



UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS

IMPLEMENTACIÓN DE MATERIALES DIDÁCTICOS EN EL
APRENDIZAJE DE ESTUDIANTES CON DISCAPACIDAD
INTELLECTUAL EN LAS CLASES DE INGLÉS

GUILLEN JARAMILLO DANIELA CHRISTEL
LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLÉS

TENESACA MORALES ANDRÉS MARCELO
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ESTUDIANTES CON DISCAPACIDAD INTELECTUAL EN LAS CLASES DE
INGLÉS

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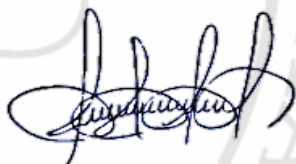
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Dedication

We dedicate this project to our parents who gave us their support, advice and education.
To our teachers and closest friends who always supported us.

Acknowledgement

We are deeply grateful to our parents and grandparents for being the main promoters of our dreams, for trusting and believing in our expectations, for the advice, values and principles they have instilled in us.

Likewise, we thank our Thesis Director and Dr. Odalia Llerena, who thanks to their advice and corrections, today we can complete this project.

To the professors who have seen us grow as people and motivated us to develop as professionals at the Universidad Técnica de Machala.

Resumen

Esta investigación tiene como principal objetivo mejorar el aprendizaje de estudiantes con discapacidad intelectual en las clases de inglés por medio de un sistema de actividades pedagógicas utilizando materiales audiovisuales. A través de la revisión de bibliografía se sostiene que los materiales audiovisuales favorecen al proceso de enseñanza aprendizaje porque facilitan la comprensión de los contenidos y la interpretación de las ideas que se expongan. La investigación es cualitativa con un diseño no experimental, de tipo descriptivo y con un enfoque de estudio de casos. Los instrumentos empleados en la recolección de los datos fueron la observación, entrevista, prueba pedagógica y para el procesamiento de datos se utilizó el análisis de contenidos. La propuesta de intervención abarca un sistema de actividades pedagógicas que está orientada para estudiantes con discapacidad intelectual, Finalmente se recomienda que los futuros docentes independientemente de su área, hagan uso de actividades pedagógicas adaptadas a todo tipo de estudiantes, y a su vez que las herramientas pedagógicas favorezcan el aprendizaje de los estudiantes.

Palabras claves: Materiales audiovisuales, discapacidad intelectual, enseñanza aprendizaje, sistema de actividades.

Abstract

The main objective of this research is to improve the learning of students with intellectual disabilities in English classes through a system of pedagogical activities using audiovisual materials. Through the review of bibliography, it is argued that audiovisual materials favor the teaching-learning process because they facilitate the comprehension of the contents and the interpretation of the ideas presented. The research is qualitative with a non-experimental design, descriptive and with a case study approach. The instruments used for data collection were observation, interview, pedagogical test, and content analysis was used for data processing. The intervention proposal includes a system of pedagogical activities oriented to students with intellectual disabilities. Finally, it is recommended that future teachers, regardless of their area, make use of pedagogical activities adapted to all types of students, and at the same time that the pedagogical tools favor student learning.

Key words: Audiovisual materials, intellectual disability, teaching and learning, system of activities.

ÍNDICE GENERAL

Introduction	3
CHAPTER 1.....	7
THEORETICAL FRAMEWORK.....	7
1.1. Historical background of the use of didactic materials in the teaching and learning process for students with intellectual disabilities.....	7
1.2. Conceptual frame of reference.....	9
1.2.1. Intellectual disability and its conceptualization	9
1.2.2. Teaching materials and their conceptualization	11
1.3. Contextual framework	13
1.3.1. English language teaching and learning for students with intellectual disabilities in public schools in Ecuador.	13
1.3.2. Diagnosis of the current state of second language learning in children with intellectual disabilities.....	14
1.3.3 The use of ICTs in teaching English to children with intellectual disabilities....	15
CHAPTER II	19
METHODOLOGICAL FRAMEWORK.....	19
2.1. Research perspective.....	19
2.2. Research Design.....	19
2.3. Population and/or sample:.....	20
2.4. Research methods	20
2.4.1. Theoretical level methods	20
2.4.2. Empirical level methods.....	21
2.5. Techniques for data processing.....	21
CHAPTER III.....	25
INTERVENTION PROPOSAL	25
3.1 Theoretical foundation of the system of pedagogical activities using audiovisual media for English language learning in students with intellectual disabilities.....	25
3.1.1 Elements that make up the system of audiovisual pedagogical activities.....	27
3.1.2 Role of participants.	27
3.2. Structure of the system of pedagogical activities using audiovisual media to improve English language learning in students with intellectual disability.....	30
3.3. Results of the implementation of the input	35
3.3.1. Implementation of the proposal.....	35
Conclusions:	37

Recommendations:	38
Bibliografía.....	39
ANEXOS	43

ÍNDICE DE TABLAS

Table 1	15
Table 2	16
Table 3	23
Table 4	28

ÍNDICE DE FIGURAS

Figure 1	16
Figure 2	31

Introduction

In previous years, special education was not one of the priorities for the educational system, which was limited to detecting the problems of individuals in order to keep them out of the regular system; at the beginning of the 21st century, special education has focused on the incorporation of people with special educational needs within the entire educational community and continuously within society.

As stated by (UNESCO, 2005) "Inclusión es el proceso de identificar y responder a la diversidad de las naciones de todos los estudiantes a través de la mayor participación en el aprendizaje, en las culturas y en las comunidades, reduciendo la exclusión en la educación" (p.7). To achieve this goal, educational institutions must be provided with resources that can benefit the learning, integration and participation of students and teachers alike. In addition, a reform of social organizations is sought in order to provide general education that includes all people with special needs.

Despite the above, efforts in the education sector have not been sufficient to reduce the differences and inequalities that currently exist in the public education system in Ecuador; in addition, according to (Molina, 2015) "Es preciso observar también la falta de capacitación docente para la inclusión, de forma que se pueda efectivamente enseñar y aprender junto con estudiantes con estas necesidades"(p.4). In the same way, he points out that "es necesario realizar otra planificación, usar metodologías particulares, técnicas adecuadas y evaluaciones diferentes" (p.4), even more so if it is about teaching a second language such as English.

Specifically, for teachers, the responsibility of creating and in turn, implementing didactic materials that help to promote the learning of a second language to students with special educational needs is not easy, because it requires more time; in turn, the adaptation of techniques and educational methods that are beneficial in teaching. At the same time, it is added the specific lack of knowledge about the learning processes that most teachers have to apply to students with disabilities.

When they speak of didactic materials, they refer to a set of means or instruments that intervene and facilitate the teaching-learning process, "En contexto de aula, los medios y recursos didácticos que empleen profesores y alumnos para la enseñanza y aprendizaje son de vital importancia porque condicionan la eficacia del programa didáctico y el aprendizaje que experimenta el alumno" (Cristian Ladaga et al., n.d.) (p.24) The didactic material used in classes will always be related to the content of the subject, allowing students to create their own criteria for what they learn.

Nowadays, teaching has different didactic materials to contribute to the transmission of new knowledge in teaching. In this case, I will use audiovisual materials, which are a group of visual and auditory instruments that make it possible to understand and interpret ideas more quickly, serving as a supplement to the classic means of communication in teaching.

“Una de las características del audiovisual es que facilita que el espectador se reconozca así mismo como protagonista en las situaciones que observa y se involucre en ellas; propiciando la problematización de los contenidos y abriendo espacios para la reflexión, fortaleciendo los conocimientos previos y favoreciendo los aprendizajes significativos al ser un recurso que permite introducir, ahondar y ampliar una temática específica” (Mérida Velarde, n.d.)(p.54)

In addition, it facilitates the understanding of the contents as well as the transmission of learning, inferring that " is achieved through a set of cognitive processes and skills that guide the development of human thought." (Cruz & Galeana de la O., 2013)

In Ecuador, inclusive education was born as a requirement of different teaching for children with special educational needs in the classroom, as stated in the Constitution of 2008 in Article 27 section V, which established the right to education for all people, the article decrees that education should be participatory, compulsory, intercultural, democratic, diverse and inclusive; since then there have been several educational innovations, recognizing the right of all people with disabilities to be part of the regular education system.

Despite the efforts made by the Ecuadorian government to improve the quality of inclusive education, the reality is different, there are different factors that influence the failure to achieve the purpose, the main one is the lack of teacher training in inclusive education as stated by (Molina, 2015)

"la capacitación que hemos recibido como docentes ha sido ambigua sobre el tema, siendo necesario mayor capacitación y trabajo educativo de tipo experimental con estudiantes de Necesidades educativas especiales, que proveen experiencias, hallazgos y buenas prácticas para proveer un mejor manejo de estos estudiantes, en nuestro contexto particular" (p.32).

Also, teachers have a tendency not to make use of the respective didactic materials in the classroom as well as English teachers who many times are only conditioned to the use of a book, the above is stated by (Manrique Orozco & Henao Gallego, 2012) "Es evidente la carencia de estos elementos en la labor educativa, debido a que las prácticas pedagógicas que generan los docentes están enraizadas en modelos pedagógicos de corte tradicional que, en la mayoría de los casos, se limitan a la tiza, la voz y el tablero" (p.102).

These difficulties have also been evidenced in the practices that have been carried out as students of the career of pedagogy of national and foreign languages of the Isabel la Católica school with the children of the third year of general basic education who, to begin with, do not have a teacher specialized in the area of English, the teacher in charge of the subject lacks preparation to teach students with intellectual disabilities, although almost all students have the pedagogical material such as the book, it is evident that this book is not adapted to meet the special educational needs of some students, so it is considered relevant to have extra material that covers some aspects in terms of types of learning.

All of the above led to the formulation of the following **scientific problem**: How to improve the learning of students with intellectual disabilities in English classes in the classroom of the second year of general basic education at the Isabel La Católica School in the city of Machala in the year 2021?

Its **object of research** is the teaching-learning process in students with intellectual disabilities.

The **general objective** of the research is to implement audiovisual materials that improve the learning of students with intellectual disabilities in English classes, in the classroom of the second year of general basic education at the Isabel La Católica School in the city of Machala in the year 2020.

The **research field** is, didactic materials in the teaching of English.

The **specific objectives** are,

- To support the research from a theoretical and conceptual point of view.
- To diagnose the current state of learning in students with intellectual disabilities.
- To identify the didactic materials that the teacher uses in the classroom with students with intellectual disabilities.
- To implement audiovisual materials that contribute to learning in students with intellectual disabilities.

The research is **important** because it seeks to fill the gap that exists in the educational field for people with disabilities, although there is inclusion in the classroom, it is necessary to implement strategies that allow students to develop their learning.

Its **novelty** consists of implementing didactic materials to regular English classes, such as audiovisual material, to make a change in the learning environment that is generated; improving and stimulating learning in students with intellectual disabilities.

The **contribution** of the research is constituted by the didactic materials implemented that generate greater ease in the teaching-learning process, foster an environment of

integration through didactic resources that can strengthen the academic aspects that have not been taken into account in students with disabilities and in turn prepare the teacher to have more resources in their classes.

The present research work is organized as follows: the introduction exposes the categories of the theoretical design of the research, which is followed by chapter one where the theoretical and conceptual aspects that are indispensable for the development of the work are supported, followed by the methodological framework that covers the type, design and paradigm of the research, also the techniques and methods used in the collection of information, and the discussion of the results. Finally, the respective conclusions and recommendations are presented subject to the appropriate bibliography.

CHAPTER 1.
THEORETICAL FRAMEWORK
THE USE OF DIDACTIC MATERIALS IN TEACHING ENGLISH TO STUDENTS
WITH INTELLECTUAL DISABILITIES

This chapter presents the historical review of the evolution of didactic materials, their importance in education as well as in the learning of a new language. Based on what has been reviewed and exposed, we will have a more concrete perspective on the theoretical approaches to the subject, which in turn will allow us to adequately support how to improve the learning of English for students with intellectual disabilities of the third year of general basic education at Isabel La Católica school in the city of Machala, 2021 school year, by providing a solution to the problem of study.

1.1. Historical background of the use of didactic materials in the teaching and learning process for students with intellectual disabilities.

If history is referred, didactic materials are as old as teaching processes, however, the work *Orbis Sensualium Pictus* by J.A. Comenius is usually mentioned as the first didactic material, which was made in the XVII century (1592-1670), since it symbolizes the elaboration of one of the first books, created with the purpose of improving the transmission of knowledge through the combination of written text with images or pictorial representations; besides, integrating the vernacular language of the readers. "Compared to books written exclusively in Latin, this work by Comenius represented a qualitative leap in generating materials that could be understood by a wide and diverse public" (Area Moreira, 2007).

During the Middle Ages, teaching was based on demonstrations and oral explanations given by the teacher, and was considered as a personal transmission of knowledge, since the teaching given was based on his knowledge and what he had acquired through his vital experience and not on the contents of books. The existence of didactic materials and other printed texts was one of the slow and gradual processes that extended over several centuries, according to Area Moreira (2007) approximately from the sixteenth to the nineteenth century. Teaching then grew in a parallel way until the emergence of a didactic logic that aimed to systematize teaching processes.

However, didactic materials did not reach their peak until the emergence of school systems in the middle of the XIX century. Schooling is one of the historical events that emerged in Europe during the industrial revolution, since then and especially in the course of the 20th century, didactic material became one of the most important resources for

teaching and learning actions in the whole educational field (levels, modalities, formative activities, etc.). In short, printed didactic materials are used by both teachers and students in any formative activity.

Through time, pedagogical work has had as a priority to discover resources that help to improve the teaching-learning process, for this reason, didactic materials are considered as a pedagogical support, according to (Gonzales, 2014) "the teacher's act is reinforced and the learning process is optimized, providing the teacher with an interactive tool". The implementation of didactic resources apart from being a support for the teacher is intended to make classes more participatory, receptive and practical; since they are deeply linked to the activity and active role on the part of the student. "As support and cognitive stimulation tools, they are extremely enriching because they are a means that leaves the traditional teaching paradigms and turns it into a fully interactive learning mode" (Gonzales, 2014) in this way the student will focus his attention and develop it through the resources set by the teacher, thus allowing the student to have a more real feeling regarding the topics to be discussed.

These resources are exposed as one of the necessary factors for the progress and achievement of the objectives set out as well as the contents, as mentioned by Gonzales (2014) so that the teaching-learning activities previously planned by the teacher can be fully developed, by facilitating in a completely dynamic way, the communication between the performers, in this case teacher and students; it is worth mentioning that the material must be in accordance with the educational contents to be taught.

Didactic materials are used to support the development of children in aspects related to thinking, oral and written language, imagination, socialization, better knowledge of oneself and others (Educación Milenio, 2010). As the years have gone by, they have become progressively more important in contemporary education, since the constant memorization of content has not been considered viable methods for a long time, thus giving way to stimulation and imagination; "The importance of didactic materials lies in the fact that they enrich the sensorial experience of the child, which is the basis of learning" (Aldana Muñoz et al., 2019)(p.78).

Therefore, the use of didactic resources has a dual function because it helps to improve student learning, and establishes situations where teachers and students can interact with each other in a cooperative environment, in order to obtain good results in terms of their training.

The teaching of the English language did not feature prominently in the curriculum of educational institutions until the 18th century but, as it was to be expected, the subject was taught in the same way as Latin, followed by what is known today as grammar-translation. Students made translations of the texts into the foreign language. This procedure was the only way in which oral practice could be carried out, being difficult to be fluent in the use of the language.

“La gente quería hablar los idiomas, no solo leerlos y traducirlos, hubo entonces un reconocimiento creciente de que los niños pequeños no tienen que aprender complicadas reglas gramaticales para aprender su idioma materno, por lo tanto, la importancia se desvió de la traducción hacia la fluidez oral, y nació un nuevo método de enseñanza que se llamaba The Direct Method (método directo)” (Pinto Colorado & Rubiando Rivera, 2012)(p.142)

This was the beginning of several methods in which, the opinions that a new language should be acquired in the same way as the mother tongue. In the classes, priority was given to pronunciation, use of phonetic symbols, repetition, leaving aside the rules and the mother tongue. Evidently, teachers must be open to new methodologies, materials, techniques, ideas, etc., but at the same time, they must preserve what stands out from the old. Each student is unique as well as each of the classes, so teachers must be flexible in order to apply different resources that help the student learning.

With the passage of time, as time goes on, teachers have had to look for resources, means and materials to help themselves in teaching, especially if it is a new language, since according to Canale (1983), from a pragmatic point of view, language is a system of communicative acts in which the materials to be used should favor the communicative development of the students. The teaching and learning of another language, in this case English, is linked to the use of didactic materials, especially printed texts, since through them students can develop a series of activities on the topics being discussed, and they also help to put into practice what they have learned in class.

1.2. Conceptual frame of reference

1.2.1. Intellectual disability and its conceptualization

It is necessary to know some terms related to intellectual disability that are important for the development of the research topic.

- **Disability:** Is any restriction or absence due to an impairment of the ability to perform an activity in the manner or within the range considered normal for a human being. (Santos Hernández, Zenker Castro, Fernández Belda, & Barajas de Prat, 2006)

- **Deficiency:** It is the abnormality or loss of a somatic structure or a physiological function, where the functions of the mind are also included; by "abnormality" it is referred to another significant angle with respect to the established statistical order.
- **Intellectual deficiency:** State of arrested or mediated mental resource, which implies that the subject may experience difficulties in understanding, knowing and resembling new things, and in putting this knowledge into practice in new situations. It is more commonly referred to as intellectual disability, learning problems or difficulties and, formerly, as mental retardation or mental handicap.
- **Handicap:** A disadvantageous situation for a given individual, resulting from an impairment or disability, which limits or prevents the development of a role based on age, sex or social and cultural factors. In other words, it is interpreted as a limitation in the opportunities for active participation throughout life in society. (Santos Hernández, Zenker Castro, Fernández Belda, & Barajas de Prat, 2006)
- **Intelligence:** Ability to solve problems, to reason, to adapt to the environment, that have been highly valued throughout history. From the Greeks until today it has been thought that this set of characteristics that positively distinguishes people by giving them a special place in society. (Ardila, 2011)

Over time there were terms such as mental retardation to describe people with difficulties in the development of their cognitive skills, but in that is an obsolete term and in some cases derogatory, therefore, intellectual disability is the most recent term to refer to people with special educational needs. Having an intellectual disability implies that "the person may have difficulties in understanding, learning and remembering new things, which are manifested during development, and which contribute to the level of general intelligence, e.g., cognitive, motor, social and language skills". (Organización Mundial de la Salud, 1992)

However, there is a more comprehensive concept of intellectual disability developed by the American Association on Intellectual and Developmental Disabilities, AAIDD: "Intellectual disability is characterized by significant limitations in both cognitive functioning and adaptive behavior as manifested in conceptual, social, and practical adaptive skills. This disability originates before the age of 18." (Luckasson & Cols, 2002)

The concept provided by the AAIDD is based on the connection of human beings with the environment in which they live and likewise with the support provided to them, emphasizing that intellectual disability is not a dominant quality of man.

Disability as a general term refers to all the difficulties to perform actions and participatory restrictions, in addition to deficiencies in the social field such as relationships with other people and their interaction with the facts of their real context.

As time went by, more definitions were added to intellectual disability, such as: "that which is characterized by the fact that the person does not learn as fast, nor remembers things as well as other people of his age, his ability to relate to others is altered" (Granados Alvarado, 2010)

The different definitions and theoretical proposals on intellectual disability, facilitate that the conceptual framework can approach to understand the different traits of a person with intellectual disability, as well as inferring the possible approaches in these disabilities, in addition to providing information in a clear and supported way for the approach of a pedagogical adaptation that can improve the locality of the educational context.

1.2.2. Teaching materials and their conceptualization

Didactic materials are the whole set of elements, tools or strategies that the teacher uses, or might use as a support, complement or help in his teaching task (Díaz Luceo, 1996). In other words, didactic materials are a tool to facilitate classroom management, in this case they are a way to integrate students with a different learning, it is important to clarify some functions that must be fulfilled by didactic materials.

The didactic materials should be used in accordance with the established functions of supporting the curricular contents and becoming tools that allow greater access to the teaching-learning activities. According to (Díaz Luceo, 1996) in a more concrete way and under a broad perspective, we can say that the different didactic materials and resources must, among other functions, fulfill the following issues: Motivating, structuring, be strictly didactic and facilitate learning.

- Motivational function: They must achieve the concentration of students' attention through something striking that causes fascination prioritized by the shapes of objects, colors, actions, emotional stimuli, among others.
- Structuring function: Considering that it is of vital importance that they are built as notions between the acquired knowledge and reality, reaching to fulfill functions of organization of educational processes and alternation with reality itself.
- Strictly didactic function: It is also very important that there exists a congruence between the material resources that need to be applied and the fulfillment of the objectives and contents as a learning object.

- Facilitating learning function: In the educational field, most teaching and learning processes exist or are carried out successfully and more comfortably thanks to the application of didactic resources and materials, many of them constituting a vital component and a tool that facilitates education.

There are different didactic materials and among them, audiovisual materials stand out, which according to Ray Edmondson (1998) cover different models, types and institutional interests. Although it is admitted that each organization is unique and that any typology is to some extent, arbitrary and artificial, some natural categories can be discerned and their classification is a useful way of describing the field under study.

Audiovisual materials in some modern contexts are more important than other pedagogical resources because of the novelty they represent and how society increasingly relates to technology. For Edmondson (2018), audiovisual archives need to contextualize their holdings of recordings, programs, and films by collecting or enriching a range of associated objects, information, and skills, further stating that:

El espectro incluye desde cualquier cosa con imágenes y/o sonidos hasta una presentación muy elaborada en PowerPoint o un juego interactivo para computadora. En sus respectivos contextos, tales definiciones pueden ser de utilidad, pero en términos filosóficos y prácticos los archivos audiovisuales necesitan una definición acorde con su realidad de trabajo y que reafirme el carácter de los medios audiovisuales por su propio mérito (Edmondson, 2018)

It is important to clarify that audiovisual teaching materials comprise a huge field, so the educational field can find the necessary tools to meet the special needs of students with intellectual disabilities. Audiovisual media have several definitions such as:

Hay muchas definiciones y supuestos acerca de estos términos que son considerados de diferente modo y que abarcan (a) imágenes en movimiento, tanto en película como en digital (b) diapositivas con sonido y powerpoints (c) imágenes en movimiento y/o grabaciones sonoras en diferentes formatos (d) radio y televisión (e) fotografías y gráficos (f) videojuegos (g) cualquier cosa que sea proyectada sobre una pantalla (h) cualquier cosa que se manifieste en un monitor de computadora. (Edmondson, 2018, pág. 23)

1.3. Contextual framework

1.3.1. English language teaching and learning for students with intellectual disabilities in public schools in Ecuador.

The teaching and learning process is present in each of the actions carried out throughout the life of every human being. The current society is based on identifying each of the differences and existing competences within the educational system, pretending that both educators and students have an inclusive posture to completely avoid discrimination and social exclusion.

The Ecuadorian education law affirms the sublimity for people who have some kind of disability to reach their respective inclusion in paid work and equal in social life, therefore it is of utmost importance to proceed with haste to overcome the setbacks. Article 47 of the Constitution of the Republic of Ecuador (2008) gives support to a remarkable course of reorientation and reorganization in the performance of special education in order to promote educational integration, leaving aside discrimination against any person who is not only part of the educational community but in a general way, since we are all human beings, with the same duties and rights; and reforming the current services.

Nowadays, English is one of the essential requirements in many universities to graduate or be admitted, it is necessary for students to assimilate this language, reaching the development of pleasant linguistic skills that lead to the development in their school career. In order to obtain a positive achievement, it is necessary to start teaching from an early age and English must be included in the curriculum from elementary school.

According to linguists Jack Richard and Theodore Rodgers, English is one of the most studied languages in the world as a foreign language. The ratio of people who speak English as a second language is 3 to 1 compared to native speakers.

(House, 2011) explains that "students should start learning the English language from the first years of school with good methods so that they can master its use in the university stage." And so they do not present problems in their academic performance.

The National Government's eagerness to try to foster a new organization in the teaching of English has not been successful due to lack of scope and persistence. Currently, they have made several changes but have not executed the respective review assessments to help them gain perspective on the results. However, the way they have taken to encourage teachers to prepare and improve their language skills is indeed a great improvement and is advantageous for the further development of English language teaching.

As it has already been exposed, the English language enters in a very significant position in the current society, technological and scientific fields, being of great utility for the learning of this language. For this reason, Ecuador has made different changes in educational policies in order to adapt to the demands of the internationalized world. In order for the development of language teaching to be carried out, some of the factors that interest the learning of the language must be considered, as well as the incorporation of diverse methods and cultural aspects that this language involves.

1.3.2. Diagnosis of the current state of second language learning in children with intellectual disabilities.

In order to contribute to the learning of a second language in children with intellectual disabilities, it is proposed to improve the didactic materials that the teacher applies in her English classes and at the same time the implementation of new resources to achieve meaningful learning.

Quoting from (LEE, 2018) "children with special educational needs are independent individuals with creative minds"(p.9). And in turn "Children with special needs are also capable to develop and find high forms and functions, if they are given freedom, i.e. they should be educated so that they can express themselves and perform activities freely in a prepared environment." (LEE, 2018). Students regardless of the disability they present, learn in a unique way.

As noted by (Ceballos, 2019) "La discapacidad intelectual no impide el aprendizaje de nuevas destrezas; y esto incluye un segundo lenguaje"(p.1). All students learn the same; the only thing that changes, is the way they do it; in this case, students with intellectual disabilities forge it in a way not so slow but in turn not so fast, this will require adaptations in both, the curriculum and materials.

As a research model a seven year old girl, was taken into account, she belongs to the third year of basic education at Isabel La Católica school, the qualitative method was used in the classroom and through classroom observations, it was identified the didactic materials that the teacher uses for the learning of English in the aforementioned girl, should be emphasized that the teacher is not properly from the English area as due to the school does not have teachers trained in the subject.

It is known that English language learning requires teachers who are fully trained in the appropriate methodologies, strategies, materials, etc. to be used in the process of teaching and learning English.

1.3.3 The use of ICTs in teaching English to children with intellectual disabilities

In our educational system, the use of technology is becoming more and more common, being this a novel and efficient tool if we use it properly. However, in our country the use of technology is stagnated by cultural and economic gaps, being the institutions of the public system the most affected by this social phenomenon, whereas the private ones have the recurrent use of technology, even classrooms are equipped with audiovisual materials, adequate laboratories to make appropriate use of technological tools, computer rooms, and although the public schools have similar areas, the authors state that they are not well adapted to meet all the needs.

Recently the online education system has shown that technology does not always favor all students, it has been noted that not all students have access to the internet or gadget from which to receive classes, this problem often intensifies when the student has an intellectual disability, it is not only a problem of high technological equipment, it is also noted a lack of adaptation of the curriculum system.

Environmental intelligence implies developing ICT in such a way that they are able to respond to the needs of each member of the educational environment such as their needs, habits and emotions.

Everything proposed above can be demonstrated in the results of the diagnostic test (Annex 3) that was applied to a basic education student with intellectual disability, whose problem was the learning of vocabulary. The student made some writing mistakes, while the test could also show pronunciation problems, especially when dealing with long words. The results of the test were evaluated using the following table of values.

Table 1

Values assigned to the diagnostic writing test (vocabulary).

Level	Errors
High	1 – 2
Medium	3 – 4
Low	5 and above

Note: Source: Prepared by the authors

Table 2

Values assigned to the pronunciation diagnostic test.

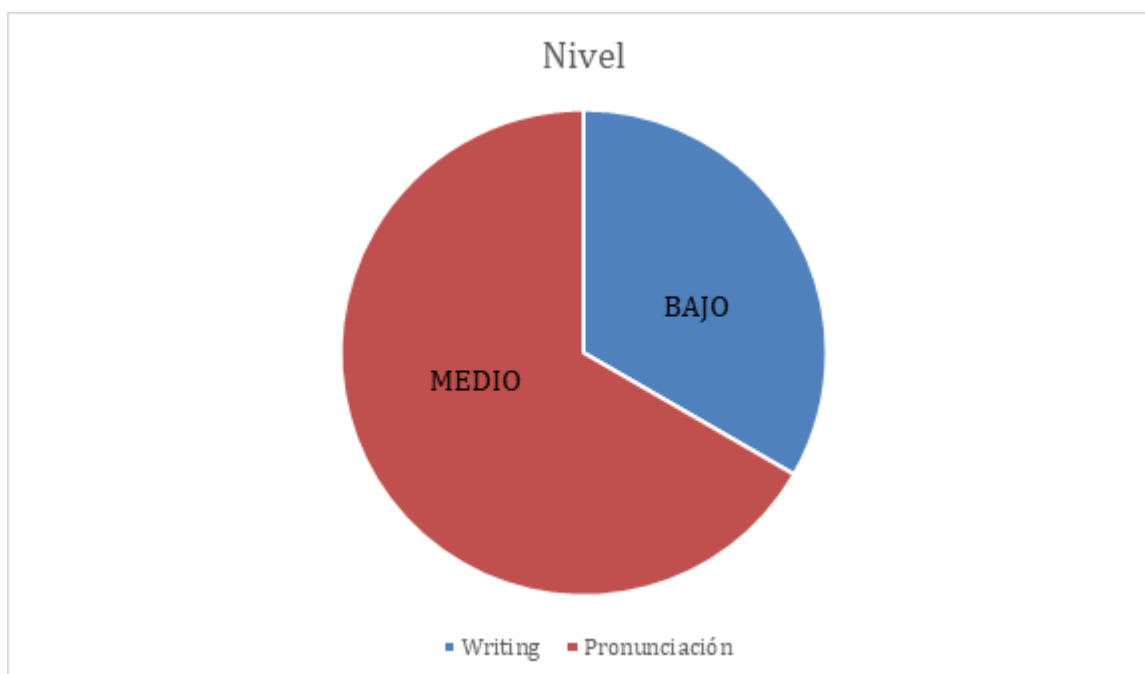
Level	Errors
High	1 – 2
Medium	3 – 4
Low	5 and above

Note: Source: Prepared by the authors

With the values already assigned, we proceed to plot the graphical representation of the test results.

Figure 1

Representation of the results of the pedagogical test



Note: Source: Prepared by the authors

As shown in the graph, the student has greater difficulty with the writing of words in English, obtaining a "low" level in the test, to this is added the difficulty in reading which results in a limited vocabulary, on the other hand, the pronunciation was performed in a better way, it should also be noted that it was more stimulating for her to interact with another person, which results in that the errors made tend to decrease when the student is guided, especially in the auditory area.

To conclude our diagnosis and through the observation made, we can detail some errors made in the classroom:

- When introducing new vocabulary, the teacher does not make use of didactic tools that facilitate the student's understanding.
- Writing or pronunciation errors are generally made in new or very long words.
- Low student concentration when the teacher gives instructions for an activity.
- Lack of motivation, which is translated into a certain fear of performing in class.
- Lack of audiovisual resources.

Analysis of results

The information obtained from the application of methods such as: observation, diagnostic tests carried out on students with intellectual disabilities and teachers of the Isabel La Católica School of Basic Education, is compiled and analyzed in order to have an adequate interpretation of the results.

Information obtained through observation during pre-professional internships in schools of the state education system.

The observation of the student both in her performance in class and in extra-class activities provides interesting results that will be detailed in this section. From all the information gathered through observation, it is important to highlight that the student has a cognitive disability that prevents her from performing tasks at the same level as the rest of her classmates, which results in a different adaptation to her academic activities, such pedagogical activities should be detailed in a simple and clear way, because the student cannot follow the instructions that the teacher gives; in turn, this is a result of the lack of concentration of the student who almost always must perform the activities under supervision.

Another aspect that should be emphasized is that the student is looking for interaction, but it is necessary to encourage her to participate and guide her in the right way.

Information obtained through the survey applied to the teacher.

According to the survey applied to the teacher of grade two at Isabel la Católica school, there is a certain lack of preparation on the part of the teacher to handle the problems that could arise in the teaching process in students with intellectual disabilities. Many times this lack of mastery generates discomfort, due to the lack of attention in training in the psychological area, it is necessary for the teacher to know didactic strategies or pedagogical resources that improve and facilitate the mastery of the teacher in the classroom.

On the other hand, the teacher indicates that communication with the parents somehow facilitates the understanding of some of the student's behaviors, including how to manage the student's emotions.

Information obtained through the application of the diagnostic test.

The result of the application of the diagnostic test showed that the student has a slightly low average, the test consists of two parts, the first part evaluated her vocabulary through a written test, and likewise the diagnostic test consists of a second part that seeks to evaluate her pronunciation. It is important to mention that in the second part of the test (pronunciation) the student obtained a better result; this is due to the fact that the test was conducted jointly with the applicators, where the student only had to repeat the sounds of the words. For this reason, one of the characteristics of the student who took the test was able to demonstrate that students with intellectual disabilities perform activities or tasks better when they are constantly supervised by someone who corrects them or gives them a guide on how to perform the activity.

As a result of all the observations achieved on the teacher survey as well as the diagnostic test applied, it can be inferred that the problem lies in the fact that the student has a very low English vocabulary, added to the lack of interest in the class, which creates an inequality in the classroom.

CHAPTER II

METHODOLOGICAL FRAMEWORK.

This chapter presents the important methodological aspects that helped to carry out this research. It begins by explaining the type of research adopted, the description of the paradigm, the selection of the population and sample; it also details the methods and techniques used for the collection of information. "It is relevant to understand that the research methodology is progressive, therefore, it is not possible to carry out the methodological framework without the theoretical foundations that will justify the study of the chosen topic" (Azuero, 2019)

2.1. Research perspective.

At this point it will be specified the type of research that corresponds to the degree work done, with a qualitative paradigm during the application of new teaching strategies and how they influence the development of learning in students with disabilities, in order to make a class more adapted to the needs of these students "qualitative research focuses on understanding the phenomena, exploring them from the perspective of the participants in a natural environment and in relation to their context" (Sampieri, 2014) in the same way it is sustained that "The principles under which research is conducted from the qualitative paradigm are well delimited in the specialized literature and are usually pointed out: flexibility, adaptability, reflexivity, responsiveness and ethics." (Fernández Hernández & Rivera , 2009)

2.2. Research Design

The present research has a non-experimental design, of a qualitative nature of the descriptive type and with a case study approach, according to (Ramos, 2015, pág. 15) qualitative research "Seeks the understanding of phenomena in their usual environment, developing information based on the description of situations, places, newspapers, texts, individuals, etc."

It is descriptive according to Hidalgo (2015), this type of research is used to analyze how a phenomenon and its components are and how it manifests itself. They allow detailing the phenomenon studied basically through the measurement of one or more of its attributes. For example, social science research deals with the description of the characteristics that identify the different elements and components, and their interrelation. And with a case study approach because it shows the development or unfolding of a particular case as pointed out by (Guerrero Jirón et al., 2018) "The case study is an investigative process that examines in

detail a defined system (particular case) over time, to understand in depth a specific reality of society" (p.62)

2.3. Population and/or sample:

The educational unit Isabel La Católica located in the city of Machala, in the province of El Oro, according to the information obtained, the school has a total of 18 teachers and 569 students who are distributed from kindergarten to the seventh year of general basic education.

The research has as population a student who belongs to the third year of general basic education of parallel "B", in this case the research will not have a sample since the authors will work with population.

2.4. Research methods

Both theoretical and empirical methods are used in the research.

2.4.1. Theoretical level methods

These methods allow to discover within the object of research, the essential relationships and fundamental qualities, not detectable in a sensory-perceptual way. Therefore, they basically rely on the processes of abstraction, analysis, synthesis, induction and deduction. (Martinez Perez & Rodrigues Esponda, n.d.) Regarding to the theoretical level methods are essential:

- **The logical historical method** helps to corroborate the facts that have already occurred with the present facts of the research. (Behar Rivero, 2008) indicates that the logical historical method of research is applied to the discipline called history, and is also used to ensure the meaning and reliability of past events in the sciences in general and in any scientific discipline.
- **Action research method** according to (Behar Rivero, 2008) this method aims to produce significant changes in the studied reality. The method is concerned with solving specific problems through the application of a rigorous methodology. For this reason, action research seeks to be located within a context that starts from real experiences.
- **Inductive method** the use of this method is based on obtaining the possible causes of the problem through the observation of the given events. This method is usually based on observation and experience of concrete facts and actions in order to reach the general conclusion about this; we can say that it ascends from the particular to the general. (Ordóñez Gómez & Salazar Barzola, 2016)

2.4.2. Empirical level methods

The empirical method shows us that it is based on the experiences and observation of facts, normally it is related to knowledge, because empirical knowledge is manifested directly to the real, achieving it through experiences (Ordóñez Gómez & Salazar Barzola, 2016). The empirical level methods achieved in the research are:

- **Participant observation:** according to (Ander Egg, 2011) "observation refers to the action of noticing, examining or repairing the existence of things, facts or events through the use of the senses, as they occur at a given time"(p.21) also "Observation, as a scientific research technique, is a rigorous process that consists of direct perception of the object of research and allows to know, effectively, the object of study and then describe and analyze situations on the studied reality" (Bernal, 2010).

The observation is carried out during English classes with the purpose to describe the teaching-learning process and the materials that the teacher uses in the classroom.

- **Semi-structured interview:** according to Hernández (2014) the interview is like a meeting where there is a conversation and at the same time information is exchanged between two or more people (interviewer and interviewees). There are three types of interviews of which the semi-structured, was used since according to (Ander Egg, 2011)"The interviewer should not conform to a questionnaire, but may have some questions that serve as a reference point" and as stated by (Bernal, 2010) "It is an interview with a relative degree of flexibility both in the format and in the order and terms of conducting it for the different people to whom it is addressed".

The interview is applied to the teacher of the subject, aimed to identify factors related to the research problem that were already described at the beginning of the document.

- **Pedagogical test:** Its purpose is to evaluate individual characteristics such as aptitudes, performance, intelligence, etc. Through knowledge questions which allow to take into account the student's learning, as stated by (Silvia y Ortiz, 2015) "Pedagogical tests are technical instruments for exploration and verification of school knowledge and skills"(p.5).

The pedagogical test is applied to the student with intellectual disabilities in order to determine what knowledge she has acquired so far about the English language.

2.5. Techniques for data processing.

- **Content analysis** is applied after conducting the field work, to carry out the research of the information required. "This is applied for the compression of communication contents, materialized in books, poems, laws, press articles, digital articles, etc."

(Guerrero Jirón et al., 2018) According to (Guerrero Jirón et al., 2018) the analysis of content is " Es un procedimiento que permite examinar textos con el propósito de conocer tanto su significado expreso o latente, así como obtener información respecto de su modo de producción." (p. 64)

Working with the study variables

In this section the variables of the research are described, and their respective conceptualization will be carried out, being of great importance for the correct execution of the current research work.

Variable 1:

In the present study, the audiovisual materials, are defined as a set of resources or media that help to improve the teaching-learning process by means of images, videos, audios, etc.

As variable 2:

In the current study, it is considered the learning of students with intellectual disabilities in English classes, this variable is defined as: *the acquisition of knowledge of a second language in terms of grammar, vocabulary, listening, reading and writing.*

Table 3

Variable work: learning English in students with intellectual disabilities.

Study variable: English language learning for students with intellectual disabilities.

THE ACQUISITION OF SECOND LANGUAGE SKILLS IN SPEAKING, LISTENING, READING AND WRITING.

Units of analysis	Categories	Items
Acquisition of knowledge of English language speech.	Basic knowledge of vocabulary	Through the teaching of numbers and alphabet (speaking).
	Basic knowledge of phonology.	
	Basic knowledge of the lexical family	
Acquisition of listening skills in the English language.	Basic knowledge of fluency	Through teaching body parts and opposite adjectives. (listening).
	Basic vocabulary knowledge	
	Basic knowledge of listening comprehension	
Acquisition of reading skills in the English language.	Basic accuracy knowledge.	Through teaching emotions and places in the house (reading).
	Basic knowledge of punctuation	
	Basic knowledge of types of readings	
	Basic knowledge of discursive genre	

Acquisition of knowledge Basic knowledge of grammar
regarding writing in the Basic knowledge of coherence
English language. Basic knowledge of spelling.

Through teaching classroom materials
and use of there is/are (writing).

Note: Source: Prepared by the authors

CHAPTER III

INTERVENTION PROPOSAL

One of the main characteristics of the educational field is its constant evolution and adaptation to new teaching systems, therefore, the implementation of didactic materials in teaching should be an obligation in our contemporary world. It is necessary to emphasize that not all students learn in the same way, especially when in the classes there are students with intellectual disabilities.

The support of the above mentioned, is related to the intervention proposal of the system of pedagogical activities, using audiovisual materials to contribute in the adaptation of teaching methodologies aimed to improving the learning of the English language in students with intellectual disabilities in order to achieve the objectives proposed in the curriculum of the second year of general basic education.

Subsequently, a description and analysis of the practical contribution of the system of pedagogical activities will be made.

3.1 Theoretical foundation of the system of pedagogical activities using audiovisual media for English language learning in students with intellectual disabilities.

From the results obtained from the initial diagnosis and the object of study, it was determined to implement a system of pedagogical activities using audiovisual media in order to improve English language learning in students with intellectual disabilities.

Pedagogical activities are standardized activities that involve a system of actions or resources to achieve the proposed academic objective, in this case the pedagogical activities are complemented with audiovisual resources to improve the learning system. (Ricoy, 2016) in an article in the Mexican Journal of Educational Research quotes Ibanez and Castillo "Studies have shown their effectiveness as pedagogical tools, particularly for the acquisition of foreign language vocabulary and the development of reading-writing competence promoted by the interaction between students, from the use of multimedia documents."

The carried out study contributes to the understanding of the reality object of the work and provides solid arguments for teachers to question and rethink to improve pedagogical practice, rethinking the design and implementation of their praxis, mainly in terms of activities, didactic strategies, content, pedagogical resources and spatial organization of the classroom-group. (Ricoy, 2016)

It should be noted that "Audiovisual resources are useful tools for teaching a second language to young children since these resources provide the opportunity to expose these children to real situations using native language through videos" (Bustos Flores, 2012, p. 27)

Learning styles can be categorized into three groups: cognitive, sensory and affective. Being the sensory the one that best adapts to audiovisual activities, as stated by (Bustos Flores, 2012, p. 32) "Visual: he learns more if he does it through the visual channel (watching). Likes to get as much visual stimulation as possible, prefers reading and studying graphs."

The systems of pedagogical activities are a set of systematized activities that allow the proposed objectives to be achieved, as well as (Viamontes Reina, p. 39) defines that "Pedagogical activities are a homogeneous set of actions that allow forming and developing healthy, mature and efficient personalities through classes". Likewise, pedagogical systems have statutes and processes of actions for the improvement of teaching-learning processes.

In the publication of the journal of Human and Social Sciences, in the research conducted by (Rajas Fernández & Gétrudix Barrio, 2016) "the activity as a patterned system of tasks, the materials generated and their reuse by the networked community, make up the three indispensable components of the method proposed". Referring to the importance and the role performed by the components of audiovisual activities in the improvement of English learning.

The implementation of tools as didactic means, in this case the implementation of audiovisual materials, must be adapted to the lesson plan, by rigorously following the learning objectives proposed by the teacher, avoiding at all costs the use of resources such as videos, without a clear objective, that is, they must be adapted to learning topics and at the same time must be structured in such a way that all students have the possibility of learning.

A pedagogical device that is in accordance with the considerations made so far should contain at least the following components: initial diagnostic evaluation; communication of the objectives and verification of the representation that students make of them; construction of new knowledge and learning of the processes of self-regulation, regulation and compensation mechanisms; structuring of the new knowledge and application to new situations. (Jaume Jorba, 2008, p. 17).

Taking into account the previous conceptions about the contributions and benefits of the implementation of didactic materials and based on these references, it can be inferred that when audiovisual materials are implemented as a tool to facilitate the learning of the English language, it gives positive results because they help to improve cognitive development.

3.1.1 Elements that make up the system of audiovisual pedagogical activities.

The systems of audiovisual pedagogical activities have a set of elements that allow an improvement in the teaching of a language, these elements that integrate the audiovisual activities are:

For (Bustos Flores, 2012, p. 37) a selection and distribution of materials is presented according to their use, available variety, the frequency of use and the moment in which these are employed by the teacher in the planning and development of the class.

Use: Refers to the purpose of implementation in the classroom.

Variety available: Refers to the different types of audiovisual resources available.

Frequency and moments of use: It should be taken into account that these materials should be used according to the activities that are being carried out and should be adapted to the class time. Likewise, they must be adapted to the different learning topics and the teacher must have a correct use of them.

3.1.2 Role of participants.

In this section we will describe the role of the teacher, as well as the role played by the student in the practical classes, since students generally tend to adopt a more passive role, having as a reference, the classical school; in this case, more prominence is given to the student without leaving aside her difficulties, which makes a constant supervision of her activities indispensable. For the above mentioned, the development and performance of each class of both the student and the teacher is described in the following table:

Table 4*Classroom development*

Clases	Desarrollo	
First class	Professor	student
	<p>The class started with the date, topic and objective of the class.</p> <p>a short warm up was done</p> <p>brainstorming on the topic</p> <p>The topic was explained through images, a video and slides. (numbers and alphabet)</p> <p>Activities related to the topic were carried out.</p> <p>The knowledge acquired from the practice was evaluated orally.</p>	<p>The student is enthusiastic and attentive to every step of the class.</p> <p>The student gives ideas on the topic and shows a good performance in the subject. (numbers and alphabet)</p> <p>The student interacted normally in the development of the activity, but it should be noted that on certain occasions she was easily distracted.</p> <p>The student participated actively in the evaluation by remembering each pronunciation of the words taught.</p>

<p>Second class</p>	<p>The class started with the date, topic and objective of the class.</p> <p>The topic begins to be explained through videos, images and songs. (body parts and opposite adjectives)</p> <p>In the activity, we played an audio that indicated which part of the body should be pointed out and images were projected in which the correct one had to be chosen.</p>	<p>The student showed interest in the subject matter of the class and participated as normal.</p> <p>The student still confused some parts of the body.</p> <p>The student was quite interested in learning the opposite adjectives.</p> <p>The student participated with clear examples, The student in the activity still confused some parts of the body but in the activity of choosing the correct picture about opposite adjectives she did very well.</p>
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Note: Source: Prepared by the authors

3.2. Structure of the system of pedagogical activities using audiovisual media to improve English language learning in students with intellectual disability.

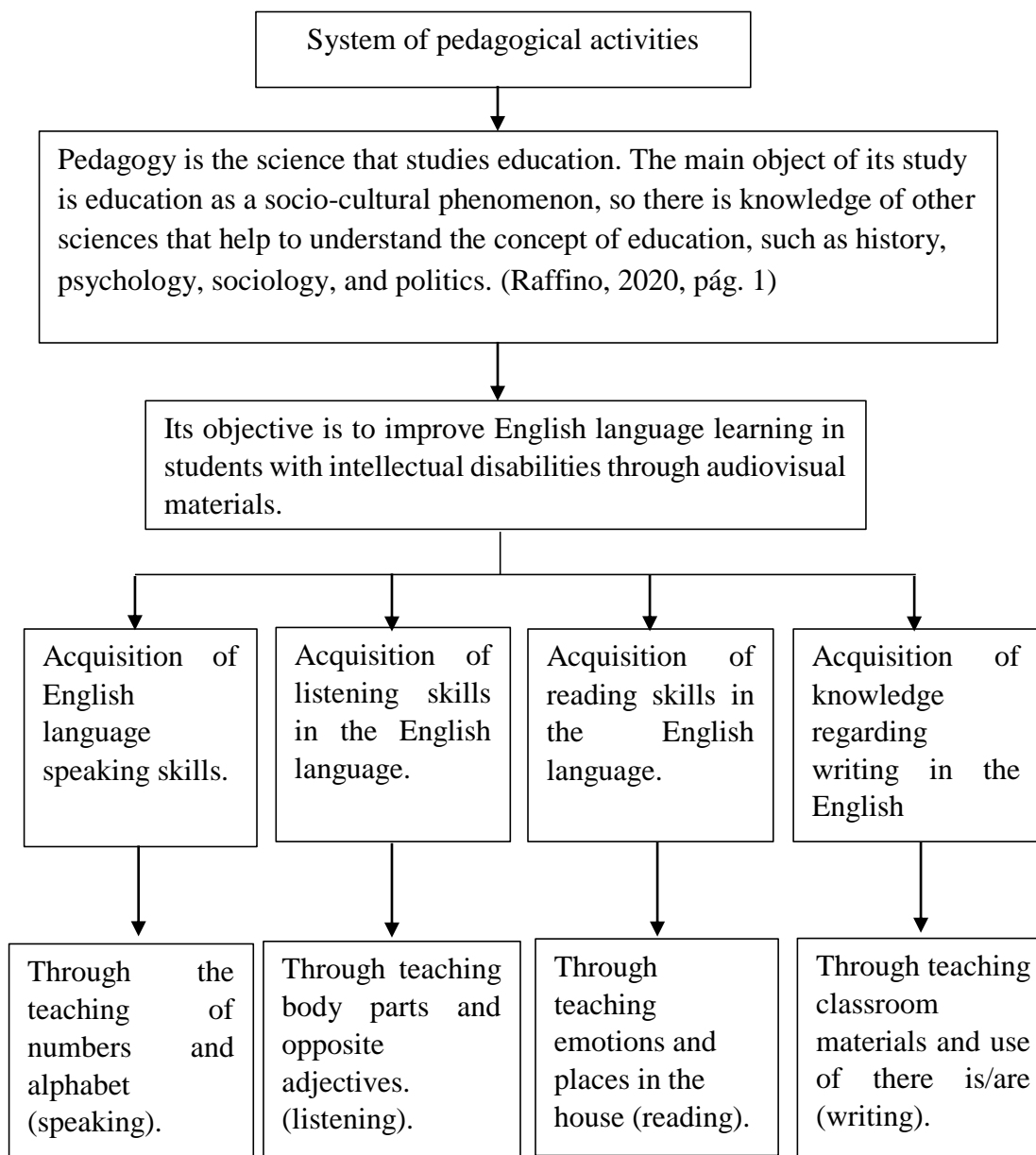
The system of pedagogical activities is a set of tasks and actions that the teacher performs in order to contribute and strengthen the learning of students, thus, in this study the use of audiovisual materials through videos, images, songs, etc. will be used to improve the teaching-learning process.

It is essential to use a system that generates meaningful learning and improves concentration in children with intellectual disabilities in the second year of general basic education.

In order to carry out the system of pedagogical activities to improve English language learning in students with intellectual disabilities in the third year of general basic education, some elements were defined as shown in the following figure:

Figure 2

Structure of the system of pedagogical activities using audiovisual media.



Nota. Fuente: Elaborado por los autores

Functional description of the system of pedagogical activities using audiovisual media to improve English language learning in students with intellectual disabilities.

The use of didactic materials encourages students, regardless of their condition, to obtain greater knowledge and learning about the topics covered in the classes, making it more interactive and meaningful, as defined by the (Ministry of Education, n.d.) "It supports learning, helping to think, encouraging imagination and creation, exercising manipulation and construction, and encouraging the development of operational relationships and the enrichment of vocabulary". It should be emphasized that within the didactic materials are immersed more media such as audiovisuals.

Audiovisual media are called multisensory because they intend to bring teaching closer to the experience, using hearing and sight as channels of capture, in order to improve the teaching-learning processes, as stated by (Barros Bastida & Barros Morales, 2015) "los medios audiovisuales se convierten en herramientas de gran valor en la educación tanto presencial como a distancia y como auxiliares didácticos de la práctica docente." (pág. 29)

It should be noted that the general objective of the system of audiovisual pedagogical activities of this proposal is focused on improving the learning of the English language in students with intellectual disabilities, in order to achieve the objectives proposed in the curriculum of the third year of general basic education.

Dimensions in the acquisition of knowledge of a second language that are immersed in the system of pedagogical activities using audiovisual media.

To continue with the description of the development of the pedagogical activities using audiovisual media, it should be noted that four dimensions were implemented in the acquisition of a second language such as English, in the student with intellectual disabilities in the second year of general basic education, among the dimensions established are:

- Acquisition of knowledge in speaking in the English language.
- Acquisition of listening skills in the English language.
- Acquisition of reading skills in the English language.
- Acquisition of writing skills in the English language.

In order to achieve each dimension of the system of pedagogical activities using audiovisual media, topics were determined for each one:

First dimension

- Through the teaching of numbers and alphabet (speaking).

Second dimension

- Through teaching body parts and opposite adjectives. (listening).

Third dimension

- Through teaching emotions and places in the house (reading).

Fourth dimension

- Through teaching classroom materials and use of there is/are (writing).

Skills:

Determine the student's knowledge across the aforementioned topics.

Methods:

- Warm up
- Workshops
- Flipped classroom
- Thinking Based learning

Resources:

- Internet connection
- Laptop
- Slides
- YouTube
- Images

Modality:

- Virtual learning

Planning

First class

Topic: Numbers and the alphabet

Objective: The student learns and identifies numbers and the alphabet through audio-visual materials while practicing speaking skills.

Target Audience

A student with an intellectual disability in the third year of general basic education.

Time per class

The duration for each class is 60 minutes divided as follows:

Introduction: 15 min

Development: 30 min

Conclusion: 15 min

Teaching methods

- Elicitation
- Warm up

- Questions and answer
- Thinking based learning

Materials:

- Virtual classroom
- Internet connection
- Laptop
- Slides
- Flashcards
- Images
- YouTube

Introduction: The teacher begins by detailing the topic and objective of the class, then performs a warm up, where the child is very enthusiastic, and before starting with the class performs a brainstorming to introduce the topic.

Development: The activities are carried out as follows, the teacher explains new vocabulary about numbers and the alphabet through flashcards, then plays songs about the topic using the youtube platform, where the student repeats and practices pronunciation, to finish the activity, the teacher shows images through slides and asks the student to choose the image that corresponds to each statement and then the student plays some word games to learn and practice.

Evaluation: The teacher checks the student's learning status by identifying the numbers and alphabet through the images.

Second class

Topic: Body parts and opposite adjectives.

Objective: The student learns and identifies body parts and opposite adjectives through audio-visual materials while practicing listening skills.

Target Audience

A student with intellectual disabilities in the third year of general basic education.

Time per class

The duration for each class is 60 minutes divided as follows:

Introduction: 15 min

Development: 30 min

Conclusion: 15 min

Teaching methods

- Elicitation

- Warm up
- Questions and answer
- Thinking based learning

Materials:

- Virtual classroom
- Internet connection
- Laptop
- Slides
- Flashcards
- Images
- YouTube

Introduction: The teacher starts by detailing the topic and objective of the class, then performs a warm up, and before starting with the class performs a brainstorming to introduce the topic.

Development: The activities are performed as follows, the teacher explains new vocabulary about body parts and opposite adjectives through flashcards, then plays songs on the topic using the youtube platform where the student repeats and practices pronunciation, to finish the activity, the teacher shows images through slides and asks the student to choose the image that corresponds to each statement.

Evaluation: The teacher checks the student's learning status by identifying the numbers and the alphabet through the images.

3.3. Results of the implementation of the input

In this section, some particularities of the application of the practice are specified, elements belonging to the planning, therefore, aspects of the same are detailed, specifically, the topics, objectives of the classes, time for each class, teaching methods and resources, contents, activities and evaluation indicators.

3.3.1. Implementation of the proposal.

The development of the application of the proposal in practice began in February 2021 and concluded at the beginning of March of the same year. After making the initial diagnosis, the system of pedagogical activities using audiovisual media was carried out, with the participation of a student with intellectual disabilities in the second year of general basic education, it is noted that the student had a good behavior and enthusiasm during all classes, and also developed an excellent interaction with the teacher. The present system of

pedagogical activities using audiovisual media such as videos, flashcards, songs, images, etc. was carried out once a week.

In the development of the first class it was noticed that the student was easily distracted during the class, for this reason some word games were implemented; so that she is in constant practice, she had an excellent performance and correctly developed the activities described in the study plan. It is also noted that the student learns more easily through songs and the use of flashcards.

In the development of the second class the teacher noticed that the student had some difficulty in recognizing the parts of the body through the images presented to her. For this reason, the teacher decided to perform a dynamic in the class that consisted of singing the parts of the body while pointing out each one using the flipped classroom technique, it should be noted that the student interacted perfectly in the activities performed with the opposite adjectives.

Through the implementation of audiovisual didactic materials there were improvements in several academic aspects, such as the student was more active in the activities under supervision, she worked correctly and her interest in learning a foreign language increased, however, at the end of each application of the audiovisual media the attention levels decreased and the student tended to relax.

It is important to mention that two of the four planned classes were carried out because the student did not have a technological device every day and due to the issue of covid 19 the pedagogical practice could not be carried out in person, because of the confinement due to the pandemic that began on March 19, 2020 with the interruption of mass events, meetings, classes, etc. in order to prevent the spread of the virus throughout the country.

Partial conclusions of the chapter

This chapter detailed all the parts that correspond to the execution of the system of pedagogical activities using audiovisual media, through the classes that were carried out. In addition, the constancy of the system of pedagogical activities was established by means of chosen topics guided by the curriculum of basic general education preliminary to its application, which had a positive effect on the student's learning, facilitating the understanding of instructions and improving her ability to solve the activities. One of the characteristics of the positive effects of the application of pedagogical activities through audiovisual media is that the student is more easily motivated and this allows her to understand English.

Conclusions:

- The study of the theoretical foundations of English language learning in students with intellectual disabilities, made it possible to detail the importance of the use of audiovisual teaching materials in learning a new language as detailed by Gonzales (2014) "as support tools and cognitive stimulation, they are extremely enriching because they are a medium that leaves the traditional paradigms of teaching and turns it into a fully interactive learning mode"(p.65) and (Aldana Muñoz et al., 2019) where he emphasizes that "The importance of didactic materials lies in the fact that they enrich the sensory experience of the child, which is the basis of learning" (p.73)
- From the results obtained in the initial diagnostic test based on the learning of the English language in the student of the school Isabel La Catolica, in the city of Machala, and according to the observation made in the English classes of the same institution, it was verified the existing shortcomings both in the teacher and, the lack of methodologies and use of materials in teaching and in the student the lack of interest and motivation to learn.
- Through the application of the system of pedagogical activities using audiovisual materials, which were exposed in chapter three, it was possible to verify an improvement in relation to the learning of the student with intellectual disability of the second year of basic general education, since she showed great interest and motivation when carrying out the activities.

Recommendations:

- Within our field of study, It is important to innovate our teaching system therefore it is recommended to future language teachers, to make use of pedagogical activities adapted to all types of students
- New teaching-learning strategies in the area of English must be included, through videos, songs, among other tools that can complement activities that generate motivation in children with special educational needs, for instance the use of videos that are of student preference.
- It is recommended for the educational institutions to have better infrastructure equipment and didactic materials to facilitate the learning of students with intellectual disabilities

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ANEXOS

1. GUÍA DE OBSERVACIÓN.

Tabla de valores:

Niveles	Valores
Muy alto	3
Alto	2
Medio	1
Bajo	0

Unidades de Análisis: Adquisición de conocimientos en cuanto al habla en el idioma inglés.	
1. Categoría: <i>Conocimientos básicos de vocabulario</i>	
Nivel Muy Alto: Reconoce los números y letras con eficiencia.	
Nivel Alto: Reconoce los números y letras con algo de eficiencia.	
Nivel Medio: Reconoce los números y letras con dificultad.	
Nivel Bajo: No reconoce los números ni letras.	
2. Categoría: <i>Conocimientos básicos de fonología</i>	
Nivel Muy Alto: Alcanza una excelente pronunciación	
Nivel Alto: Alcanza una correcta pronunciación.	
Nivel Medio: Demuestra dificultad en la pronunciación.	
Nivel Bajo: No logra una correcta pronunciación.	
3. Categoría: <i>Conocimientos básicos de la familia lexical</i>	
Nivel Muy Alto: Identifica correctamente los contenidos.	
Nivel Alto: Identifica medianamente los contenidos.	
Nivel Medio: Presenta dificultad para identificar los contenidos.	
Nivel Bajo: No identifica los contenidos.	
4. Categoría: <i>Conocimientos básicos de fluidez</i>	
Nivel Muy Alto: Se expresa fácil y espontáneamente	
Nivel Alto: se expresa medianamente	
Nivel Medio: se expresa con dificultad	
Nivel Bajo: No presenta fluidez a la hora de hablar	
Unidades de Análisis: Adquisición de conocimientos en cuanto a la escucha en el idioma inglés.	
1. Categoría: <i>Conocimientos básicos de vocabulario</i>	
Nivel Muy Alto: Reconoce los contenidos con eficiencia	
Nivel Alto: Reconoce los contenidos con algo de eficiencia.	

Nivel Medio: Reconoce los contenidos con dificultad.	
Nivel Bajo: No reconoce los contenidos.	
2. Categoría: <i>Conocimientos básicos de comprensión oral</i>	
Nivel Muy Alto: Identifica y comprende los contenidos excelentemente.	
Nivel Alto: Identifica y comprende los contenidos medianamente.	
Nivel Medio: Identifica y comprende los contenidos con dificultad.	
Nivel Bajo: No identifica ni comprende los contenidos.	
3. Categoría: <i>Conocimientos básicos de precisión</i>	
Nivel Muy Alto: Identifica y comprende correctamente la gramática.	
Nivel Alto: Identifica y comprende medianamente la gramática.	
Nivel Medio: Identifica y comprende con dificultad la gramática.	
Nivel Bajo: No identifica ni comprende la gramática.	
Unidades de Análisis: Adquisición de conocimientos en cuanto a la lectura en el idioma inglés.	
1. Categoría: <i>Conocimientos básicos de puntuación</i>	
Nivel Muy Alto: Lee excelentemente respetando los signos de puntuación.	
Nivel Alto: Lee correctamente respetando los signos de puntuación.	
Nivel Medio: Lee respetando los signos de puntuación con dificultad	
Nivel Bajo: No respeta los signos de puntuación cuando lee	
2. Categoría: <i>Conocimientos básicos de los tipos de lecturas</i>	
Nivel Muy Alto: Se adapta excelentemente a los tipos de lectura.	
Nivel Alto: Se adapta medianamente a los tipos de lectura.	
Nivel Medio: se adapta con dificultad a los tipos de lectura.	
Nivel Bajo: No se adapta a los tipos de lectura.	
3. Categoría: <i>Conocimientos básicos del género discursivo</i>	
Nivel Muy Alto: Identifica correctamente los diversos géneros discursivos	
Nivel Alto: Identifica medianamente los diversos géneros discursivos	
Nivel Medio: Identifica con dificultad los diversos géneros discursivos	
Nivel Bajo: No identifica los diversos géneros discursivos	
Unidades de Análisis: Adquisición de conocimientos en cuanto a la escritura en el idioma inglés.	
1. Categoría: <i>Conocimientos básicos de la gramática</i>	
Nivel Muy Alto: Escribe excelentemente respetando las reglas gramaticales	
Nivel Alto: Escribe respetando las reglas gramaticales	
Nivel Medio: Escribe palabras con dificultad	
Nivel Bajo: No respeta las reglas gramaticales al escribir	
2. Categoría: <i>Conocimientos básicos de la coherencia</i>	
Nivel Muy Alto: Escribe excelentemente y de manera coherente sobre los contenidos.	
Nivel Alto: Escribe correctamente y de manera coherente sobre los contenidos.	
Nivel Medio: Presenta dificultad al escribir de forma coherente sobre los contenidos.	

Nivel Bajo: No escribe con coherencia.	
3. Categoría: <i>Conocimientos básicos de la ortografía</i>	
Nivel Muy Alto: Escribe excelentemente sin faltas ortográficas	
Nivel Alto: Escribe con pocas faltas ortográficas	
Nivel Medio: Escribe con algunas faltas ortográficas.	
Nivel Bajo: Escribe con demasiadas faltas ortográficas.	

1. ENTREVISTA A DOCENTE

Estimado/a docente; me alegra saber que haya accedido a ser parte de esta investigación. El propósito de la presente entrevista es conocer algunas de sus actitudes frente a la enseñanza del idioma inglés en estudiantes con discapacidad intelectual, sus metodologías, recursos, y adaptaciones. Le solicito responder con sinceridad las siguientes preguntas. Cabe recalcar que la información obtenida será rigurosamente confidencial y de gran utilidad en la investigación.

Unidades de Análisis: Adquisición de conocimientos en cuanto al habla en el idioma inglés.

¿El vocabulario impartido está adaptado al nivel del estudiante?

¿Utiliza recursos para la enseñanza de la pronunciación de nuevo vocabulario?

¿La fluidez del estudiante se ve afectada cuando aprende nuevo vocabulario?

Unidades de Análisis: Adquisición de conocimientos en cuanto a la escucha en el idioma inglés.

¿Utiliza materiales auditivos adaptados a la dificultad de la estudiante?

¿De qué forma participa usted en las actividades de escucha que realiza la estudiante?

¿Qué tan efectiva es la participación de la estudiante en las actividades de escucha?

¿Cómo califica la comprensión de la estudiante sobre los contenidos en las actividades de escucha?

Unidades de Análisis: Adquisición de conocimientos en cuanto a la lectura en el idioma inglés.

¿Cómo califica la comprensión lectora de la estudiante en las actividades que realiza en el aula?

¿Cómo usted adapta las actividades de lectura para la estudiante?

¿Con que tipo de lecturas se familiariza más la estudiante?

¿Hace uso de algún material didáctico para la enseñanza de la lectura?

Unidades de Análisis: Adquisición de conocimientos en cuanto a la escritura en el idioma inglés.

¿El vocabulario utilizado en las actividades de escritura va acorde al nivel de inglés?

¿El estudiante participa en las actividades de escritura?

¿Adapta las actividades de escritura acorde a la necesidad de la estudiante?

¿Considera estar capacitada para impartir clases a estudiantes con alguna necesidad educativa?

¿Cree oportuno que deban existir capacitaciones para la enseñanza del idioma inglés en estudiantes con necesidades educativas?

¿Considera que el uso de materiales didácticos mejora el aprendizaje de estudiantes con necesidades educativas?

2. PRUEBA PEDAGÓGICA

NAME: _____ GRADE: Second _____

1. - Look, point and repeat the numbers. (Mira, señala y repite los números.)



1. Match a line. (Une con líneas.)

1

THREE

2

FOUR

3

ONE

4

FIVE

5

TWO

2. Type the missing letter

Finish the alphabet.

a [] [] [] [] f

g [] [] [] [] l

m [] [] [] [] r

s [] [] [] [] x

[] z

3. Label de pictures

[]	[]	[]	[]
[]	[]	[]	[]
[]	[]	[]	[]

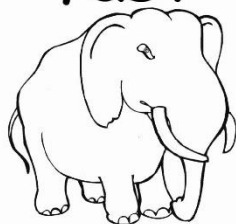
Word Bank mouth eyes foot ear
hand arm leg hair toes fingers nose head

4. match according to each opposite adjective

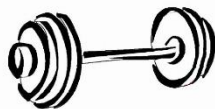
ADJECTIVES



fast



big



heavy



beautiful



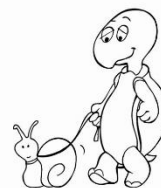
strong



light



small



slow



weak



ugly

5. write the emotion corresponding to each image

How are you?

I am

I am

I am

I am



In my home:



6. Look at the pictures and answer the questions. (*Mira las imágenes y responde las preguntas.*)



Where do you eat?

I eat in the _____.



Where do you take a shower?

I take a shower in the _____.



Where do you cook?






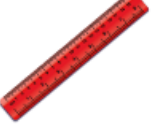
I cook in the _____.



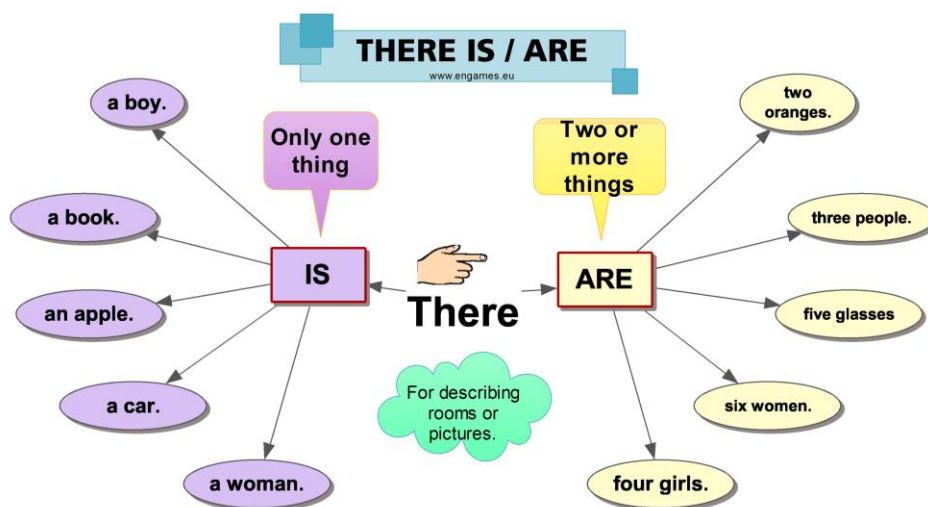
Where do you sleep?

I sleep in the _____.

7. Read and choose the correct word. Lee y escoge la respuesta correcta.

	ruler <input type="radio"/>		table <input type="radio"/>
	pencil <input type="radio"/>		desk <input type="radio"/>
	marker <input type="radio"/>		pencil <input type="radio"/>
	backpack <input type="radio"/>		table <input type="radio"/>
	pencil case <input type="radio"/>		ruler <input type="radio"/>
	desk <input type="radio"/>		backpack <input type="radio"/>

8. **Read the sentences and grammar tip.** (Lee las siguientes oraciones y el tip de gramática.)



How many things are there?



There is an elephant.

There are two gifts

2. - **Read and complete the sentences using there is /there are.** (Lee y completa las oraciones usando there is / there are.)

1. _____ a fox.
2. _____ five apples.
3. _____ an elephant.
4. _____ ten cats

3. PLANES DE CLASE

Eschool: Isabel la Católica		ASIGNATURA: Inglés	PERIODO ACADÉMICO: 2020-2021		
UNIDAD DIDÁCTICA No.: 6		TEMA: Numbers and the alphabet			
PROFESSOR: Daniela Guillen Jaramillo, Andrés Tenesaca Morales		DURACIÓN DE LA CLASE: 60 Min	DATE:		
OBJETIVE: The student learns and identifies numbers and the alphabet through audio-visual materials while practicing speaking skills.					
TEACHING FORM: Online classes					
CONTENTS	PHASES/TIME DEDICATED TO EACH	ACTIVITIES	METHODS AND RESOURCES	EVALUATION INDICATORS	
Diagnostic of the previous knowledge. To identify the numbers and alphabet.	15 min	<u>INTRODUCTION</u> <ul style="list-style-type: none"> Greeting and organization of the class. Warm up Brainstorm to introduce the topic. 	Elicitation Warm up Questions and answer	Student correctly pronounces and identifies numbers and the alphabet.	
	30 min	<u>DEVELOPMENT</u> <ul style="list-style-type: none"> Student learn vocabulary about the numbers and alphabet. https://learnenglishkids.britishcouncil.org/sites/ki	Thinking based learning		

		<p>ds/files/attachment/flashcards-numbers-1-12.pdf</p> <p>file:///C:/Users/USUARIO/AppData/Local/Temp/mrprintables-alphabet-flashcards-nowords-ltr.pdf</p> <ul style="list-style-type: none"> • Student listens to songs about numbers and the alphabet, then repeats and practices pronunciation. <p>https://www.youtube.com/watch?v=D0Aiq682yrA</p> <p>https://www.youtube.com/watch?v=hq3yfQnllfQ</p> <ul style="list-style-type: none"> • Slides show images of numbers and the alphabet, where the student must choose the correct image. • Student play some word games to learn and practice. 	<p>Virtual classroom</p> <p>Internet connection</p> <p>Laptop</p> <p>Slides</p> <p>Flashcards</p> <p>Images</p> <p>YouTube</p>	
	15 min	<p>https://learnenglishkids.britishcouncil.org/es/note/17880</p> <p><u>CONCLUSION</u></p> <ul style="list-style-type: none"> • Check the learning state of the student by identifying the numbers and alphabet by means the pictures. 		

Eschool: Isabel la Católica		ASIGNATURA: English	PERIODO ACADÉMICO: 2020-2021	
UNIDAD DIDÁCTICA No.: 6		TEMA: body parts and opposite adjectives.		
PROFESSOR: Daniela Guillen Jaramillo, Andrés Tenesaca Morales		DURACIÓN DE LA CLASE: 60 Min	DATE:	
OBJETIVE: The student learns and identifies body parts and opposite adjectives through audio-visual materials while practicing listening skills.				
TEACHING FORM: Online classes				
CONTENTS	PHASES/TIME DEDICATED TO EACH	ACTIVITIES	METHODS AND RESOURCES	EVALUATION INDICATORS
Diagnostic of the previous knowledge. To identify the numbers and alphabet.	15 min	<u>INTRODUCTION</u> <ul style="list-style-type: none"> Greeting and organization of the class. Warm up Brainstorm to introduce the topic. 	Elicitation Warm up Questions and answer	Student correctly identifies body parts and opposite adjectives.
	30 min	<u>DEVELOPMENT</u> <ul style="list-style-type: none"> Student learn vocabulary about the body parts and opposite adjectives https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-head	Thinking based learning	

		<p>https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-1</p> <p>https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-2</p> <p>https://learnenglishkids.britishcouncil.org/es/nod/e/17865</p> <ul style="list-style-type: none"> • Student listens to songs body parts and opposite adjectives. Then repeats and practices pronunciation. <p>https://www.youtube.com/watch?v=QkHQ0CYwjal</p>	<p>Virtual classroom</p> <p>Internet connection</p> <p>Laptop</p> <p>Slides</p> <p>Flashcards</p> <p>Images</p> <p>YouTube</p>	
	15 min	<p>https://www.youtube.com/watch?v=LF3crlV28xA</p> <ul style="list-style-type: none"> • Slides show images of body parts and opposite adjectives. Where the student must choose the correct image. <p><u>CONCLUSION</u></p> <ul style="list-style-type: none"> • Check the learning state of the student by identifying body parts and opposite adjectives. by means the pictures. 		

Eschool: Isabel la Católica		ASIGNATURA: Inglés	PERIODO ACADÉMICO: 2020-2021	
UNIDAD DIDÁCTICA No.: 7		TEMA: emotions and places in the house		
PROFESSOR: Daniela Guillen Jaramillo, Andrés Tenesaca Morales		DURACIÓN DE LA CLASE: 60 Min	DATE:	
OBJETIVE: The student learns and identifies emotions and places in the house through audio-visual materials while practicing reading skills.				
TEACHING FORM: Online classes				
CONTENTS	PHASES/TIME DEDICATED TO EACH	ACTIVITIES	METHODS AND RESOURCES	EVALUATION INDICATORS
Diagnostic of the previous knowledge. To identify emotions and places in the house	15 min	<u>INTRODUCTION</u> <ul style="list-style-type: none"> Greeting and organization of the class. Brainstorm to introduce the topic. 	Elicitation Warm up Questions and answer Thinking based learning	Student correctly pronounces and identifies emotions and places in the house
	30 min	<u>DEVELOPMENT</u> <ul style="list-style-type: none"> Student learn vocabulary about the emotions and places in the house. Play some word games to learn and practise emotions and feelings vocabulary. 		

		<p>https://learnenglishkids.britishcouncil.org/es/nod/e/17940</p> <p>https://learnenglishkids.britishcouncil.org/word-games/emotions-and-feelings-2</p> <p>https://learnenglishkids.britishcouncil.org/es/nod/e/18081</p> <ul style="list-style-type: none"> • Student listens to songs about emotions and places in the house, then repeats and practices. <p>https://www.youtube.com/watch?v=eMOnyPxEw8</p>	<p>Virtual classroom</p> <p>Internet connection</p> <p>Laptop</p> <p>Slides</p> <p>Flashcards</p> <p>Images</p> <p>YouTube</p>	
	15 min	<p>https://www.youtube.com/watch?v=ljnldZvYTE</p> <ul style="list-style-type: none"> • Slides show images of emotions and places in the house, where the student must choose the correct image. <p><u>CONCLUSION</u></p> <ul style="list-style-type: none"> • Check the learning state of the student by identifying emotions and places in the house by means the pictures. 		

Eschool: Isabel la Católica		ASIGNATURA: Inglés		PERIODO ACADÉMICO: 2020-2021
UNIDAD DIDÁCTICA No.: 7		<ul style="list-style-type: none"> • TEMA: classroom materials and use of there is/are. 		
PROFESSOR: Daniela Guillen Jaramillo, Andrés Tenesaca Morales		DURACIÓN DE LA CLASE: 60 Min		DATE:
OBJETIVE: The student learns and identifies classroom materials and use of there is/are through audio-visual materials while practicing writing skills.				
TEACHING FORM: Online classes				
CONTENTS	PHASES/TIME DEDICATED TO EACH	ACTIVITIES	METHODS AND RESOURCES	EVALUATION INDICATORS
Diagnostic of the previous knowledge. To identify the classroom materials and use of there is/are	15 min	<u>INTRODUCTION</u> <ul style="list-style-type: none"> • Greeting and organization of the class. • Warm up • Brainstorm to introduce the topic. 	Elicitation Warm up Questions and answer	Student correctly pronounces, identifies and writes the classroom materials and use of there is/are
	30 min	<u>DEVELOPMENT</u> <ul style="list-style-type: none"> • Student learn vocabulary about the classroom materials and use of there is/are. 	Thinking based learning	

		<ul style="list-style-type: none"> • Play some word games to learn and practise the classroom materials and use of there is/are. <p>https://learnenglishkids.britishcouncil.org/es/nod/e/18092</p> <p>https://learnenglishkids.britishcouncil.org/es/nod/e/18093</p> <ul style="list-style-type: none"> • Student listens to songs about classroom materials and use of there is/are then repeats and practices. <p>https://www.youtube.com/watch?v=ZjhOgnROluo</p>	<p>Virtual classroom</p> <p>Internet connection</p> <p>Laptop</p> <p>Slides</p> <p>Flashcards</p> <p>Images</p> <p>YouTube</p>	
	15 min	<p>https://www.youtube.com/watch?v=hjFaqDNUVFo</p> <ul style="list-style-type: none"> • Slides show images of classroom materials and use of there is/are, where the student must choose the correct image. <p><u>CONCLUSION</u></p> <ul style="list-style-type: none"> • Check the learning state of the student by identifying the classroom materials and use of there is/are by means the pictures. 		

CLASES

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