

Identifying and Motivating Slow Learners in English Classroom

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ABSTRACT

Every teacher in a school is confronted with the issue of dealing with delayed students. Each class contains children who are gifted, average, below average, and slow learners. There is no need for special schooling because slow learners are neither disabled nor mentally retarded. They aren't unable to do everything; they are skilled in an area that they enjoy. They have inadequate cognitive capacities and find it difficult to keep up with the demands of daily school activities. This paper seeks to identify the slow learners, find out the characteristics of these learners depending on various internal and external factors, determine the challenge of a slow learning child, Challenges that hinder them from learning a English language effectively and to find efficient methods to help the slow learners. We are certain that these youngsters possess a wide range of qualities that can be effectively employed by teachers to accomplish the intended goals, namely, a decent degree of academic success, albeit at a slower rate than ordinary pupils. Teachers should be able to deal with these challenges patiently and professionally.

Keyword: *Slow learner, teacher, English classroom, learn, handle, purposeful, educational challenges.*

1. INTRODUCTION

Slow learners have a lesser level of cognitive ability than the ordinary student. They are not disabled, yet they have difficulty meeting the academic demands of a regular classroom. They are students who study at a slower pace than their peers but do not have a handicap that necessitates special schooling. Griffin is a fictional character who appears in (1978) They have a harder time grasping new concepts than their colleagues and require additional academic support. Slow learners, according to Mercer (1996), are children who are not eligible for special education yet are performing badly in school. Slow learners may have unique educational needs, but they do not always fit neatly into the special education system. They enjoy studying and have no difficulties with it. Contrary to popular assumption, slow learning is not a learning disorder. It describes a student who can learn all academic skills at a slower pace than the average student.

Globally, slow learners face essentially identical learning challenges. They belong to a distinct set of pupils for whom just a few particular instructional tactics are effective in a typical classroom. Traditional classroom teaching approaches may not provide them with much benefit. Slow learners' unique learning needs are frequently overlooked in lessons developed for the majority of students. As a result, students lose interest in academics and struggle to succeed in their studies.

Slow learners have a high degree of cognitive functioning, and their schooling poses a significant problem for teachers and administrators. They are frequently missed in classrooms, and their learning challenges are not fully acknowledged or argued, because they do not clearly fall into the category requiring special education services. In most schools, there are no interventions or adaptations for slow learners.

It is now more generally used to refer to a somewhat large group of youngsters whose learning is impeded by one or more problems, one of which may be limited ability. • All of the students seen had some degree of educational retardation, with a variety of contributing causes such as cultural and economic problems, familial deficiencies, and parental discord. Even if their intellectual capacity is far higher, students from such environments may be labelled as "slow learners. "As a result, because they are considered typical students, governments and academic institutions do not provide them with any further educational services. The bulk of the time, it is the job of the teachers to deal with disruptive pupils in the classroom

How to identify slow learners

A considerable number of slow learners can be found in any classroom. If their needs are not satisfied, these children with borderline or mild disabilities who attend regular classes are likely to drop out. As a result, it is critical that these children be identified early and supported in their learning. A good teacher should be aware of the general characteristics of the linked classroom behaviour when it comes to a child's learning issues. Slow learners, for example, take more assistance and time to master a skill than their peers. Concrete rather than abstract learning will be used by the slow learner.

Identifying slow learners is a difficult challenge for teachers. The handicaps of the visually, auditorily, or otherwise physically handicapped are readily apparent, while the handicaps of the slow learners are not often so obvious. The demand for remedial programs would be considerably reduced if all pupils with learning issues were properly identified and early treatments were implemented. Students with learning disabilities who are misidentified or incorrectly labelled can have harmful repercussions. Slow learners, unlike kids with more obvious and identifiable qualities, usually have high physical and motor skills. As a result, they frequently go unnoticed until the outcome of a formal evaluation or test is announced. It is the responsibility of teachers to identify slow learners in their classes and to do all possible to address the requirements of these pupils. As a result, every school should develop a comprehensive plan to raise awareness of the program's importance among teachers and parents, as well as to provide the required support services. The following strategies can be used to identify slow learners.

Monitoring

Every instructor should be able to monitor their students. It's one of the most tried-and-true methods of learning about youngsters. "Observation is fundamental to measuring human skills and behavior," write Genesse and Upshur (1996). (p.77). A teacher can understand and evaluate each student's strengths and weaknesses through frequent classroom observation. It also contains crucial details on their interests, needs, experiences, abilities, and learning styles. Close observation of youngsters engaged in a classroom activity can show their level of creativity, activity, and emotion. When students struggle with learning tasks, this is a symptom of delayed learning. They may not have any other noticeable attitudinal or motivational issues at the same time. Teachers can use the data collected from observing their students to tailor education to the needs of the slow learners in their classroom. Teachers can detect numerous symptoms of cognitive skills, language development, temperament, and socioemotional development challenges in their students by observing them in the classroom on a regular basis.

Evaluation

Occasionally, the terms evaluation and assessment are used interchangeably. Their methods, on the other hand, are not the same. The process of evaluating the data acquired during assessment is known as evaluation. Formal teacher-made examinations, curriculum embedded assessments, spoken questions, and a wide range of other cognitive and psychomotor performance exercises are examples of these activities. It also evaluates motivational and attitudinal factors, as well as learning ability.

A variety of formal and informal assessment measures are available to teachers. Class examinations on language abilities, as well as a variety of other oral and written exercises such as note taking, assignments, projects, and presentations, are all examples of formal evaluative activities. Pair, group, or wholeclass discussions, debates, teacher questioning, marking or re marking on

various types of performance, checklists, and observation of learning activities and student reactions to classroom tasks are all examples of informal activities.

Assessments

The practice of monitoring, recording, and documenting students' academic achievement and behaviour in the classroom is known as classroom assessment. It provides crucial details about each student's individual needs, interests, talents, and weaknesses. Teachers actively watch the varied activities of pupils on a regular basis during the evaluation process in order to better understand them. This will allow them to obtain a better understanding of each student's learning styles and requirements. The primary goal of assessment is to gather information about individual pupils in order to learn more about them. Individual difficulties among students might be identified through effective assessment. When an issue emerges in class, it should be acknowledged as soon as possible and strategies made to address it. The emotional components of the children under observation should also be analyzed in order to properly identify slow learners. Emotional troubles may be a mirror of their learning difficulties. Slow learners may exhibit complicated and difficult behaviours. Such behaviour is likely to make it difficult for the instructor to maintain classroom discipline.

Motivation

Motivation Cognition and motivation are the two most important factors that contribute to learning success. Effective learning occurs only when motivational and cognitive factors interact and influence each other. To succeed in school, students

must have both cognitive ability and a strong motivational drive (Pintrich & Schunk, 2002). Motivation is the more important factor in student success. Academic success is made possible by student motivation. Academic motivation is a real issue for slow learners and a significant challenge for teachers. Slow learners require both extrinsic and intrinsic motivation, as well as proper guidance, to develop self-confidence. When a task is too difficult for them, they frequently become frustrated and abandon it. Teachers who can break down the task into smaller units can help slow learners gain confidence and make the tasks more manageable.

Communication Technologies

The rapid evolution of educational technology provides numerous opportunities for students to engage in personalized learning. Students can now access rich multimedia content, a vast library of online resources, social networking tools, digital games, and other resources to make their learning more interesting and independent. The evolution of Computer Assisted Language Learning (CALL) has had an impact on every field of education. It is very important in second language acquisition. Students can be easily motivated and involved in many learning activities that are relevant to their daily lives by using the Internet and other communication technologies. The Internet provides unrestricted access to vast amounts of authentic materials on any topic, as well as enormous opportunities to interact with anyone on the planet. Students can now search for information and clear their doubts without relying heavily on their teachers.

Collaborative Learning

Collaborative Learning Language learning is, first and foremost, a social process. Fluency in a language is primarily acquired through interaction with others. Collaborative learning is a group effort in which students work together to gain understanding, solve problems, find meaning, or create a product. It occurs when two or more people learn or attempt to learn something at the same time. It's a big change from traditional teacher-centered classrooms. It enables the formation of an intellectual synergy of many minds collaborating to solve a problem. Mutual participation in a common endeavour can result in mutual exploration, meaning-making, and immediate feedback from peers. The majority of collaborative learning activities focus on students' exploration of course material rather than the teacher's presentation of it. A teacher, rather than simply transmitting knowledge, serves as an expert designer of intellectual experiences for his or her students in a collaborative learning environment. The teacher serves as a facilitator, keeping an eye on the students who are engaged in discussions and active work with the course material.

Questionnaires and Interviews

Questionnaires and interviews are two important research methods that help teachers learn about their students' knowledge, perspectives, learning practices, and issues. When these strategies are used, learners have the opportunity to express their desires and difficulties in learning. Teachers can use these strategies with their students, co-workers, and parents while collecting data for further reflection and analysis. They also help teachers obtain accurate information about specific students. Learner interviews are an effective method for gaining a better understanding of the learners' specific needs and challenges. During the learner interview, teachers can make additional observations about the student's attitude, nonverbal behaviour, family history, and so on. As a result, it yields better results than a questionnaire. Individual student information so you can learn more about them. Individual student problems can be identified through proper assessment. When a problem arises in class, it should be noted as soon as possible and plans should be made to resolve it. In order to properly identify slow learners, the emotional aspects of the children under observation should also be assessed. Emotional disturbances can occasionally be a symptom of learning difficulties. Slow learners may exhibit complex and challenging behaviours. Such behaviour is likely to make maintaining classroom discipline difficult for the teacher.

Varied instructional strategies

It is difficult for teachers to incorporate student variability into their instructional strategies. Teachers must use a variety of instructional approaches and methods in their classes because students' interests, knowledge, skills, and learning styles vary. A single teaching method cannot accommodate all students with diverse learning styles. As a result, it is critical to ensure variety in instructional strategies in order to engage students with different intelligences and achieve instructional goals. Every teacher should have a variety of methods at their disposal in order to meet all of their instructional objectives. To deal with slow learners, teachers should devise a variety of instructional strategies that are tailored to their specific learning requirements.

Accommodations and adaptations

Accommodations are defined by Hallahan et al. (2012) as "changes in instruction that do not significantly change the content or conceptual difficulty level of the curriculum" (p.38). Accommodations or adaptations do not dilute the essence of the lesson and do not alter the core curriculum. They do not fundamentally alter or lower instructional level or content standards. However, some changes are made to the lesson delivery method in order to provide better opportunities for all students with varying learning styles. Interests and experiences of students A successful educator is one who can transform the common experiences of the learners into meaningful learning situations. Lessons designed for slow learners should be engaging and promote 21st-century learning skills such as communication, "Texts that leave room for learners to engage in and lead them

to higher order cognitive realms where they are "wilfully forced" to employ critical thinking skills and argumentative skills alone can develop language competence in them" (p.69). Slow learners, in general, are unable to comprehend concepts that are outside of their immediate experience. As a result, teachers should strive to create lessons that incorporate their students' interests, needs, and experiences. This will give the students the impression that the lessons are tailored to their specific interests and experiences. They perform better in classes where the lesson content is presented in a concrete and experiential manner. They learn more effectively when teachers provide simple and concrete examples from everyday life situations.

Feedback

Feedback is an excellent motivator for learning and achievement. It has a significant impact on students' academic success. Positive feedback has the ability to elicit additional action and improves both teaching and learning. It assists students in better understanding the subject and provides clear guidance on how to proceed with their learning. However, it is critical to ensure that all feedback given in class is constructive. Only when the learner reflects on the lesson and works on the action points does it contribute to learning. The goal of providing feedback is not simply to focus on students' grammatical errors. Instead, it should be aimed at motivating them and clearly demonstrating how they can improve. The emphasis should be on progress rather than deficiency. A student is given numerous opportunities for self-reflection when they receive appropriate feedback. It also increases their self-esteem and raises their expectations for future success. Suggestions for improvement should be highlighted as to how students can close the gap between their current level and the level they are attempting to achieve. Teachers should strive to foster a culture of success in the classroom, where students can achieve success by improving their current performance rather than attempting to compare themselves to their peers.

Affective teaching

Although affective teaching is not a new concept in education, it is not widely used by teachers in the traditional classroom. Affective teaching is a democratic process that involves interacting with students in a caring, conscious, and committed manner. In other words, it is a method of instructing on two levels – intellectual and emotional – by utilizing both the brain and the heart. Developing and employing affective strategies aids in the creation of a positive learning environment in the classroom. It is possible to accomplish this by encouraging learners to identify attainable goals and work toward autonomous learning by personalizing activities and collaborative tasks. Although affective teaching is not a new issue in education, it is not widely used by teachers in the traditional classroom. Affective teaching is defined as the democratic process of interacting with students in a caring, conscious, and committed manner. To put it another way, it is a method of teaching on two levels – intellectual and emotional – by utilizing both the brain and the heart. Developing and utilizing affective strategies contributes to the creation of a positive learning environment in the classroom. It is possible to accomplish this by encouraging learners to identify attainable goals and work toward autonomous learning by personalizing activities and collaborating on tasks. The emotional impact of teachers' behaviour can influence learning because it helps to instil in students a love for the subject they study. When the teacher provides warmth, acceptance and empathy, the learners feel free to regard their emotions and personal meanings as legitimate content in learning.

The Characteristics of A Slow Learning Child

One of the most common complaints about retarded children is a lack of memory. Burt (1946) stated that "of all special mental disabilities that impede educational progress, the most common is a weakness in what may be termed as long distance memory." Dull children must go over mental notes more times before they are fixed in their minds, and more frequent revision is required to prevent forgetting. There is no doubt that slow learning children have lower retention abilities than average children, but it would be a mistake to believe that repetition is the answer. Characteristics of Slow Learner:

Learning issues

Slow learners learn more slowly and, in most cases, are unable to retain what they learn. They have a very short attention span as well. For slow learners, learning does not happen by chance; they must be explicitly taught. And, unless specifically instructed, they are unable to connect one learning to another. They are also unable to apply certain learning or concepts in different situations without assistance, which is why rigorous concrete teaching is required rather than abstract teaching. Slow learners are more likely to be "underachievers" for these reasons.

Social Issues

Slow learning children's social behavioural patterns are typically immature and unstable. They lack judgment and can become aggressive over trivial issues. They are self-conscious, daydream a lot, and prefer to spend time alone or with younger children. They may not be verbally appropriate while working in a group, and their mood can shift in an instant. Slow learners frequently exhibit antisocial behaviour.

Visual-motor issues

Oral learning is preferred by slow learners with visual-motor issues over visual learning. They have difficulty distinguishing between objects of different sizes, colours, and shapes. They are unable to distinguish between similar-looking objects and have difficulty recalling them. They frequently have poor handwriting and prefer to learn in parts rather than wholes. Slow

learners may complain about a variety of physical issues and exhibit awkward physical movements.

Language issues

Slow learners struggle to express themselves verbally and cannot articulate easily. They can't make us fully understand what they're trying to say. Also, for them, reading silently is easier than reading aloud.

The quality of initial learning imparted is critical. Slow learners' cognitive capacity is limited. They are unable to deal with learning situations and reason abstractly. It becomes nearly impossible to think rationally. They are capable of rote learning success. Where relationships are clearly demonstrated, these children show an interest in learning. In terms of retentive memories, they require more practice and revision than typical children. Furthermore, one of the most important characteristics of slow learners is poor memory. It happens as a result of a lack of concentration; it is impossible to predict how much a child can learn and retain even if he is motivated both externally and internally. Experiments show that even the most apathetic children can recall facts about their local cricket team and its players. Distraction and lack of concentration of slow learners are also common in classroom situations. This typical behaviour is also linked to a lack of motivation. Various studies have also found that when learning material is presented in concrete situations, the slow learner's concentration and attention do not differ significantly from that of a typical child. Another significant characteristic of a slow learner is his inability to express his ideas through language. A slow learner lacks imagination and foresight as well. He is having difficulty foreseeing future consequences.

Slow learners also cause social and educational problems in developing societies. Of course, some dull children perform extremely poorly in school. Their performance is deplorable. However, some children from affluent families perform well because they receive assistance and encouragement from their parents. This is only possible during the primary school years. However, at the secondary stage, the frustrations and failures come from a variety of sources.

Children whose basic needs have not been met, on the other hand, may be difficult to motivate to learn. Instead, they are agitated by feelings of hostility and jealousy, or they are filled with rage over their own failures.

They use several defences: immaturity, regression, compensatory activity, withdrawal, fantasy. • The characteristics are related to the educational consequences of low intelligence rather than to low intelligence itself. Educational and social failures must be avoided when planning school activities.

- In order to promote social and emotional development, the teacher must first identify where the child is and work from there. The child must learn to control socially unacceptable expressions of rage, jealousy, and egocentricity.
- The importance of the family in creating a sense of security cannot be overstated. When a child, in addition to other family conditions (discord, separation), feels a lack of share or affection or is disappointed, there is an emotional problem. School can provide success experiences, but the attitude of the family is more important. Parents are unwilling to accept their child's retardation. They can become overly anxious at times, which contributes to the child's educational lag.

Challenges of A Slow Learning Child

A child who is labelled as a slow learner may face numerous challenges throughout his or her life. He may struggle to keep up with his peers, struggle to stay motivated while learning, experience frequent bouts of depression or anxiety, or struggle to communicate and connect with others. Speak with a child learning and development specialist to learn more about the challenges that your child may face as a slow learner. Regular classroom instruction focuses on the development of new skills based on previously learned concepts. When the majority of the students are learning at a faster pace, the slow learner is likely to fall behind. This results in a knowledge gap in basic concepts and skills, as well as decreased comprehension ability across a wide range of academic areas. They have a difficult time bonding with children their own age and are frequently excluded from extracurricular activities, sports, and other activities. This exacerbates the problem because they become more prone to anxiety and have a negative self-image.

A child who is slow to learn faces not only educational but also social and personal challenges. They may regard themselves as inferior to others as a result of their inability to match the learning pace of their peers. This will have an impact on their self-esteem and confidence. Students with varying levels of learning ability are present in every classroom. Students differ in their attitudes, learning, and adjustment in the same way that no two students are alike in appearance. When these differences are extreme, the student necessitates special care and attention. Teachers are particularly concerned about slow learners. He struggles greatly when he is expected to perform in the same manner and at the same rate as the brighter students. When he responds to teaching, some changes are made to the program, he is given more time to complete a task, and he receives sympathetic understanding rather than pressure and disapproval.

The teacher will usually have no trouble identifying the slow learning child, but various objective tests will provide additional insight into the child's learning problem. The slow learner has difficulty following directions and usually requires more explanation. He finds it difficult to apply what he has learned in new and more difficult situations. He is easily perplexed and distracted. Slow learners, like average children, benefit from good educational practices. They require tasks that are within their capabilities. They require approval and praise, as well as acceptance from the students and the teacher. They

must be contributing members of the group, even if only on a very basic level.

Each slow learner poses a unique challenge. His immaturity may be caused not only by a lack of mental ability, but also by a lack of experience, poor health, or poor speech habits, all of which slow his growth. His lack of development may also be influenced by his living conditions and movement from place to place. Teachers will discover that if they give slow learners tasks that are within their ability, they will be able to help them succeed. To avoid failure and discouragement, they will need to make certain adjustments based on the child's limitations.

Some slow learners perform admirably in certain subjects, and these should be given as much prominence in the program as possible. The emphasis should be on what they can do rather than what they cannot do. Simplified readers on various subjects are now available, and children can contribute from a second-grade book as well as a fifth-grade book. When there are reading difficulties in arithmetic, the teacher or a student may read the thought problems so that the student can figure them out. This should be done in a non-obtrusive manner, not as if it were unusual or blameworthy.

Some children learn better with their ears than with their eyes. They are poor readers with general intelligence that exceeds their reading age. Ella Mae was a great student. She was socially intelligent but couldn't read. Her teacher appointed her as class secretary for the reading groups, and she learned more from her classmates' reading than the class remembered the details of the stories.

Child growth and development vary greatly, and some children mature very slowly. It is critical that slow learners are identified as early as possible, even in kindergarten. Some students lack the muscular development required to complete schoolwork. Others are hampered by a combination of physical, mental, and environmental factors that limit their performance.

Teachers who believe that all children deserve a chance to succeed face a challenge as a result of the plight of slow learners. They will try to understand people's limitations and abilities. They will try to plan tasks that are not beyond the pupil's comprehension; they will be willing to repeat instruction kindly, rather than in exasperation; and they will emphasize what the child can do while also providing opportunities for growth and development.

Challenges of Teaching English Language Classes of Slow learners

In the context of teaching English, the language barrier presents a challenge for participants because slow learners are unable to understand English because it is not their mother tongue. It was also one of the environmental issues discovered in Zuki and Rahman's study (2016). They stated that some autistic students do not understand the primary languages used in the classroom. The external challenges that the participants in this study faced are consistent with Feuerstein's MLE theory. Tzuril (2001) described Feuerstein's three main points of view. One of his points of view is that an individual's cognition is modifiable and adaptable to environmental demands. In other words, an individual's cognition is influenced by his or her environment. The importance of the environment in a mediation process explains why the teachers faced external factors-related obstacles.

The difficulties in teaching English to slow learners in inclusive classrooms do not deter English teachers from instructing their students in the language. To deal with the difficulties, they employed a variety of strategies. Among the coping strategies mentioned by participants are the use of technology and other visual aids. These strategies correspond to the findings of Mumpuniarti's (2017) study. Using technology is also similar to what music teachers who teach students with special needs have reported (Manning, 2016). Other studies, however, found different results. The coping strategy of varying teaching resources, for example, was not discovered in Paul-(2014) Fitzpatrick's study on mainstream teachers teaching students with Ld. This study's participants also provided enrichment activities, special treatment, and more time with their slow learners. Similarly, Paul-Fitzpatrick (2014) discovered that teachers of students with learning disabilities used literacy programs as one of their teaching strategies. In contrast, Kocyigit and Artar (2015) discovered that their participants did not provide remedial activities to their visually impaired students, but instead relied on support from parents and friends as a coping strategy. Peer support was also discovered in Uzair-ul-hassan, Hussain, Parveen, and Souza (2015). Feuerstein's MLE theory is related to both the coping strategies of varying teaching resources and providing remedial activities. Feuerstein emphasized that mediated experiences are more beneficial than unmediated experiences in a process of modification.

Furthermore, the participants emphasized that they used their teaching skills as coping mechanisms. Participants in Wong and Chik (2016) reported that they used smaller steps and a slower pace when teaching music to students with SEN, which is consistent with the findings. The current study's findings also revealed that the participants employed coping strategies related to their teaching style. They speak politely and pleasant words to their slow learners, which is similar to one of Mumpuniarti's coping strategies. However, in a study conducted by Udoba, the coping strategy of using pleasant words was not discovered (2014). The researcher discovered that teachers of students with developmental disabilities rely on assistance from parents and guardians, friends, small groups, picture drawings, and positive reinforcement to deal with the challenges of teaching the students in inclusive classrooms. Feuerstein's MLE theory also emphasizes the use of the teaching skill coping strategy. Feuerstein asserted that an individual's cognitive development is also influenced by the quality of interaction between an individual and the environment via a "intentional human being" (Seng, 2003). Seng (2003) defined "intentional

human being" as the teacher in Feuerstein's MLE theory.

This study uncovered some intriguing findings about the difficulties that English language teachers face when teaching slow learners in inclusive classrooms. First, the study discovers that English language teachers in inclusive classrooms face a variety of challenges. There are internal as well as external challenges. Internal factors include a lack of student participation, poor academic performance, identifying slow learners, slow learners' low attention span, and slow learners' low learning rate. These difficulties are primarily due to slow learners' low cognitive ability, which causes some learning issues.

External challenges include a lengthy teaching process, a lack of teacher training, an inappropriate class setting, a language barrier, and parental reluctance. Language barriers can be viewed as a two-pronged challenge because English language teachers must ensure that slow learners understand not only a specific lesson, but also the language used. The findings also inform other teachers about the realities of teaching slow learners in inclusive classrooms, allowing them to be better prepared to teach slow learners. Most importantly, they demonstrate that English language teachers continue to struggle with teaching slow learners in inclusive classrooms. Therefore it is critical for education stakeholders to take the necessary steps to overcome the challenges. It is suggested that mainstream teachers who teach slow learners receive appropriate training in order to teach these students. To ensure effective teaching and learning, a conducive classroom environment should be available.

This study also highlighted the participants' coping strategies. The coping strategies discovered in this study back up Feuerstein's MLE theory. He proposed that mediation be used to ensure that students get the most out of either formal or informal learning (Seng, 2003). The use of a variety of teaching resources, initiatives to provide remedial activities to slow learners, and effective teaching skills demonstrate how mediation can be used with slow learners. The participants' coping strategies provide some guidance to other teachers who are teaching slow learners. However, this is a preliminary study focusing on a small number of teachers in Kuala Lumpur, Malaysia. As a result, more research is needed to investigate the difficulties that English language teachers from other contexts face when teaching slow learners in inclusive classrooms. Undoubtedly, many improvements could be made by parents, teachers, and education stakeholders to ensure that all students learn successfully. Cognition is modifiable and adaptable to environmental demands. In other words, an individual's cognition is influenced by his or her environment. The importance of the environment in a mediation process explains why the teachers faced external factors-related challenges.

Slow learner students are described and referred to in various ways by psychologists and educational researchers. According to Muppudathi (2014), a slow learner is a student who has the ability to gain all of the necessary academic skills but whose depth and rate are lower than that of an average learner. Slow learners, according to Borah (2013), are students with slightly below-average cognitive abilities. They may struggle to excel in certain subjects or classes. However, this does not qualify them to be identified as disabled students because they are regular students who are unable to study under the conventional educational system (Borah, 2013). Slow learners, according to Borah (2013), can be identified by five characteristics. To begin with, these students work very slowly and lack the ability to tackle complex or multifaceted problems. Second, slow learners perform poorly in school and exhibit recurring immaturity in their interactions with other students. Third, these students are known for taking a long time to master academic skills such as spelling rules or timetables. Fourth, these students are said to be unable to communicate what they have learned between tasks and to lose track of time and events. Finally, these students are said to set and track long-term goals. Billy (2016) identified ten characteristics associated with slow learners to support this point of view: following multi-step instructions with difficulty; functioning at a significantly lower ability level than the grade level; being prone to developing immature interpersonal relationships; consistently scoring low on academic and achievement tests; poor self-image; smart at "hands-on" material (manipulative or lab activities); working on tasks at a relatively slower rate than the average student; lacking long-term goals and living in the present; and having few internal strategies (e.g., generalizing information, difficulty focusing). Sparks, Ganschow, and Javorsky (1998) proposed that students with foreign language learning difficulties have subtle or overt native language learning difficulties and differences that affect their ability to learn a foreign language. Reading and writing are the weakest skills among slow learners, according to Lescano (1995). In a similar study, Khan (2008) identified the following factors as contributing to students' slow learning: a lack of a secure environment; a lack of emotional growth; absenteeism; large class size; untrained teachers; and limited opportunities. Billy (2016) argued in the context of language learning that factors that contribute to one being a slow learner include insufficient use of language learning strategies and previous negative learning experiences that lead to one losing interest. This is the primary challenge for language instructors who lack the necessary skills and teaching methods to deal with mixed-ability classes (Ansari, 2013). Consequently, instructors in mixed-ability classrooms must receive ongoing training in order to overcome the challenges posed by the diverse learners (Al-Subaiei, 2017).

The findings on internal factor challenges, on the other hand, contradict those found in studies on challenges faced by teachers of special needs students conducted by Vorapanya, Sermsap, Dunlap, and Diane (2014), Thwala (2015), and Gandiya (2016). Internal challenges in teaching students with SEN in inclusive education were not revealed by their respondents or participants. In their studies, only external challenges were discovered. Differences in educational contexts may explain the disparities in their study's findings. Many studies on inclusive education discovered external challenges. Large class sizes and a lack of teaching resources, for example, were discovered in studies conducted by Zuki and not Rahman (2016), Thwala

(2015), and Gandiya (2015). (2016). Furthermore, the external factor challenge of a lack of training was widely discussed in many studies on teachers' difficulties in teaching students with SEN in inclusive education (e.g. Sharma, Forlin, Deppeler and Guang-xue, 2013; Mangope, Mannathoko and Kuyini, 2013; Thwala, 2015). In contrast to current findings, a study conducted in the Thai educational context by Vorapanya, Sermsap, Dunlap, and Diane (2014) discovered that a lack of financial support was one of the challenges that teachers of students with SEN faced.

How to Help and Techniques used for A Slow Learner?

Every child is unique and has unique talents. It has been observed that slow learners, more often than not, To be successful, a slow learner requires more time, repetition, and resources from teachers. These students are not intellectually challenged, but it takes them longer to understand and grasp concepts. There are numerous methods for assisting a child who is a slow learner. Here are a few techniques that have been shown to aid slow learners:

1. Praise and reward: Slow learners benefit greatly from motivation. To encourage them to keep learning, it is critical to recognize even the smallest victory and to provide rewards for each milestone.

2. Set realistic expectations and smaller targets: As a parent and educator, it is critical to understand what is feasible for the child and to set goals accordingly.

3. Be supportive: Slow learners should be encouraged to learn from their mistakes. They should be encouraged to experiment and learn at their own pace until they achieve success.

Parents and educators should be vocally supportive and teach them through oral assignments that are appropriate for their level of competency.

4. Encourage peer tutoring: This is one of the most effective slow learner strategies. Slow learners should be encouraged to study in groups by their parents and teachers. The more a child interacts with other children his or her age, the more self-assured he or she will feel.

5. Encourage multiple intelligence: If your child expresses an interest in a co-curricular activity, it is critical that you support them. This boosts their self-esteem, and they begin to feel socially accepted.

6. Encourage interaction and oral communication: Slow learners should be encouraged to express themselves. Parents should ask their children about their school day and engage them in discussions about TV shows, sports, and music.

7. Failure Isn't Bad

Make it a point to reinforce the idea that failure isn't always a bad thing. Be honest with teachers and other caregivers, as well as with yourself, about the fact that your child will fail more frequently than other children. Do not chastise him if he does. Instead, encourage him to give in another shot.

8. Be Open with Caregivers

Be honest with a teacher, your partner, your parents, the babysitter, or any other caregiver about your child's difficulties. Inform them of the situation and educate them on how to deal with your child as a slow learner.

9. Be Patient

Do not make comparisons between your child and other children. This will only demotivate both you and your child. When working with him, be patient and confident that he will achieve the goals set for him, even if at a much slower pace. Make sure you don't lose your cool and yell at him because this will only demotivate him.

10.Keep Space for Aids

Make no comparisons between your child and other kids. This will only serve to demotivate you and your child. When working with him, be patient and confident that he will complete the tasks assigned to him, albeit at a much slower pace. You must not lose your cool and yell at him, as this will only demotivate him.

11.Be Supportive

When dealing with slow learners, it is critical to be vocally supportive. Encourage your child to persevere until he achieves success. Simply knowing that you believe in your child will keep him motivated to continue learning and trying.

Class Room Techniques for Slow Learners

Slow learners work best with a carefully designed, step by step technique, and additional time and help. Considerable repetition is usually necessary and the material should be adapted appropriately for the slow learner. Positive reinforcement technique should be used as much as possible. It is essential to create healthy atmosphere at school and also in community, also teaching should be arranged according to the interest of these children.

- Backward Children should not be given a lot of work.

- For illustration, the use of A.V. aids should be emphasized..
- Completing high school opens the door to vocational training, where they frequently excel. Work-study programs give them a reason to attend school.
- Develop an IEP (Individual Educational Plan) for the child in collaboration with your school's M-Team (Management Team).
- Do not spend all of the time forcing the child to study. Don't bother. Allow them to have a life outside of school by allowing them to participate in activities they enjoy.
- A Slow Learner may have to repeat a grade level due to academic or social reasons. Repeating more than one grade has a negative impact on their self-esteem.
- Some schools will place these students on a "slow track," where the work will be easier. The other students, on the other hand, may make fun of them. Math and social studies concepts may still be too difficult for them.
- The least desirable option is a non-graded program in which the child works at his or her own pace and is graded on effort.
- Another method is to compute a passing grade based on their IQ. For instance, if passing is 70% and their IQ is 80, a passing grade would be. 8 times 70 equals 56
- The child is entitled to pre-vocational training in social skills and self-sufficiency. These children should be taught life skills such as shopping, money management, and job preparation.

2. CONCLUSION

We must remember that every student aspires to be successful. Teachers should do their best to facilitate student success by providing resources to assist students in achieving their academic objectives. Language teachers work with a variety of students, including slow learners, or those with limited intellectual abilities. Slow learners require special attention and care in order to be properly assisted in overcoming their inferiority in terms of learning rate and educational achievement.. Teachers can do a lot to help such students. Teachers can best help students achieve their goal of becoming competent and productive communicators in English by understanding their students' strengths and weaknesses, incorporating a variety of teaching styles, and motivating students to learn. They can improve their teaching methods, the tasks they assign to their students, and the manner in which they evaluate their work. They will be able to make progress and, most importantly, overcome the fear of language learning as long as they continue to try new ways to assist these children.

Students who are slow learners are not doomed to fail. Teachers can solve the majority of their language acquisition problems with proper identification and effective support services. It is critical that teachers learn more about the specific learning and personal issues that can cause a child to become a slow learner and develop the necessary accommodations to address their individual issues.

There are incidents and evidences in history that show that many slow learners went on to become Doctors, Engineers, Professors, and Writers. As a result, teaching must be simplified so that these children can enjoy what they learn. Anything that is learned with enjoyment is learned more effectively. Teachers must handle these children appropriately, increasing learning capability and making teaching and learning more purposeful. Parents and educators must provide additional assistance to slow learners. If they are not properly guided, they frequently feel neglected and begin to resent school. They develop a pessimistic outlook, which has a negative impact on their academic performance. As a result, it is critical to maintain a positive attitude and support slow learners in order to eliminate many factors that impede learning, such as distractions, annoying peers, a fast classroom pace, and a competitive environment. Thus, education can play a significant role in assisting slow learners to develop into well-rounded individuals

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