilities of a language such as listening, speaking, writing, and reading (Eddy, 2011).

Many people believe they are learning a second language. However, English teachers know that people are acquiring a foreign language. Knowing this fact about foreign languages does not concern people besides language teachers but it is important to recognize the difference in languages and learning.

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