CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL

TITLE OF PAPER

Analysis of the EFL Teaching process, recommended by the Ecuadorian Ministry of Education, applied for the development of speaking and listening skill in the language acquisition process of a student with mild mental retardation, at a local bilingual: School in the City of Guayaquil, School Year 2024 – 2025

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GUAYAQUIL, ECUADOR

2024

**CATHOLIC UNIVERSITY
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FACULTY OF ARTS AND HUMANITIES

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CERTIFICATION

We certify that this research project was presented by **Salazar Palacio, Karen Nayely and Salcedo Caamaño, Luis Armando** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy.**

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We, **Salazar Palacio, Karen Nayely and Salcedo Caamaño, Luis Armando,**

HEREBY DECLARE THAT:

The Senior Project **Analysis of the EFL Teaching process, recommended by the Ecuadorian Ministry of Education, applied for the development of speaking and listening skill in the language acquisition process of a student with mild mental retardation, at a local bilingual**: **School in the city of Guayaquil, School Year 2024 – 2025** prior to obtaining the **Bachelor's Degree in EFL Pedagogy**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of our full responsibility.

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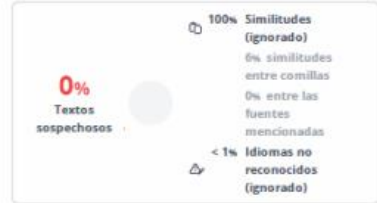**AUTHORS**

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ACKNOWLEDGEMENTS

DEDICATION AND ACKNOWLEDMENTS

I want to thank God for giving me the wisdom and strength to be able to finish my studies.

I'm grateful for mother's unconditional support and my family for always believing in me.

I thank my best friends (Nicolle, David, Noemi, Ariana) for being a very important part of my life and always reminding me of what I am capable of.

I thank my classmate, friend and colleague Luis Salcedo for his knowledge, patience, wisdom and affection provided throughout my university career and especially in the development of our graduation work.

Karen Salazar.

I thank God for helping me to discover this career and for guiding me through it all these four years. I thank him for surrounding me with excellent teachers and classmates that helped me to convince myself that I can be good at sharing my knowledge with others.

I am grateful for my parents' unconditional support. As always, all of this is for them. Thank you, Tati, for encouraging me to take risks and chase my dreams, you are the best.

I thank Miss Vanessa for giving me the opportunity to prove myself as a teacher. And her students; perhaps they do not know it, but they have allowed me to enjoy the beauty of teaching.

Finally, I want to thank my special friends: Ariana and Karen for bringing me happiness in this part of my life. Nath and 'The crew' for supporting me in moments of difficulty. And I thank my dear Daniela for always believing in me and reminding me how good and capable I am.

Luis Salcedo.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

This research study focuses on analyzing of the EFL teaching process, recommended by the Ecuadorian Ministry of Education, applied for the development of listening and speaking skill in the language acquisition process of a student with mild mental retardation at a local high school in Guayaquil. An observation of a class was carried out to know if the strategies suggested for curricular adaptation were taken into consideration. The researchers applied the methodology of qualitative research through a checklist, diagnostic test and an analysis of a lesson plan. The research findings showed that the teacher does not apply the strategies for curricular adaptation. It was also found that the high uses material resources that are not according to the level of English of the student with learning disability Mild Mental Retardation. Based on the findings, a proposal was created for providing strategies and activities that align with the curricular adaptation.

Keywords: Learning Disability, strategies, listening, speaking, skill, adaptations, mild intellectual disability.

INTRODUCTION

Students that present cases of Intellectual Disability have become more common through the years. The American Psychiatric Association points out that Intellectual Disability can affect the cognitive functioning (learning and problem solving) and adaptive functioning (communication skills and social participation). (Luna, 2024)

In Ecuador, in 2013, a document was issued titled "Curricular Adaptations for Inclusive Education Guide", that addresses how students with special needs should be managed in every public and private school. This document issues a set of curricular adaptations that should be applied to students who are part of an inclusive education. The document's purpose is to guide teachers in charge of students with special needs, regardless of whether they have intellectual or physical disabilities.

EFL (English as a Foreign Language) students are classified according to their level of proficiency.

According to Cambridge University Press & Assessment (2024), the Common European Framework of Reference for Languages (CEFR) describes language ability on a six-point scale:

A1 Beginners	B1 Intermediate	C1 Advanced
A2 Pre-intermediate	B2 Upper-Intermediate	C2 Proficiency

The Ecuadorean National Curriculum (2016), in the part that mentions the Exit Profile of Ecuadorean High school students regarding EFL, states that:

"Learners will be brought up to a B1 level as identified by the Common European Framework of References (CEFR). At this level, they will be able to communicate in everyday situations in English, able to solve basic problems, and communicate basic needs in situations such as travel, school, and work."

JUSTIFICATION

The application of inclusiveness in the Ecuadorean Education System has been a constant struggle over the years. Nevertheless, the Curriculum Adaptations that are found in documents issued by the Ministry of Education have helped students with special needs to progress in their educational process. However, the strategies addressed in these documents do not focus mainly on the acquisition of English skills; this can cause struggle in a student during the English learning process, providing a low proficiency level as an academic outcome among the learner, especially in speaking and listening skills. This is the case of a 16-year-old student with special needs in the north of Guayaquil, whose EFL (English as a Foreign Language) learning process has not been efficient so far.

This research is relevant in the educational field because it aims to investigate and provide a set of strategies that are more suitable for the student's acquisition of speaking and listening skills, to help the pupil achieve an A2 level of Proficiency in those skills. Additionally, this research analyses the strategies recommended by the Ecuadorian Ministry of Education and how these are applied on EFL students with special needs, specifically a student with Mild Mental Retardation that is struggling with speaking and listening skills.

The results of this research could benefit teachers and students that are part of an inclusive educational process. As this research provides important and useful information that aims for its SEN (Special Educational Needs) students to achieve a low-intermediate level of English as it its mention in the curricula given by the Ministry of education "Learners will be brought up to a B1 level as identified by the Common European Framework of References (CEFR). At this level, they will be able to communicate in everyday situations in English, able to solve basic problems, and communicate basic needs in situations such as travel, school, and work."

The outcomes of this research could benefit the student mentioned. The student's parents would witness how the condition of their child does not represent an obstacle in his acquisition of the English language.

Additionally, the research findings can allow teachers and other authorities from the student's institution become aware of how the application of the Curriculum Adaptations has failed to offer efficient techniques for the acquisition of EFL speaking and listening skills to this student (or more). Acknowledging this would represent a significative step forward towards the application of strategies that might help more students in the same situation.

PROBLEM STATEMENT

According to a González, Peñafiel, & Manobanda (2023), Ecuador has a solid legal framework that supports inclusive education. The Constitution of the Republic of Ecuador (2008) guarantees the right to quality inclusive education for all people, with special attention to priority groups.

In line with this framework, the Ecuadorean Ministry of Education has developed major public policies to promote inclusive education. The most important policy is the one addressed in the Organic Law of Intercultural Educational (LOEI), which states in the Second chapter, article number 6, letter "O", that: "It is mandatory to elaborate and execute the curriculum adaptations necessary to guarantee the inclusion and permanence within the educational system of people with disabilities, adolescents and young pregnant teenagers."

In a private bilingual school located in the North of Guayaquil, Ecuador; there is a male student of inclusion who struggles with English as a Foreign Language (EFL) learning acquisition due to his learning disability. The student is 16 years old and is currently in his second year of high school. After being psychologically tested, he has been diagnosed with Intellectual Disability, Mild Mental Retardation (317 - F70) (Mild MR).

According to the Manitoba Centre for Health Policy (2023), the scale utilized for Intellectual Disability is the following:

- 317 = Mild Mental Retardation (MR)

The same center also has its table of diagnosis where each code represents a different level of mental retardation (2004):

- F70 = Mild mental retardation (MR)

Even though the school has tried to improve the teaching process through a curricular adaptation, the student still presents a very low level of English proficiency, especially in the skills of speaking and listening.

Therefore, when the student develops different speaking and listening activities, he does not go at the same pace as his classmates. Not even the listening activities, provided by the textbooks, proved to be effective for him. In those situations, the teacher is forced to facilitate the activity for him by giving extra time or using an A1 listening track. Unfortunately, not even his classmates are very eager to work with him, as they consider him a liability more than an advantage. This is more evident in speaking activities that involve group presentations, roleplays, or short dialogues.

Addressing the situation mentioned in this research and the elements hindering the student's acquisition process of EFL is key, as it can facilitate information that might come in handy when understanding this issue.

This research aims at investigating and describing the possible characterisitcs that hinder the teaching process of EFL speaking and listening skills, regarding a student with "Mild MR", by analyzing the educational strategies applied by the English teacher in class, and provided by the Ecuadorian Ministry of Education, through the Curricular Adaptations for Inclusive Education Guide.

RESEARCH QUESTION

What characteristics are involved in the teaching process of EFL speaking and listening skills recommended by the Ecuadorian Ministry of Education, regarding a student with "Mild MR" at a bilingual high school in Guayaquil?

GENERAL OBJECTIVE

To analyze the EFL teaching process, recommended by the curricular adaptation provided by the Ecuadorian Ministry of Education, applied for the development of speaking and listening skills, in the language acquisition process of a student with Mild Mental Retardation, at a bilingual school in the city of Guayaquil.

SPECIFIC OBJECTIVES

- To analyze the teaching strategies, recommended by the curricular adaptation guide provided by the Ecuadorian Ministry of Education, applied by the English teacher, for the development of EFL speaking and listening skills, for a student with intellectual disabilities.

- To examine the suitability of the EFL learning materials suggested by the curricular adaptation guide, provided by the Ecuadorian Ministry of Education, for the development of speaking and listening skills of a student with intellectual disabilities.

- To evaluate the lesson plan with curricular adaptations carried out by the EFL teacher, for a Mild MR student and find the elements that meet the learner´s academic needs, particularly during speaking and listening practices.

CHAPTER I: LITERATURE REVIEW

Learning Disabilities

Taylor, Smiley, & Richards define disability as "a limitation that is inherent in the individual as a result of the impairment, whereas a handicap is caused when an individual encounters a situation based on external factors." (2008, p.3)

The definition states that a disability does not necessarily implicates a handicap, special in the educational environment.

As for a Learning Disability, The Individuals with Disabilities Education Act (IDEA) in 2004 defines it as:

"A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations."

Historically, the concept of learning disability has evolved from a medical to an educational condition, as its understanding has been developing until now. (Taylor, Smiley, & Richards, 2008)

Special Education

According to IDEA, students with disabilities must be guaranteed a free and appropriate public education that addresses effectively each one of their educational needs. (2004) Therefore, these students must have access to their special education programs (Taylor, Smiley, & Richards, 2008).

The main purpose of the special education programs is to deal with the different student's limitations that what usual educational programs fail or lack to address efficiently. These can be physical, sensory, health, or intellectual limitations; as well as emotional, psychological, or learning problems; communication deficits; and creative gifts or talents though. (Taylor, Smiley, & Richards, 2008)

Special Education is addressed through four important components: instructional content, what is taught to the student; instructional procedures, the use of learning strategies to teach the content to the student; instructional environment, the adaptations to the educational environment that facilitate learning; and instructional technology, the use of assistive technology devices (equipment used to increase or improve functional capabilities). (Taylor, Smiley, & Richards, 2008)

Students with Special Needs

A classroom is surrounded by students with different characteristics. In the teaching learning process, teachers may notice how each student responds. When a student presents more difficulty at learning something than his peers, it is possible that this student is presenting a Special Need. (Argüello, 2013)

Nowadays, students present many different characteristics and behaviors; some of the most visible are identified as disabilities. These students create what experts call a 'diverse classroom'. (Smith, Polloway, Patton, & Dowdy, 2014)

Nonetheless, the causes of these Special Needs are not only intrinsic, as they can also depend on a family, school, or social situation. (Argüello, 2013). This should create an awareness in the student's family and school environment regarding the Special Need.

Speaking

Speaking is a key to communication and is often considered the most important skill in learning a foreign language because it requires the learner to not only know the language but also use it appropriately in various contexts. It is through speaking that learners are able to orally express their thoughts, feelings, and intentions effectively. (Richards & Rodgers, 1999)

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It is a fundamental aspect of human communication that involves a wide range of skills, from the

ability to produce sounds and words to the capacity to engage in meaningful dialogue. (Chaney & Burk, 1998)

Development of EFL Speaking Skills

EFL students can develop their speaking skills by engaging in communicative activities that require negotiation of meaning and authentic language use. Providing opportunities for interaction and meaningful communication in a supportive environment is essential for improving speaking proficiency. (Brown, 2001)

To develop speaking skills, EFL learners need regular practice with speaking activities that promote fluency and accuracy. Role plays, simulations, and discussions can provide learners with opportunities to practice speaking in a variety of social contexts and to use language creatively. (Richards, 2008)

Teaching Speaking skills to Students with Special Needs

For EFL learners with learning disabilities, it is important to use multisensory teaching methods that engage different senses and learning modalities. Activities such as drama, music, and hands-on projects can make speaking practice more accessible and enjoyable. (Richards, 2008)

Adapting the pace of instruction and providing extra time for speaking activities can benefit students with learning disabilities. Additionally, breaking down tasks into smaller, manageable steps helps these learners to gradually build their speaking skills. (Ur, 2009)

Listening

Listening is an active process in which listeners select and interpret information that comes from auditory and visual clues in order to understand the intended message. It involves both bottom-up processing, such as decoding sounds and words, and top-down processing, such as using background knowledge and context to interpret meaning. (Buck, 2001)

Listening is a complex, active process of interpreting meaning from auditory signals. It requires the listener to engage in a series of mental processes, including decoding sounds, understanding vocabulary and grammatical structures, interpreting tone and intention, and making inferences. (Richards, 2008)

By incorporating multimedia resources, such as videos and online listening platforms, EFL students can enhance the listening experience. These resources provide visual context that aids comprehension and makes listening practice more engaging. (Nunan, 1999)

To develop listening skills, EFL students should be taught to use listening strategies such as predicting content, listening for key words, and using context to infer meaning. Training in these strategies can help students become more effective and autonomous listeners. (Vandergrift, 2007)

Teaching Listening skills to Students with Special Needs

EFL students with learning disabilities benefit from scaffolded listening activities that build on their existing knowledge and skills. Teachers should use explicit strategy instruction to teach listening strategies such as predicting, summarizing, and questioning. Providing opportunities for students to practice these strategies in a supportive environment is key. (Buck, 2001)

Mental Retardation / Intellectual Disability

Currently the term 'Mental Retardation" is now considered outdated and offensive; the preferred term is 'Intellectual Disability'. (Harwell & Williams, 2008). Nevertheless, in this document the term 'Mild Retardation' would be constantly used (with no offensive intention) because is the term found in the diagnosis of the subject mentioned in the Problem Statement.

The World Health Organization (2019) defines 'Intellectual Disability' as a mental capacity that occurs when a child has major difficulty or delay in acquiring skills across developmental areas like: motor skills, communication and speech, social interaction, and cognitive skills.

The American Association of Mental Retardation introduced a classification system developed around the severity of mental retardation. (Luckasson, et al., 2002)

This classification is based on Intelligence Quotient (IQ) scores, it goes as follows:

Range of Intellectual Disability	IQ Score Range	Expectations
Mild	50/55 to 70	May appear to be delayed, but prior to school entrance may be similar to peers regarding social skills, motor skills, and communication.
Moderate	35/40 to 50/55	Vocational success in sheltered workshops and highly structured tasks supported with behavioral methods.
Severe	20/25 to 35/40	Increased medical, motor, and neurological problems. Basic pre-academic skills, limited sight vocabulary.
Profound	Below 20 to 25	Often multiple, motor, and neurological problems. Long-term placement in sheltered settings to allow for close monitoring.

Table 1 Equivalence between Range of Intellectual Disability and IQ, based on the work of Wilmshurst & Brue (2010)

Mild Mental Retardation / Mild Intellectual Disability

Hoffenberg defines mild mental retardation as a subaveraged intellectual disability, which concurrent delays in adaptive functioning that present prior to the age of 18. (2011)

According to Argüello (2013), students with Mild MR could be assisted by:

- Encouraging class participation, evading overprotection, and helping only if necessary.

- Imposing a proper level of pressure, according to the student's characteristics. Never stigmatize.

- Facilitating experiences that develop self-determination and decision-making.

- Checking the contents taught at the end of each class session.

EFL Teaching Strategies for Students with Mental Retardation / Intellectual Disability

The selection of appropriate programs, materials, and teaching strategies for students with intellectual disabilities should be done by considering everyone's educational needs focused on a long-term goal of maximum independence. (Taylor, Smiley, & Richards, 2008, p.149) This shows how important is the development of a different instruction for this group of students and how the lack of it, may jeopardize the student's path to reach learning independence.

It is important to consider the age and the level of schooling of the student, when making instructional decisions. (Taylor, Smiley, & Richards, 2008, p.149)

According to Taylor, Smiley, & Richards (2008, p.156) learning sequence, and presentation and practice should be considered when teaching students with intellectual disabilities. Additionally, they state that is necessary to ensure that the lessons moves from simple tasks to more complex ones. They also suggest that the teacher should target specific skills and work them systematically with students.

Multi-Sensory Approach

When specifically targeting the student's speaking and listening skills, the Multi-sensory Approach is a strategy that suggest a variety of techniques useful for students with Mild Intelectual Disabiliy.

According to Maheshwari (2016), multi-sensory learning is a learning approach that involves two or more senses during the development of a single activity. The variety of activites can be elaborated in different ways: auditory (use of hearing), visual (seeing and observation), tactile (contact through touch), and kinesthetic (body movements).

Sarudin, Hashim, & Yunus conclude that this approach help learners to use their personal areas of strenght as their preferred strategies to help them improve in areas like listening and speaking, among others. (2019, p.7)

One technique proposed by the Multisensory Approach is the effective use of Visual Aids in the classroom. The use of pictures, flashcards, and real objects help the student associate words with images, making it easier to understand and remember vocabulary. As Sarudin, Hashim, & Yunus point out how useful is that the teacher encourage students to read, look, and say out loud the picture repeatedly. (2019, p.4)

They also suggest that the use of a printable book, which contains readings and activities emphasizing on the sight words, word families, short and long vowels, might be very efficient for student with Mild MR.

The use of gestures like non-verbal cues to help clarify the meaning and improve comprehension. Sarudin, Hashim, & Yunus suggest that teachers can ask the students to look at them making the sounds of different letters. (2019, p.4) In that way students not only get the sound of a word, but also they have an image to follow printed in their brains.

A second technique is the effective use of Auditoritory Aids in the classroom. Activites which involve songs and rhymes can make listening more engaging and help with memory retention. Johnson & Edelson (2003) indicate that music enhance spatial-temporal reasoning, which is necessary for proportional reasoning.

Sarudin, Hashim, & Yunus suggest that teachers conduct reading aloud activities with their students, in that way students can attentively replicate their teachers' pronunciations. They also suggest that this activity done with peers could be more effective and fun for students. (2019, p.5) Activities read aloud

by the teacher, specially the ones that involve listening and doing, engage different senses, reinforcing understanding through movement.

Audio-Lingual Method (ALM)

According to Cachingre & Perlaza (2021, p.8) in the audio-lingual method, the teacher directs the class through oral activities and the students respond through repetition. Consequently, it is important that teachers give clear and concise instructions (e.g. simple sentences) in order to reinforce understanding.

Lee & VanPatten indicate that habits are formed through repetition, imitation and reinforcement; especially in ALM where dialogues are practiced, repeated and memorized. (2003, p.10) This process takes place through drills where the students imitates the teacher's dialogue performance. Through this technique the teacher can model proper pronunciation and sentence structure by acting out dialogues or scenarios from different contexts.

According to Larsen-Freeman & Anderson the areas of language emphasized in the ALM are principally listening and speaking among the other skills. (2011, p.71) The ALM proposes a role-playing technique that engage students in acting out conversations that involve greetings, ordering food, asking for directions, among others.

Curricular Adaptations for EFL in Ecuador

The Curricular Adaptations for Inclusive Education Guide is a document issued by The National Ministry of Education in 2013. Its purpose is to address the learning needs of students with learning disabilities. According to Argüello, the guideline is aimed to be a tool that instructs teachers on how to promote an inclusive educational environment for students with special needs. (2013, p.9)

Argüello explains the curricular adaptations as modifications done in the schools' micro-curriculums. These modifications are observed in the objectives, methodology, resources, activities, time given to complete tasks, assessment, and specific modifications done in a school's infraestructure. The

author also points out that the teacher is the main responsible of performing the necessary curricular adaptations. (2013, p.14)

The curricular adaptations vary according to the degree of affectation. This means that there is a different adaptation based on the level of learning difficulty a student with special needs present.

Degree	Accomodations	Strategies or Resources
1st Degree	Infraestructure, teaching resources, human resources.	• Human resources such as the teacher and professionals from the Student Counseling Department. • Signs, ramps, braille signs surrounding the infraestructure.
2nd Degree	Methodology and Assessment.	• Peer support when elaborating activities. • Support groups to train teachers. • Pair-up students when doing reading activities.
3rd Degree	1st and 2nd Degree accomodations, and addtionally to that: objectives, performance criteria.	• Dynamic oral tests. • Multiple-choice, Sequencing, Completing gaps, True or False exercises for assessment. • Encourage student participation through safe spaces to share ideas and opinions.

Table 2 Degrees of Curricular Adaptations and Strategies based on the work of Argüello (2013)

Teaching Materials and Resources for Students with Mild Intellectual Disability´

One effective visual aid is the use of realia in an EFL classroom. "Using realia in the EFL classroom serves to foster a more creative and active teaching-

learning environment and promotes cultural understanding." (Patau, 2020, p.1)

The author also points out that the use of realia provides learners with multi sensory impressions of the language that would motivate students to actively participate in speaking activities.

The use of speakers and other technological devices to enhance speaking skills has proved to be effective. "Incorporating technology in teaching listening skills significantly impacts achieving a successful learning process." (Maulina, et al., 2022, p.4)

The use of tiered instructions facilitates the learning process and the achievement of different EFL skills. "The tiering of lessons allows required skills to be gained at a learning rate better matched to the students' instructional level." (Richards & Omdal, 2007, p.429)

The authors also point out that tiered instructions focus on the existing knowledge and moves from that point forward. As activities designed with varying levels of difficulty, allow students to progress from simple listening and speaking tasks to more complex ones.

METHODOLOGY

Context of the study

This chapter outlines the methodology used in this research project. The research design selected for this research is a case study. According to (Gerring, 2004) a case study is an intensive study of a single unit with an aim to generalize across a larger set of units. This research aims at providing an analysis of the EFL teaching process, recommended by the curricular adaptation provided by the Ecuadorian Ministry of Education, applied for the development of speaking and listening skills, in the language acquisition process of a student with Mild Mental Retardation, at a bilingual school in the city of Guayaquil.

In order to accomplish the objectives of this project and taking into consideration its the characteristics the reasearch method that will be applied is *qualitative research method* with a *basic research* structure.

According to (Sofaer, 2002) qualitative research methods are valuable in providing rich descriptions of complex phenomena; tracking unique or unexpected events; illuminating the experience and interpretation of events by actors with widely differing stakes and roles.

Qualitative research is a type of investigation that helps the researcher to extract and gather descriptive information through different tools like observation, interviews, narrative documents, transcription, etc.

According to Rober & Biklen (1997) there are advantages of qualitative research that will be described in the following paragraph:

Advantages. -

1. Descriptive data: Researchers go through a process of observation, analyzing, summarizing and organizing in order to collect the data they will present in the research. This data can be taken from videos, documents, transcriptions.

2. Naturalistic (natural settings): Research in order to gather information for research and studies has to me in contact with real world context and situations. Must be in touch with people and their experiences, feelings, emotions, cultural and social behavior.

Participants of the study.

The participant in this *case study* is a **male student that is 16 years old** and is currently in his second year of high school, **diagnosed with Intellectual Disability**, specifically "Mild Mental Retardation" (317 - F70) (Mild MR). His proficiency level is Pre - A1 which according to McElwee (2019) describes a student with this level as a "Beginning Language Learner".

The student in listening skill do not understand basic instructions even when the vocabulary used is basic and the information is given in a slow and clear tone.

On the other hand, in the speaking skill, the student do not communicate through short phrases and/or ideas. The student do not give basic descriptions about himself or how he feels (emotions) using basic vocabulary words such as sad, happy, hungry, tired and others.

The teacher in charge of imparting English subjects like Language Arts, Social Studies, Literature and Artistic Education and Philosophy, to the student, also participated in this research. This teacher has a B2 English proficiency level, which according to McElwee (2019) is an individual that is an "Independent user (vantage)" having the correct level of proficiency to be an English teacher.

Research instruments

An observation class checklist (appendix 1) was used for this project, with specific criteria to evaluate the teacher's strategies used in the classroom in order to impart an English class. The checklist mentioned is an adaptation of the research work of McLaughlin, Virginia. L. (1993). The checklist included nine questions. The rating process for each question was done using the following parameters: "Totally", "Partially" and "Not at all".

The second research instrument used in this case study was a diagnostic test (Appendix 2) which was applied to the student with intellectual disability (Mild Mental Retardation). The evaluation instrument used was a sample test taken from the Cambridge English website that goes by the name of "English Qualifications to evaluate the student's level of English which is Pre A1 (Starters)-Cambridge Assessment English 2018". We took into consideration "Listening" and "Speaking" since our research is based on those specific skills.

Finally, a lesson plan was examined (appendix 3). This instrument was useful in order to desribe, examine, break down and analyze if it was found a specific part the curricular adaptation in the lesson plan for a student with intellectual learning disability. For analyzing suggested teaching strategies for the EFL language acquisition of the student involved in this research. This lesson plan was provided by the high school in which the learner is currently enrolled.

Protocol

The application of the instrument was done in person in the English class. The data provided by the observation technique showcased how the class was carried out and the behavior of the teacher towards the student with intellectual learning disability. The results were shown through a descriptive text in which each criterion was broken down into details.

DATA ANALYSIS

Curricular Adaptation Guide – Ecuadorian Ministry of Education.

In the document given by the Ecuadorian Ministry of Education about Curricular Adaptations the learning disabilities are divided into: degree of curricular adaptations, sensorial disability, intellectual disability, physical disability, Autism and disabilities that are not eligible for inclusion.

This research focuses on Mild Intellectual disability, as subcategory that comes from Intellectual Disability. The Curricular Adaptations for Mild Intellectual Disability are the following:

Methodological

• Start with the concrete; then move on to the semi-concrete (drawings) to reach the abstract.

• Additional mediation by the teacher in those tasks in which the student requires more help, such as in tests.

• Schedule activities that allow experimentation (manipulation).

• For the student with intellectual disabilities to internalize the content, a lot of practice and repetition is necessary.

• In the tasks, give simple instructions and use accessible vocabulary, symbolic and visual support.

Evaluative

• Tests must be written with simple language.

• Instructions should be segmented, short and clear.

• Grade the intermediate steps of the tasks of the different subjects.

This curricular adaptation was created to be applied by the teachers that have students with Mild Intellectual disability to facilitate the learning process of the learners.

Observation Class - Checklist

In the checklist were nine questions associated with the strategies applied by the teacher, taking into consideration the curricular adaptations.

1. **Does the teacher provide extra assistance to the student during challenging tasks or assignments?**

   Answer: Partially.

From the process of observation, it can be stated that the teacher just one time addressed the student individually and seldomly approached the student to explain an instruction. The teacher did not pay much attention to the learner to know if there was something he did not understand or if he had any question.

2. **Are strategies used by the teacher personalized based on the student's specific needs?**

Answer: Not at all

In order to do an accommodation teacher has to take into consideration some point but the most important is to measure the impact of the accommodation in the student's attitude.

In the class observation, it can be noticed that the teacher did not have personalized strategies for the students with special needs. The strategies used were generalized for all the students in the classroom.

3. **Does the teacher frequently monitor the student's progress during tasks to offer help?**

Answer: Partially

The teacher approached the student to assist him once, during the task given in the classes, the rest of the time the student tried to solve the activities by himself.

4. **Is there evidence of the teacher adapting instructions or providing extra time for the student?**

Answer: Not at all

This question was rated "Not at all" since the researchers noticed that the activities were the same for all students including the student with Mild Mental Retardation. The time to accomplish the assignment was the same for all the students. The teacher did not take into consideration that students with intellectual disabilities learn slower than their classmates, so they need an extended time for the tasks and assignments.

5. **Are the class activities actively engaging for the student with learning disability as outlined in the curriculum adaptations document?**

Answer: Not at all

"Teachers are encouraged to strive for development of lessons that are engaging and motivating for a diverse class of students"

In the class observation the student with mild mental retardation was distracted all the time, this is a sign that the learner is bored and that the class activities are not actively engaging for the student.

6. **Does the teacher use technology (videos, activity games online, slides) in the learning process of the student?**

Answer: Not at all.

In this question, the teacher was rated with a "Not at all". Visual aids were used but there were more text that images, lacking pictures and videos.

7. Does the teacher use clear and simple language to give instructions about the activities the student had to work on?

Answer: Not at all

In the class development, the teacher used the same instruction to all students including the students with intellectual learning disability. It was observed that the student did not understand the instructions the teacher gave, as a result, the learner got easily distracted. When the learner participaticipated in class, the teacher had to aid him in solving an exercise, using detailed explanations and instructions by soekaing in the student's first language learning (L1-Spanish).

8. Does the teacher design assessments that are objective, such as multiple-choice or short-answer questions?

Answer: Not at all.

In these criteria of the checklist the teacher was rated with "Not at all" since the activities do not have multiple-choice options nor short-answer question, this means that the activities presented in class do not have any curricular adaptations.

9. Are the activities structured to minimize subjective interpretation, ensuring that the student understands the material accurately?

Answer: Partially

The teacher "partially" included subjective interpretation in the activities given in classes. The activities can be confusing for the student with learning disabilities. The complexity of some items in the activities are not appropriate for the degree of intellectual disability the student has; giving as a result, the learner did not complete the learning process in that specific class.

Diagnostic Test

A diagnostic test was applied to the student with intellectual learning disability (Mild Mental Retardation). This test was applied with the aim of confirm the level of English of the student in listening and speaking skills which is pre-A1 and knew if the high school in which the student is enrolled is doing the correct curricular adaptation to the learning material (textbook) according of the level of English of the student.

The pre-A1 starters listening skill is divided into four parts.

Part 1 had five questions and the instruction was "Listen and draw lines". In this part a picture of children in a park was shown to the student. The audio track gave directions and descriptions of each of the kids and with this information the student tested had to draw a line matching the name of the kid with the correct kid. **In part 1 the student test had a score of 1 out of 5**.

Part 2 had five questions and the instruction was "Listen and write a name or a number". In this part a picture of a girl and a teacher in a classroom was shown. The questions asked were:

1 What is Kim's family name? ....

2 Where does Kim live? in ....Street

3 What number is Kim's house? ....

4 What is the name of Kim's horse? ....

5 How old is Kim's horse?

The student tested had a score of 0 out of 5.

Part 3 had five questions and the instruction was "Listen and tick the box". In this part in each question three pictures were showed, and the student had to choose which was the correct according to the audio. **In part 3 the score of the student was 3 out of 5.**

In the last part there were five questions, and the instruction was "Listen and colour". A picture of a birthday party was show and **the score of the student was 0 out of 5.**

The findings from this evaluation instrument (diagnostic test) showed that the student took a diagnostic test for pre-A1 level of English and the score he got was not expected. Taking into consideration this result, it is clear that the student struggles with the learning material that the high school uses which is B2 level of English, two more levels of proficiency higher than his.

In the listening skill, the student was tested with some pictures, also from the Cambridge English website. He was asked questions where he had to point out specific items in the picture that was shown. Some of the questions asked to the student were: What color is the door? Where is the door? What is this?

The student did not answer according to his level of English and did not know basic vocabulary words like, door, banana, chair, etc.

Lesson Plan

The aim of breaking down the lesson plan is to examine and analyze the information and guidelines it has.

1. Informative data:

Includes teacher's name, area, subject, number and title of the unit, values that is a general objective, the grade, number of the with the specific dates and scopes. In this part there was not any observation because it was considered that it had the necessary information.

2. Unit Objective:

Specifies which is the objective unit. (review modal forms). It is clear and concise.

3. Learning Objectives:

The teacher could write only one learning objective using the information already written because we think it has redundancy.

4. Performance criteria:

It includes and describes correctly the concepts, performance criteria, language activities and the methodological strategies, resources and the evaluation process.

5. Curricular adaptations:

This specific point and the most important for our since is focus on the application of the curricular adaptations. There is no information written down about the curricular adaptation for the student with intellectual learning disabilities (Mild Mental Retardation) in the lesson plan.

CONCLUSIONS

Based on the research question formulated in this paper, information was gathered up, associated with the characteristics involved in the teaching process of EFL speaking and listening skills recommended by the Ecuadorian Ministry of Education, regarding a student with "Mild MR" at a bilingual high school in Guayaquil.

This project concludes that:

- The teacher does not effectively adress the student with Mild Intellectual Disability in the teaching process of EFL speaking and listening skills

- The teacher does not apply the strategies that are included in the curricular adaptations document suggested by the Ecuadorian Ministry of Education.

- The current level of English of the learner (Pre-A1) shows the result of not applying strategies suggested by the Curricular Adaptation and how the learning material used by the teacher is not suitable for him.

- Although the document of the lesson plan has the Curricular Adaptation section, the teacher does not include the detailed information that is required.

RECOMMENDATIONS

The researchers recommend the following:

- The institution must do regular workshops and training sessions for teachers about curricular adaptation strategies. These training courses must include definitions of the most common types of learning disabilities, definition of curricular adaptation, explain each strategy and give some activities of how to apply them in the classroom.

- The teachers must included a complete and detailed information about the curricular adaptation in the lesson plans.

- The school should implement a system for effective monitoring process of students during class activities. Teachers should provide feedback to student and be sure that the student with learning disabilities understands better the content.

- It is highly advisable to the school to use the correct learning material according to their level of English. Also make the teacher elaborate and provide learning material that are specifically for the English proficiency of the student with Mild Mental retardation.

PROPOSAL

Based on one of the recommendations suggested, the design of a proposal was elaborated with the aim of providing a program that enhances listening and speaking skills in students with Mild Intellectual Disability.

General Data				
Project Title:	Don't be afraid to talk			
Link to the Project:	https://padlet.com/luissalcedo4/don-t-be-afraid-to-talk-7j6e1p2m3srd4px3			
Project Team:	Karen Salazar & Luis Salcedo			
Main Objective:	To design a program for enhancing listening and speaking skills at level A1 in a sixteen-year-old student with mild mental retardation in a period of 10 months.			
Specific Objectives:	Use a Pre A1 Diagnostic Test that measures the lacks and necessities of the EFL student with Mild MR.			
	Design a set of strategies aimed for the development of speaking and listening skills for a EFL student with Mild Mental Retardation.			
	Elaborate a booklet containing chapter adaptations that combines the topics from the student's textbook and the strategies proposed.			
	Monitor monthly the efficiency of the strategies applied for the acquisition of speaking and listening skills through informal and formal assessment.			
Execution time:	**Starting**	08 / 08 / 24	**Ending**	31 / 01 / 25
Evaluation time:	**Starting**	03 / 02 / 25	**Ending**	07 / 02 / 25

Project Justification

A 16-year-old student with Mild Intellectual Disability, is attending a bilingual school in 2nd Baccalaureate, in Guayaquil. The student has a 2nd Degree Curricular Adaptation for all the subjects, including English; but from the evaluation conducted, it was found that the student presents a very low level of proficiency. The student shows the characteristics of a Pre-A1 EFL Learner regarding listening and speaking skills.

The team members are looking forward to research and apply a set of strategies that are more suitable for the student's acquisition of speaking and listening skills, in order to help the pupil, achieve A2 level of Proficiency in those skills.

The 2nd Degree Curricular Adaptation, that has been applied to the student for his education process, has not been efficient in the acquisition of speaking and listening skills. Even though the student is about to graduate from high school, he still presents a very low level of English proficiency and knowledge.

As the student would like to be included in the same lessons as his peers, he would need a more appropriate approach and material to address him efficiently. The student would like to learn how to speak and understand English at a A2 level. The student's parents would like to witness how the condition of their child does not represent an obstacle in his acquisition of the English language. They would like that their child acquires English knowledge and domain regarding speaking and listening skills at an Elementary level.

Project Description

The project involves a set of strategies aimed to enhance and improve a 16-year-old student's listening and speaking skills, considering his condition (Mild Intellectual Disability), in the teaching-learning process.

This project is divided into four activities, each one will be carried out by the team members.

First, the team members will use a Pre-A1 Diagnostic Test to measure the level of listening and speaking skills the student possesses.

Second, the team members will design useful strategies for the teacher to address efficiently the student's necessities regarding listening and speaking.

Figure 1 Sample 1 of the strategies from the proposal. (Don't be Afraid to Talk)

These strategies are based on different extractions from the information detailed in the Literature Review chapter.

Multi-Sensory Approach	
	Listening and doing: Use activities like "listen and draw" or "listen and act" to engage different senses, reinforcing understanding through movement.
	Songs and rhymes: Incorporating music can make listening more engaging and help with memory retention.
Modeling and Role-Play	
	Teacher modeling: The teacher can model proper pronunciation and sentence structure by acting out dialogues or scenarios for the student to imitate.
	Role-playing simple conversations: Engage the student in role-play activities such as greetings, ordering food, or asking for directions in a controlled, low-pressure environment.

Figure 2 Sample 2 of the strategies from the proposal. (Don't be Afraid to Talk)

The colors blue and white are based on the textbook 'Understanding and Using English Grammar' by Pearson Education. This set of strategies is aimed to be a support for a teacher that is using that textbook.

Third, the team members are going to develop a booklet that provides adaptations of the topics the student is currently learning. These adaptations will be based on the student's English textbook and will only focus on speaking and listening activities.

Booklet Aimed to Enhance Listening and Speaking Skills (in students with Mild Intellectual Disability)

The Adaptations are based on the Pearson Education textbook:
Understanding and Using English Grammar, Fifth Edition
by: Betty S. Azar
Stacy A. Hagen

Figure 3 Cover Page of the Booklet based on the textbook of Azar & Hagen (2017).

The booklet contains chapters extracted from the student's textbook but adapted to enhance listening and speaking skills.

6 Listen to this conversation. Then choose a classmate to act it out in front of the class.

8.5

PREPARING FOR THANKSGIVING!!

Mom: Mmm, okay rice? Check! ... **Turkey**? Check! ... **Wine**? Check!
Lucy: Mom, look!
Mom: What is that Lucy?
Lucy: Cookies!
Mom: Oh Lucy, but your dad bought us ice-cream.
Lucy: But my brother loves cookies, you love cookies, and I love cookies!
Mom: Mmm you're right. All of them love cookies.
Lucy: You see! Please mom.
Mom: Alright, maybe we can have cookies and ice-cream for **dessert**.
Lucy: Yeih!

Figure 4 Sample 1 of the activities from the Booklet.

The activities are for a A1 EFL students and they include recording audios dictated at a pace that a student with that level could follow.

35
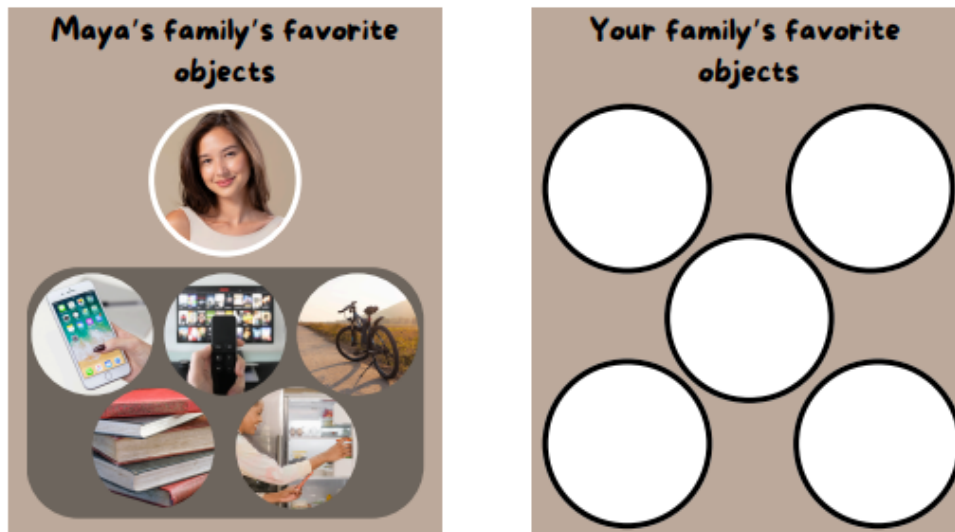
Figure 5 Sample 2 of the activities from the Booklet.

The activities uses the strategies proposed in order to ensure an effective learning process regarding listening and speaking skills for A1 learner with Mild Intellectual Disability.
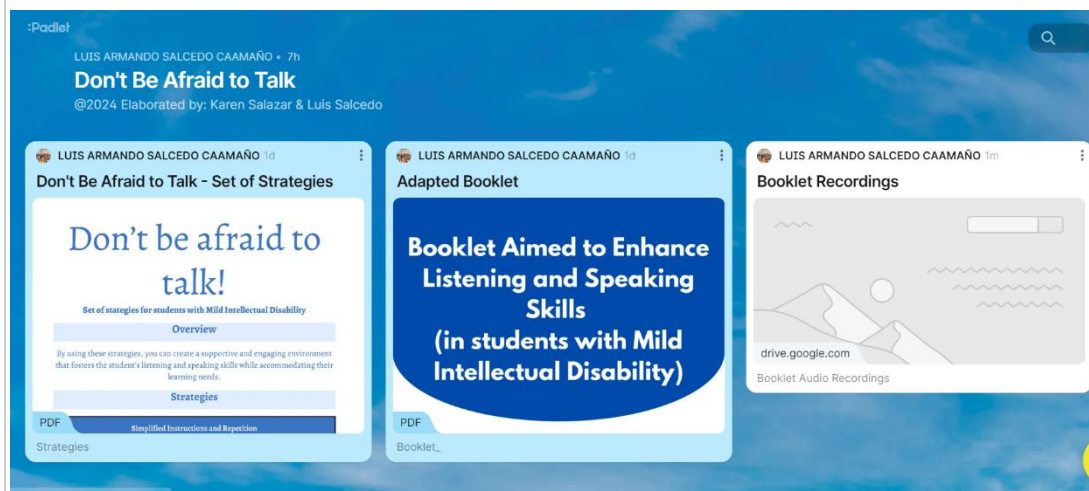
Figure 6 Padlet with the all the resources of the project: Don't be Afraid to Talk.

The strategies, the booklet, and the booklet's audio recording are uploaded in a Padlet so the teacher can easily access to them.

Fourth, the team members are going to monitor monthly the efficiency of the proposed strategies and booklet.

Execution Matrix						
Objective (number)	Activity	What will be done	What change is expected - Outcomes	Resources	Time	Responsibility
S.O.1	Evaluation of the Student's EFL proficiency	Conduct an evaluation to measure the level of EFL skills the student possess.	The results will show how the methodology issued by the Ministry Education has failed to be effective for a 16-year-old student with Mild MR in his EFL learning process.	Printed Cambridge Pre A1 Learners Diagnostic Test Link: Pages from young-learners-sample-papers-2018-vol1.pdf	1 hour	Team Members
S.O.2	Creation of a Padlet that contains the set of strategies proposed	Create a Padlet with the strategies developed that aims to help the EFL student to improve his listening and speaking skills.	To provide the student's teachers easy access to the strategies elaborated for the student.	Computer, internet. Padlet Link: https://padlet.com/luissalcedo4/don-t-be-afraid-to-talk-7j6e1p2m3srd4px3/wish/KxJvage88KlVZAg0	1 week	Team Members

S.O.3	Create and add to the Padlet the adaptations of specific Unit Lessons from the EFL student's textbook	Adaptate specific Unit Lessons from the EFL student's textbook and add it to the Padlet	To use the strategies proposed in the contents from the EFL student's textbook.	Computer, internet. Padlet Link: https://padlet.com/luissalcedo4/don-t-be-afraid-to-talk-7j6e1p2m3srd4px3/wish/AL83WzEMMXwMZ0Pg Student's English textbook	5 weeks	Team Members
S.O.4	Monitor the strategies applied (Implementation Phase).	Monitor that the strategies are being applied correctly with EFL students.	To verify that the student is improving the speaking and listening skills.	Classroom observation document	2 weeks	Team Members

Table 3 Project Execution Matrix

#	Strategy	Starts	Ends	August	Sept	October	Nov.	Dec.	January	February
				2024 - 2025						
1	Design and planning of the proposal	05/08/24	16/08/24	▓						
2	Diagnostic phase	20/08/24	20/08/24	▓						
3	Create a Paddlet	23/08/24	30/08/24		▓					
4	Create and add the textbook adaptations in the Padlet	02/09/24	11/10/24		▓	▓				
5	Don't be afraid to talk (Implementation Phase)	14/10/24	24/01/25				▓	▓	▓	
	Monitor the strategies applied (Phase 1)	18/11/24	25/11/24				▓			
6	Monitor the strategies applied (Phase 2)	13/01/25	17/01/25						▓	
7	Project Assesstment	29/01/25	07/02/25							▓
	Starts	05/08/24								
	Ends	07/02/25								

Figure 7 Project Gant Chart

PROJECT	Don't be afraid to talk		
RESPONSIBLE	Luis Salcedo & Karen Salazar		
DATE	August 5th , 2024		
INSTITUTION	XX Institution		
		UNIT COST	**SUBTOTAL**
Diagnostic phase	**Use of the computer (Hours)**	$1,20	$2,40
	Printed documents	$0,25	$3,75
	Labor Hours	$1,50	$3,00
	Transportation spendings	$10	$20
Implementation phase	**Material resources**		
	Use of the computer (Hours)	$1,20	$12
	Printed documents	$5,00	$5,00
	Labor Hours	$1,50	$15,00
Project evaluation	**Material resources**		
	Use of the computer (Hours)	$1,20	$1,80
	Printed documents	$0,25	$2,50
	Labor Hours	$1,50	$15,00
	Subtotal	$23,60	$80,45
	Contingency reserves	5%	$4
		TOTAL BUDGET	$84

Table 4 Project Estimated Budget

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APPENDICES

Appendix 1: Observation Class - Checklist

Mark with an (x) your evaluation of the student for each item.			
Classroom Activities	**Totally**	**Partially**	**Not at all**
1 Does the teacher provide extra assistance to the student during challenging tasks or assignments?			
2 Are strategies used by the teacher personalized based on the student's specific needs?			
3 Does the teacher frequently monitor the student's progress during tasks to offer help?			
4 Is there evidence of the teacher adapting instructions or providing extra time for the student?			
5 Are the class activities actively engaging for the student with learning disability as outlined in the curriculum adaptations document?			
6 Does the teacher use technology (videos, activity games online, slides) in the learning process of the student?			
7 Does the teacher use clear and short instructions in the activities of the student?			
8 Does the teacher design assessments that are objective, such as multiple-choice or short-answer questions?			
9 Are the activities structured to minimize subjective interpretation, ensuring that the student understands the material accurately?			

Table 5 Observation Class - Checklist

Appendix 2: Cambridge Assessment English Pre A1 Starters Listening and Speaking

Cambridge Assessment English
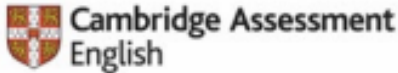
Centre Number		Candidate Number	

Pre A1 Starters
Listening

There are 20 questions.

You have 20 minutes.

You will need a pen or pencil.

My name is: ....

Pre A1 Starters   3

Part 1
– 5 questions –

Listen and draw lines. There is one example.

Sue   Ann   Lucy   Nick

Pat   Jill   Dan

Part 2

– 5 questions –

Read the question. Listen and write a name or a number.

There are two examples.

Examples

What is the new girl's name?   Kim

How old is the new girl?   8

Questions

1   What is Kim's family name?   ....

2   Where does Kim live?   in   ....Street

3   What number is Kim's house?   ....

4   What is the name of Kim's horse?   ....

5   How old is Kim's horse?   ....
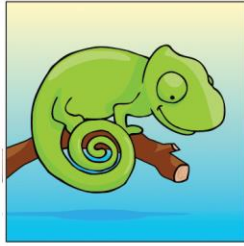
Part 3

– 5 questions –

Listen and tick (✔) the box. There is one example.

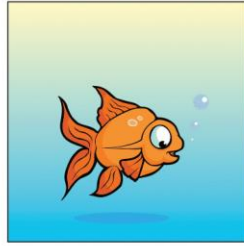What animal has Alex got in his bedroom?
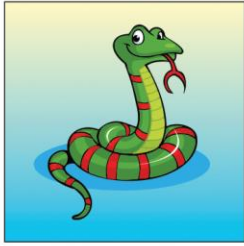
A ☐   B ✔   C ☐
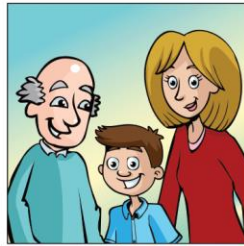
1   Which picture are May and Sam looking at?

A ☐   B ☐   C ☐

2   What are Mrs Good's class doing this afternoon?

A ☐   B ☐   C ☐

3   What is Mum's favourite fruit?

A ☐   B ☐   C ☐

4   Which dog is Anna's?

A ☐   B ☐   C ☐

5   What is Lucy wearing?

A ☐   B ☐   C ☐

Part 4

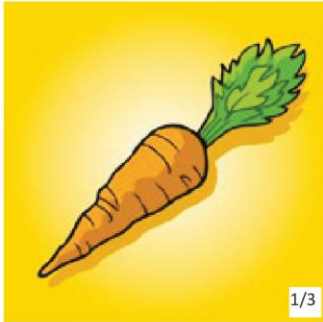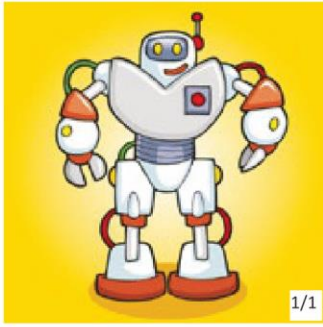## – 5 questions –

Listen and colour. There is one example.
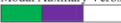
52

Pre A1 Starters Speaking

Summary of procedures

The usher introduces the child to the examiner.
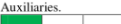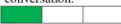
1. After asking the child 'What's your name?', the examiner familiarises the child with the picture first and then asks the child to point out certain items on the scene picture, e.g. 'Where's the door?' The examiner then asks the child to put two object cards in various locations on the scene picture, e.g. 'Put the robot on the red chair.'

2. The examiner asks questions about two of the people or things in the scene picture, e.g. 'What's this?' (Answer: banana) 'What colour is it?' (Answer: yellow). The examiner also asks the child to describe an object from the scene, e.g. 'Tell me about this box.'

3. The examiner asks questions about four object cards, e.g. 'What's this?' (Answer: (orange) juice) and 'What do you drink for lunch?'

4. The examiner asks questions about the child, e.g. 'Which sport do you like?'

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53

Appendix 3: Teacher's Lesson Plan

MICROCURRICULAR PLANNING
SCHOOL YEAR 2024 - 2025

1. INFORMATIVE DATA:

Teacher:		Area:	English.	Subject:	Language Arts.
Didactive Unit N°	9	Unit Title:	Modals, Part1.	Values:	Analyze texts or dialogues to identify and understand the use of modals.
Grade/Course:	2nd BGU	N° of Weeks:	1	Starting Date:	August 13th.
Parallel:	A	Scopes:	Apply modal verbs in various contexts such as dialogues, and real-life situations.	Ending Date:	August 16th

2. UNIT OBJECTIVE: To review basic modal forms and gain mastery of their more advanced forms, meanings, and uses.

3. LEARNING OBJECTIVES:

At the end of the unit students will be able to:

- Understand the different functions of modals, such as expressing ability, possibility, necessity, permission, or requests.
- Recognize and understand the primary modal verbs (can, could, may, might, shall, should, will, would, must) and their basic uses.

4. PERFORMACE CRITERIA:

Concepts	Performance Criteria	Learning Activities (Methodological strategies base on DUA)	Resources (basadas en el Diseño Universal para el Aprendizaje)	Evaluation	
				Evaluation indicators	Assessment activities
Basic Modal Introduction. Expressing Necessity: Must, Have To, Have Got To. Lack of Necessity (Not Have To) and Prohibition (Must Not).	I.EFL.4.12.1. Learners can employ a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas. (I.1, I.2, J.2)	**Anticipation of knowledge** Socialization of the activities that will be carried out through digital platforms with the projection of videos on Modal Auxiliary Verbs. Observation related to	**YouTube Videos** Modals Modal Verbs of the English Language - Complete Guide (youtube.com) • English Notebook. • Whiteboard • Worksheets.	CE.EFL.4.12. Use a range of reference materials and sources, both online and in print, in order to support ideas, answer inquiries, find relationships and relate ideas between different subject areas.	**Technique:** Practical exercises Questions. **Instrument:** Games. Brainstorming Worksheets

| | | images of Modal Auxiliaries.

 Dialogues helping them get a better idea of how to do the same in real life conversation.

 Construction Group Workshop students create a mystery story or scenario where they need to use modals to solve clues.

 Conducting a survey among classmates or friends using questions that require different modals. Create graphs or charts to visually represent the survey results.

 Consolidation Recognition of the work done and feedback from the teacher.

 Preparation of a homework sheet with feedback from the teacher.

 Preparation of individual | • Stationary (pencil, eraser, markers, ruler, scissors, glue, etc.)
 • Power Point.
 • Audios.
 • Book.
 • Videos
 • Pictures.
 • Test Bank
 • Online Platform | | |

| | | | | work about writing short paragraphs using a specific set of modals. | | | | |

5. CURRICULAR ADAPTATIONS:

Specification of Educational Need	Specification of the Adaptation to be Applied			Resources		Evaluation	
	Concepts	Skills with Performance Criteria	Learning Activities			Concepts	Performance criteria
			Anticipation of knowledge **Construction** **Consolidation**				**Technique** **Instrument**

DONE BY	REVISED BY	APROVE BY
Teacher:	NOMBRE:	NOMBRE:
Firma:	Firma:	Firma:
Fecha:	Fecha:	Fecha:

Appendix 4: Student's Psychological Evaluation Report

UNIDAD DE BIENESTAR PSICOLÓGICO

Psicóloga Adriana Avila Ordoñez
Reg. Prof. 8622185505

Informe de Evaluación Psicológica.

DATOS DE IDENTIFICACIÓN	
Nombres y Apellidos:	
Fecha de nacimiento:	16 de abril de 2008
Edad cronológica:	15 años
Sexo:	Masculino
Nacionalidad:	Ecuatoriana
Nivel de instrucción:	Primero de Bachillerato
Fechas de exploración:	10 mayo – 15 mayo – 20 mayo – 24 mayo
Fecha de informe:	10 de junio de 2023.

MOTIVO DE CONSULTA

es referido para una evaluación psicológica, ya que se reporta dificultades en las actividades académicas y en el desempeño escolar.

UNIDAD DE BIENESTAR PSICOLÓGICO

Psicóloga Adriana Avila Ordoñez
Reg. Prof. 8622185505

SÍNTESIS DIAGNÓSTICA

presenta signos y síntomas que corresponden al:

317 (F70) Trastorno del desarrollo intelectual (Discapacidad intelectual), Leve.

Afecta directamente los procesos de dominio conceptual, social y práctico.
Por los criterios diagnósticos del DSM V,   presenta los siguientes síntomas:
- Dificultades en el aprendizaje de las aptitudes académicas relativas a la lectura, la escritura, la aritmética, el tiempo o el dinero, y se necesita ayuda en uno o más campos para cumplir las expectativas relacionadas con la edad.
- En comparación con los grupos de edad de desarrollo similar, el individuo es inmaduro en cuanto a las relaciones sociales.
- La comunicación, la conversación y el lenguaje son más concretos o inmaduros de lo esperado para la edad.
- El individuo puede funcionar de forma apropiada para la edad en el cuidado personal.
- Los individuos necesitan cierta ayuda con las tareas complejas de la vida cotidiana en comparación con sus iguales.

Otros síntomas y signos que presenta el joven, generando un diagnóstico presuntivo, porque es necesarios otros test estandarizados y la evaluación de un especialista en el área, es:

307.9 (F80.9) Trastorno de la comunicación no especificado.

Otra área de evaluación del joven   son las características de la personalidad, las cuales no se encontraron criterios para determinar anomalías o trastornos de personalidad; sin embargo, hay características emocionales y de actitudes que pueden estar relacionadas con los trastornos antes mencionados, y que afectan la motivación y voluntad del progreso del joven. Las cuales son: inseguridad, introversión, desmotivación, tristeza y ausencia de autoconfianza.

Las necesidades educativas específicas están asociadas a su trastorno y son de categoría permanente. Es por ello que requiere apoyo por parte de los docentes y la familia, ya que el trastorno ocasiona un retraso académico y afectaciones en las área social y comunicativa.

PARA LA ESCUELA:

.. recomienda iniciar un proceso de adaptación curricular grado 2 para   en donde tomen en consideración lo siguiente:

.- Estrategias de atención dentro del aula en el área de la semántica utilizando procesos fonológicos, ejemplo: conceptos o significados con un contenido concreto que pueda repetir utilizando su memoria de trabajo y que se relacione de manera significativa a través de técnicas como la mnemotecnia.

.- Establecer ajustes razonables en la metodología, contenidos y tipo de evaluación. Siempre se deben trabajar contenidos académicos equiparables con todo el grupo, pero con los ajustes necesario para que adquiera el aprendizaje y alcance el desempeño académico adecuado para él.

.- En las evaluaciones, los objetivos deben estar descritos con lenguaje sencillo, instrucciones segmentadas, cortas y claras; además, calificar los pasos intermedios de las tareas de las distintas asignaturas.

UNIDAD DE BIENESTAR PSICOLÓGICO

Psicóloga Adriana Avila Ordoñez
Reg. Prof. 8622185505

.- Se recomienda un tutor acompañante del jóven en el aula, o refuerzo adicional fuera del aula para aprender y cristalizar los conocimientos necesarios según su etapa escolar.

Appendix 5: Permit Application

UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

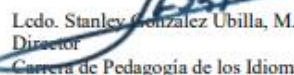Facultad de
Artes y Humanidades

FAH-PINE-007-2024
Lunes, 29 de julio del 2024

Magister

Directora
Unidad Educativa
En su despacho.

Reciba un cordial saludo. Por el presente solicito a usted muy
comedidamente, salvo su mejor criterio, se permita al Sr. Luis Armando
Salcedo Caamaño con C.I. #0930007521 y a la Srta. Karen Nayely
Salazar Palacio con C.I. #0931667596, estudiantes del 8vo ciclo de la
carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés,
de la Facultad de Artes y Humanidades de la Universidad Católica de
Santiago de Guayaquil, realizar observaciones áulicas que les permita
recolectar información para elaborar su Trabajo de Integración
Curricular (Proyecto de titulación).

Las Srta. Salazar y el Sr. Salcedo estarían realizando dicha actividad
durante la clase de inglés que reciben los estudiantes, durante los meses
de julio y agosto del presente.

De antemano agradezco la atención brindada.

Atentamente,

Lcdo. Stanley González Ubilla, M.Ed.
Director
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés
Facultad de Artes y Humanidades
Universidad Católica de Santiago de Guayaquil

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DECLARACIÓN Y AUTORIZACIÓN

Nosotros, **Salazar Palacio, Karen Nayely con CC # 0931667596 y Salcedo Caamaño, Luis Armando con CC # 0930007521** autores del trabajo de titulación: **Analysis of the EFL Teaching process, recommended by the Ecuadorian Ministry of Education, applied for the development of speaking and listening skill in the language acquisition process of a student with mild mental retardation, at a local bilingual**: **School in the city of Guayaquil, School Year 2024 – 2025** previo a la obtención del título de **Licenciados en Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaramos tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizamos a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, 4 de Septiembre de 2024.

_____   _____

Salazar Palacio, Karen Nayely   **Salcedo Caamaño, Luis Armando**

C.I: 0931667596   C.I: 0930007521

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	**Analysis of the EFL Teaching process, recommended by the Ecuadorian Ministry of Education, applied for the development of speaking and listening skill in the language acquisition process of a student with mild mental retardation, at a local bilingual**: **School in the city of Guayaquil, School Year 2024 – 2025**
AUTOR(ES)	Salazar Palacio, Karen Nayely Salcedo Caamaño, Luis Armando
REVISOR(ES)/TUTOR(ES)	Hoyos Hernández , David Eduardo
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil
FACULTAD:	Artes y Humanidades
CARRERA:	Pedagogía en los Idiomas Nacionales y Extranjeros-Inglés
TITULO OBTENIDO:	Licenciados en Pedagogía de los Idiomas Nacionales y Extranjeros - Inglés

FECHA DE PUBLICACIÓN:	4 de Septiembre de 2024	**No. DE PÁGINAS:**	59

ÁREAS TEMÁTICAS:	Education, linguistics, pedagogy
PALABRAS CLAVES/ KEYWORDS:	Learning Disability, strategies, listening, speaking, skill, adaptations, mild intellectual disability.

RESUMEN/ABSTRACT (150-250 palabras):

This research study focuses on analyzing of the EFL teaching process, recommended by the Ecuadorian Ministry of Education, applied for the development of listening and speaking skill in the language acquisition process of a student with mild mental retardation at a local high school in Guayaquil. An observation of a class was carried out to know if the strategies suggested for curricular adaptation were taken into consideration. The researchers applied the methodology of qualitative research through a checklist, diagnostic test and an analysis of a lesson plan. The research findings showed that the teacher does not apply the strategies for curricular adaptation. It was also found that the high uses material resources that are not according to the level of English of the student with learning disability Mild Mental Retardation. Based on the findings, a proposal was created for providing strategies and activities that align with the curricular adaptation.

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