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TEMA:

INCLUSIVE LEARNING ENVIRONMENTS TO TEACH SPEAKING SKILLS TO DOWN SYNDROME STUDENTS IN 7th GRADE AT JOYA SCHOOL

Trabajo de titulación previo a la obtención del título de Pedagogía de los Idiomas Nacionales y Extranjeros especialización Ingles.

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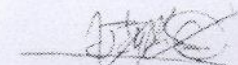Ibarra a 25 de mayo de 2022

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De mi consideración:

Mediante el presente tengo a bien informar a Ud. que el trabajo de investigación: Teaching English as a Foreign Language to Down Syndrome Students at la Joya School During Academic Year 2021 – 2022 de autoría de la Srta. Estefany Nicol Otavalo Tixicuro ha terminado su fase de tutoría. En razón de este particular se le asigna la nota de 10 / 10.

El trabajo de investigación en mención debe ir a la fase de oposición.

Es cuanto puedo certificar para fines pertinentes.

Atentamente,

Msc. José Miguel Obando.

DOCENTE TUTOR

DEDICATORIA

Este proyecto dedico con todo mi corazón a mi madre Maria Tixicuro y a mi padre por siempre brindarme su apoyo y mostrarme el camino hacia la superación. Tu bendición a lo largo de mi vida me protege y me lleva por el camino del bien. Te amo madre mía.

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RESUMEN

La presente investigación denominada Ambiente de aprendizaje inclusivo para enseñar habilidades orales a estudiantes con síndrome de down en el grado 7th en la escuela Joya" tuvo como objetivo proponer una guía de ambiente de aprendizaje inclusivo para enseñar habilidades orales a niños con Síndrome de Down. En cuanto a los aspectos metodológicos, fue un estudio mixto, ya que utilizó herramientas cuantitativas y cualitativas para la recolección de datos, a saber, un protocolo de observación, una prueba y una entrevista. Los hallazgos evidenciaron que la adquisición del vocabulario es más lenta y el vocabulario receptivo es más amplio que el expresivo, mientras que los infantes con síndrome de Down pueden aprender el vocabulario más lentamente lo que exige la implementación de muchas actividades de práctica controlada. Además, su aprendizaje se apoya en las perspectivas y técnicas utilizadas en el aula. El análisis de los datos permitió concluir que es importante realizar un análisis exhaustivo de las actividades implementadas y el efecto que tienen en el proceso de enseñanza-aprendizaje para la mejora y aumento del nivel de inglés de los estudiantes. La interpretación de los datos ayudó a diseñar una guía para la enseñanza del inglés a estudiantes con síndrome de Down con estrategias didácticas que facilitan el desarrollo de las habilidades de hablar y escuchar de este grupo de estudiantes. La guía también incluye adaptaciones digitales y recursos didácticos para el desarrollo de las habilidades comunicativas de los alumnos. Finalmente, es intención del investigador que esta guía se convierta en un material útil para los profesores de inglés que trabajan con alumnos con SD.

Palabras claves: Síndrome de down, reiteración, estrategias didácticas, material didáctico, adquisición, recursos.

ABSTRACT

The present investigation called Inclusive learning environment to teach speaking skills to students with down syndrome in the 7th grade of the Joya school. This research aimed to propose an inclusive learning environment guide to teach speaking skills to children with Down syndrome. Regarding the methodological aspects, it was a mixed study as it used quantitative and qualitative tools for data collection namely an observation protocol, a test, and an interview. The findings evidenced that the acquisition of vocabulary is slower and the receptive vocabulary is broader than the expressive. In contrast, infants with Down syndrome can learn vocabulary more slowly which demands the implementation of many controlled practice activities. In addition, their learning is supported by the perspectives and techniques used in the classroom. Data analysis leads to conclude that it is essential to carry out an exhaustive analysis of the activities implemented and the effect they have on the teaching-learning process for the improvement and increase of the level of English of the students. Data interpretation helped to design a guide for teaching English to students with Down syndrome with teaching strategies that facilitate the development of speaking and listening skills for this group of students. The guide also includes digital adaptations and didactic resources for the development of students' communicative skills. Finally, it is the intention of the researcher that this guide becomes useful material for English teachers who work with DS students.

Keywords: Down syndrome, reiteration, didactic strategies, didactic material, acquisition, resources.

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Introduction

Nowadays, both the teaching and learning of English literature represent an important tool for the development of children since they are the ones who are dynamic and develop in the constant social and global changes; children with special needs are not exempt from this situation and efforts must respond to modify a society that is inclusive of differences. However, there is the possibility that these infants may not achieve fluency like a native speaker, but one thing is certain, is that through the teaching of English a number of brain factors are an incentive, and benefits are achieved at the level of the mother tongue and the foreign language (Ramos, 2008).

From this perspective, the necessity of addressing the issue of teaching English as a foreign language to students with Down syndrome in the school "La Joya" during the academic period 2021 - 2022. The development of the research exposes five chapters that denote all the situations related to the mentioned topic; as a starting point, divided as follows:

- The first chapter presents all conceptual perspectives involved in Down syndrome.
- The second chapter discusses the methodology used in this study and the instruments used for data collection.
- The third chapter presents the results collected from the instruments applied, followed by their analysis and discussion of the results with the background of the study.
- Fourth chapter presents the proposal of a methodological guide focused on students with Down syndrome in 7th grade at "La Joya" school.
- The fifth chapter includes the conclusions and recommendations generated in this research.

Problem background

When mentioning education, generally or in most cases, allusion is made specifically to the common and favored student collective, either because of their cognitive skills or their learning systems. However, within the educational community, groups or subjects that underlie different abilities, cognitive implications that undergo different complex learning systems, and subjects that perceive reality differently and try to be included or associated with the structures of life that exist today are left aside: subjects with Down syndrome.

This group, in different situations, has been characterized as one of the most unfortunate groups in our society, such as social benefits, and educational areas, among others, in which they have been excluded (Moya & Riera, 2019). Their mental and physical condition is a factor of segregation in contemporary society, including the educational field, which has treated this disadvantaged group with little or no attention (Yanto, 2020).

From this paradigm and due to the situations, that afflict this group, several people and researchers have focused on understanding this perspective, even more on the acquisition and educational learning in subjects with Down syndrome. Precisely the learning of a foreign language such as English, which has increased in recent times (Sicilia, 2017).

Unfortunately, there are individuals with special needs who have been deprived of an equal opportunity education. Especially in the learning of English literature; but fundamentally, the acquisition of a second language for infants with Down syndrome contributes to the enhancement of different cognitive, social, and personal skills Nevertheless, to date, teaching this language to children with Down syndrome does not

represent a relevant aspect of the education of children with Down syndrome (Cunha, 2017). This undoubtedly represents a problem for this group, and discredits or devalues learning with equal opportugnities, precisely in the acquisition of understanding a foreign language.

Justification

Within a globalized world, the English language has been determined as the vehicular language or lingua franca. So, that its acquisition is an essential requirement for personal success, regardless of the inherent benefits or purposes of each subject since its indoctrination enables different cognitive benefits to the learners (Zamora, 2020). In this way, education geared towards language learning becomes integrative in terms of social development.

In that sense, integral education not only corresponds to a field of social action but also frames all the criteria of inclusion in the student educational community. It is the protagonist of quality education, without disaggregating any difference, and even less so if it involves a certain disability, which leads to effective education. (Salcedo et al., 2018). Fundamentally in the teaching of a foreign language such as English to people with different abilities. This is an important aspect within the framework of their teaching and learning.

In this light, the teaching of foreign languages is a source of motivation and cognitive enhancement, which can provide great opportunities in the educational and personal sphere for learners with different abilities (Síndrome de Down). All of this becomes an enabling mechanism for the development of the cognitive functioning of these children (Morales, 2013) From all of the above, it is important to manage inclusive classrooms to meet the demands of infants. Hence, this study will significantly benefit

the teaching of English as a foreign language to students with Down syndrome at La Joya school during the academic period 2021 - 2022. From all of the above, it is important to manage inclusive classrooms to meet the demands of infants. Hence, this study will significantly benefit the teaching of English as a foreign language to students with Down syndrome at La Joya school during the academic period 2021 – 2022.

OBJECTIVES

General Objective

Propose a guide for inclusive learning environments to teach speaking skills to down syndrome students in 7th-grade at Joya school under a mixed approach.

Specific Objectives

- Lay the foundations for a bibliographical study that allows establishing the different types of inclusive learning environments to teach speaking skills to 7th-grade students with down syndrome at Joya school.
- Explore the situation of inclusive learning environments to teach speaking skills to 7th-grade students with down syndrome at Joya School.
- Develop a guide on the most relevant barriers and facilitators of inclusive learning environments to teach speaking skills to 7th-grade students with down syndrome at Joya school.
- Develop a methodological proposal aimed at inclusive learning environments to teach speaking skills to 7th-grade students with down syndrome at Joya school.

CHAPTER I

1. LITERATURE REVIEW

1.1. Down Syndrome

1.1.1. Contextualization of Down Syndrome

As time has gone by, organizational entities such as UNICEF, the UN, and UNESCO, have generated the creation of inclusive education policies around the world (Abellán, 2017). These organizational entities project a greater openness to the needs of different social strata such as the indigenous population, students who have been absent from being incorporated into the educational structure among others, but precisely for children with disabilities (Trujillo and Ruiz, 2020 mention UNESCO, 2015). At the time, they have generated solemn acts and speeches to the dialectic of the right of all infants to education in timely conditions regardless of national origin, gender, or existence of a disability (UNESCO, 2021).

In this sense, education for subjects with disabilities and incredible ingenuity is an area of complicated construction, but that fuels the interest and desire to enhance educational systems for all (Gariboto et al., 2020). Because of this, the need to build developmental and effective actions is expressed, in order to achieve their proactive participation, comprehensive development, and the security of their rights in an increasingly inclusive society (Ministry of Education, 2018). The use of a foreign language (English) becomes the primary foundation for the incorporation of modern knowledge. It allows students to perceive a different culture, by diversifying their way of enunciation, communication, and approach to information (Nieves and Vélez, 2018).

1.1.2. Down syndrome and teacher's considerations ahead of this naturalness.

While it is true, the WHO in its manual of diagnosis and mental conditions, down syndrome can be identified through genetic components, because there is extra duplicity of chromosome twenty-one, that genetic aspect, is the one that provides such dysfunctional incidences in the way the body structure and the brain are built; likewise, this manual alludes that Down syndrome may have its differences in each individual despite the syndrome possessing particular characteristics such as round head with a flat part located towards the back of the head, circular-shaped corner of the eyes, excess skin on the nape of the neck, the upward slant of eyes among others (Wiches, 2016).

On the other hand, down syndrome can be contemplated as a kind of disability that configures impairments, such as limitations in certain activities, in addition to obstacles to participation (Birková, 2019), which were inherent aspects of society concerning the individual with Down syndrome such as negative behaviors by the rest, limited social support, among others (Wiches, 2016), have an evident impact (Wiches, 2016).

Therefore, a syndrome is the contiguous of signs and symptoms that contemplate a disease, regardless of the cause that generates it and the word Down is in honor of who made a clinically extensive explanation of the condition (Sarasa, 2016). Also, referred to as trisomy twenty-one, it is the most concurrent condition of cognitive delay diagnosed from the genetic primordial (Diaz et al., 2016).

This syndrome is also alluded to as mongolism, given by the similarity of the Mongolian race, in other words, a genetic disorder, annexed with mental retardation between mild and severe (Lema, 2017); characterized by certain conditions that affect

intellectual performance and that usually appears before 18 years of age (AIID, 2010). Given this, the essential characteristics of each type of intellectual disability will be presented, and with it the recommendations of the tutor that should be taken into consideration when facing an individual with these particularities:

Figure 1
Characteristics of Mild Intellectual Disability

Characteristics	What to watch out for when attending educational
Body and motor Sensory and motor impairment	**Body and motor** N / A
Cognitive - Difficulty: Distinguish important aspects of information, symbolize and classify, extract principles and generalize learning, develop meta-cognitive skills (problem solving and acquisition of learning).	**Cognitive** - Adjust the curriculum taking into account the methodology, evaluation, content and activities. - Carry out simple instructions, always use a vocabulary close to them, implement visual and symbolic aids. - Emphasize why, what and how. Effectively facilitate tools and / or aids that the person demands.
Communicative and language	**Communicative and language**
- The oral development of the language evolves naturally, however there is a delay at the time of language acquisition. - Language skills develop slowly. - It is difficult to understand and express with a complex morphosyntax and it is not easy to use or understand metaphors.	- Use simple language, short sentences, and emphasize intonation. - Develop strategies that favor language Development. - Provide graphic and / or textual supports.

Source: Wilches (2016)

Figure 2
Characteristics of Moderate Intellectual Disability

Characteristics	What to watch out for when attending educational
Body and motor Sensory and light motor impairment **Cognitive** - Basic cognitive impairment such as attention, memory and latency time - Difficulty attracting attention or interest towards tasks - Difficulty understanding complex information and symbolization - Ease of learning through sequential processing	**Body and motor** N / A **Cognitive** - Basic cognitive impairment such as attention, memory and latency time - Difficulty attracting attention or interest towards tasks - Difficulty understanding complex information and symbolization - Ease of learning through sequential processing
Communicative and language	**Communicative and language**
- Oral language development is slow, and often incomplete - Language articulation can be affected by organic factors such as breathing or tone - Impaired speech rhythm: stuttering, sputtering - Difficult to understand the individual's speech - Difficulty acquiring and using morphological and grammatical categories	Encourage the use of oral language in all its dimensions - Assistance from a hearing and language professional - Implement strategies that favor linguistic development - Implementation of graphics and gestural media

Source: Wilches (2016)

Figure 3
Characteristics of Severe Intellectual Disability

Characteristics	What to watch out for when attending educational
Body and motor Due to the slowness of motor development, the individual may present difficulties in: Acquire cognitive self-awareness, know your body, control your body and develop complex motor strategies, maintain a posture and body balance when moving, perform elementary manipulative movements.	**Body and motor** - Develop general and fine motor skills - Assistance from a physiotherapist if motor disorders are present - Play movement games - Development of motor routines on the move
Cognitive - There are different degrees of delay in basic cognitive functions - Difficulty to symbolize - Alteration of meta functions occurs cognitive factors that influence the development of learning - Difficulty associating cause-effect - problems learning from everyday life experiences	**Cognitive** Develop basic skills of perception, attention and memory - Establish a cause-and-effect relationship in their actions - Application of learning generalization strategies
Communication and language - Poor communicative / oral language in the early years - Delay in language acquisition - Problems to develop and acquire morphosyntactic elements - Delay in acquiring the lexicon - Sometimes does not develop functional oral language	**Communication and language** - Develop communication skills that favor pragmatic aspects, basic communication functions in relevant contexts - I develop the semantic aspects successively

Source: Wilches (2016)

Figure 4
Characteristics of Profound Intellectual Disability

Characteristics	What to watch out for when attending educational
Body and motor Unstable state of health - There are anatomical and physiological abnormalities - Neuromotor disorders - Changes in the sensory system, malformations, and periodic illnesses - Unusual motor development - Motor difficulties such as: lack of movements and primary reflexes, altered muscle tone, lack of voluntary mobility, involuntary behaviors, imprecise coordination, alteration of balance, difficulty in establishing space, time.	**Body and motor** Medical pharmacological assistance - Special care related to periodic illnesses - Physiotherapist assistance - Hydrotherapy necessary
Cognitive - Low level of consciousness is present - Limited global sensory perception -Relationship between stimuli almost zero	**Cognitive** - Sensory and basal stimulation
Communication and language - Poor communication development - zero oral production - understand very simple commands that are related to their daily life - they do not develop symbolization	**Communication and language** - Shows response to signals, showing a communication intention - Help to understand messages and situations

Source: Wilches (2016)

Taking into consideration the aforementioned, the AAIDD alludes that each level of intellectual disability occupies preeminent demands, the same that must be contemplated in educational settings. Therefore, it is essential to reflect those infants with Down syndrome may evidence one of these types of intellectual disability, framing a series of components linked to mental, communicational, and language elements, which must be contemplated for each case is essential, specifically in English teaching procedures (Wilches, 2016).

1.1.3. Teaching the learner with Down syndrome

Absolutely all infants need to enhance and strengthen their different abilities, whether they are infants without special needs or with special needs; in this aspect, infants with Down syndrome occupy an essential role, because infants with this condition must go to specialized environments for their educational indoctrination, with timely incorporation to learn and not to be set aside. Infants with particular requirements learn in different ways; therefore, the teaching context implies that the teacher must use techniques or

methodologies that contribute to the educational needs of the child (Cifuentes et al., 2017).

Moreover, children with Down syndrome can obtain more than fifty terms in the first thirty-eight months of age this shows certain problems in their language due to their disability, therefore, obtaining vocabulary is slowed down and the receptive vocabulary is broader than the expressive one, infants with Down syndrome can understand vocabulary slower, but with reiteration, they can understand more terms (Moreno, 2015).

From that paradigm, a syndrome concatenates social inclusion, this generates that students with Down syndrome obtain different relevant supports for the design of strategic or methodological resources and the influence of the educational system to benefit them; the teaching behavior when instructing the infant is significant and the establishment of appropriate measures is conducive to please the educational demands of the infant, therefore, the professional to undergo adequate training to generate such strategies (Sabando, 2016).

With that in mind, the teaching-learning process must be structured according to all the adversities that are attributed to it, this does not only imply acting on the infant, applying purposes and contents to their way of learning but also providing contingencies for any setback and designing effective actions with an integral perspective and processes of the entire system (Pherez et al., 2018). The learning system of a child with Down syndrome requires to be more comprehensive for the acquisition of knowledge as an extension in the years of education, in effect, this leads to systematically reinforcing and strengthening the learning achievements (training and practice), to achieve the levels of knowledge (Cifuentes et al., 2017).

1.1.4. Down Syndrome and English teaching as a second language

Based on the above, the instruction of English as a foreign language becomes a challenging and complicated task for teachers since it involves the procedure of teaching English to students whose first language is not English, therefore, it is more difficult and challenging when the knowledge of English literature is incorporated to learners with Down syndrome who particularly have several disruptions in the conditioning of concepts and perspectives; Nevertheless, teachers may expect students with Down syndrome to be as skilled at understanding English as ordinary students (Yanto, 2020).

Thereupon, the instruction of English literature as a second language implies that the teacher should incorporate and need optimal strategies, essentially to preserve the cognition of students with this condition; in this sense, the teacher should be characterized as a calm and calm individual for the teaching of a foreign language that is complicated (Muñoz, 2015). Infants with Down syndrome generally must possess timely guidance, so that they tend to be docile, responsive, and more focused on the teacher (Kumin, 2017). From that perspective, a prominent aspect that concatenates the teaching to the student body is that the affection or affection of the teachers towards the learner falls on the nature of living of the students, in that way, in the teaching-learning system the teacher must make a systematic list to determine the class (Yuliawati et al., 2021).

Rivas (2008) as cited in Cifuentes et al. (2017) alludes that the teaching of English to students with Down syndrome is a fundamental phenomenon for the convergence of an inclusive society that accepts individuals with different skills and benefits them in the inherence of globalization, this explains that the English teaching system in students with Down syndrome should be subject in language functionalities both in the oral context and even more in the visual, where the vocabulary must be fed consecutively and modernized

repeatedly.

Although it is known that those involved with this syndrome have difficulties in their learning, they suffer from a very enhanced characterization and it is visual acuity, this refers to the fact that they can understand better through visualization, however, for that to be more fortified, the environment itself needs to benefit them in different ways, it is essential that they can understand everything that happens in their environment; where the teacher and family should promote techniques that contribute to learning (Cifuentes et al., 2017).

Teaching English has many positive particularities for students with Down syndrome such as cognitive enhancement (hippocampus, cortical enlargement, and temporal lobes), benefits the development of language skills, in the social context allow to hinder the gaps generated by the communication difficulties of this student body with special requirements (Cifuentes et al., 2017). Therefore, the teacher must take into consideration practical tools as a support so that the teacher can contemplate an infant with Down syndrome in his class knowing how to link and perform in it, and thus not generate frustration in his professional future as a teacher (Wilches, 2016).

1.1.5. Perspectives and methodologies of teaching-learning in Down syndrome.

Inexorably, the foundation of learning in any subject is supported by the perspectives and techniques employed in the classroom. These two meanings occupy a very direct link, so that, an approach is aimed at how individuals obtain language knowledge and allude to the naturalness of providing language learning success, therefore, a methodology is the pragmatism of learning that approach is essential (Harmer, 2003).

Following, Down syndrome and education, it is important to be judicious of which teaching techniques are most pertinent and which are rarely used for these kinds of learners, since the fundamentals of any teaching technique can be established for different subjects and skills. Given this, one of the objectives is to provide methods oriented to the acquisition of the language of English language, any allusion to how to impart the teaching of contents applies to the learning of the English vocabulary. In the first instance, the explanation should be elicited and directed to promote visual memory, since they learn best by observing.

In addition, the teacher should not ask students to copy large amounts of the subject content, since it can be exhausting for them (Priosti et al., 2013); in that sense, collaborative learning is timely teaching that assists infants with special implications, so that, it is part of the contiguous of infants with Down syndrome; which is undoubted, a vital resource for behavior management (Sicilia, 2018). The following stages are presented below:

- **Communicative perspective**

The communicative perspective is a reiterative comment about communicative language teaching, at this stage it provides learners to collaborate in teamwork and participatory learning to foster communication and not to be absent from the contextual particularity of the content.

- **The present model is practical and productive**

This stage evidence and exposes the topic and material that encompasses the class, then, the students will test if they have understood it, after that, the students perform the specific systems, while the teacher is observing the context. And finally, the students will manage to develop the models in different situations; this model strengthens the concept

of learning skills and meticulousness; however, it cannot be considered as a technique, but rather as an element (Ur, 2012).

- **Grammatical translation technique**

This grammatical translation technique is one of the first enhancers in language instruction, however, scholars on the subject allude that it is not popular, due to the excessive methodological establishment, therefore, the student body felt exhausted by the result of excessive memorization. However, certain particularities have a gratifying impact on the teaching pragmatism and learning system (Richards and Rogers, 2014).

- **Conceptualization of habit formation and routines in the classroom.**

This concept of language acquisition is based on implicit learning, it is a set of habits that students must memorize and practice to exercise them promptly, here reiteration is activated, creating a habit through repetition. In addition, this type of conceptualization includes classroom habits, habits developed for certain sessions, or the entire course.

- **Errorless learning**

It is seen as a teaching method rather than an approach, its purpose is to apply a learning procedure without mistakes, thus, teachers apply their classes in a way that the learner does not tend to be incited to make mistakes. Thusly, the application of this practice is elementary, since it enables benefits for individuals with memory problems (Sicilia, 2017).

- **One-by-one Perspective.**

This perspective is contemplated by personalized teaching, where the teacher applies the contents and didactic resources used in the classes according to the learner's

needs; this technique is routed from teacher to student and vice versa, although it can be implied for small contiguous (Sicilia, 2017). Within that order of ideas, the links between students and teachers converge consecutively, teacher-centered, student-centered, and reciprocally, providing better feedback and appropriate understanding of the learner's specific setbacks (Kaye, 2008).

1.2. Inclusive education

1.2.1. Contextualization of inclusive education

Student diversity is an aspect that imminently needs to be understood in the educational practices of all nations if inclusive societies are to be enhanced, encouraged, and protected (Possi, 2018). Inclusive education is therefore the convergence of educational establishments and the various corporations dedicated to learning to intervene promptly, on time for all children, learners of different ethnic and linguistic minority strata, rural sectors, among others, and the most vulnerable sectors of society (Udeme y Olisaemeka, 2016).

In a globalized world, equal rights tend to be more representative in everyday life, particularly the right to education, which is becoming a fundamental issue today. In today's educational context, the equal right to education is important in the context of inclusive education (Jumatul, 2016), hence, the education system takes into account all the inherent particularities of the student body, making possible collaborative activities within the education system (Arnaíz, 2019).

1.2.2. Conceptualization of inclusive education

Inclusive education is generally conceptualized as education that integrates learners with other abilities into mainstream classrooms through which they study side

by side with those who do not involve different conditions; more precisely from the philosophical perspective that all students have the same rights to educational instruction and the achievement of their characterizations in the sense of learning (Jumatul, 2019 quotes Murawski, 201005 y Stainback, 1990).

It is also contemplated as a principle that dignifies the learner's living conditions, ownership, and cooperation with society (Schuelka, 2018). It is also referred to as a system of contestation to the implications of infants through the improvement of collaboration in classroom environments (Khan et al., 2017 quote UNESCO, 2007).

As an exegesis of that, education includes all the particularities of individuals with other skills applied to all the generalities of education, where the social system intervenes in such circumstances benefiting the educational system.

1.2.3. Inclusion in education

While it is true that inclusion is a dynamic approach to respond to the different implications of students, making problems visible as a property to enhance learning. From this perspective, for inclusion to take place promptly, and on time, the international framework must provide a contiguous set of attributes or generative principles of inclusion concatenated with pragmatic ideas to direct this fluctuation towards policies that incorporate inclusion in the educational environment; the principles of inclusion that are determined in different international declarations can be used as a support, and these can be perceived and applied to the situation of each nation. Therefore, at the core of inclusive education is the human right, referenced in the Declaration of Universal Human Rights that pronounces:

- Every individual shall have the right to education, which shall be free of charge, in the most important cycles, compulsory primary education. Education shall lead to the timely development and strengthening of the individual. It shall make possible understanding, tolerance, and affection among all countries, racial or religious groups, and shall promote the efforts of the United Nations for the preservation of peace (Universal Declaration of Human Rights, Article 26).

- The right of all children not to be discriminated against, stipulated in Article 2 and Article 23, which implies that children with disabilities must have effective access, practice, and experience in the work environment and recreational environments, in a way that leads the child to achieve greater incorporation into the social context and personal empowerment, including cultural and spiritual construction.

- Article 29 of the purposes of education, mentions that the educational empowerment of the subject is the primary goal and that education should generate in children their maximum development in a cognitive, emotional, and creative sense (UNESCO, 2005

1.2.4. How to Create an Inclusive Classroom

While the goal of an inclusive classroom is to find what works for the students within the instructional setting, there are a few general accommodations which can be made to prepare the teacher and ensure an inclusive environment exists (Lopez, 2015).

- **Build Relationships** – One of the most important ways to guarantee the inclusive classroom will be successful is to get to know the students and build positive relationships with each child. This may come in the form of informal surveys to

find out how students learn best, observations of classroom interactions, or one-on-one conversations to get to know the students' needs.

- **Provide Rigorous Activities for Each Level** – Long gone are the days that we sat a child to the side with a coloring sheet while everyone else worked on reading because they child struggled to hear, see, or comprehend. As educators, we must embrace the fact that each child can learn, and we must provide high expectations for all. This does not mean that all students will be able to work at the same level. It is more about meeting the needs of the child and helping them reach farther in their academic journey.

- **Provide Opportunities for Collaborative Learning** – One of the best ways to reach a variety of learners is through small group, interactive centers. These can be grouped by ability so students with like-abilities have the chance to grow at their own rate, or mixed-ability grouped so that students can learn from one another. The skill and activity will help determine which is best for each situation. The goal is to allow students time to collaborate and share ideas.

- **Allow Support** – What makes inclusive classrooms different from mainstreamed is the allowance of support staff who come into the room to work with small groups of children. It is a fact that students learn more in lower teacher-to-student ratios. When teachers team-teach or allow assistants to work with small clusters, group size is reduced and everyone benefits.

- **Allow Mistakes** – All students within the classroom must understand and accept

that mistakes are for learning and will be tolerated as long as the child makes an attempt to learn from the mistake.

Inclusive learning classrooms provide support for students' individual learning needs. When teachers recognize that all students are capable of learning and understand the importance of providing a quality education for all learners, then they are able to implement accommodations that helps each child find academic success.

1.2.5. Education and teaching methods in an Inclusive Educational Setting

Inexorably, education for all implies guaranteeing that all infants obtain basic education in appropriate conditions so this means designing an environment in educational establishments and their programs so that they acquire skills and can learn. Therefore, the environment is imperative and must be inclusive, effective, harmonious, and beneficial for children; thus, the construction of a learning environment is fundamental for children, and it is a vital aspect to be introduced by the organizational entities around the world to improve the quality of institutions (UNESCO, 2005).

In that sense, inclusive education and classroom delivery generally involve teaching specifically for other individuals with other disabilities, however, learning may be situated with students with related disabilities with those who do not have them. All of that contemplates to a certain extent, where a specialized educator is appointed for each involvement (Jumatul, 2019).

To this extent, the categorization of inclusive classrooms of English as a foreign language that an educational institution has, where such particularities exist, should be

focused on a regular dynamic class or total inclusion depending on the extent to which students with different abilities and the rest learn as a group in the course of the class, with the same study plan in the educational institution (Jumatul, 2019).

On the other hand, teaching methods or strategies require the inclusive education system to develop differentiated teaching strategies to meet the particularities of different learners (Tomlinson, 2005). Many scholars who have affinity in the study of inclusive educational context, have provided different teaching methods suitable to be established in inclusive classrooms such as the application of peer learning or personalized teaching strategy, collaborative learning, direct teaching method, and support in the game (Tichá et al., 2018), and the method based on the application of the learning active approach (Abery and Harutyunyan, 2018).

To meet the demands of diverse learners, attempts are made to encourage diversified learning through the establishment of some practical methods in inclusive classrooms, that is, to establish active learning, interaction methods, the establishment of multiple intelligences as well as learning styles; providing benefits, creating a common thread between the general curriculum through the use of assistive technology, search methods and personalized service, specific knowledge connections, and practical aspects. There is also the enrichment of continuous learning for the learner with other implications, focusing on learning from real perspectives, which implies social learning.

Referencing all these dissonances as well as the strategies alluded to, it can be argued that teachers who teach in inclusive classrooms must have pedagogical knowledge, skills, and practice as well as the ability to request or request appropriate facilities. The role of the teacher determines the success of the implementation of the strategies (Jumatul, 2019).

1.3.   Perspectives on inclusive learning

Inclusive learning grants students greater access to flexible learning and effective guides to achieving educational goals in spaces where they experience a sense of belonging.

In an inclusive education setting, all children, regardless of ability or disability, learn together in the same age-appropriate classroom. It is based on the understanding that all children and families are valued equally and deserve to have access to the same opportunities. Students' needs are often highlighted when negotiating with students at the beginning of the course. Then it is up to the educator to see if they are met. For example, if a student needs wheelchair access, the educator will need to ensure that there is a ramp in the building, disabled toilets and that a desk can be raised to allow the wheelchair (Perez, 1970).

Inclusive learning is treating students as individuals and meeting their needs equally. It is important to consider the necessary provisions and understand that all students can participate in all activities without any exception, regardless of their age, sex, religion, disability, etc.

1.4.   Learning

In learning, without a doubt, a retrospection of theories that are based on how to face the different perspectives from the constructivist perspective of students' needs and how to address them to make sense of teaching practice within the framework of inclusive education. There are some learning theories from a constructivist perspective and these contributions guide and structure and give meaning to this research.

Piaget (1979) mentions that:

Learning is a process by which the subject, through experience, manipulation of objects, and interaction with people, generates or builds knowledge, actively modifying its schemes and cognitive aspects of the world around him, through the process of assimilation and accommodation. This conception of learning, and teaching, must provide the opportunities and materials for children to actively learn, discover, and form their conceptions or notions of the world around them, using their instruments of assimilation of reality that come from the constructive activity of the intelligence of the subject.

Learning is an intrinsic process of construction in which the subject actively intervenes by forming learning structures according to their stages of development and complexity which he calls stages.

1.4.1. Constructivist perspective

Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner (Lopez, 2015).

The theory of constructivism has many elements. These principles describe the theory as a whole and how it affects student learning. The main points are listed below:

- Knowledge is built. Each student begins the learning journey with some pre-existing knowledge and then continues to build her understanding on top of that.

- Learning is a social activity. Interacting with others is vital to building knowledge. Group work, discussions, conversations, and interactions are all important to building understanding.

- Learning is an active process. Students must actively participate in discussions and activities to build knowledge. It is not possible for students to assume a passive role and withhold information.

- Learning is contextual. Isolation is not the best way to retain information. We learn by forging connections between what we believe and the information we already have. Learning also occurs in the situation within the context of our lives, or alongside the rest of our understanding.

- People learn to learn as they learn. As each student progresses through the learning journey, she becomes better at selecting and organizing information. They are able to better classify ideas and create more meaningful systems of thought.

- Learning exists in the mind. Practical activities and physical experience are not enough to retain knowledge. Active participation and reflection are fundamental to the learning journey.

- Knowledge is personal. Because each person's perspective is unique, so will the knowledge gained. Each individual enters the learning activity with their own experiences and will also take away different things.

- Motivation is key to learning. Similar to active participation, motivation is key to making connections and creating understanding.

1.4.2. Learning environments

The learning environment refers to the various physical aspects, contexts, and cultures in which students learn. All students can learn in different settings, such as off-school locations and outdoor settings, the term is often used as a more precise or preferred alternative to the classroom, which has more limited and traditional connotations: a room with rows of desks and blackboard.

The learning environment also encompasses the culture of a school or class, its values, and presiding characteristics, including the way people interact and treat each other, as well as the ways that teachers can organize an educational environment to facilitate learning.

1.4.3. Inclusive learning environments

Inclusion is based on how we structure our schools, our classrooms, and our lessons so that all our students learn and participate together. An inclusive classroom creates a supportive environment for all students, including those with learning differences, and that can also challenge and engage gifted and talented students by building a more responsive learning environment.

An inclusive classroom climate refers to an environment where all students feel supported intellectually and academically and are extended a sense of belonging in the classroom regardless of identity, learning preferences, or education. Such environments

are sustained when instructors and students work together for thoughtfulness, respect, and academic excellence, and are key to encouraging the academic success of all students. Research indicates that many students may be more likely to prosper academically in settings with more collaborative modes of learning that acknowledge students' personal experiences ((Kaplan, 2007).

An inclusive environment also means respecting people of all backgrounds and cultures. By teaching our students the importance of this, we can create a much more tolerant and supportive environment, not only in the classroom and school but also in society at large.

1.5. Barriers

There are some barriers to the learning process. Learning disabilities affect the way people understand information, communicate, or learn new skills and include trouble reading, trouble writing, and trouble with math. The severity of a learning disability varies from person to person.

There are specific learning disabilities that can be independent of other conditions, such as dyslexia. Some conditions, such as Down syndrome, are always associated with a learning disability, while some conditions, such as autism, are only sometimes associated with a learning disability. Other conditions, such as attention deficit hyperactivity disorder (ADHD), are not technically associated with a learning disability, but can still affect learning.

1.5.1. Attitudinal barriers

It stands out because the community, or in this case the teacher, refuses to work with the person with a disability, with the excuse that he is not properly trained to teach

him some type of knowledge and that this corresponds exclusively to the professional indicated.

1.5.2. Methodological barriers

The teacher believes that he must teach individually so that students with disability conditions acquire knowledge, and as this work is tedious, they avoid performing activities that suit all students regardless of disability or learning style learning, which hinders attention and a correct teaching-learning process.

1.5.3. Organizational barriers

They are determined by the quality and quantity of support provided by the community in general, for example, the educational community must be accessible to people, especially those in conditions of disability so that they enjoy an education and a dignified life providing different forms of support.

1.5.4. Social barriers

It is characterized by the difficulties that arise from families with little knowledge of academics and prejudices about different situations in this context. The family support, and the importance of involving them in all the processes that are carried out carried out with the student, since it is the one that is present in their development and can show their evolution.

1.5.5. Physical or infrastructure barriers

They are all those that, in design and structure, do not provide safe access routes hindering mobility, toilets, the food store, etc. They are spaces that do not have good lighting, signage, or a lot of noise pollution.

1.6.   Facilitators

In learning there are learning barriers, there are also learning facilitators, which provide many tools, strategies, and methodologies that minimize and serve as support for the elimination of those factors that impede active participation and the learning of people with disabilities.

They are called facilitators because their purpose is to provide teachers, families, and schools, with pedagogical mechanisms, that is, that guides teachers and the families of the students, delivering academic work guidelines both in the classroom and at home, generating study habits, for this, workshops, meetings, and follow-ups are provided with both parts. Methodological, so that directly in the classroom the necessary number of procedures to achieve a single objective, this, is oriented to a universal curriculum that works and responds to every one of the rhythms and learning styles that are they are found in the heterogeneous classrooms of schools (Pellerano, 2015).

One advantage of facilitators is that they improve students' social orientation, in addition to favoring the development of intrinsic motivation towards learning. It favors learning through two processes: the generation of cognitive conflicts between students and the support or mutual support to solve them.

1.7.   Disability

A disability is a disease of the body or mind, a deficiency that makes it difficult and affects the person with the disability to carry out certain activities and interact with the world around them.

Disability is part of human diversity. Over 4 million people, almost one in five people in Australia, have a disability and this proportion is increasing with an aging population. People with disability purchase consumer goods, have jobs, go on holidays, access information, and contribute to society in the same way that people without disabilities do. The only difference is that often people with disability come up against significant barriers while trying to do the things that many of us take for granted (Fernandez, 2014).

There are people with disabilities that are sometimes referred to as a single population, but it is a diverse group of people with a wide range of needs. Two people with the same type of disability can be affected in very different ways. Some disabilities may be hidden or not easy to see.

1.7.1. Psychosocial disability

This includes people with various mental disorders, anxiety, depression, etc. These people substantially hinder the execution of daily activities and tasks or responsibilities that affect the organization, self-regulation of stress, and emotions. I know includes here such disorders as schizophrenia, bipolar affective disorder, obsessive-compulsive, social phobia, and post-traumatic stress disorder, among others.

Rodríguez (2017) states that "Psychosocial disability is the term that health consumers and caregivers use to describe disability experience of people with disabilities and participation restrictions related to mental health terms". For people who experience these disabilities change can be achieved through support and empowerment of the social and environmental environment opportunities to expand your capabilities.

1.7.2. Systematic disability

It refers to the state of health that hinders the routine attendance of the person in the classroom. It involves chronic diseases such as end-stage renal failure, cancer in all its manifestations, cardiovascular, bone, neuromuscular or the skin, which hinders the execution of physical and contact activities or with their peers, limiting their development and participation in society (Yetunde, 2016). In conclusion, these categories should be considered as part of any reasonable accommodation to be created. for the boy, girl, or young person of the educational system.

1.7.3. Intellectual disability

In intellectual disability, you can think of a failure in the learning process of students, and you can tend to resignation on the part of them when in classrooms of public institutions are served between 35 and 40 students, within which they can have two or more children with this difficulty, limiting themselves to making their minimum effort and worth it as the progress of their process, without deepening or showing that there is learning significant on the part of these students. In this way, it is necessary to know the scope, limitations, and characteristics of this disability.

Hodapp (2012) defines intellectual disability as a "limitation significant both in intellectual functioning and in adaptive behavior, as it has been manifested in conceptual, social and practical adaptive skills that appear before 18 years old" (p.2). Individuals who have this disability present different intellectual alterations to carry out processes of reasoning, resolution of problems, learning from experience, and in general, academic learning, among which are: in the reading-writing process. Likewise, limitations are identified for learning mathematics, coping correctly in settings of communication, social participation at school and even at home, as well as controlling their emotions and

behaving according to their age.

On the other hand, it is important to consider some premises about intellectual disability that Saraceno (2017) mentions in his work, the first refers to the fact that the limitations should be analyzed in context taking into account the age and culture of people's peers with a disability; In addition to cultural diversity, it is necessary to take into account linguistics, differences in communication, the sensory, motor, and behavioral components; the limitations coexist with capabilities; for the description of limitations the definition of supports is important to improve the quality of life of the person with disabilities intellectual (p.28).

1.8. Tools for the development of English as a second language for children with Down Syndrome

Teaching English to students with disabilities means difficulty in the acquisition of using the language skills such as listening, reading, writing, and speaking since students with disabilities present a different understanding. These disorders rewind the learning process because they need a distinct and variety use of average abilities that are essential in their thinking and reasoning. However, there are some useful tools that teachers can use in English class, and they can generate a better impact in teaching students with disabilities.

Figure 5
Oral Comprehension/Listening

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not respond to verbal directions	Student lacks understanding of vocabulary in English but demonstrates understanding in L1	Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
Student needs frequent repetition of oral directions and input	Student is able to understand verbal directions in L1 but not L2	Student often forgets directions or needs further explanation in L1 and L2 (home & school); may be due to an auditory memory difficulty or low cognition
Student delays responses to questions	Student may be translating question in mind before responding in L2; gradual improvement seen over time	Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit

Source: Department of Education United States of America (2016)

Figure 6
Speaking/Oral Fluency

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student lacks verbal fluency (pauses, hesitates, omits words)	Student lacks vocabulary, sentence structure, and/or self-confidence	Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
Student is unable to orally retell a story	Student does not comprehend story due to a lack of understanding and background knowledge in English	Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
Student does not orally respond to questions, or does not speak much	Lacks expressive language skills in English; it may be the silent period in 2nd language acquisition	Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit

Source: Department of Education United States of America (2016)

Figure 7
Phonemic Awareness/Reading

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not remember letter sounds from one day to the next	Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	Student doesn't remember letter sounds after initial and follow-up instruction (even if they are common between L1/L2); may be due to due a visual/auditory memory deficit or low cognition
Student is unable to blend letter sounds in order to decode words in reading	The letter sound errors may be related to L1 (for example, L1 may not have long and short vowel sounds); with direct instruction, student will make progress over time	Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit
Student is unable to decode words correctly	Sound not in L1, so unable to pronounce word once decoded	Student consistently confuses letters/words that look alike; makes letter reversals, substitutions, etc. that are not related to L1; may be processing or memory deficit

Source: Department of Education United States of America (2016)

Figure 8
Reading Comprehension and Vocabulary

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not understand passage read, although may be able to read w/ fluency and accuracy	Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	Student doesn't remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
Does not understand key words/ phrases; poor comprehension	Lacks understanding of vocabulary and meaning in English	The student's difficulty with comprehension and vocabulary is seen in L1 and L2

Source: Department of Education United States of America (2016)

Figure 9
Writing

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Errors made with punctuation/ capitalization	The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	Student consistently or inconsistently makes capitalization and punctuation errors even after instruction; this may be due to deficits in organization, memory or processing
Student has difficulty writing grammatically correct sentences	Student's syntax is reflective of writing patterns in L1; typical error patterns seen in 2nd language learners (verb tense, use of adverbs or adjectives); improves over time	The student makes more random errors such as word omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2nd language learners	The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits

Source: Department of Education United States of America (2016)

Research studies showed that students with disabilities present better comprehension and production, so for that reason is important to use metacognitive strategies, since they can collect vocabulary words and grammatical structures in their brain. Students with disabilities showed a vast lack of monitoring, planning, setting, predicting, priorities, planning, and self-assessment. For that, students with disabilities must use strategies combined, with which teachers can make it possible, and project

effective learning (El-Koumy, 2016).

1.9.   Language development for children with Down syndrome

Children with Down syndrome develop more slowly than typically developing children, and language skills are an area of particular difficulty. In addition, some aspects of speech and language development are more delayed than others:

- Spoken language is delayed relative to cognitive development .Most children with Down syndrome develop spoken language skills more slowly than their non-verbal mental abilities. They have therefore been described as having a specific speech and language delay.

- Strength in learning vocabulary **.** Children with Down syndrome will often learn to understand what early words mean (comprehension) at a rate that might be expected for their level of non-verbal understanding (cognition). However, they are usually slower to learn to say the words (production). Over time, they steadily learn the meanings of a useful range of vocabulary but production continues to develop more slowly than comprehension. Usually, children with Down syndrome understand more than they can say.

- Difficulties speaking clearly.Children with Down syndrome typically babble like other children. However, they do not move on to attempt to say words but tend to use more gestures for longer than other children with a similar level of understanding. This may be because children with Down syndrome find speech production and saying words more difficult.

- Wide range of individual differences.Studies of vocabulary development suggests that children progress at different rates, with some children with Down syndrome saying less than 50 words at 3 years and others over 300 words (though this variation is also true of younger typically developing children at the same cognitive level).

1.10.   Use of English based on the Curriculum.

Through the analysis of the EFL national curriculum (2016), it can notice that it is organized into Curricular threads: "1) Cultural awareness, 2) Oral Communication,3) Reading, 4) Writing, 5) Language through the arts. within the 5 sublevels of mandatory education: 1) Preparatoria, 2) Educación General Básica (EGB) Elemental, 3) EGB Media, 4) EGB Superior and 5) Bachillerato General Unificado (BGU)." All of those Curricular threads are indispensable in teaching because it helps a lot to improve the English skills, which are fundamental in English classes. Education has free access for everybody, since education does not have a preference for anybody, and belongs to all students. The EFL curriculum (2016), does not make reference to students with disabilities, or students' needs, so we conclude that the Ministry of education focuses on teaching without labels. Ministry of Education required all schools nationwide to work in the project-based learning methodology expressed in the "Learning together at home".

Each project has specific activities, in which students can reinforce their English abilities, and develops specific evaluation indicators for each area of knowledge achieved for the students. In the end, students must be able to comprehend and use their knowledge based on what they learned, so it is important, and essential that teachers must consider

achieving the goals.

Figure 10

Curricular Objetives of the English as a Foreign Language Area for Subnivel Elemental of Educación General Básica

O.EFL 2.1	Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.
O.EFL 2.2	Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.
O.EFL 2.3	Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.
O.EFL 2.4	Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
O.EFL 2.5	Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.
O.EFL 2.6	Write short descriptive and informative texts and use them as a means of communication and written expression of thought.
O.EFL 2.7	Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.
O.EFL 2.8	Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.
O.EFL 2.9	Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.

Source: Ministerio de Educación (2016)

Mention aspects of the EFL Ecuadorian curriculum, especially at the micro-curricular level. Describe the elements of the PUD or lesson plan (instrument of curriculum implementation) that the teacher wants to focus on. All threads and all skills are relevant in the learning-teaching process, whereby it is necessary to apply in English classes. According to the Common European Framework (2001) is indispensable to measure, and assess English skills since the progress of the student is shown through the proficiency of the learner.

1.11. Brief analysis of the state of the art

Table 1
State of the art Matrix Template

Author/ Date	Theoretical/ Conceptual Framework	Research Question(s)/ Hypotheses/ General Aim	Methodology	Analysis & Results	Conclusions	Implications for Future research	Implications For practice
Teaching English as a Foreign Language to Students with Down Syndrome: A case study (Sicilia, 2017)	Jarrold & Baddeley 2001 Detailed clarification of working memory in DS individuals.	• DS students can learn English as an FL if there is a mixed methodology approach, and the teaching practice is adapted to their abilities. • DS students will be more motivated in learning English if their preferences are considered in the design and plan of the class. Activities that involve trying out identities, such as role-play, will have a positive effect on content learning.	It consisted of the English learning skills of students who do have it in front of the establishment of a mixed methodological approach as a foreign language with the subsequent adaptation of the teacher taking into consideration their abilities. With the use of observation and practical application of sessions, the population was composed of 4 students with Down syndrome.	The results showed that some of the students participating in the research have found that they have developed the learning of certain content in the sessions.	It was demonstrated that the appropriate use of visual support resources makes it possible to learn English vocabulary and literature in a timely manner. Thus, learning English in children with Down syndrome is feasible.	To contribute with knowledge by the intervention generated, which can form references for further research on teaching English to students with Down syndrome.	There is little research that focuses on the implications of teaching English to students with Down syndrome, so this study provides further insight into teaching support resources.

Didactics of teaching English as a foreign language for boys and girls with Down syndrome (DELED) (Wilches, 2016)	Porter 1997 Inclusive Education	What didactic elements should be considered in the process of teaching English as a foreign language in contexts of inclusion of children with Down syndrome in cycle I?	A methodology was used, based on a hermeneutic paradigm, under a case study design, with a qualitative ethnographic character, considering the participants, class teacher, special educator, and administrative member, with the use of observation and application of interviews.	The teacher does not have adequate preparation, but the techniques she uses prevent discrimination, generating an effective teaching-learning process. Elaboration of a series of guidelines for the foreign language teacher.	Teachers who are involved in this area, know what an inclusive classroom is and the need to adapt and develop a class, teachers should receive guidance on teaching in inclusive classrooms.	This study can serve as a reference for other studies that seek to delve deeper into the same research problem.	The contribution is the deepening of knowledge for English teachers who teach children with Down syndrome.
Teaching English for down syndrome students at SMPLV PGRI in Pamekasan (Nuriyanti et al., 2021)	Smith 1990 Teaching	Delineating the practice of teaching English for Down Syndrome students in a special secondary school in Pamekasan, East Java	It's qualitative research, the data was collected from observation, interviews, and documentation, where the unit of analysis was an English teacher	The results of the investigation are that the teacher teaches English of various stages. Mostly uses visual materials for teaching English.	It was determined that the stages of teaching English to both normal children and children with Down syndrome are the same, however, it is necessary to apply good strategies for the children to grasp the information.	This research has a scientific contribution to the teaching community and to learning more about teaching students with Down syndrome.	This study aims to contribute to the theory of the stages and teaching strategies that teachers can use to teach English to students with Down syndrome.
The Teaching of English as a foreign	Faragher (2014) Implications for teaching	• How did the English teachers design the syllabus of English for students with down	The methodology is qualitative, with a naturalistic approach, the	The curriculum developed by the English teacher is focused on the	English teachers consider each of the aspects that are part of planning for	This study aims to provide a contribution to scientific	This study is expected to develop the competence of English teachers so

language for students with down syndrome (Yanto, 2020)	and learning in children with Down syndrome.	syndrome at SMPLB Negeri 5 West Jakarta? • How did the English teachers develop the instructional materials for students with down syndrome at SMPLB Negeri 5 West Jakarta? • What strategies, approaches, and methods were used by the teachers in teaching English to students with down syndrome at SMPLB Negeri 5 West Jakarta? • What were the difficulties encountered by the teachers in teaching English to students with down syndrome at SMPLB Negeri 5 West Jakarta? How did the teachers assess English learning for students with down syndrome at SMPLB Negeri 5 West Jakarta?	population of this study is English teachers of 7th, 8th and 9th grade, and 4 students with Down syndrome of different levels. Observation, interviews, and documentation were used to collect information.	condition of the students and their learning characteristics.	teaching English to students with Down syndrome and adjust in order to generate knowledge of English as a foreign language.	thought and is a great reference for similar studies focused on teaching children with Down syndrome.	that they can use didactic materials and other processes for teaching English to students with Down syndrome.
Rehearsal technique in teaching a student with Down Syndrome in one-to-one	Rehearsal training strategy	How to enrich the learner's vocabulary in English?	Qualitative research, through a review of the literature, with a case study of a 13-year-old girl with Down syndrome, in addition to	Through the application of the tools, students retain the information for several months.	The trial method is the most effective method for memorizing and retaining information.	It allows the community to be exposed to different teaching approaches and memorization strategies to	It can provide a meaningful teaching opportunity for children with Down syndrome, generate a great stimulus for parents, promote equality and

			interviews with two professionals and observation of the application of lessons.			apply with students to Down syndrome.	eliminate discrimination.
Fulfilling the needs of diverse students: teaching strategies for EFL Inclusive Classrooms (Hidayah & Morganna, 2019)	Stainback & Stainback 1990 Education and the fulfillment of their particularitie s in terms of learning.	What are the teaching strategies applied in the EFL inclusive classrooms? How do the EFL teachers implement those strategies?	The methodology applied was qualitative, with the case study for the data collection on English teaching strategies for inclusive classes with two English teachers, through interview and observation.	Teachers' teaching strategies involve direct instruction, peer tutoring, and active and cooperative learning.	In the area of English pedagogy in inclusive classrooms, teaching strategies relevant to the learning of students with Down syndrome are used.	With the above knowledge, the strategies can be applied to evaluate them and reveal quantitative data that strengthen the recommendatio n for their application.	The strategies are available to the teaching community for classroom instruction and application.
Learner Diversity in Inclusive Classrooms: The Interplay of Language of Instruction, Gender, and Disability. (Possi & Reginard, 2017)	Flander's (1970) model of classroom interaction, and Eagly 1987 Gender role theory	• How are the classroom seating arrangements during the teaching and learning of English and Kiswahili languages? • What is the frequency of teachers' asking questions to male and female learners with or without hearing disability or albinism in English and Kiswahili language classes? • To what extent do male and female learners with or	A qualitative approach was used, with the use of open-ended interviews, observations, and focus groups, with a representative sample of teachers and students.	It was evident that there is complexity on the part of teachers in teaching in classrooms with students with disabilities.	Teachers lack advanced training on how to handle students with special needs in particular.	It is feasible to carry out another research where it is possible to go deeper, in addition to the recommendatio n of using a larger sample and a mixed approach.	The contribution provided by this research will allow teachers to know the shortcomings when dealing with students with special needs and how they can deal with them in practice.

without hearing disability or albinism respond to teachers' questions posed in English and Kiswahili languages?

- Who, among male and female learners with or without hearing disability or albinism, dominates the classroom in asking questions using the English language?

- What are the challenges facing teachers in handling students with hearing impairments and those with albinism in inclusive classrooms?

1.12. Categorial Matrix

Table 2
Categorial Matrix

Concept	Variable	Dimensions	Indicators	Instrument
The process of acquiring knowledge of something through study, exercise, or experience, in order to apply it.	Teaching English	• Language acquisition • Learning discovery • Information processing • Comprehension • Experiences	• Applications of the learning process • Learning English through discovery • Difficulty of information processing • Level of comprehension • Ease of interaction	Interview Test Observation
Students who have a genetic disorder that can influence the rhythm of learning.	Down Syndrome Students	• Physical and Health Conditions • Communication • Behavior • Memory • Learning	• Health problems • Motor Skills • Speech Intelligibility • Behavior problem • Memory difficulties • Teaching strategies	

CHAPTER II

2. METHODOLOGY

2.1.Methodology

The following research work uses a mixed approach, where quantitative and qualitative approaches will be used to achieve the objectives of developing an inclusive learning environment guide to teaching speaking skills to Down syndrome in 7th grade at Joya school.

Fernández & Baptista (2014) mention that in the quantitative methodological approach, where the collection of information is based on the measurement of the variables of the study, systematic and standardized procedures are used, and its results are appreciated by means of numbers. For this reason, in this research, a test will be used to collect data on the process of teaching and learning the English language of children with Down syndrome, which will be chosen through a probabilistic sample through the formula to determine the size of the sample.

On the other hand, Fernández & Baptista (2014) outline that the qualitative approach does not follow a systematic or standardized process. In addition, data collection is based on obtaining perspectives, opinions, experiences, and other subjective criteria, which will allow delving into the different situations or manifestations of the study phenomenon. For this reason, in this research, class observation and an interview will be used. The class observation will be carried out with seventh grade students for one hour to collect relevant information and perspectives on the process of teaching and learning the English language for children with Down syndrome. The interview will be conducted with the teachers to collect opinions and testimonies about the process of teaching and

learning the English language and the use of methods and strategies.

Moreover, it presents a descriptive scope, since it intends to describe events, phenomena, situations, and contexts, characterizing them as they are and are externalized, it is made according to the reality of an event and is based on the interpretation of the results in a clear and concise manner, thus allowing an effective analysis of the information for a better appreciation by the reader (Cabezas et al., 2018). For this reason, in this research, a descriptive scope will be used to review the literature with the aim of developing a methodological guide for teaching English to children with Down syndrome. The reason for selecting a literary review is to thoroughly understand the selected topic and relate it to the teaching and learning process.

Finally, documentary-type research will be used, where the information for the execution of the first objective will be collected, and secondary and tertiary sources of information will be used. According to Cabezas et al. (2018), documentary research collects information to expose the theories that support the phenomenon of study, and to generate clear theoretical support to familiarize with the existing knowledge. And field research collects the information within the same geographical place where the events take place, in addition to using techniques or instruments for the collection of information from the population or sample of study (Fernández & Baptista, 2014).

2.2. Techniques

For collecting information, it will be used four instruments, which are described below

- For the collection of information, the test was used, this was prepared by the author, and validated by the tutor and the seventh-grade teacher of the educational unit "La Joya" this instrument is intended to collect the level of English in children

of this grade. This instrument focused on listening and speaking skills because the teacher mentioned that these are the skills that are most worked on with students who have Down syndrome. This test consists of a single activity that consists of relating the names of the colors with the respective images. This test was applied in person at the Educational Unit "La Joya" in the presence of the seventh-grade teacher.

- Interview, this technique allows the collection of information through a dialogue between the researcher and the subject of analysis, by means of a structured, semi-structured, or unstructured guide of questions (Cabezas et al., 2018). For the collection of information, the interview was used, this was elaborated by the author, and validated by the tutor. The purpose of this interview was to gather information to explore how the English language is taught to students with Down syndrome. This interview consists of 11 open questions in Spanish because the teacher teaches all subjects including English. The questions are about how the teaching of the English language is carried out in students with down syndrome. For example level of understanding, health problems, motor skills, memory problems, etc. The interview was applied in person to a seventh-grade teacher.

- Observation guide, by means of this technique, the phenomenon or event of study will be observed with attention, in order to take information and record it for later analysis, and this allows forobtaining more truthful information (Cabezas et al., 2018). For the collection of information, an observation guide will be used, this was taken from the internet of a teaching model (NCISE), and validated by the tutor. The purpose of the class was to recognize colors and numbers. Four students

and one teacher were observed. The observation was carried out in the Educational Unit "La Joya" of the 7th grade of primary school in person. For 1 hour, where the teacher taught the subject "Numbers and Colors", which is in the middle of the study unit. The intention was to verify if the teacher uses the NCISE teaching model (1. Invite; 2. Explore, Discover, Create; 3. Explanations and Solutions; 4.- Take action).

2.3. Population and Sample

The population is the set of data that meet certain characteristics delimited in the research project, so it is essential that from the beginning of the study the characteristics or requirements that individuals must meets to be part of the research are described (Cabezas et al., 2018). Therefore, for the present research work, the population is defined as the students in the seventh grade of basic education at "La Joya" Institution. Moreover, the seventh grade or teacher of this institution will be considered for the fulfillment of the purpose of the study.

Once the population has been defined, the type of sample must be established, this being a subset of the population, i.e. a small representation of the population, which will make it possible to obtain specific data without incurring greater expenses for the collection of information. (Fernández & Baptista, 2014). Hence, it can be said that convenience sampling will be used for the present study since the student population is reduced and students, who attend classes in person will be considered.

3. ANALYSIS AND INTERPRETATION OF THE RESULTS

In order to respond to the purposes of the study, three instruments were applied (a teacher interview, a test to measure the level of the English language, and an observation sheet of the foreign language class). In this way, the results will be presented with their respective analysis.

3.1. English language level of students with Down syndrome

The objective of the test applied was to measure the English language proficiency of 7th grade down syndrome students. For this purpose, a test with questions about colors was applied, this type of test corresponds to an English proficiency level of A2. The results are presented below.

Table 3
Student's Results of Test

Student Participant	Age	Qualification criteria
1	8 years old	Good (1-3 mistakes)
2	9 years old	Regular (4-6 mistakes)
3	9 years old	Good (1-3 mistakes)
4	9 years old	Good (1-3 mistakes)

Analysis

Table 3 shows the results obtained by the student participant in this study in the A2 language test.

Through the test, it was possible to corroborate the quality of the A2 English level in students with Down syndrome in the 7th grade at "La Joya" School. Seventy-five

percent of these students obtained the qualification criterion "Good". That means, they presented from 1 to 3 errors. This result shows that the teacher's strategies for teaching English are good.

Regarding the first 8-year-old student, it can be mentioned that during the development of the test, he presented a most intelligible pronunciation and great control of phonological features. In addition, to the fact that it was not necessary to establish several indications or support since the student knew how to interpret them and respond with few errors, control of simple grammatical forms and a range of vocabularies instructed by the teacher, this reason for him to obtain the qualification of "Good".

On the other hand, the second student of 9 years old presented 4 to 6 errors, where his pronunciation was mostly intelligible. However, he did not present a great control of phonological features, and had greater difficulty in the comprehension of the indications for which greater support was necessary for the development of the test. He also used an adequate vocabulary to talk about daily situations and with sufficient control for simple grammatical forms, being this the support for the criterion of "Regular" qualification.

The third student obtained from 1 to 3 errors, because during the development of the test, he presented a good degree of control of grammatical forms, mastery of vocabulary to talk about everyday situations, and his pronunciation was intelligible and certain control in phonological features. On the other hand, it is important to highlight that his level of comprehension is outstanding since no further indications or support where required. Thus, the student obtained a grade of "Good".

Finally, the fourth student stood out with the range of appropriate vocabulary, and control of simple grammatical forms, he did not require several indications or support for the development of the test, with respect to pronunciation. This was mostly intelligible

and with some control of phonological features at the level of the utterance and word. Obtaining the qualification criterion of "Good" in the resolution of the test.

Keeping this in mind, it can be highlighted that the use of teaching strategies of the teacher is mostly adequate for the instruction of English in students and should be strengthened with other strategies taught to students who have difficulty in this language.

3.2. Teacher's Interview

For this interview, the participation of the teacher who teaches English to 7th grade students at "La Joya" school was requested. The following are the answers to the questions asked.

1. **Do you play games outside the classroom? What kind of games do you play with your students?**

We apply a lot of games for children to learn through play. They are rounds and children's songs. Also, the use of images and pictograms.

Analysis

The first question indicates the following: Through this question, it can be perceived that the teacher uses different resources to obtain greater interactivity in the students and that these are encouraged by means of the ludic when learning the English language. This is part of the application of the learning process used by the teacher for teaching English. Taking as a reference that the use of games allows students to learn without being aware of what they are studying, thus facilitating the acquisition of new subject matter and vocabulary.

2. Does it encourage discovery learning?

Yes, because this learning allows the student to relate the concepts and assimilate the information that is given to him and he himself discovers the rules, the things through everything. As I mentioned, through play.

Analysis

To inquire about discovery learning, the interpretation of the answer to the second question is presented.

According to the teacher's response, it can be determined that students learn through the discovery strategy, which allows students to generate more knowledge on their own. For that, it is important that teachers serve as a guide for students during the discovery learning process to obtain the expected results. This constructivist strategy allows students to achieve a teaching and learning process adapted to their own needs, generating tools to build knowledge, and thus enhancing their development.

3. How do you consider the performance of your students?

Students' performance is very good, they should always be constantly stimulated through positive reinforcement since the emotional part plays a very important role in learning.

Analysis

The third question mentions the difficulty of information processing, where the following can be highlighted.

The teacher, as she indicates in the question, considers that the students in her

charge present a good performance, where she also indicates that she uses strategies for stimulation for effective learning in students with Down syndrome. It is important to point out that teachers should adopt the strategies according to the needs of the students. Difficulties in information processing may be due to physical problems in the stimuli of the senses in an infant, which would hinder the reception of information and the obligation to adapt the tools and resources in the teaching-learning of English language in students, as performed by the teacher through stimulation strategies.

4. Do students ask questions about the subject matter?

It is very little due to the disability that the students present, therefore they have difficulty in vocabulary, and they also have difficulty in language.

Analysis

The fourth question, talks about the comprehension level of students with Down syndrome, highlighting the following.

The teacher pointed out that there is not much participation on the part of the students. Due to the language difficulties, they have, it is important to use different strategies to encourage active participation in the resolution of questions and support in the learning process. The level of comprehension should be measured in a different way due to the language difficulties that the students present, and they do not present great participation in the classroom. Besides, in order to consolidate the knowledge imparted, it is important that there is feedback between the student and the teacher to solve doubts and improve the meaning of the information.

5. How do you arouse students' interest in learning English?

Well, we have to look for strategies that are very interactive with students, use a variety of resources both technological and tablet, and also use pictograms of images and videos. Because students with Down syndrome learn through visual and auditory things.

Analysis

To learn about the ease of interaction of students with Down syndrome, the following is presented.

Interaction in learning a new language is fundamental because it awakens the students' interest in learning. Thus, the teacher emphasizes the search for strategies to encourage students to learn, especially through digital media. In this way, interaction allows involving different aspects of the classroom experience, where students also generate positive ties with teachers and thus facilitate the transfer of knowledge.

6. What strategies do you know and use for teaching English to your students?

Well, in special education several adaptations are made, depending on the difficulty that each student presents, we look for strategies that allow the development of the visual aspect. As I was saying, we look for more auditory strategies.

Analysis

This question allows us to explore the teaching strategies used by the teacher, presenting the following information.

To promote learning in students with Down syndrome, it is important to develop strategies according to their needs, taking into consideration that they learn through

auditory and visual resources. Thus, it is demonstrated that the teacher has knowledge about the type of strategies that should be used to facilitate the learning of the English language and conditioning according to the sensory difficulties that children may present.

7. **During your training as an educator, did you receive workshops, courses, or preparation for the education of people with any type of disability?**

Yes, several courses and training courses, and even the Ministry of Education is committed to teacher education and training.

Analysis

Regarding health problems, the following information was highlighted.

It is very important that teachers receive constant training to update their knowledge about the learning process and educational strategies for students with Down syndrome since they learn in an unusual way. With the teacher's response, it is perceived that they do receive continuous training and education. Moreover, it is also important to note that children with Down syndrome may have motor deficiencies or health problems. So, it is essential that they have the knowledge to know how to act in different situations and adjust the educational process to the requirements of the students.

8. **Do you consider that the workspaces are adapted to the motor skills of the students? Why?**

Yes, I believe that in the school we have a large space, and the classrooms are big, which allows us to carry out some activities in the open field.

Analysis

In order to learn more about motor skills in children with Down syndrome, the following is presented.

According to the teacher's response, it is perceived that the facilities of the institution are adequate for the needs of students with Down syndrome, and it is feasible to develop different activities in the open field. The motor skills of children with Down syndrome is different from those of children who present a common development. So, it is pertinent that the physical facilities of the educational institution must have all the necessary adaptations to facilitate the different activities that are generated in the educational process for teachers and students with Down syndrome.

9. **Do students have difficulty with pronunciation? How do you deal with speech intelligibility in your students?**

Yes, as we mentioned before due to the disability his language is very reduced and we must carry out activities through pictograms and language therapies in order to increase his language.

Analysis

This question asks about the speech intelligibility of students with Down syndrome in the educational institution under study.

While it is true that students with Down syndrome may have different deficiencies, whether motor, auditory or visual, it is important that teachers know how to deal with them. As evidenced by the teacher's response, where students have pronunciation difficulties. It is important to use and adapt resources to facilitate their

learning. Difficulties in speech intelligibility are common in children with Down syndrome. For that, it is important for the teacher to know the strategies that allow students to develop language in a better way.

10. Do the students have behavioral problems, indicate which ones and how do you deal with them?

Yes, the students do present behavioral problems. They present problems with their habits and behavioral norms almost all the time. To avoid these bad behaviors, we try to create good habits such as always greeting when entering the classroom.

Analysis

Regarding behavioral problems, a question was developed for exploration, detailing the following.

The teacher points out that students do have behavioral problems in the classroom, so they try to teach good habits to improve their behavior. In this way, students will be able to behave better in and out of the classroom. However, it is important to recognize that within the home there should be spaces where parents educate their children so that they know how they should act and behave. Misbehavior in children with Down syndrome can be linked to disruptive behaviors, where teachers must value them to act on them to mitigate them since infants can adopt certain behavior through imitation.

11. Do students have memory difficulties? If yes, how do you adapt the information to reduce memory difficulties in students?

Yes, most of the students present memory difficulties according to the degree of disability. Curricular adaptations are made here, as mentioned above, to compensate for

the student's difficulties and facilitate learning. Curricular adaptations and alignments are constantly being made.

Analysis

Related to memory difficulties, the following is stated.

If students have memory difficulties according to the degree of disability, so it is important that teachers know how to apply strategies to solve their shortcomings in students. In addition, teachers are trained to make the necessary adaptations for the information through visual resources that can be retained in a better way in children with Down syndrome, being this the most appropriate in the educational process.

3.3. Observation sheet of the foreign language class with students with Down syndrome.

The observation was carried out at the "La Joya" Educational Unit in the 7th grade of elementary school. For 1 hour, where the teacher taught the subject "Numbers and Colors", which is in the middle of the unit of study. The intention was to verify if the teacher uses the NCISE teaching model (1. Invite; 2. Explore, Discover, Create; 3. Explanations and Solutions; 4. Take Action).

The purpose of the class was to recognize colors and numbers. The expected results for this class were the recognition of numbers from 1 to 7 and primary colors. The materials used by the teacher are self-made and manufactured. And the form of evaluation is by means of questions asked by the teacher to her students.

During the observation it was possible to evidence the behavior of the students

that most of the students are during the execution of tasks, being this a desirable behavior because it allows the active participation of all students. Moreover, it was witnessed that students interact with each other around non-academic or procedural issues and, actively and enthusiastically participate in the discussion or activity. These aspects demonstrate that there is an interest on the part of the students in the teaching process and that it is important that there is discussion because it allows for greater communication of ideas and interests among the students and increases their learning of the English language.

Once the class was over, it was demonstrated that the students looked for the correct answer based on the dictated class instead of looking for the truth, which shows that strategies should be applied that allows the student to look for the answer with more reasoning, on the other hand, they reflect on the comments or ideas of others. This refers to the fact that they are based on what their classmates mention and do not say what they think on their own, and they look for information to complete the assigned work. This refers to the fact that they request more information from the teacher or classmates to understand the work and its execution.

On the other hand, the role of the teacher evidenced during the observation is that of facilitator, i.e., he seeks the opinion of the students and invites them to participate to better develop understanding and asks questions implicitly and explicitly for understanding and opinion. Thusly, generating a debate or discussion among students to encourage participation and collaborative work in the student body.

Of the activities generated in the classroom, he points out that they were carried out heuristically, that is, strategies are used so that students can solve problems and/or answer questions and develop critical thinking and deductive and inductive reasoning. It is important for the teacher to plan activities so that students develop different skills to

make decisions, and solve problems, among others; and that they are connected to the real world. So, individuals know how to handle the different situations that may arise.

Finally, it can be concluded from the observation of the class that it was taken to generate feedback on the theme that has been taught in previous classes which are the primary colors and the numbers from one to 7. It is worth mentioning that due to the particularity of learning of children with Down syndrome. This topic has been developed for a long time, and the purpose of the feedback is that the information can be retained in the long term. Also, it could be seen that the adaptations made by the teacher for the reality of the students are adequate, since she used fomix paper, plasticine, tillos, among other didactic materials. So that, they can remember and answer the questions asked by the teacher. Most of the students got it right and participated in 75%, the motivation was always present in the class, and it was successful because the children were able to differentiate the numbers and colors within the class taught.

3.4. Discussion

Through the test applied to the students who participated in this research, it could be evidenced that the strategies applied by the teacher of rehearsal and feedback for long-term retention of information are adequate. Furthermore, these results can be contrasted with the study developed by Birková (2019) who indicated with the application of interviews and observation that the rehearsal method is the most optimal for students with Down syndrome for memorization and retention of information.

With the results obtained from the interview instrument, it can be contrasted that the curricular adaptations are according to the students' abilities through visual didactic material as can be evidenced in the study conducted by Sicilia (2017) who mentions that the use of visual resources allow students to support themselves for the teaching-learning

process of English as a foreign language and through her research highlights their use through class sessions.

Yanto (2020), mentioned in his research that the curriculum generated by English teachers should be focused on the conditions of the students and their learning characteristics. For that reason, they used observation, interview, and documentation for the collection of information, where it is shown that the lesson plans are elaborated on the above-mentioned.These results can be compared with the class observation guide generated in the present study, where it was possible to denote that the class planning was based on the conditions of the students, where they have to receive feedback on what they have learned. In order to retain the information in the long term and on the learning characteristics where excellent didactic material was used for the teaching-learning process of the students.

CHAPTER IV:

4. PROPOSAL

4.1. Proposal Title

Methodological guide for inclusive learning environments to teach speaking skills to Down syndrome students in 7th grade at Joya school.

4.1.1. Importance of the proposal

This proposal is aimed at seventh-grade students at "La Joya" School. It is designed with topics taken from the English Pedagogical Module 1, being this ideal for the practice of speaking skills. Also, with the instruments collected it was evidenced that the most appropriate way of learning for students with Down syndrome is the auditory and visual (images, videos, among others).

4.2. Location

This proposal was developed at "La Joya" School in Otavalo city during the 2021-2022 school year.
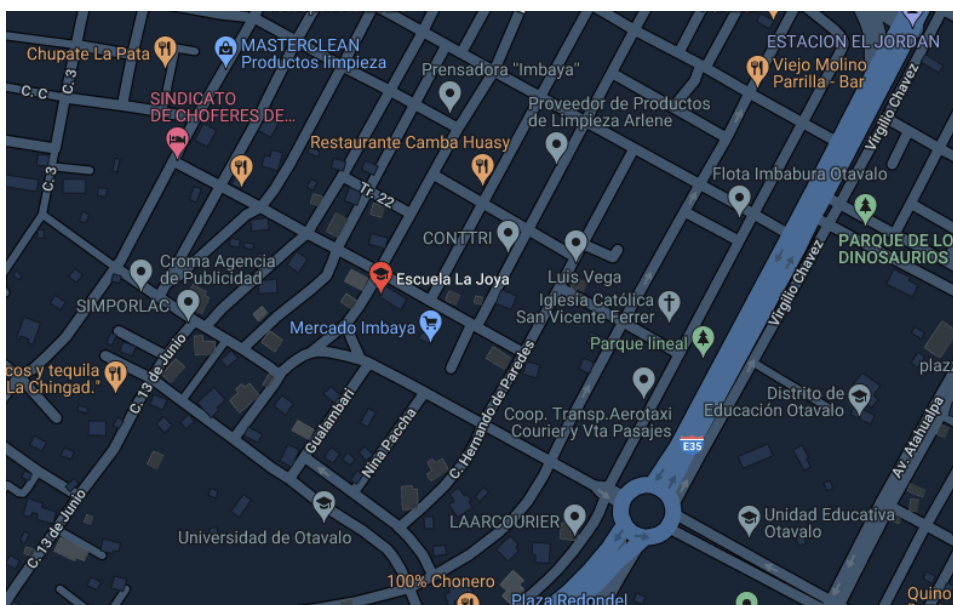
4.3.Standard Common European Framework

Students within the Common European Framework Standards belong to level A2. They were considered to obtain the profile of mastery in oral comprehension, oral interaction, oral expression, and mediation since the students who were part of the study presented ease of learning by means of visual and auditory resources. On the other hand, the students should have the ability to understand enough to effectively meet their needs, where individuals articulate slowly and clearly. In addition, they have to be able to understand expressions and phrases according to priority areas such as family and personal information, local geography, shopping, and employment, among others.

4.4.   Proposal methodological guide

Methodological guide for inclusive learning environments to teach speaking skills to Down syndrome students in 7th grade at Joya school.

Introduction

This methodological guide is intended for 7th-grade elementary school teachers, who teach students with Down syndrome. Therefore, this guide is composed of several activities to strengthen speaking and listening skills in students with Down syndrome, using strategies that facilitate the teaching-learning process and active participation.

Units	Lessons		Functions	Objectives	Grammar	Vocabulary
UNIT 1	Lesson I	Communication and Cultural Awareness	Describe the images	Students will be able to use images to activate ideas to talk about treasures they consider pertinent in a group activity.	Simple Present and Present Progressive	Money house Jewelry Sports Friends
	Lesson II	Giving your opinion	Formulate sentences using I think, I believe or because	Students will learn the skill of being able to use I think, or I believe and because through graphic representations, in order to perform an appropriate pronunciation based on which they can give an opinion, in a paired activity.	Use of I Think or I believe and because	I Think I Believe Because
	Lesson III	Your lucky day	To develop speaking skills using "Going to and Will"	Students will be able to develop their speaking skills through the use of "Going to and Will" by means of different forms of vocabulary and didactic resources, in a group activity.	Going to and Will	Toys Electronic devices Clothing Sportswear
	Lesson IV	Gift economy	Identify the importance of economics and identify the vocabulary proposed by the module	Students will be able to comprehend and use new vocabulary to talk about economics and its importance in the context of an interactive role produced by the teacher.	Present Continuous and Simple Present	Economy and value
	Lesson V	Guest Stars	Understand historical characters by developing listening skills	Using music, costumes and representative clothing, in which students will be able to recognize historical characters, and then enunciate them in a monologue by the teacher and group activities.	Simple Past	Buried Cane Tomb
	Lesson VI	Atahualpa Story	To reinforce cultural aspects of historical characters	Students will be able to use interpretation to define who Atahualpa is and to be able to find similarities - differences with Tuntakamon in an activity with didactic material.	Simple Past	Temple Conquerors Treasure Soldiers Gold Statues

Lesson VII	Imagination	Learn about different appreciations of art	Students will be able to use their imagination through the presentation of images and the teacher's dialogue to distinguish or appreciate the different types of art in a didactic and group activity.	Present Continuous	Paintings Sculpture Public Treasures Art
Lesson VIII	Recreation	To make aware of, learn about and recreate the different cultural identities of the different cultures	Students will be able to use critical thinking to identify the different cultural identities in an activity carried out with didactic resources.	Future and Simple Past	Quilt
Lesson IX	Native American Culture	To develop listening skills and be able to respond to different didactic situations	Through the video and the teacher's explanation, students will be able to use their imagination to perceive what a dream catcher and Native Americans are in an activity using chalk drawing.	Simple Present	Tradition Protect Hung Hole Culture Community
Lesson X	Pirates	To improve students' cognitive aspects and speaking development	Students will be able to use and develop their motor skills to understand pirates in an activity by using fomix or plasticine.	Simple Past and Simple Present	Beard Parrot Patch Flag Famous Ocean Telescope Horizon Naval Police
Lesson XI	Values	To understand, develop and build axiological aspects	Students will be able to use different skills" to associate the most representative values for them in an activity called "looking for the treasure".	Verb to be	Honor Trust Honesty Dignity Respect Reputation

Lesson I

Communication and Cultural Awareness

Objective: Students will be able to use images to activate ideas to talk about treasures they consider pertinent in a group activity.

Time: 30 minutes

Strategy: First, the teacher will have the students perform stretching activities. Afterward, the teacher will use representative images (family, car, house, friends, money, sports, among others) regarding the treasures of the module. Then, the teacher will paste the images on the blackboard and will pronounce and explain what each image implies. In this way, the students will relate what they consider treasures for themselves. After that, the teacher will create a reading where multiple treasures are denoted, in which students will draw what the tutor mentions. So, they will draw what they consider a treasure for themselves. Finally, the students will have to choose the most representative drawings for them and they will explain why they chose the drawings.

Lesson II

Giving your opinion

Objective: Students will learn the skill of being able to use I think or I believe and because through graphic representations, in order to perform an appropriate pronunciation based on which they can give an opinion, in a paired activity.

Time: 30 minutes

Strategy: In the first instance, the teacher will explain what the activity consists of and the rules to be used in this topic, i.e., the student's answers will be expressed in terms of **I think**, **I believe**, and **because**. Moreover, the teacher will use the images to associate with the activity of giving your opinion and to be able to provide a greater contribution of the context to the question.

After that, the teacher will read aloud each question and then ask the students to repeat the question by applying its correct pronunciation (the question will be translated for a better understanding). Also, the teacher will use a ball to select randomly a student to share their answers based on what was mentioned. To consolidate the activity, the teacher will create pairs and again the teacher is going to read each question with a determined time, in which the students will socialize based on the **I think** or **I believe** and the **because**.

Ask and answer these questions

a. Should women receive the same salary as men?
b. Should every person receive the same salary?
c. Should children receive an allowance?
d. Should thieves steal someone's money?
e. Should money be a treasure?
f. If you won $1000, what would you do?

I think, **I believe** and **because**

Lesson III

Your lucky day

Objective: Students will be able to develop their speaking skills through the use of "Going to and Will" by means of different forms of vocabulary and didactic resources, in a group activity.

Time: 30 minutes

Strategy: Before starting, the teacher will present a series of pictures on popsicle sticks of objects that are related to the children's tastes (toys, clothes, electronic components among others) with their respective vocabulary using the grammatical rules "Going to and Will". Besides, the professor is going to tell them a hypothetical situation about winning the lottery and what they would buy. After that, the teacher will explain the activity. Next, the teacher will hand out sheets with different drawings, where students will have to paint at least 3 objects that they can buy and what they like the most, in which they will have to give a purchasing value to each one of them. Afterward, they will associate in different groups, in which they will give feedback on what are you going to do with your $500.00. In this way, students will alternate with different groups and will express their answers using the grammatical rule "Going to and Will".

In the end, the teacher will give feedback on the activity, using a ball that will be thrown randomly, in order to create an interactive environment in the classroom. So, students will express and listen to the responses of their classmates.

Lesson IV

Gift economy

Objective: Students will be able to comprehend and use new vocabulary to talk about the economy and its importance in the context of an interactive role produced by the teacher.

Time: 30 minutes

Strategy: At this point, the teacher is going to share a video, in which it will explain the gift economy and its importance and explain all the implications related to the topic. Then the teacher will provide a sheet of paper that will contain a question (the teacher will read the question). The question has to be answered in groups. In this case, the teacher will be monitoring each group, guiding, explaining, or answering the different questions about the situation of the exercise.

Economy. Basic concepts for kids
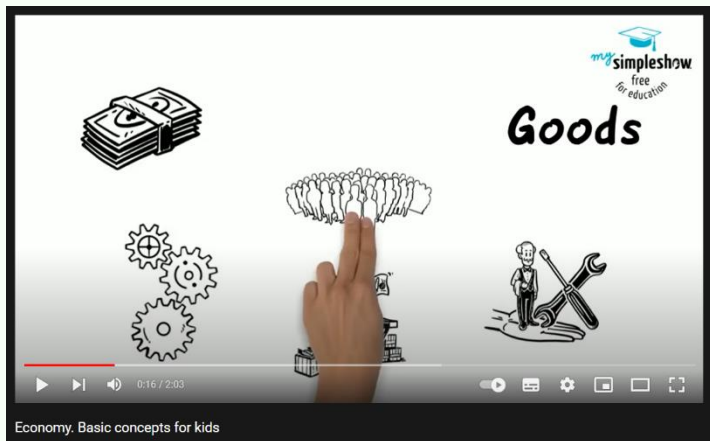
Answer the following questions

a. Is a minga a gift economy?
b. Is the gift economy similar to the barter economy? Explain
c. Are families an example of a gift economy? Why?
d. Which values are important in a gift economy?

Discussion questions

a. Do you consider yourself part of a gift economy?
b. Would you like to live in a country with a gift economy? Why? Why not?
c. Which of your possessions are you ready to give to other people?
d. Which items would you like to receive?

Lesson V

Guest stars

Objective: Using music, costumes and representative clothing, in which students will be able to recognize historical characters, and then enunciate them in a monologue by the teacher and group activities.

Time: 20 minutes

Strategy: In the first instance, the teacher will use a badge, or to be more precise, the teacher will dress up as a celebrity (Tutankhamun) in which music will be played for better concentration, motivation, and interaction in class. Then, the teacher should prepare a short monologue, in which students can get an idea of which character or celebrity is being talked about. So, students should not say who it is. To continue, they will be divided into groups, those groups will have about 5 minutes to guess which character the teacher represents. In the end, the group will have a reward. To Finalize, the teacher will ask the students to make a drawing related to Egyptian culture.
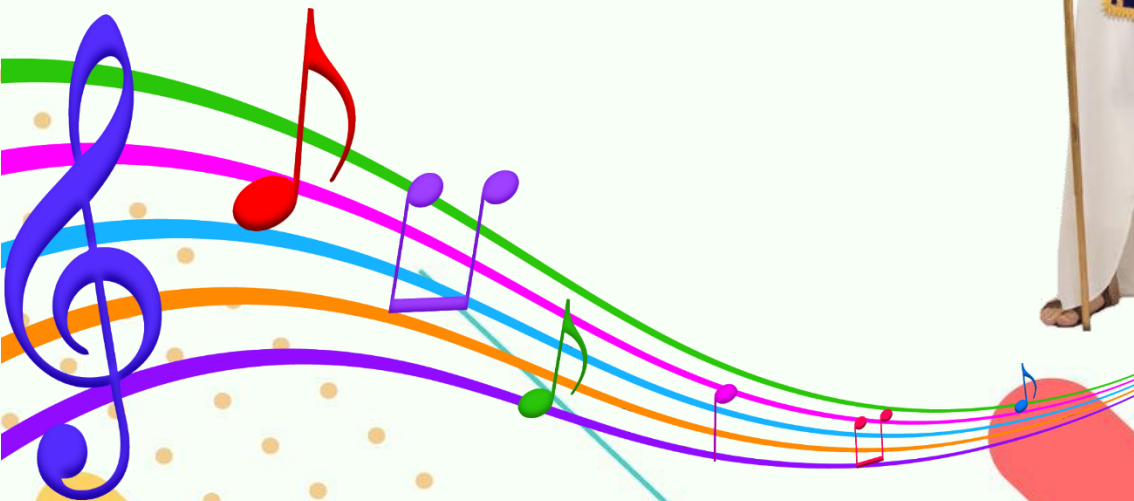
Lesson VI

Atahualpa story

Objective: Students will be able to use interpretation to define who Atahualpa is and to be able to find similarities - differences with Tuntakamon in an activity with didactic material.

Time: 20 minutes

Strategy: As a first step, the teacher will apply a general question to the whole class group: What do they know about Atahualpa? Then, they read the story pertaining to the Incas. From this, the teacher will project two images (Atahualpa and Tutankhamen). Here students will find the differences and similarities between the projected images. To consolidate the activity, the teacher will provide the students with a series of cut-outs, which belong to both the Egyptian and Inca cultures. The whiteboard will be divided into two sections, and students will assign the cut-outs to the culture that belongs to each section.

In November 1532, the Spanish conqueror Francisco Pizarro attacked Atahualpa's soldiers in Cajamarca. Pizarro sent Atahualpa to prison in the Temple of the Sun. Atahualpa thought if he gave the Spanish conquerors a room filled with gold and two rooms filled with silver they would leave, but they didn't. Pizarro ordered his soldiers to kill Atahualpa.

Atahualpa's treasure was never found, and many people have tried to find it. In 1886, a man named Barth Blake wrote about a treasure he found. He said there were thousands of coins, jewelry, and statues made of gold and silver.

People say that Blake took part of the treasure and left. On the plane to New York, he disappeared. Some people say someone pushed him. Many people who have followed his same steps looking for Atahualpa's treasure have died.

Adapted from: https://bit.ly/2xTWpLc
Adapted from: https://on.natgeo.com/2XXIcaC

ATAHUALPA INCA XIV.
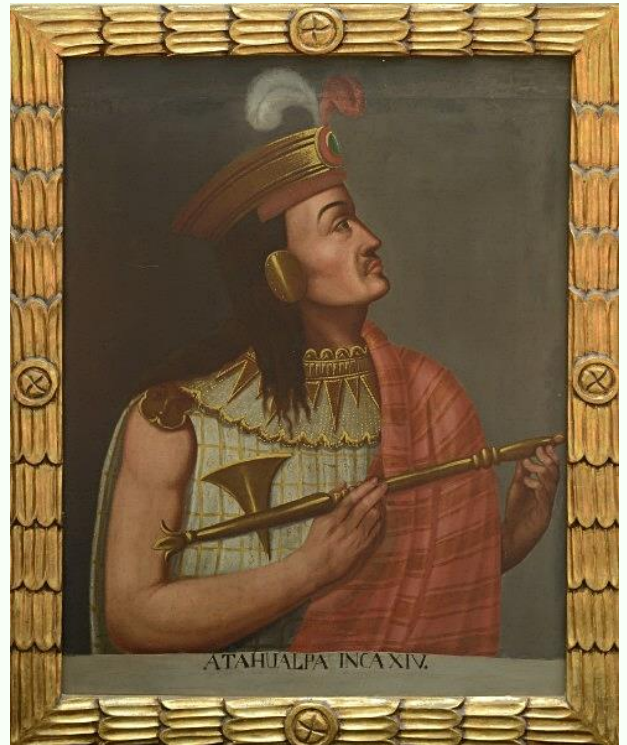
Atahualpa's story

Tutankhamun's story

Lesson VII

Imagination

Objective: Students will be able to use their imagination through the presentation of images and the teacher's dialogue to distinguish or appreciate the different types of art in a didactic and group activity.

Time: 30 minutes

Strategy: The teacher is going to show two images, in which he will ask some questions such as: what can you see in this image, have you seen this type of art, and how difficult it seems to them, among others. In this way, they perceive the different types of art with their respective socialization of Ecuadorian culture. Next, the teacher will have the children take out a sheet of paper. So, the teacher will read the indications and the students will draw what he or she explains using their imagination. To conclude, work groups will be formed in which each one will expose their art to the rest of the classmates.

Discussion questions

a. What do you see?
b. Dou you think this painting is difficult to copy?

Lesson VIII

Recreation

Objective: Students will be able to use critical thinking to identify the different cultural identities in an activity carried out with didactic resources.

Time: 30 minutes

Strategy: The teacher will expose certain images about the culture found in the module. In that sense, the content has a better contextualization. Here, the teacher will explain each of the graphic representations contained in the module. After, the tutor will read the questions: Who are these women, what do you think they do and Do you like their quilts? Then, the teacher will explain everything that is implied by the clothes, among others, and the students must respond through active participation. To close the activity, students should bring different colored cards, which will be used to carry out the activity that will be guided by theteacher.

Look at the images and answer the following questions

a. Who are these women?
b. What do you think they do?
c. Do you like their quilts?
d. Would you pay a lot of money for one of those quilts?
e. Do you think the quilts are works of art?

Lesson IX

Native American Culture

Objective: Through the video and the teacher's explanation, students will be able to use their imagination to perceive what a dream catcher and Native Americans are in an activity using chalk drawing.

Time: 40 minutes

Strategy: The teacher will explain in a general way what the proposed topic will be about. To continue, the teacher will ask if they have knowledge about the natives independently of the students' answers. The teacher will explain about the Native Americans and what the dream catchers represent for them. The teacher will ask questions about if someone has ever used a dream catcher, what they are for, etc. After that, the teacher will show a video about dream catchers with their respective explanations. To finish, the teacher will provide the students with chalk for each one of them to use to draw a representative dream since the representation of their dream will be shown to the rest of their classmates.

To conclude, the children will be sent a task to make a sequence of drawings related to the indigenous culture of Ecuador and the period of colonization. For this activity, groups will be made randomly to be exposed.

Animation - Dreamcatcher
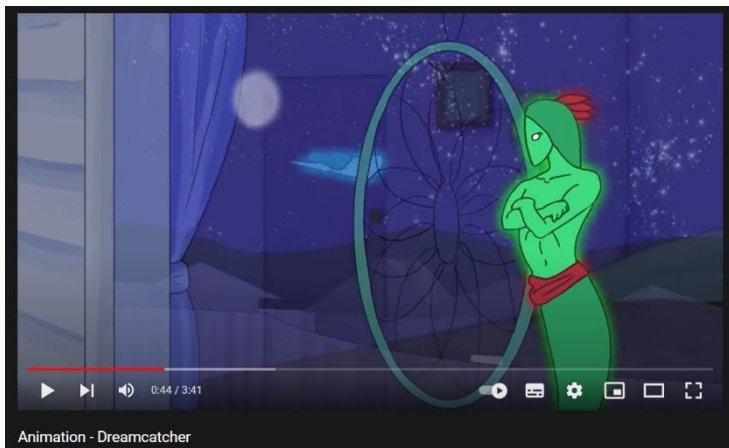
Dream catchers are a great tradition of Native Americans. Dream catchers protect dreams. They are hung on beds. Dreams fly during the night. If the dream is beautiful, it passes through the hole but if the dream is negative or bad, it doesn't pass through. The web catches the dream. In the morning those bad dreams disappear.

For many generations, native American Indians have valued dream catchers. They are part of their lives and homes. Dream catchers also represent strength and unity. Now, we can also find dream catchers in markets, but they are made of modern materials. Tourists love to buy dream catchers.

Lesson X

Pirates

Objective: Students will be able to use and develop their motor skills to understand pirates in an activity by using fomix or plasticine.

Time: 40 minutes

Strategy: Firstly, the teacher will use picture cards to explain the vocabulary of the poem. Then, the teacher will ask questions to the whole group randomly about pirates, and then the teacher will explain everything related to pirates. Next, the teacher will explain the instructions of the poem to be presented. The teacher will repeat the audio 2 times. After that, the teacher will form groups and repeat the audio once more, in order to practice the vocabulary and pronunciation of the words collectively. Finally, the teacher will have the children make a pirate with fomix or plasteline from a sheet of paper given by the teacher, after which the vocabulary will be presented to the rest of the class.

I Wish I Was a Pirate

I wish I was a pirate,
With a long knife hanging down,
Long hair, long beard,
My teeth so black and brown.

A parrot on my shoulder,
A black patch on my eye,
A pirate ship to sail in,
A pirate flag to fly.

Pirates don't have parents.
They don't go to school,
They never have to take a bath,
For them, there are no rules!

I wish I was a pirate,
Sailing on the seas,
No school, no rules,
A pirate's life for me!

Lesson XI

Core Values

Objective: Students will be able to use different skills" to associate the most representative values for them in an activity called "looking for the treasure".

Time: 40 minutes

Strategy: Initially, he teacher will first have the students perform stretching. As the second point, he or she will apply the treasure hunt game, with its respective explanation of the game. The students in groups will have to look for the images (values) with their corresponding terms, which they will have to apply through interactivity, in order to find the images. They will have a time limit in which they have to find them. Then, the teacher will explain what each of them means. In the end, the teacher will divide the students into groups so that they can explain what they understood about the values. To finish, students will draw a representation of the definition given in class.

4.5 Impact

It is relevant to perform an analysis of the impact of this methodological guide since in this way the positive and negative aspects will be considered for its future application to the teachers of the study Institution. Moreover, a prospective impact analysis is performed since this guide is a proposal that has not been applied in this study. For which the impacts are presented: social, academic, and cultural.

By means of a matrix composed of indicators, it was evaluated considering a qualification score shown in **Table 4**.

Table 4

Impact rating

Number	Level of impact
-3	High negative impact
-2	Mid negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Mid positive impact
3	High positive impact

Source: Posso, 2011. Proyecto, Tesis y Marco Lógico.

Social impact

Table 5

Social impact table

INDICATOR / IMPACT LEVEL	-3	-2	-1	0	1	2	3
Improving critical thinking about social topics such as climate change, technology and legends.						x	
Motivating cooperative work which will help students to be involved in the society.						x	
Promoting communicative competencies to speak with the community.							x
TOTAL						4	3

Σ=8

$$\text{Level of social impact} = \frac{\Sigma= (7)}{\# \text{ indicators (3)}} = 2,33$$

Level of social impact = Mid positive impact

Notes: researcher elaboration. Source: Posso, 2011. Proyectos, Tesis y Marco Lógico

Analysis

The methodological guide is composed of activities that allow the development of critical thinking about the use of money, culture, art, legends, and values. In addition, the activities are designed for students to carry out cooperative work and how they can get involved with society since students will be part of a society and it is important that they develop different competencies and skills. On the other hand, a maximum score was established for the promotion of communicative competencies since all the activities presented are developed with the purpose of developing speaking and listening skills for students with Down syndrome. Thus, a score of 2.33 was obtained, which means a medium positive social impact.

Academic impact

Table 6

Academic impact table

INDICATOR \ IMPACT LEVEL	-3	-2	-1	0	1	2	3
Improving oral production through the use of cognitive learning strategies.							x
Encouraging the use online technological tools through different cognitive activities.					x		
Promoting activities to improve L2 pronunciation.							x
Reinforcing knowledge through the Situational Language Teaching approach.							x
Increasing the English vocabulary related to specific grammar topics.							x
TOTAL					1		12

$$\text{Level of academic impact} = \frac{\Sigma = (13)}{\# \text{ indicators (5)}} = 2.6$$

Level of academic impact = Medium positive impact

Notes: researcher elaboration. Source: Posso, 2011. Proyectos, Tesis y Marco Lógico

Analysis

All the activities in the methodological guide are developed with the purpose of improving oral production and listening with strategies that facilitate the teaching-learning process in students with Down syndrome at "La Joya" School. It is relevant that the students increase their vocabulary in English. Therefore, a great variety of topics for teaching English is presented. However, due to the particularities of the educational process in children with Down syndrome, the activities were developed with the use of digital and didactic resources, in order to receive the information better.

Cultural impact

Table 7

Cultural impact table

IMPACT LEVEL / INDICATOR	-3	-2	-1	0	1	2	3
Promoting cultural knowledge such as climate change, legends and technology to learn grammar and vocabulary.							x
Encouraging the learning process of communicate competences through real information.							x
Developing critical thinking about the preservation of the planet and its history.							x
TOTAL							9

$$\text{Level of cultural impact} = \frac{\Sigma = (9)}{\text{\# indicators (3)}} = 3$$

Level of cultural impact = High positive impact

Notes: researcher elaboration. Source: Posso, 2011. Proyectos, Tesis y Marco Lógico

Analysis

Finally, with respect to cultural impact, a score of 3 was obtained which represents a high positive impact, where all activities strengthen knowledge about culture, legends, and values, among others. In addition, they allow students to develop their communication skills with examples of everyday life and critical thinking about current events.

CHAPTER V:

1. CONCLUSIONS AND RECOMMENDATIONS

1.1. Conclusions

- Within the bibliographic study to establish inclusive learning environments to teach speaking skills to students with Down syndrome at La Joya school. It was observed that the acquisition of vocabulary is slower and the receptive vocabulary is broader than the expressive one. In contrast, babies with Down syndrome may understand vocabulary more slowly, but with a reiteration of terms. In addition, their learning is supported by the perspectives and techniques used in the classroom.

- Thusly, to explore inclusive learning environments to teach speaking skills to students with Down syndrome at La Joya School. Three instruments were used (Test, Interview, and Observation Guide), where it was possible to appreciate that the students demonstrated a good command of English and presented a good use of vocabulary and grammatical structures (rules). In addition, the teacher mentioned that they learn better through the use of educational resources and games to develop the ability to speak and listen. Additionally, in the observation of the class, it was noted that there is active participation by the students and interaction between them for an exchange of ideas and interests.

- With the results obtained from the instruments, a methodological guide of inclusive learning environments was generated for the teaching of speaking skills to students with Down syndrome at Colegio La Joya based on the pedagogical module of English 1. Considering the development of speaking expression with the use of visual and auditory resources.

1.2.   Recommendations

- It application of the methodological guide for inclusive learning environments generated for the teaching of speaking skills to students with Down syndrome is recommended in order to achieve significant learning in them. For vocabulary development use games, songs, and interactive activities that facilitate the learning process, especially in English vocabulary.

- It is recommended to future researchers evaluate the application of the methodological guide for inclusive learning environments generated for the teaching of speaking skills to students with Down syndrome in order to assess its feasibility. It is important to carry out an exhaustive analysis of the application of the activities and how they influence the teaching-learning process for the improvement and increase of the students' level of English.

- It is recommended to promote didactic strategies that facilitate the learning of speaking skills of students with Down syndrome. Adapt digital and didactic resources for the development of students' communication skills. Also, adapt exercises and activities to student needs and develop speaking and listening skills.

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Anexe 1: Presentation Letter – "La Joya" Institution

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 109-D
17 de febrero de 2022

Magíster
Irene Morales
RECTORA DE LA UNIDAD EDUCATIVA LA JOYA

Señora Rectora:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita Estefany Nicol Otavalo Tixicuro, con cédula de identidad Nº 100446320-2, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información, aplique herramientas de investigación, realice una observación de clase, una entrevista y un test de la materia de Inglés de séptimo semestre de Educación Básica, requerimientos para el desarrollo del trabajo de grado con el tema: "TEACHING ENGLISH AS FOREIGN LANGUAGE TO DOWN SYNDROME STUDENTS IN 7TH GRADES AT LA JOYA SCHOOL IN THE ACADEMIC YEAR 2021-2022".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. Raimundo López
DECANO DE LA FECYT

Annex 2: Subskills matrix

Lesson I: Communication and cultural awareness

TO: To talk about what is most meaningful to them and to develop through images expressions or terms in English.

IN: Group activity

Vocabulary: money house, jewelry, sports, Friends, among others.

Grammar: Simple Present and Present Progressive.

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRESENTATION	The teacher will start with a stretching dynamic to stimulate students' concentration and will explain the images shown on the blackboard.	To get the students will be able to identify the terms used.	Images on the whiteboard	Informer	Audible – visual	10 minutes
PRACTICE	Through the teacher's explanation and pronunciation, students will have to select the suitable treasure of their choice and through the reading, they will draw the treasure.	To get the students to execute a correct pronunciation of the terms. Also, to develop their creativity and identify what is a treasure for them.	Sheets of paper, pencils and paints	Assistant	Audible – visual	15 minutes
USE	Images of family, cars, or sports or more will be used to generate the association of the treasures that are most important to them.	To achieve that students through images and explanations will be able to perform their speaking	Images on the whiteboard	Manager	Audible – visual	5 minutes

Lesson II: Giving your opinion

TO: To encourage more extensive use of vocabulary.

IN: Activity in pairs

Vocabulary: I Think or I believe y el because

Grammar: Use of I Think or I believe and because

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRESENTATION	The teacher will begin the class by explaining the use of I think or I believe and because and will use different questions in which the answers are evidently based on these uses.	To get the learner to pronounce correctly the use of the rules.	Images described on the whiteboard	Informer	Audible – visual	10 minutes
PRACTICE	The teacher is going to apply the corresponding reading about the grammar rule and students must pronounce the rule through examples provided by the teacher as personal opinion questions.	Via the didactic resource "ball", the students are going to express themselves orally with the grammatical rule.	ball	Assistant	Audible	15 minutes
USE	Paired teams and interactivity among students.	Students must learn how to use the grammatical rule through interactivity.		Manager	Audible	5 minutes

Lesson III: Your lucky day

TO: To develop more interactive speech processes among learners.

IN: Group Activity

Vocabulary: Toys, electronic devices, clothing, sportswear.

Grammar: Going to and Will

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRESENTATION	Explain the rules of the game and the vocabulary to be applied through didactic resources.	Understand the use of new vocabulary, to express it.	Potos, popsicle	Informer	Audible	10
PRACTICE	Paint pictures of preference and association of the vocabulary with the graphics	Vocabulary taught must be applied in an appropriate manner	Sheets with graphs Colored pencils	Assistant	Audible and visual	10
USE	Socialization or interaction among the groups regarding to the use of "going to" and "will".	Getting students to perform the speaking skill	The popsicle, the pictures, the sheets with pictures	Manager	Audible	10

Lesson IV: Gift economy

TO: To enrich the understanding of the economics of the English language.

IN: Group activity and teacher interaction

Vocabulary: economy and value

Grammar: Present Continuous and Simple Present.

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRESENTATION	Watch the video on YouTube and the implications for the economy will be explained.	To get students to understand the purpose of economics and to be able to express its importance of it.	Audiovisual material Video: **https://youtu.be/QDH8ndcdpUc**	Informer	Audible -visual	5 minutes
PRACTICE	Discuss in groups all the questions assigned	Through vocabulary students can discuss important points about economics.	Sheet of paper	Monitor	Audible -visual	15 minutes
USE	Group feedback based on the selected questions	Development of speaking skills based on wh questions		Monitor	visual	10 minutes

Lesson V: Guest Stars

TO: Students have to learn about historical figures

IN: Group activity

Vocabulary: Buried, cane, tomb

Grammar: Simple Past

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRE	Through audio-visual material and costumes used by the tutor, students will be given an insight into Egyptian culture.	To get the students to perceive what the teacher is trying to express.	Customs, music, scenario.	Informer	Audible and visual	5 minutes
DURNG	Through the monologue prepared by the tutor, he will express what the story of Tutankhamun represents.	Students have to pay attention to all the details of the teacher's monologue, as they will be key to guessing the historical figure.	Concentration	Assistant	Audible and visual	15 minutes

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
POST	Creation of an Egyptian drawing.	By making this activity, the students have to be able to recognize the Egyptian culture and the vocabulary used, and this serves for the realization of the drawing.	Sheets, color pencils Monitor	Visual		10 minutes

Lesson VI: Atahualpa story

TO: To improve vocabulary related to culture

IN: Individual activity

Vocabulary: Temple, conquerors, treasure, soldiers, gold, statues.

Grammar: Simple Past.

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRE	Regardless of whether or not the students are familiar with the character Atahualpa, the teacher will explain who this historical figure was through the reading in the module.	To have students identify the historical aspects of the character Atahualpa.	Audiovisual material.	Informer	Audible	10 minutes
DURING	The teacher, through class participation, will have the students make the differences and similarities between the Egyptians and the Incas.	To get students to understand the story of Atahualpa through image association.	Printed plates and drawings of different cultural aspects	Manager	Audible - visual	5 minutes

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
POST	Students will paste the images in front of the corresponding culture.	To achieve that, by means of a new vocabulary, students are able to understand the similarities and differences between the Inca and Egyptian cultures.	Whiteboard	Manager	Audible – visual	5 minutes

Lesson VII: Imagination

TO: To learn about the different types of art

IN: Group activity

Vocabulary: Paintings, sculpture, public treasures, art.

Grammar: Present Continuous

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRE	Some questions related to the photos will be asked. The teacher may show other existing images of Ecuadorian art.	By means of the images, students are able to appreciate or distinguish the type of existing art.	Audiovisual material	Informer	Audible – visual	10 minutes
DURING	The teacher will read certain instructions and the students will use their imagination to draw what they hear from the teacher.	Through listening, the students understand the tutor's dictation and they are able to project their imagination. Also, to develop psychomotor skills in children.	Sheet of paper, colored pencils, and, crayons among others.	Manager	Audible – visual	15 minutes

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
POST	The graphical drawings will be socialized with the rest of the students.	Understanding of the present progressive and that by means of the students' expositions. The listening is developed, which will be consolidated by the teacher towards the students.		Manager	Audible – visual	5 minutes

Lesson VIII: Recreation

TO: To develop their cognitive capacity.

IN: Individual activity

Vocabulary: Quilt

Grammar: Future and Simple Past

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRE	Exposure of images denoted in the module.	To make the students perceive the different cultural aspects of the images through the projected figures and to develop their listening of the students.	audiovisual material	Informer	Audible – visual	10 minutes

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
DURING	Explanation of the content of the images. Asking questions for further discussion.	To achieve interactivity of the learners through listening.	Audiovisual material	Manager	Audible – visual	10 minutes
POST	The students will use the cards to carry out the activity named by the teacher.	To develop students' motor skills and listening skills in order to carry out the activity.	Cardboard, cut-outs, crayons, and colored pencils, among others.	Manager	Audible – visual	10 minutes

Lesson IX: Native American Culture

TO: To develop listening skills and be able to respond to different didactic situations in English.

IN: Individual activity

Vocabulary: Tradition, protect, hung, hole, culture, community.

Grammar: Simple Present

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRE	Explanation about Native Americans and what dream catchers represent.	To provide students with an understanding of Native American traditions and cultures.		Informer	Auditivo	10 minutes

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
DURNG	The teacher will provide a video related to dream catchers and explain what the video is about.	To help students develop their listening skills and thus learn about the function of the dream catcher.	Audio-visual material: https://youtu.be /DsHrMHYbpP Q	Assistant	Auditiv o – visual	15 minutes
POST	Drawing the learner's most representative dream and then explaining it and the task is given.	To develop children's psychomotor skills.	Chalk, crayons, colored pencils, crayons.	Manager	Visual	15 minutes

Lesson X: Pirates

TO: To improve students' cognitive aspects and speaking development

IN: Group and individual activity

Vocabulary: Beard, parrot, patch, flag, famous, ocean, telescope, horizon, naval police.

Grammar: Simple Past and Simple Present

ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME

PRESENTATION	Use of graphic cards with the respective vocabulary and explanation of the poem and what is related to pirates.	By means of the graphic cards, enable new vocabulary related to the poem and the meaning of pirates.	Graphics cards	Informer	Audible – visual	10 minutes
PRACTICE	Learning vocabulary - pronunciation. Making of a pirate and explanation of the same by means of the vocabulary taught.	To develop the correct pronunciation of vocabulary. To make it possible by means of didactic material to understand vocabulary.	Audiovisual material, fomix and plasteline	Assistant	Audible – visual	20 minutes
USE	Use of motor skills and speaking development	To develop the psychomotor skills of the students.		Manager	Audible – visual	10 minutes

Lesson XI: Values

TO: To understand, develop and build axiological aspects.
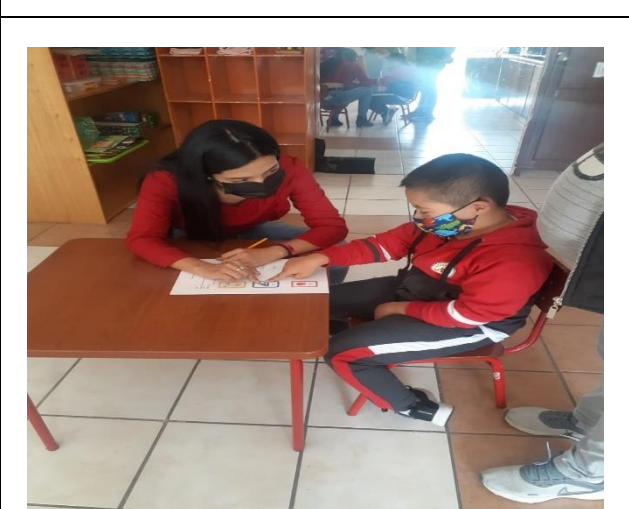
IN: Group and individual activity

Vocabulary: Honor, Trust, honesty, Dignity, Respect, Reputation.

Grammar: Verbo to be

	ACTIVITIES	OBJECTIVES	MATERIALS	ROLES	VAKT	TIME
PRESENTATION	Use of the treasure hunt game with the respective vocabulary and explanation of the same and related values.	Through graphic cards, enable new vocabulary and related values.	Graphic cards	Informer	Audible – visual	10 minutes
PRACTICE	Development of the treasure hunt game of values and explanation of the same by means of the vocabulary taught.	To develop the correct pronunciation of vocabulary. To make it possible by means of didactic material to understand vocabulary.	Audio-visual material	Assistant	Auditivo – visual	20 minutes
USE	Use of motor skills and speaking development	To develop the psychomotor skills of the students.		Manager	Audible – visual	10 minutes

Anexe 3: Application of the test to students.

Author: Otavalo Estefany