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NACIONALES Y EXTRANJEROS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN
LA MODALIDAD: PROYECTO DE INVESTIGACIÓN**

TEMA:

Total Physical Response Method to Develop Speaking Skills in
Fifth Grade Cognitive Disability Students at Unidad Educativa
Teodoro Gómez de la Torre, Academic Period 2022-2023

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Pedagogía de los Idiomas Nacionales y Extranjero Especialización Inglés.**

Línea de investigación: Gestión, calidad de la educación, procesos
pedagógicos e idiomas.

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DEDICATORY

This research is dedicated to all students unfairly ignored during the learning process. Furthermore, I dedicate this project to my inclusive education teacher, who taught me how important it is to involve all students in the learning process regardless of their differences or limitations.

“Being different could be your greatest quality”.

– Alexis Fuentes

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ABSTRACT

This research project was about using Total Physical Response to develop speaking skills in fifth-grade cognitive disability students at Unidad Educativa Teodoro Gómez de la Torre, academic period 2022-2023. The purpose of the research was to establish a theoretical framework to determine the effectiveness of TPR to develop speaking skills in students with cognitive disability. In addition, it achieves one of the objectives of the education policies in Ecuador, which is to promote inclusive education and to provide equal opportunities for all students regardless of their physical, cognitive or emotional conditions. In addition, regarding methodological features, the research was a mixed study since it used quantitative and qualitative tools to collect information through teachers, experts and students' interviews. The data was analyzed and served as reference to design an instructional guide using the Total Physical Response method that adapts topics of the English modules of the Ministry of Education to develop speaking skills in fifth-grade with cognitive disabilities; moreover, it helps teachers to involve all students and promote a low affective filter in students to be interested in learning English as well as actively participate in their learning process.

Keywords: Cognitive Disability, Total Physical Response, Speaking, Inclusive Education

RESUMEN

El presente proyecto de investigación se centró en el uso de la Respuesta Física Total para el desarrollo de habilidades de expresión oral en estudiantes de quinto grado de discapacidad cognitiva de la Unidad Educativa Teodoro Gómez de la Torre, periodo académico 2022-2023. El propósito de la investigación fue establecer un marco teórico para determinar la efectividad del TPR para desarrollar habilidades orales en estudiantes con discapacidad cognitiva. Además, logra uno de los objetivos de las políticas educativas en Ecuador, que es promover la educación inclusiva y promover las mismas oportunidades a todos los estudiantes independientemente de su condición física, cognitiva o emocional. Asimismo, en lo que respecta a la metodología, la investigación fue un estudio mixto ya que se usaron herramientas cualitativas y cuantitativas para recolectar información de docentes, expertos y estudiantes a través de entrevistas. La información fue analizada y sirvió como referencia para diseñar una guía instruccional usando el método de respuesta total para adaptar temas de los módulos de Inglés que el Ministerio de Educación desarrollará las habilidades del habla en los estudiantes del quinto grado con discapacidad cognitiva; además, esta ayudará a los docentes para involucrar a todos los estudiantes y brindarles un filtro afectivo bajo para que los estudiantes estén interesados en aprender Inglés así como participar activamente en su proceso de aprendizaje.

Palabras claves: Discapacidad Cognitiva, Respuesta Física Total, Hablar Educación Inclusiva

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ACRONYMS

SEN: Specific Educational Needs

TPR: Total Physical Response

CC: Communicative Competence

CD: Cognitive Disability

NCI: The National Cancer Institute

ID: Intellectual Disability

AAIDD: The American Association on Intellectual and Developmental Disability

IQ: Intelligence Quotient

LOEI: Ley Orgánica de Educación Intercultural, (trad.) Organic Law of Intercultural Education

INTRODUCTION

Currently, Learning English is mandatory for students in order to be competitive and successful in both work and academic life in the world. Ecuador is part of this reality because it attempts to ensure that students of its educational system learn English from elementary school to university. The English as a foreign language curriculum of Ecuador mentions that at the end of High School, “learners will be brought up to a B1 level as identified by the Common European Framework of References” (Ministry of Education of Ecuador, English as a Foreign Language, 2016a, p. 8). It means students will be able to:

“Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans” (Common European Framework, 2001, p. 24).

Although Ecuador recognizes the importance of teaching English and includes it in the National Curriculum and develops a curriculum just for English as a Foreign Language in a study conducted by (English First) on the English proficiency index Ecuador’s 2021 ranking is 90 (very low proficiency) out 112. In addition, Ecuador is 18 out of 20 positions in Latin America. Furthermore, according to Andrade-Molina et. al., (2023) the current English curriculum developed in 2016 seeks that at the end of high school, students get an intermediate level (B1); however, Ecuadorian students have not achieved satisfactory English language proficiency.

In Ecuador, students develop the four macro skills in English: speaking, listening, writing, and reading. Furthermore, Students also learn language components like vocabulary, grammar structure, and spelling. Thus, teachers must guide their students during the whole teaching-learning process to acquire all these components of the foreign language. Also, they need to recognize that students learn in different ways, at different rates, and have different learning needs. According to the Ministry of Education of Ecuador, “teachers are focused on what and how the students are learning, not on their performance as a teacher or on specific facts to be transmitted” (2016b). It means that the approach used in Ecuador to teach English is learner-centered because teachers must encourage their students to participate actively in the teaching-learning process and not only give them information.

Moreover, the Ecuadorian educational system is inclusive due to the Organic Law of Intercultural Education mentions that “the educational system of Ecuador belongs to the Inclusive and Equal National System. Its policies will be observed what is related to the regimen of Good Living...” (2015a, p. 27). Therefore, the teachers must involve and encourage all students to participate in their classes.

MOTIVATIONS FOR THE INVESTIGATION

The main reason for this research project is to involve cognitive disability students in the learning process. Because the researcher observed during their practicum and linkage with the community that most of the teachers avoid working with these students, they prefer to ignore them or give them a minimum grade so they can pass the academic year. Furthermore, this project intends to develop speaking skills in fifth-grade cognitive disability students using the Total Physical Response method and helps teachers to involve them in their classes.

PROBLEM DESCRIPTION

During the pre-professional practices of the author of this plan in a school in the city of Ibarra, located in Imbabura province, the author noted that the English teacher does not attend to students with Specific Educational Needs (SEN) during his classes. The writer determined some factors why English teachers do not work with students with specific educational needs:

- Use of the traditional method.
- Lack of experience in working with students with SEN.
- Use of inadequate strategies.
- They do not use an adequate methodology.
- This situation produces some adverse effects in students with SEN, such as:
- Low level of English-speaking skill
- Lack of knowledge, vocabulary, and pronunciation.
- Passive students

The Ministry of Education of Ecuador embraces the guiding principle of the Framework for Action of the World Conference Special Educational Needs of Salamanca 1994, where it is stated that “educational centers must welcome all children, regardless of their intellectual, physical, emotional, social, linguistic, or other conditions. To do this, you need to serve students with disabilities...” (Villón & Valverde, p. 4).

Based on this problem, this study is limited only to determine the incidents of the Total Physical Response Method through a study case in the development of speaking skills in fifth-grade students with Special Educational Needs related to cognitive disability at Unidad Educativa Teodoro Gómez de la Torre.

JUSTIFICATION

Speaking English in today's world is necessary for students in order to be competitive and improve their 21st-century skills. Furthermore, speaking skill is one of the four macro skills of English. Developing this skill since students are in primary school is essential to ensure that they can communicate fluently in the future. Communication is an integral part of the relationships among human beings because it allows them to transmit their feeling, thoughts, experiences, emotions, and beliefs to each other.

English teachers need to start developing the speaking skill of their students since they are in primary grades. This task can be complicated and demanding when they must work with students with SEN related to cognitive disability because teachers need to adapt their methodology and try to teach “the language as a natural way using the characteristic that children have to learn such as movements, mimics, repetition drills and listening to songs to learn the language” (Abata, Suárez, & Portilla, 2021). There is no doubt that children have more capacity to learn, understand and imitate new knowledge that they hear or watch. This is how children learn their first language, and teachers can use this method to develop speaking skills because children first need to be input into the language and understanding and then start to use it.

Total Physical Response (TPR) may be the solution to this problem because it “is a method of teaching a foreign or second language (target language) by developing listening comprehension through a series of commands to which students respond with physical activity” (Savic, 2014a, p. 447). Teachers first teach vocabulary such as commands or phrases to their students so that they understand what commands and phrases mean, and over time, students will be able to use this new vocabulary to speak. Additionally, TPR is one of the best ways to learn English because it involves mimics, gestures, and body movements so that students can connect action with specific worlds and create meaningful knowledge.

Although the teacher's role in TPR is active, this is not the center of the teaching-learning process. Teachers only guide students; according to Puji (2005), the teacher is “the director of a stage play in which the learners are the actors” (p. 238). Moreover, another essential part of teaching English is motivating students to practice and learn the language

independently without pressure and anxiety. TRP is a perfect method to keep students motivated during classes with their affective filter low. Furthermore, TPR mixes physical movements, gestures and mimics to improve children's speaking.

IMPACTS

This research project has useful information for English teachers and students. Furthermore, it focuses on developing speaking skills through the Total Physical Response method in cognitive disability students. This research has linguistic and inclusive impacts.

- **Linguistic Impacts**

Cognitive disability students as well as regular students at Unidad Educativa Teodoro Gómez de la Torre will develop their speaking skills through TPR; therefore, they will be able to communicate in English with their classmates and teachers. Moreover, other students and teachers from different *Unidades Educativas* may benefit from this research.

- **Inclusive Impacts**

This research seeks to achieve the premise that every student, regardless of their condition, must be involved in the learning process. Therefore, this project will help teachers to actively involve cognitive disability students in their classes. Moreover, using comprehensible input and maintaining the students' affective filter low in developing their speaking skills and promoting inclusion and equity in the educational system.

OBJECTIVES

- **General Objective**

- Determine the incidences of Total Physical Response Method to develop speaking in sixth grade cognitive disability at Unidad Educativa 28 de Septiembre.

- **Specific Objectives**

- Establish the theoretical base of Total Physical Response Method for the development of the speaking skill.
- Diagnose the Methodology that teachers use to improve speaking skills in their students.
- Implement an instructional design focusing on the Total Physical Response Method to develop speaking skills in fifth grade cognitive disability students.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Learning Theories

1.1.1. Language Learning Theories

Each person possesses a particular way of learning. Therefore, language learning theories have played a relevant role in language acquisition since they could explain how humans learn or acquire a language. For example, Ramlakshmi (2013) argues that exist three central learning theories, behaviourism (imitation/condition) by Skinner, cognitive (mental process) by Piaget and sociocultural (social process) by Vygotsky. However, there are other theories of learning - for instance, nativist by Chomsky or interactional by Bruner.

- **Behaviourism**

Skinner argues that children acquire their first language by imitating adults. Thus, children imitate the language they hear from their parents or people who care for them. However, more than imitation as the only learning method would be required. Therefore, reinforcement is needed. Adults provide reinforcement each time the child says a word or phrase correctly. According to Reutzel & Cooter (2004), infants learn oral language from other human role models through imitation, rewards, and practice. Hence, people who receive stimulation and reinforcement from human models in their environment have acquired good language management since infancy.

- **Cognitive**

Jean Piaget's theory establish that children take information or experience of the world around them and put it into their existing ideas about the world to modify their consumption and create new knowledge. For that, they must combine previous and old knowledge to produce their own understanding. In Piaget's view, children develop language from mental structures called schemas. Furthermore, children construct knowledge in different stages during their life.

According to Kasturey (2020) mentioned:

Piaget claims that language depends on the thought for its development and is based on four sources of evidence: the period of infancy, in which fundamental principles of thought are exhibited well before language; the simultaneous emergence of language, deferred imitation, symbolic play, evocative memory, and mental imagery, suggesting language is but one outcome of more fundamental changes in cognitive abilities (p.23).

- **Sociocultural**

Vygotsky states that humans acquire knowledge through social processes. This process requires interaction through language. Therefore, a child must interact with other members of society to gain understanding. Mcleod (2023) believes that Vygotsky's theory focuses on the role of culture in developing mental abilities such as speech and reasoning in children. Communication is essential to achieve knowledge when an individual is an infant. A child uses language to interact with others and asks for instructions about "what to do, what not to do, or how to do something" (Topçiu & Myftiu, 2015, p. 173).

- **Nativist**

Chomsky's view, acquiring a language is an essential attribute of humans since they are born with a set of rules about language that he called Universal Grammar. Moreover, Chomsky proposes that children can develop a language without someone who directly teaches it. They only need minimal exposure to the language to deduce its general grammatical rules and be efficient it. According to Chomsky (1986), humans possess a language faculty innate in their minds, allowing them to attain any human language through interaction.; this theory is now called universal grammar. Additionally, universal grammar could be understood as a language acquisition device that converts experience into a knowledge system. Chomsky argues that grammar is present in all languages; consequently, humans can learn any language because they possess an internal 'device' in their minds that allows language acquisition.

- **Interactional**

Bruner believes that children need interaction with their parents, caregivers, teachers, or other children to acquire language. Furthermore, Brunner argues that the language acquisition support system helps children become fluent in a speech. According to Bruner (1966), intellectual development depends upon frequent and contingent interactions between tutors and learners. Consequently, it is imperative to consider the various systematic relationships, such as family, particular identification figures, teachers, and heroes, in children's development. Thus, it is evident that a child is born into a culture and formed by it, even in language acquisition.

Based on the different theories mentioned above, several learning theories or approaches have appeared over time to explain language acquisition. Furthermore, each of these theories focuses on different perspectives of human beings. It means that teachers could choose the best learning theory to apply to their students in order to make them part of the learning process and be able to build long-term knowledge.

1.2. Approach

An approach is a set of beliefs taken for granted that make learning possible. Hofler (2010) defines an approach as "the basic philosophy or belief ... the set of assumptions or points of view held by individuals concerned with their field" (p.71). In addition, Richards & Rodgers (2001a) establish that an approach "refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (p20). There are several approaches to language teaching. The most common are the following:

- Communicative Language Teaching
- The Natural Approach
- Content-Base Instruction
- Cooperative Language Teaching

According to the explanation above, an approach is a collection of ideas to deal with a problem in a particular way, which in this context, the problem can be called language learning. Thus, it helps teachers to determine the most effective way to teach a language.

1.3. The Natural Approach

The natural approach focuses on the biological processes of second language learning. This approach maintains that children naturally learn a second language, similar to how they acquired their first language. Furthermore, the natural approach argues that acquiring a language is a subconscious action where language should be taught using the language rather than memorizing grammar rules. According to Richards & Rodgers (2001b), in the natural approach context, "acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication" (p. 210). In addition, one of the teacher's roles in the natural approach is exposing students to the target language. The exposure to the language must be understandable, and it is achieved by combining the actual level of students +1. It is called comprehensible input.

1.4. Methods

In language teaching, a method refers to how contents are taught to reach a desired outcome. It involves selecting materials, lesson structure, and student progress evaluation. According to Hasanova et al. (2021), a method "is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning". Moreover, different methods focus on various aspects of language, such as grammar, writing, speaking, or listening. Some common methods in language teaching are:

- Grammar Translation Method
- Audiolingual Method
- Total Physical Response Method
- The Direct Method

Regarding the explanations above, teachers select a method depending on students' needs, levels, and goals in their classes. Furthermore, teachers can apply more than one method per class. Moreover, the natural approach encourages students to use the target language in communication without focusing on grammatical rules or using the native language of students. Moreover, this approach uses the Total Physical Response (TPR) to provide comprehensible input to students. Also, TPR states that a second language is learned just as children acquire their first language.

1.5. Total Physical Response

The Total Physical Response (TPR) is a language teaching method developed by James Asher in the 1960s that combines spoken language with physical movements to create memorable knowledge, and learners eventually acquire a language. Furthermore, TPR states that children naturally acquire a second language, similar to how they learn their first language; they first comprehend spoken language before producing it. Thus, children first move and use gestures to give answers instead of giving spoken answers.

According to Asher (1968), “The strategy of the total physical response is to have the students listen to a command in a foreign language and immediately obey with a physical action” (p. 7). It means that students must be exposed to comprehensible input from their teachers or parents before making verbal utterances. Besides, TPR is related to the Natural Approach, which states that children learn a foreign language the same way as they acquire their mother tongue.

In addition, Asher believes that young learners need to exposure to the target language to understand the meanings before they inevitably speak. Moreover, according to Asher in Savic (2014b), Total Physical Response “is still considered and used as a valuable linguistic tool in teaching a target language, especially in the initial stages of instruction. It combines language and gestures, thus making language acquisition more natural and memorable” (p.447).

Furthermore, Total Physical Response helps learners create long-term memory and a fast understanding of the target language because it creates a correlation between spoken language and movement, improving students' recall. Additionally, this methodology possesses a period in which students remain silent. They are not required to speak, only listen to their teacher and respond by movements to demonstrate understanding of teacher commands. Also, it creates a good classroom atmosphere that reduces students' stress.

Asher believes that asking a student to speak from the beginning of learning a foreign language can be shocking. He says that:

“To force speaking from the beginning of training may be somewhat analogous to the electroshock experiments with rats. These animal studies have suggested that if rats are shocked immediately after they have learned to navigate a maze, the effect seems to be the ‘erasure of memory traces.’ It may be that a language learning technique in which the student is compelled to utter alien sounds from the start of training may act like a shock” (1996a, p. 81).

Even though Asher believes that his methodology is effective for all ages, he demonstrated that it is more effective with adults rather than children. However, Rambe (2019) found that Total Physical Response was most effective at teaching children language at the concrete operational level (7-11 years of age). However, Congo et. al., (2017) mention that language is developed at the pre-operational level due to the synchronization between sensorimotor intelligence and symbolic function. For that reason, in the words of most educational psychologists, children can acquire any language through exposure to it at an early age.

In other words, Total Physical Response promotes a good learning environment in which students are stress-free and can create long-term memory. Therefore, it is an excellent method for teaching young learners or novel users of the language.

1.5.1. Benefits of Total Physical Response

According to Asher (2007), the main benefits of using Total Physical Response for teaching languages are:

- **Rapid understanding of the target language**

In his article, TPR: Still a Good Idea (1998), Krashen mentioned different results from Asher's research showing the effectiveness of Total Physical Response for language acquisition. For example, Spanish TPR students with 20 hours of training obtained better results than those with 100 hours of training in a test.

- **Long-term retention**

Asher, in his article, The Learning Strategy of the Total Physical Response: A Review (1996b), mentioned that “in a pilot study was demonstrated that subjects had unusually long-term retention for Japanese when they listened to the Japanese and then were required to make a total physical response” (p.79). Furthermore, Shi (2018) argues that one of the specific characteristics of TPR is that “it plays a significant role in primary learners’ long-term memory” (p.1088).

- **Stress-free**

Stress-free is a reinforcement to learn a language because students do not feel pressured to develop the language. Students can enjoy classes without stress and be more receptive to learning a language. Nguyen (2018), mentions that Total Physical Response “is a teaching method that incorporates fun and amusement, and therefore creates a stress-free environment that helps students feel comfortable with a new language” (p.118). Additionally, learners are more motivated and interested in learning languages when they are having fun. (Nuraeni, 2019).

1.5.3. Limitations of Total Physical Response

Many teachers worldwide use Total Physical Response; however, it has some disadvantages. According to Widodo (2005), they are:

- **It is suitable for beginners**

Total Physical Response is based on relating a movement to a command to create long-term memories. Therefore, TPR helps people at the beginner level to learn the target language faster than those with intermediate or advanced knowledge.

- **It can be repetitive**

Although total physical response classes are funny and stress-free, they could become monotonous if teacher commands are simple and do not represent a challenge to students. So, the course will only be attractive to some students. However, if the teacher's commands are very demanding, students might feel frustrated and lose interest in the class.

- **Difficulty teaching abstract vocabulary**

According to Fadiana et al. (2020), Total Physical Response is helpful in teaching vocabulary since students associate actions with meanings; however, those words that exist as an idea or thought, such as confidence, favoritism, faithful, and patience, are difficult to express by physical movements.

1.5.4. Techniques of Total Physical Response

According to Larsen-Freeman and Anderson (2011), there are three main techniques for using the Total Physical Response method in the teaching-learning process:

- **Using Commands to Direct Behavior**

In TPR instruction, the teacher uses commands to manipulate the student's entry body's orientation, location, and locomotion (Asher, 1972). If students correctly perform what the commands represent, the teacher will know that students understand the meaning of the commands clearly. In order to clarify definitions, the teacher conducts the actions with the students and then asks students to work alone. This procedure helps teachers determine whether or not students understand the commands. Some examples of teacher commands can be represented as follows:

- Stand up!
- Sit down!
- Pick up the red book!

- **Role Reversal**

Students are not requested to speak at the beginning of the training. Instead, they remain silent until they feel ready to speak. According to (Asher, 1988), some students need 10-20 hours of training to begin talking; however, some need more time. Before this period of silence and when students internalize the sufficient language, they can adopt the role of the teacher and command their classmates and even the teacher to perform actions.

- **Action Sequence**

In the first steps of Total Physical Response training, the teacher uses basic commands like “Stand up!” or “Open the door”; however, as students learn more about the target language, longer sets of orders can be given them like “point to the windows, go to the window, and open the window”. In Asher’s point of view (2009), the sequence would be important initially in training but diminished in advanced units when the target language becomes intricate and new.

1.5.5. Total Physical Response in improving speaking skills

Total Physical Response (TPR) states that after a period of silence and exposure to a comprehensible input, students can internalize sufficient target language to produce it. As Asher believes, second language acquisition is parallel to mother tongue learning. Children learn the basic notions of a language from their parents, teacher or caregivers before producing it for themselves.

Additionally, TPR is related to learning theory which states that the human brain possesses a biological mechanism that allows it to acquire any language through interaction. According to Viviane (2020), “The process is visible when we observe how children internalize the language, the communication among parents ... the child answers physically to the verbal commands of the father” (p.24).

Bahtiar (2017) says TPR has three main objectives: at the most basic level, teaching oral proficiency, using comprehension as a means to speak, and using action-based drills imperatively. In order to achieve those objectives, the bio-program, brain lateralization and affective filter are the theoretical bases of TPR.

First, bio-program refers to the natural way to learn a language, where listening comprehension comes first and the production comes before. Regarding to brain lateralization, TPR stimulates the right hemisphere of the human brain, which is related to motor movement. Thus, sufficient stimulation of this hemisphere triggers the left hemisphere to produce language. Finally, the affective filter is a barrier that hinders language acquisition. For that, TPR helps to maintain low levels of stress and anxiety and high motivation levels. Due to students are not pressured during the English class because they are only punished for speaking once they feel confident to start talking.

Assuming that the effective filter is low. Hence, it promotes the learning of the target language. Additionally, Asher (1977) states that “as an encouragement to talk in the beginning stages, students were not interrupted with corrections, so long as their speech was intelligible to a native speaker. Eventually, as their confidence increased, they were corrected for the perfect pronunciation” (p. 1043).

Based on the explanation above, the researcher concluded that Total Physical Response promotes the development of speaking skills since it creates a free-stress atmosphere during the class, and students acquire the second language naturally as they did in their first language.

1.6. Communicative Competence

Communication Competence (CC) refers to the ability to communicate adequately according to a level of language use. The Common European Framework of Reference for Languages (CEFR) established the desirable standards of the use of the language that students must acquire to transmit their messages to others and to understand others. The CEFRL is an international standard for describing language ability. Language ability is rated on a six-point scale, from A1 for beginners to C2 for linguists with a high level of proficiency.

Table 1.
The Common Reference Levels

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts and recognize implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear,

	detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Basic User	B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
	A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact provided the other person talks slowly and clearly and is prepared to help.

Source: (Cambridge, Using the CEFR: Principles of Good Practice, 2011).

1.7. Skills

In English as well as in other languages, exist four macro skills that people need to master to communicate. These skills are listening, speaking, reading, and writing. According to Boonkit (2010), “reading and listening are the two receptive skills, and writing and speaking are the other two productive skills” (P.1306).

1.7.1. Receptive Skills

Receptive Skills refer to the input students receive from the environment to be exposed to the language. According to Masduqi (2010), “The receptive skills are listening and reading. Because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills” (p. 508).

1.7.2. Productive Skills

Productive Skills require that students produce the language by themselves, either orally or written. Sreena & Ilankumaran (2018) state that “learners who possess efficient, productive skills can produce something. They are also known as active skills. Learners need to generate language to communicate their ideas in speech, or text” (p. 670).

1.8. Speaking Skills

Speaking is an ability that humans possess to convey verbal messages. This ability requires combining sounds systematically in a logical way to produce a statement (word or sentence) and share it with others. Furthermore, Bygate (1987) describes speaking as producing auditory signals that cause a variety of verbal responses in a listener. In addition, Kushartanti et al. (2007) states that “speaking is a set of voices uttered by one and understood by someone else” (p. 32). According to Bailey (2003), “Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning” (p. 48). It means that, on the one hand, speaking combines sounds ruled by specific language principles to produce meaningful utterances. Moreover, on the other hand, speaking involves interaction between two or more people in real-time.

According to Torkey (2006), Speaking is defined by two chief approaches bottom-up and top-down. Regarding the bottom-up, this author suggests that to develop speaking skills is necessary to concentrate on the minimal units/sounds of the target language to move forward to words, sentences, and discourses. The top-down, conversely, concentrate on the interaction between individuals and their capacity to communicate among themselves. Furthermore, Bygate (1987) proposes that speaking requires two essential elements, motor-perceptive skills, which refer to the correct use of sounds and structures of the language to convey the correct meaning, and interaction skills, which are putting into practice motor-perceptive skills combined with basic knowledge of the language to attain effective communication.

In addition, Bruns & Joyce (1997) establish that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Furthermore, Palmer (2014) mentions that speaking is the relationship between a speaker who expresses his/her feelings, ideas, thoughts, or information to a listener. Hence, the primary purpose of speaking is to allow people to communicate because, through speaking, people can transmit something to someone.

Regarding the explanation above, speaking is a vital skill to develop in second language because it allows interaction and effective communication between people. Therefore, to produce a meaningful message in the target language, people must know the

basic knowledge of the target language, such as vocabulary, grammar, fluency, and pronunciation, to produce meaningful messages without wasting time translating what they want to say from their mother language to the target language due to speaking happens regularly in face-to-face situations where speakers get immediate feedback, so this is why for many people speaking is one of the most complicated skills to achieve.

1.8.1. Aspects of Speaking Skills

According to Mustafa et al. (2022), aspects of speaking include:

- **Grammar**

Rules that govern a particular language are known as grammar. Swan (2005) describes grammar as the rules of how words are combined, arranged, or changed to convey meanings. It means that a person who masters grammar can communicate effectively.

- **Pronunciation**

Pronunciation is the way in which words or how language is articulated. According to (Cambridge) pronunciation is “how a word or letter is said or said correctly, or how a language is spoken”. In other words, pronunciation is related to the sounds of each word in a language, and it helps to ensure that a message is understood by the person receiving it.

- **Fluency**

Fluency is the ability to flow efficiently when someone is producing a language. Jones (2020) argues that fluency is “the rate of speech, how many syllables you produce over a given time, the second is the length of utterances, how many words you can produce in a continued string of speech without hesitation or pauses” (para. 3).

1.8.2. Difficulties of Speaking Skills

Speaking is often the most challenging skill to develop for foreign language students because they must produce the language to convey utterances fluently and coherently in face-to-face situations. According to Ur (1996), the main factors that cause difficulties in speaking are the following:

- **Inhibition**

Since speaking requires real-time interaction between a speaker and an audience, students feel worried about committing mistakes, being criticized, ridiculed, or being too shy to be observed. For that, they prefer to remain silent, inhibited from participating in classes.

- **Nothing to say**

Students claim they do not have reason to express themselves even though they know they should speak.

- **Low or uneven participation**

Some students prefer to remain silent and do not participate in class, while others participate most of the time. This phenomenon is more common in large classrooms.

- **Mother-tongue use**

In English as a foreign language context, students feel more confident and less exposed if they use their mother tongue during classes to share ideas, discuss or communicate among themselves. Additionally, the lack of vocabulary is another crucial point because students who do not have enough vocabulary cannot communicate successfully. As a result, they are unable to maintain the interaction.

1.8.3. Importance of Speaking Skills

English is an international language that is spoken all over the world. According to Rao (2019), in the current globalized world, “communication plays a vital role in achieving success in all fields. Language is used as a tool for communication. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate” (p. 8). Therefore, students must develop speaking skills at a young age in order to succeed in society and communicate correctly.

1.9. Inclusive Education

Inclusive education refers to offering equal opportunities and support to all students regardless of their abilities or conditions. One of the premises of inclusive Education is promoting inclusion in the classroom and creating supportive learning environments. Furthermore, it focuses on recognizing students' strengths and needs to ensure they participate actively in the learning process and develop their complete potential. Moreover, according to Stubbs (2008), Inclusive Education “is a very simple statement of everyone’s fundamental right to access education and not to be excluded” (p.18).

In Ecuador's Constitution (2008), art. 26 mentions that "Education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State... equality and social inclusion are guaranteed and an essential condition for good living" (p.17). Moreover, Ecuador promotes the philosophy of education for all. For that, in the Organic Law of Intercultural Education (LOEI), which states that Ecuador's educational system belongs to the Inclusive and Equal National System, further supports the idea that it is inclusive (2015b).

Furthermore, the Ecuadorian State should develop and execute curricular adaptations necessary to guarantee the inclusion and permanence within the educational system of people with disabilities, adolescents and young pregnant women (2015c). In other words, the educational system must guarantee that everyone, regardless of their condition, gets a quality education due to education is inclusive, equitable and promotes opportunities for all.

Moreover, the Ministry of Education of Ecuador implements several didactic guides on teaching students with a Specific Educational Need (SEN) that teachers should use. For instance, the "Work Guide to Curricular Adaptations for Special and Inclusive Education" was designed by the Ministry of Ecuador in conjunction with organizing Ibero-American states and written by Myriam Argüello in 2013. Likewise, the Ministry of Education of Ecuador has implemented several courses through its "Me Capacito" website where teachers could acquire new abilities to work with students with SEN or improve their skills.

1.9.1. Specific Educational Needs (SEN)

According to The Salamanca Statement and Framework for Action on Specific Needs Education (1994), 'specific educational needs' refers to all those children and youth whose needs arise from disabilities or learning difficulties. Many children experience learning difficulties and thus have special educational needs during their schooling. In addition, schools must find ways to successfully educate all children, including those with severe disadvantages and disabilities. Furthermore, Argüello (2013), Specific Educational Needs are classified as follows: related to disability: they are sensory, intellectual, motor, or physical. Also include syndromes such as autism, spectrum disorder, or intellectual disability. And, no related to disability: they are superior giftedness and or specific learning difficulties, such as dyslexia, dyspraxia, dysgraphia, and dyscalculia.

1.10. Cognitive Disability

Cognitive Disability is the term that refers to the limitation or delay in intellectual abilities and social interaction. Sims (2019) states that disability is a "condition that limits a major life activity". Furthermore, The National Cancer Institute (NCI) mentioned that cognitive disabilities refer to people who pose "problems with a person's ability to think,

learn, remember, use judgement, and make decisions”. Some types of cognitive disabilities are aphasia, autism, attention deficit, dyslexia, dyscalculia, intellectual and memory loss.

1.10.1. Intellectual Disability

Intellectual Disability (ID) is defined as the limitation of a person's learning and interacting with others at an expected level according to the person's age. The American Psychiatric Association (APA) defines Intellectual Disability (ID) as “intellectual disability involves problems with general mental abilities that affect functioning in two areas: intellectual functioning such as learning, problem solving, judgment and adaptive functioning as activities of daily life such as communication and independent living”.

Furthermore, The American Association on Intellectual and Developmental Disabilities (AAIDD) describe Intellectual Disability as a condition “characterized by significant limitations in both intellectual functioning and adaptive behaviour that originates before the age of 22”. According to Katz & Lazcano-Ponce (2008), Intellectual Disability (ID) is classified as follows:

- Degree: Mild. – General develop communicative and social skills.
- Degree: Moderate. – Can speak or learn to communicate. Some difficulties with motor skills.
- Degree: Severe. – Market limitations in motor skills. Minimal language ability.
- Degree: Profound. – Significant delay, minimal functional ability in sensorimotor areas. They need primary care.

Moreover, Buitrón (2020) classify Intellectual Disability as follows:

Table 2.

Intellectual disability classification.

	Intelligence Quotient (IQ)	Mental Age
Mild	69 -55	8.3 – 10.9 years
Moderate	54 – 40	5.7 – 8.2 years
Serious	39 – 25	3.2 – 5.6 years
Deep	<25	<3.2

Source: (Buitron, 2020).

In other words, intellectual disability (ID) is a condition in which a person presents impaired learning, memorization, solving problems and adaptive behaviour. However, these impairments have different levels and affect everyone differently. Therefore, teachers must have the expertise to work and involve those students in classes.

CHAPTER II: METHODOLOGY

2.1. Type of Research

The study used a mixed approach. This type of research allowed the writer to collect the data to aim his research questions. Furthermore, it requires both data collection and analysis, as well as interpreting the evidence collected. According to Tashakkori and Creswell (2007), the mixed approach is “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry” (p. 4).

In other words, the mixed research approach involves analyzing the qualitative and quantitative data to interpret it and consistently formulate conclusions. This method helped to collect primordial information on teachers' expertise and students' performance to determine the Total Physical Response Method's effectiveness in developing speaking in fifth-grade cognitive disability students.

2.1.1. Qualitative

Qualitative research gathers information from people's experiences, feelings, and views regarding to a particular subject. For Cropley (2023), qualitative research "is that it examines the way people make sense out of their concrete, real-life experiences in their minds and their own words and subsequently analyses these understandings" (p.7). For that reason, through an interview, this research collected data on teachers' perspectives on using TPR to develop speaking skills in students with cognitive difficulties. Moreover, an interview was used to collect data from experts in inclusive education's points of view about how to include students in classes. Besides, an interview was conducted with the study subjects to know how they felt after being exposed to one class using TPR.

2.1.2. Quantitative

This research project required quantitative research because it was used to collect and analyze numerical data. According to Apuke (2017), quantitative research “deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques” (p. 41). In addition, a three-question pre-test was used to identify the students' gaps and provide visions into their knowledge that can be used as starting point in future lessons using TPR.

2.2. Research Method

The method used in this study was the inductive method. According to Thomas (2003), the purposes of using the inductive method are” (1) to condense extensive and varied raw text data into a brief, summary format; (2) to establish clear links between the research objectives and the summary findings derived from the raw data and (3) to develop of model or theory about the underlying structure of experiences or processes which are evident in the raw data”. In other words, the research collects data and then determine if TPR worths to develop speaking skills in cognitive disability students.

2.3. Techniques and Instruments

2.3.1. Techniques

- **Interview**

According to Easwaramoorthy & Zarinpoush (2006), an interview is “a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions” (p. 1). This technique was applied to teachers and students where the study will be conducted and to experts in inclusive education to collect information.

- **Observation**

Fox (1998) states that observation “does not just involve vision: it includes all our senses, although in practice sight and sound will be those which predominate in most research. Moreover, crucially, it also involves interpreting that sense data” (p. 2). The observation was used to observe the student’s performance during the investigation.

2.3.2. Instruments

- **Semi-Structured Interview**

According to Adams (2005), semi-structured interviews “are superbly suited for several valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries” (p. 493). This Instrument allowed the researcher to prepare a package of questions regarding the research; however, the researcher asked questions outside of this package based on the interviewees’ responses.

- **Pre - Test**

Pan & Sana (2021) state that “Pretesting involves taking tests before to-be-learned information is studied” This instrument allows the researcher to determine students' knowledge.

2.4. Research Questions

1. How does TPR contribute to developing speaking skills in students with intellectual disability?
2. What were students' feelings when the teacher used TPR in class?
3. Could TPR be an effective strategy to involve intellectual disability students in English classes?

2.5. Study Site

This study occurred in Ibarra, Imbabura, Ecuador, at the Unidad Educativa Teodoro Gómez de la Torre, located at the San Francisco parish on Teodoro Gómez de la Torre Ave. 3-101 and Maldonado Street. This school has 4500 students. The study was focused on fifth-grade students with intellectual disabilities.

2.5.1. Participants

This research was carried out at the Unidad Educativa Teodoro Gómez de la Torre, which is located on Teodoro Gómez de la Torre Ave. 3-101 and Maldonado Street. Specifically in the three fifth grades of this Unidad Educativa.

2.6. Population and Sample

The population of this study consisted of two teachers and one hundred and twenty students in three fifth grades from Unidad Educativa Teodoro Gómez de la Torre. The sample type was non-probabilistic because the study focused on the performance of students with intellectual disabilities. Although there was a population of more than 100 subjects, making a sample using a statistical form was unnecessary because the researcher focused mainly on students with intellectual disabilities. There were five students affordable for this study. In addition, the research was carried out through a study case where intellectual disability students were the subject of the study and regular students helped to researcher to made a contrast about using TPR in classes.

2.7. Procedure

Before establishing the theoretical framework, the researcher selected mixed research instruments to collect information to answer the researcher's questions. Then, it was necessary to create a matrix of variables to establish the questions for teachers, experts and students' interviews (Annex1). Furthermore, a pre-test was designed to know students' gaps and their knowledge. After that, the instruments were validated by two teachers of the carrier at UTN (Annex 2). In order to apply these instruments, an informed consent level was presented to the principal of the Unidad Educativa Teodoro Gómez de la Torre (Annex 3).

Subsequently, the researcher applied these instruments to collect the necessary data to achieve the research questions and objectives. The researcher used the Excel program to analyze the data collected during the study. After that, the researcher wrote the conclusions and recommendations to use TRP in developing speaking skills in students with special educational needs related to disability. Finally, the researcher creates an instructional guide that goes hand in hand with the Ministry of Education modules.

CHAPTER III: ANALYSIS AND DISCUSSION

This chapter analyses and discusses the data collected by the instruments applied to teachers, experts and study subjects to achieve the project's objectives. First, an interview was conducted with two English teachers in charge of the three fifth grades where the project was implemented. The interview aimed to determine perspectives about using Total Physical Response to develop speaking skills in cognitive disability students. Second, another interview was arranged with two experts in inclusive education to establish how to involve all students during the class. Third, pre-test was applied to recognize the students' gaps and provide an idea of their knowledge to use in future lessons. Finally, an interview was also applied to regular and cognitive disability students to know how they felt after receiving a class using TPR. It is essential to mention that the researcher worked with three graders as three different and independent study groups.

3.1. Teacher's Interview

Q1: Which English language teaching methods are you most familiar with?

Teacher Group 1 and 2

Answer: As for English language methodologies, I most practice TPR, which is also appropriate for students of these ages. I haven't used any more methods because students are more visual at these ages. So, I use body language. I try to indicate them with gestures, with my hands. I do not use translation or transfer word to what it means, but rather give them the signs of what that word means. So, the methodology that I use most in the fifth-grade classes.

Teacher Group 3

Answer: Answer: The language teaching method that I must use in my class is a Communicative Learning Approach or also the Cooperative Learning. Because I am always trying that my students interact each other and develop the language, the new language.

Analysis: The first question relates to the teaching methods teachers use in their classes. According to teachers' answers, they use TPR, Communicative Learning Approach and Cooperative Learning because these methods are useful for kids to interact and show them meanings without translation or use of their mother tongue.

Q2: How important is it for language teachers to replicate L1 learning environments during L2 teaching?

Teacher Group 1 and 2

Answer: I think it is important. I mean, sometimes students have doubts, and it is not enough to use body language or what we use to tell them the meaning of words. Personally, I like to say not only the word but to put the word in the context of the sentence or to give them an example with a complete sentence. So, yes, translating or saying the meaning of words in the second language is important. But as I say, I apply it more in context. So, if I learn the vocabulary of a word, I will try to teach them this word in context as a sentence or use it in a sentence. For example, with fifth-grades, I already make simple but complete sentences. For example, I am going to close the door. If the word is open, if it is the verb open, which I already told them the meaning of this word, or I already did the action, they already know what I am doing or what this word says in English.

Teacher Group 3

Answer: Ok. I think that it is not so good to use the L1 vocabulary, especially or the target language, during the English class because my idea is to try to familiarize most of the cases and most of the opportunities to my students into the new language. In this case, in English, but obviously, sometimes it is important, especially when we are working with kids, but it is better to use flashcards or any other visual issues in order to help them understand English in English. I am trying to avoid using the mother language. **(Researcher comment) So, in this case, it is like you teach English as we acquired Spanish.** Yeah, I think, especially with kids, I try to use the method that the initial teacher uses because that kind of teacher uses only pictures, mimics, and gestures in order to help kids understand meanings. And that's why I use that kind of method that they use in order to teach, in this case, English.

Analysis: The second question gathers information about the importance of teachers teaching L2 similarly to how students acquired L1. From teachers' point of view, it is important to teach English as students acquire their mother tongue, using words in context and also showing the meaning of words in the target language using pictures, mimics, gestures and examples so students can understand their meanings.

Q3: What is the role of the comprehensible input in the process of language learning?

Teacher Group 1 and 2

Answer: First, this role is really important. And I believe that each of them, in this case, grades are very different. So, if I apply it, it depends on the student's level. So, if most children present an equal level in this grade, I can use the low level; however, it depends on the children's English level. We have to realize that we can advance and raise the level. And if not, we can stay at the same level. But I think you always start at the low level to see or understand how far students can go. After seeing how far their understanding is, I can increase the input level. So, yes, it is important.

Teacher Group 3

Answer: That is very, very, very important because students are able to understand, to familiarize, to comprehend the new language. Using English not without translations then they can be easier for them. It can be easier for them to understand in any context. That's why I always try to emphasize the input, but using words and phrases according to real context because we use the comprehensible input, but we are working with phrases or with topics in context that they do not use in every single day. So, that's way the comprehensible input works with topics according to the real situation, the real context. **(Researcher comment) And according to the level of students,** yeah, according to the level and also according to the interest of the students, for example, right now I am working with fifth grades, but obviously is very different how we can apply the same content with our students according to their interests. Obviously, they are individuals, and they learn in different ways.

Analysis: The third question talks about the role of a comprehensible input in the process of language learning, highlighting the following. Using the language according to the students' level is important because it helps teachers not to use the mother tongue. In addition, it gives teachers a point to start developing students' knowledge. Moreover, students can feel comfortable because they are interested in learning the language because it is not complex.

Q4: Do you think that combining gestures and language input may promote natural students' oral production?

Teacher Group 1 and 2

Answer: Yes, I totally agree with that. That also helps students to have confidence. As I told you, body language helps students to not stay with doubt of what something means. I don't know what it means because you didn't tell me what it means, so I don't know what it means. So, they also try to explain to you what the word means with their Body language. So, they must combine this body language with the input because that way, they can try to produce their most natural speaking, like us, like the teachers. They also learn from the teachers and see how they are doing, which helps them to try to speak English. **(refocus) Is it like replicating how we acquired our first language?** Yes, they acquire tone, accent, and pronunciation because they imitate what they hear and see. So, it's important to combine body language with the input so that they start to produce speaking naturally. It also helps them to have confidence because sometimes they want to ask permission to go to the bathroom and they can't say it, so they use body language and try to say it. Also, this helps them to try to speak English.

Teacher Group 3

Answer: Definitely, yes, as I said before, I am trying to avoid the use of language, the mother language. So, for that, I need to use gestures a lot, flashcards, and tangible material that help me to give the message to my students. My students can comprehend and understand what I am saying, avoiding the translation with them, so gestures are one of the most important things and other tangible issues, as I said before. Definitely, yes. **(Re-question) "Do you mean that gestures help students to understand what you are saying?"** Yes, because, for example, when you meet strange people or any people that come from different countries, they are always trying to give the message... even though they can structure the sentences or say the word correctly, they use gestures, they use a lot of things in order to other people understand them, that is why I think that is important... Finally, when you meet these people, you understand even if they say "Kaaangu-kaguuu" and they use their hands, use their arms or everything they have close to them, and we understand what they are saying.

Analysis: The fourth question explores the importance of combining gestures with comprehensible input to promote students' oral production. Teachers believe that combining gestures with input helps students feel more confident because they can use gestures to try to explain what they are saying. In addition, students are able to understand what the teacher is trying to say because they observe a movement followed by some words so that they can interpret the meaning of those words. Furthermore, when students want to speak, if they do

not remember one word, they can use gestures either to replace the word or remember the word.

Q5: How may TPR contribute to transferring language input to the student's long-term memory?

Teacher Group 1 and 2

Answer: I think it helps a lot in the long term because sometimes we have different intelligences; some are visual, and others are auditory. So, in the long term, it has a lot of importance and contribution to their memory. So, if they sometimes have a word, they can remember the word, or they can remember the gesture, they acquire both. If I already see "eyes", I will remember what the "eyes" are because I saw the teacher who made us what the "yes" are. So, yes, body language contributes a lot to transfer input to long term memory.

Teacher Group 3

Answer: The TPR is a very good method, I think so. Especially right now, when we are working with kids, as I said before, because TPR is going to help us to avoid the use of the mother language in our class, we can do the activities that are more dynamic. Students interact a little more with us. They understand that even though they understand what I am saying, they can understand what I am showing them, and that's why I think it is one of the most productive methods to use in our class. (**Researcher comment**) **"it helps students to understand or internalize vocabulary to make them easy to remember words"** Well, no, not only vocabulary because, for example, when they are saying "teacher...eeeh, ahhh teacher... oh, ah" they forget to say "goodbye," they said it is using their hand, and you understand them. And if you are leaving the room, you can say "goodbye", and you help them to remember the phrase, and then with your gesture, they familiarize the gesture and the phrase that you used.

Analysis: The fifth question analyses how using TPR can make input memorable for students. Both teachers said that TPR is a good method to transfer input to students' long-term memory because it helps them to remember words by associating gestures or movements with the meaning of those words. Furthermore, students will avoid using their mother tongue and memorizing common phrases that people use daily, such as "goodbye".

Q6: Do you think that students who do not feel pressure to produce the target language are more motivated to learn it?

Teacher Group 1 and 2

Answer: I think we have to manage the pressure we use on the students, not force them, but also not let them keep quiet. For example, speaking can be done through songs; however, some children are ashamed and do not try. Another example is when they don't ask me permission to go to the bathroom because they can't say it in English. These are ways of determining if they produce the language or not. I can notice it through a song where I'm not pushing them but evaluating them. I see their speaking level and if he understands what I am teaching them. In addition, the classes always start like these are my rules; that's how it will be in Spanish first, then I'll go up in English. I'm not sending you to the bathroom; if you don't tell me in English, that would be pressure, but not always, not at the beginning, but with levels.

Teacher Group 3

Answer: Definitely, yes. Right now, I am having two girls that are doing practice with me, and I tell them, "One of the better things that I am looking for is that my students feel comfortable in my class" Obviously, I don't like distractions in my class, misbehaviors in my class, but I feel bad when I have a so shy group, I like that they talk, interact, they feel comfortable as I said before. I like to have a good relationship with them, obviously, I am strict, but you know the balance, we need to have a balance, I think... this year is my first experience working with kids... at this moment I think my method, my strategies are good for my students because they feel comfortable, they motivate to learn something new, and when they say "nooo teacher, don't go out to the class, please continue to the class" is because they are feeling good.

Analysis: The sixth question examines the teachers' point of view that if students do not feel pressure to produce the target language since the first class, they will be more motivated to learn it. According to teachers, it is important to manage this pressure; in initial classes, the use of the mother tongue is allowed; however, over time, the level is going to increase, so the mother tongue will not be allowed anymore. Besides, teachers must use different strategies to evaluate students' speaking levels. According to one of the teachers at the beginning levels, singing a song can be enough to evaluate their speaking. Furthermore, if students do not feel pressured and have a positive relationship with their teacher, they will be interested in learning the target language.

Q7: Does providing basic knowledge of the target language to learners support them in communicating properly?

Teacher Group 1 and 2

Answer: Yes, because giving the basic knowledge, the basic structures of the target language and provide them with vocabulary can help them to start communicating in the target language.

Teacher Group 3

Answer: Yeah. I am the kind of person that thinks it is better to work with specific vocabulary, specific content, and specific phrases according to the context, and work reinforces that kind of thing more than giving them a lot of content and at the end of the year. They do not know anything. So that's why I emphasize some activities, specific activities I work in, and at the end of the year, I evaluate them in a productive way. I am trying to avoid the typical worksheet paper and complete that paper. I like my students to produce something, for example, a little open house, only with ss of each classroom. I invited parents to involve and know what their children already know in the year. And I only emphasize something I do not think gives them a lot of content. A lot of material is good; I only emphasize basic knowledge and not more.

Analysis: In this question, the researcher explores the benefits of providing students with basic knowledge to help them communicate. Teachers state that providing students with basic knowledge of the target language is useful before they start speaking. In addition, they mentioned that it is better than using specific vocabulary and specific phrases according to students' context. In addition, it helps them to demonstrate their knowledge and produce utterances in the target language.

Q8: Is involving students with Specific Educational Needs (SEN) in the class important? What can the teacher do for students to achieve it?

Teacher Group 1 and 2

Answer: Yes, it is important to involve them, but how you do it is also important. Because they can feel different or displaced, some children are shy, or since they already know that they have a problem, they believe that they will not do the same as the others, so they do not do it because they think it will be something different. They should be involved in games or warm-ups with which the class always begins. They should always be involved,

for example, in a warm-up on a subject they are unaware of, or if the level is higher for these children with needs; I ask to these students something basic about the activity, that is to involve them in the class. Also, I try to involve them in activities in which everyone participates; if I ask them to raise their hand to tell me the answer and the answer is unknown to the child, I can say, "it doesn't matter". They should be taken into account, and if they tell me an answer, I say, "It's ok, good job". As for the teaching, let me tell you that they need a lot of private instruction, they need the teacher to be there, that's the only thing that is very difficult, I'm not saying it's impossible, but they need the teacher to be together to the child who has a disability or educational need because 5 or 10 minutes that you dedicate to them is not enough, I mean, it's fine. Still, it's not enough because they need more special education. At least here, we do not have the luck of having ten students. So, with the child, I do wonders; here, we have to take care of forty. Sometimes a child with needs is like ten, so fifty students in a single classroom, so it is very difficult particularly in terms of teaching. However, involving them in teaching in general, we do it. As I tell you, with any warm-up, they participate, there are times when they work in worksheets, and students with specific needs do it too. Their worksheets are no different; they do the same, they do what they can, and the teacher grades their effort.

Teacher Group 3

Answer: That is a very good question and a tricky question because definitely, we have to involve everyone, every single student in our class, but it definitely is very difficult. Especially if we consider the grade of the adaptation that we have with them. So, in one room, in one classroom, we have several students with Specific Educational Needs, and sometimes, for example, we have 38 to 40 students per classroom, and in each classroom, we have 3 to 4 students with different Specific Educational Needs. So, that is why it is difficult. But definitely, we have to do it, when we do it, we have a very nice experience, because those kinds of students are very... for example, in one of the fifth grades I have one student and he is very good at drawing, I work with vocabulary especially, and drawing with him. Obviously, I am trying to use very simple and basic vocabulary and phrases, that is good, but definitely, it is very, very tricky to work with that kind of students because the reality in each classroom is completely different to the theory. **(Researcher comment) "In your classes, you work with these students with different activities. For example, you mention that with this kid, you just draw things"**. No, no, just drawing, but I try to emphasize that kind of activities because, for example, when they have to learn something, the last partial, we learn a song, it was very difficult at the beginning with this kid especially, but then I used pictures and phrases in order to they match pictures with phrases, and then he tries to learn only the Chorus of the song, and yeah it was difficult I cannot achieve my objective that I establish at the beginning, but I try it, I try to do it, but as I said before even though we as teachers do the best. I think it is one of the problems that most of us have right now. I do not know if we can, we find the specific strategies, the better strategies in order to involve in a better way these kind of students in the learning process.

Analysis: This question allows the researcher to explore what a teacher can do to involve students with specific educational needs in the class. Even though involving students with SEN in the class is important, how the teacher achieves it is also important. Giving them a different simple worksheet and paying attention for ten minutes is not enough. Teachers should encourage those students to be active and participate in class. Furthermore, the teacher could involve them during the warm-up, ask a question to the class or accept their responses. However, this situation can be demanded by the teacher because those kinds of students require severe time from the teacher, and public school possesses overcrowded classrooms with 30 to 40 students. For that reason, sometimes it is not effortless to focus on students with needs and regular students. Nevertheless, it is not impossible to do it. Teachers have to choose the appropriate strategy or method to teach English that helps them to involve students in their classes.

3.2. Experts' Interview

Q1: Is there any mechanism to achieve the goal of education for everybody? And what does it involve?

Expert A

Answer: I believe that there is a mechanism for everyone to learn. First, identify the student needs as we know each student has different ways of learning, so we should recognize or understand the ways of learning that students have. It implies effort on the part of the teacher, above all, knowledge of the different intelligences or ways of learning that each one of them has. **(Investigator comment). Maybe there is some kind of law that helps to enforce education for all.** There is a program for students with different abilities. I don't remember exactly what the article is, but it exists in the law that promotes a universal education for everyone.

Expert B

Answer: The most important mechanism is the education law, which mentions that education must be inclusive, it must be for everyone, and in this case, when we talk about inclusion, we have to involve students with educational needs associated and not associated with a disability. **(New question from the researcher) And how do teachers ensure that students are involved?** Really, within the *Unidades Educativas*, we have to enforce the law, and there is an inclusion support department; there is DECE, where we identify and value students to later socialize with the teachers, who are the students who have needs and make the corresponding curricular adaptations in their lesson plans.

Analysis: The first question relates to how to achieve the premise that education is for everybody. On the one hand, Ecuador's education law establishes that Education must be for everyone, regardless of physical, cognitive or legal conditions. Furthermore, Education is inclusive. In the *Unidades Educativas*, teachers have the support of DECE departments, which guide them to work and include students with an educational need associated or not associated with a disability. On the other hand, teachers should remember that each student is different from the others. Each possesses a particular way of learning; therefore, teachers must modify their methodology to include most learning styles.

Q2: What can teachers do to involve all students during their classes?

Expert A

Answer: As I told you before, the first step that the teacher must take is to identify the way of learning that the students have; I believe that the first thing that they must do is understand and identify how each one of them learns and what are the strategies or planning according on their needs. Regarding to the public sector, it would be a little more complicated due to the number of students, but it is part of our profession to try to understand each student, in particular, to provide an excellent education for them. When cases of special needs, learning problems or different abilities students are detected, there is a process that must be followed in the institution, so most institutions have DECEs where there is an educational psychologist or a clinical psychologist who evaluates the student after receiving a report from his tutor, so before this evaluation, he gives us a level of curricular adaptation. In this case, we have three types of curricular adoption the one that is, for example, the student needs only move from the location in the physical space; the two in which the student needs, for instance, if I ask students to do ten sentences, to this student who is in level two, I ask him to do 5; however it is the same content, curriculum, and skill, but there is a level of curricular adaptation that is number three in which the student needs the planning to be totally different. Still, who give us that Support is the DECEs departments of the Unidad Educativa; they are the ones who make a pedagogical evaluation after receiving a report from the tutor or teachers when a type of learning problem occurs in the classroom.

Expert B

Answer: Teachers have to look for strategies that are different for each one; there is only one plan; however, look for the best strategies so that everyone can learn; the strategies would be different, the planning would be the same, and only the strategy would change.

Analysis: The second question discusses what teachers do to involve students in their classes. According to experts, the key is determining the student's educational needs first. Then teachers have to modify their lesson plans according to the level of curricular adaptation that the student requires. In addition, there are three levels of curricular adaptation. Level one, or access to the curriculum, relates to infrastructure, material, personal resources, communication and time; level two or not significant, combines the previous one with changes in methodology and evaluation and level three or significant syndicates level one and two plus objectives of the class and skills with performance criteria.

Q3: Is it important to involve students with Specific Educational Needs (SEN) in the class? What can the teacher do to achieve it?

Expert A

Answer: Of course, it's important because it is not that students cannot; it is not that they cannot learn. They need to be involved in the class as a way of showing them that they can learn. We often commit mistakes as teachers and leave them out of the class because we think they cannot. It is not; they simply learn differently, we have to look for other strategies for them to acquire knowledge, but they must be involved in the classroom because, for example, a disability does not mean that the student cannot learn. **(New question from the researcher) Should teachers necessarily carry out curricular adaptations to involve them?** Exactly, that is the way, and the way to be able to involve them is knowing what type of adaptations we can make in them in the subject of teaching English is a little different because there are no specific studies regarding to a person having a type of disability like we could teach them in the language. However, that is our responsibility to find the best available strategies, methods or activities that they can carry out to adapt what is taught in other areas to use in our area.

Expert B

Answer: Well, that is the objective we have in classes; related to educational inclusion. Teachers must make their curricular adaptations and work according to the level of the student, but that does not mean that the teacher must isolate the student with needs. They can be dynamic tasks, didactic activities with all students, including those with educational needs, and recreational games. They can be minutes away, go out to participate, and do group work. Individual work as well, where the teacher focuses on students with needs and gives them specific work according to the level of curricular adaptation that they have.

Analysis: The third question explores the importance of involving students with Specific Educational Needs (SED) in classes. Experts agree that involving students with SED in classes is very important because it is inclusion. Furthermore, they mention that some

teachers sometimes commit the mistake of believing that students with SED are not capable of acquiring new knowledge; however, it is not true; every student is capable of learning, and teachers must use different strategies in order to encourage students and facilitate them in gaining new knowledge. For example, teachers can use dynamic tasks, games, group work activities or specific tasks according to their level of curricular adaptation. Nevertheless, there are a few studies regarding to the most effective strategies to teach English to students with disabilities like cognitive disabilities.

Q4: How important is it for teachers to develop new abilities to work with students who possess a Specific Educational Need (SEN)?

Expert A

Answer: It is important that we as English teachers can develop skills, and here comes an important step, which is do research from our part. As I told you before, from my point of view, in teaching a foreign language, there hasn't considered yet, how to teach students with needs, so we must investigate this area and put on the shirt, as it's said. We must do our job and investigate how we can reach these students. That is very important.

Expert B

Answer: I believe that it is an issue that should be implemented with greater emphasis because we take into account that students with educational needs always require different types of strategies to generate learning. Teachers have their knowledge; however, when we talk, whether for high school students or teachers, from basic education and up. Yes, it takes quite a few strategies. For that, the importance of a constant training on this issue of educational needs, of approach strategies within the classroom, of educational inclusion because inclusion is not to keep him at the school without doing anything. Inclusion is that the student stays active and participates in the classroom. **(Refocus) And how can teachers develop these new skills or acquire new skills to work with children?** Teachers, first of all, have the predisposition, I think that is the most important thing for the human part, and know that students with educational needs make every effort to achieve their objectives, and second, always stay in constant training to be able to use different strategies with those students. **(Blur focus) And where can they be trained?** Well, here on the ministry page are training courses for free at the public level, and also in the school. It also refers to training in terms of curricular adaptations in terms of approaching students in strategic guides; Moreover, since training is always personal, a professional training at the private and public levels does exist.

Analysis: The fourth question explores how important it is for teachers to develop new abilities to work with students with SEN. According to experts, it is essential and mandatory. The teacher needs to acquire new abilities and gain new knowledge to work with students with SEN and the rest of students and this way start participating actively in the learning process. In addition, the Ministry of Education promotes constant teacher training because, on its website *MeCapacito*, there are several courses related to inclusive education. In addition, how to plan to use methods such as DUA, Universal Learning Design in English. This methodology is planned as a proposal to stop doing different lesson plans according to students' level of curricular adaptations because it allows teachers to use different ways of presenting and evaluating the content in a plan.

Q5: At higher levels, can students communicate better if they develop speaking skills early in the process?

Expert A

Answer: Yes, I believe that at the highest levels are like the conclusion of the process of several years of learning. So, I think that this ability to speak goes to the little ones who acquire vocabulary where they learn pronunciation and little words, and this culminates in the highest levels where they already put everything they have absorbed into practice.

Expert B

Answer: Of course, the articulation of words is important to acquire another language that students suddenly need to speak, even when we talk about attention to the perception of processes at a cognitive level, if the student has a good development of his language, he will be able to articulate, and he will be able to read too. Well, in the same way we do it in Spanish. If he has a good language, he will be able to speak, write, and read well, but only if he develops this part well, of course, he will have good development in learning other languages.

Analysis: The fifth question analysis the benefit of developing speaking skills from the early stages of the learning process. Experts state that as well as in Spanish if people develop the language since they were kids, they will have a good manage of the language in the adult age. For that, if students begin to develop and use the target language, English in this case, since starting levels, they eventually will acquire it and use it properly to communicate at high levels of the learning process.

Q6: How does teaching L2 parallel to L1 affect students' long-term retention?

Expert A

Answer: I believe that teaching a second language should be the same as how the mother tongue is taught. For example, I do not use Spanish as a tool so that the children understand me because it diminishes their ability to retain information because we facilitate their work. On the other hand, if we use permanent English as they do in their mother tongue, they will unconsciously and consciously learn the language if long-term retention is stronger. Still, unfortunately, teachers make this mistake when teaching a second language at school or college.

Expert B

Answer: Yes, because they will also work there. Apart from the academic aspect of teaching the other language, handling the different languages will also be worked in a very didactic way, so there will be reinforcement in cognitive processes such as attention, memory, and perception, and it will be generated a significant learning.

Analysis: In this question, the researcher explores the impacts on students' long-term memory by teaching L2, similar to how they acquire L1. Experts believe that L2 must be taught similarly to how students acquire their mother tongue or L1. Because if teachers constantly use the target language, students will unconsciously and consciously learn it. Furthermore, using the target language in context is important, showing meanings, not translating words and encouraging students to use it.

Q7: Does the Ministry of Education provide to the *Unidades Educativas* with any experts to help the teacher to cope with SEN students? And what are the functions of these experts?

Expert A

Answer: Well, for me, inclusive education is a challenge in this new era since it is something that totally moves us to improve our teaching practice because it is a subject that is in vogue and that is very important for us to be able to reach the most of the students often we say that this student is lazy, this student is irresponsible, he does not want to work, we make judgments very quickly in the face of the circumstances that we live in the classroom, so for me, inclusive education is a model that seeks to reach all students through a quality

education and, above all, they do not want to only focus on students with special educational needs if they do not want to develop the needs of all students.

Expert B

Answer: Well, the Ministry of Education provides professionals at the psychology level, which are the DECEs that handle educational needs not associated and associated with a disability. Although the issue to support inclusion, which is a part of the work with teachers, with parents, with students and with the entire educational community. The functions of a teacher who supports inclusion, on the topics related to the axes that are handled, on the detection of students with NED Specific Educational Needs, both inside and outside the classroom, in order to the teacher can state that the students have or not this disability or this need. We also have the identification, the intervention of students with needs is super important, the moment in which we intervene, we do it with the students inside the classroom and outside the classroom, to reinforce the knowledge acquired and not suddenly hinder what the teacher is teaching. And it is also super important to refer cases to the UDAI (District Inclusion Support Unit) that they make psychopedagogical reports of the students and determine the degree of the curricular adaptation in order to be able to work and socialize with the teachers and have a specific valid support on how to work with those students.

Analysis: This question gathers information about the experts that the Ministry of Education provides to the *Unidades Educativas*. *These experts* assist teachers in coping with SEN students. The Ministry of Education provides *Unidades Educativas* with psychologists that assist teachers in handling students with educational needs. They also involve them in their classes. Moreover, they identify students who possibly have an educational need and refer them to UDAI in order to determine their degree of curricular adaptation.

3.3. Pretest Analysis

The researcher conducted the study in three different groups, all students of the three groups took the same pre-test. Group 1 consisted of thirty-six regular students and two cognitive disability students; group 2 had thirty-five regular students and two cognitive disability students, and group 3, thirty-three regular students and one cognitive disability student.

Table 3.
Group 1 scores

Group 1 Students		
Score	Regular Students	Cognitive Disability Students
10,00	-	-
9,50	1	-
9,00	-	-
8,50	1	-
8,00	2	-
7,50	1	-
7,00	3	-
6,50	-	1
6,00	5	-
5,50	4	-
5,00	7	-
4,50	7	-
4,00	1	-
3,50	3	-
3,00	-	1
2,50	1	-
2,00	-	-
1,50	-	-
1,00	-	-
0,50	-	-
0,00	-	-
Total	36	2
Media	5,5	4,75

Note: Researcher elaboration. Source: Pretest; Group 1 students.

Table three compares the scores obtained in a pre-test by regular students with the scores of cognitive disability students. Overall, the students in the first group were thirty-eight. On the one hand, the total of regular students was thirty-six, with an average score of 5,5 out of 10. Besides, seven students got 5 out of 10, and another seven got 4,5 out of 10. The highest score was 9,50, which only was obtained by one student. On the other hand, the total of cognitive disability students was two, with an average score of 4,75. One got 6,5 out of 10; meanwhile, the other got 3 out of 10.

Table 4.
Group 2 scores

Group 2 Students		
Score	Regular Students	Cognitive Disability Students
10,00	9	-
9,50	3	-
9,00	4	-
8,50	2	-
8,00	3	-
7,50	6	-
7,00	1	-
6,50	2	-
6,00	-	-
5,50	2	-
5,00	-	1
4,50	1	-
4,00	1	-
3,50	-	-
3,00	1	1
2,50	-	-
2,00	-	-
1,50	-	-
1,00	-	-
0,50	-	-
0,00	-	-
Total	35	2
Media	7,861111	4

Note: Researcher elaboration. Source: Pre-test; Group 2 - Students.

Table four compares the scores obtained in a pre-test by regular students with the scores of cognitive disability students. Overall, the students in the first group were thirty-seven. On the one hand, the total of regular students was thirty-five, with an average score of 7.8 out of 10. Moreover, ten students got 10 out of 10, and another six got 7,5 out of 10. On the other hand, the total of cognitive disability students was two, with an average score of 4. One got 5 out of 10; meanwhile, the other got 3 out of 10.

Table 5.
Group 3 scores

Group 3 Students		
Score	Regular Students	Cognitive Disability Students
10,00	1	-
9,50	1	-
9,00	-	-
8,50	-	-
8,00	-	-
7,50	-	-
7,00	4	-
6,50	2	-
6,00	1	-
5,50	4	1
5,00	4	-
4,50	1	-
4,00	2	-
3,50	5	-
3,00	5	-
2,50	1	-
2,00	-	-
1,50	-	-
1,00	2	-
0,50	-	-
0,00	-	-
Total	33	1
Media	4,388889	5,50

Note: Researcher elaboration. Source: Pre-test; Group 3 Students.

Table five compares the scores obtained in a pre-test by regular students with the scores of cognitive disability students. Overall, the students in the first group were thirty-four. On the one hand, the total of regular students was thirty-three, with an average score of 4,4 out of 10. In addition, four students got 7 out of 10, and another four got 5,5 out of 10. The highest scores were 10 and 9,5, which only one student obtained respectively. On the other hand, the total of cognitive disability students was only one, with a score of 5,5.

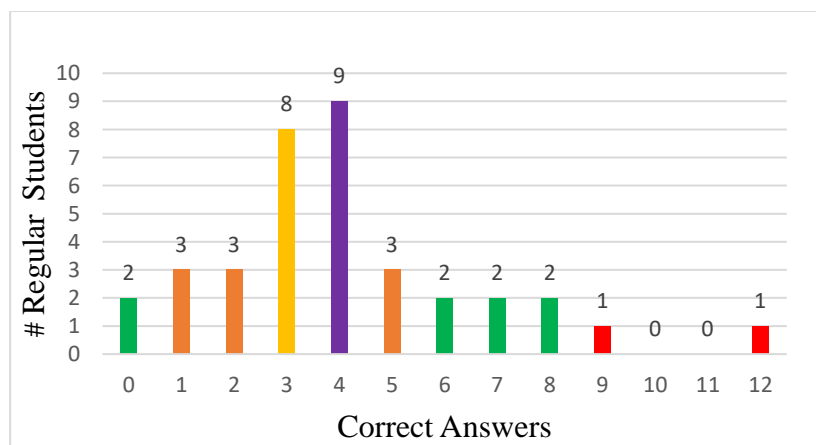
Group 1 – Regular Students

Group 1 consisted of thirty-five regular students.

Q1: Match the picture with the correct verb.

Figure 1.

Pre-test: Question 1 – Group 1



Note: Researcher elaboration. Source: Pre-test

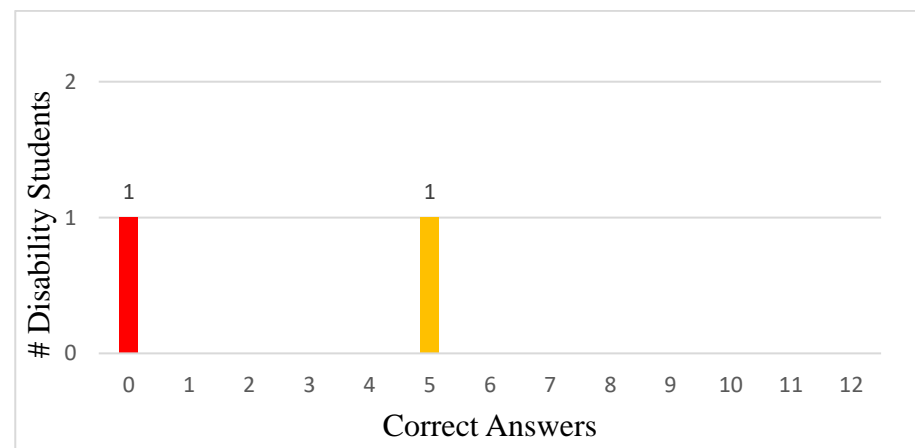
Group 1 - Cognitive Disability Students

Group 1 consisted of two cognitive disability students.

Q1: Match the picture with the correct verb.

Figure 2.

Pre-test: Question 1 – Group 1



Note: Researcher elaboration. Source: Pre-test

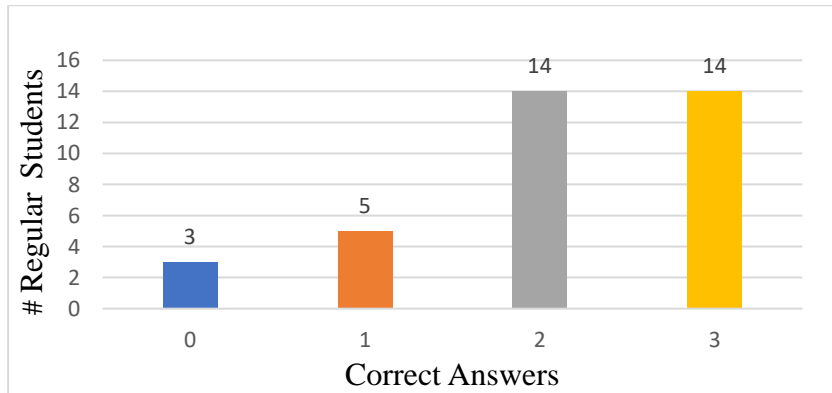
The first and second figures show the correct answers obtained by regular students and those with cognitive disabilities from the first group in the applied pre-test, on which images were related to the correct verb. Most of the regular students answered 4 of 12 verbs correctly. However, one of them got 12 out of 12 correct. According to the data, not even half of all regular students got half of the answers correct. On the other hand, for students with cognitive disabilities, one got 0 correct answers, and the other scored five correct answers. It means that the first group of students has difficulties in verb recognition.

Group 1 – Regular Students

Q2: Draw the verbs that you hear.

Figure 3.

Pre-test: Question 2 – Group 1



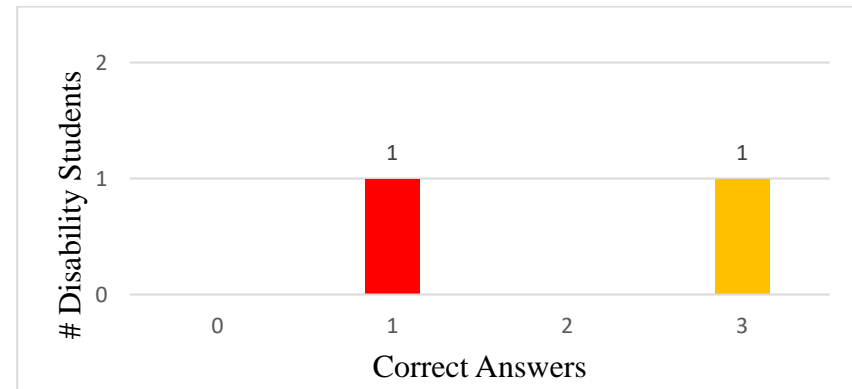
Note: Researcher elaboration. Source: Pre-test

Group 1 - Cognitive Disability Students

Q2: Draw the verbs that you hear.

Figure 4.

Pre-test: Question 2 – Group 1



Note: Researcher elaboration. Source: Pre-test

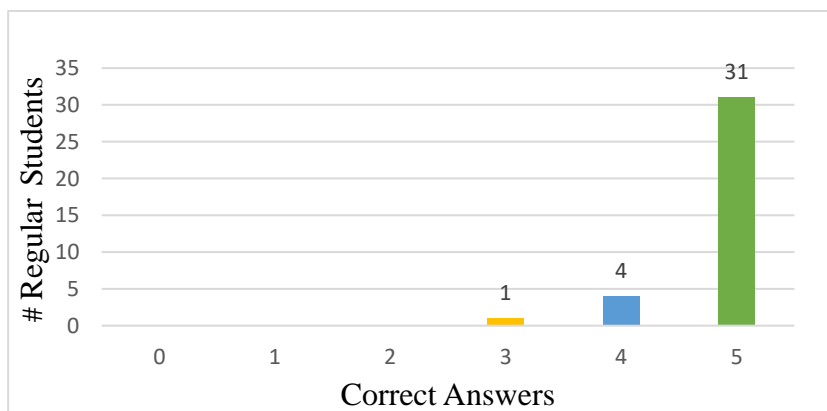
The third and fourth figures show the correct answers obtained by regular students and those with cognitive disabilities from the first group in the applied pre-test, on which students had to draw what they listened. More than half of regular students develop the exercise successfully. Nevertheless, three students were not able to complete it. Otherwise, one of the cognitive disability students obtained only one correct answer, while the other 3 out of 3. It means that the students are able to understand verbal utterances.

Group 1 – Regular Students

Q3: Listen and circle the answer.

Figure 5.

Pre-test: Question 3- Group 1



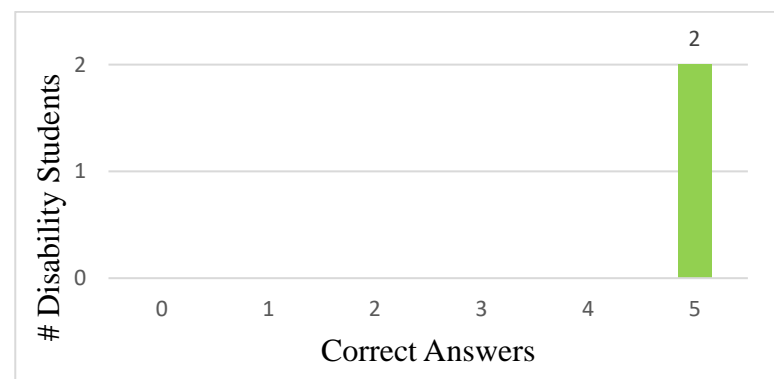
Note: Researcher elaboration. Source: Pre-test

Group 1 – Cognitive Disability Students

Q3: Listen and circle the answer.

Figure 6.

Pre-test: Question 3- Group 1



Note: Researcher elaboration. Source: Pre-test

The fifth and sixth figures show the correct answers obtained by regular students and those with cognitive disabilities from the first group in the applied pre-test, on which students had to hear and choose the correct answer. The majority of regular students develop the exercise successfully. Nonetheless, four students scored 4 of 5 answers. Otherwise, the two cognitive disability students obtained all answers correctly. It means that the students are able to understand verbal utterances.

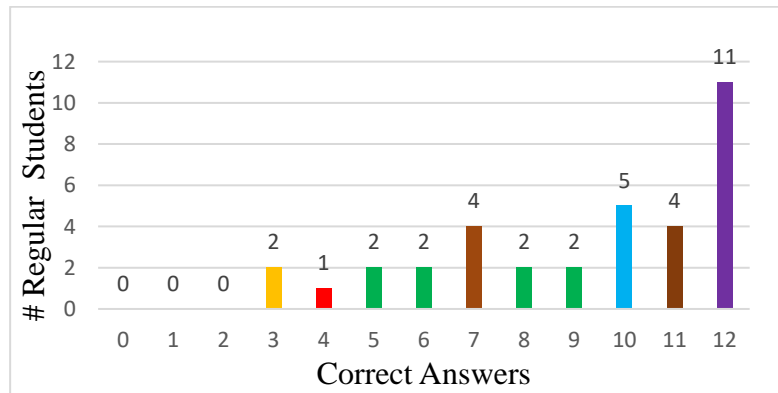
Group 2 – Regular Students

Group 2 consisted of thirty-five regular students.

Q1: Match the picture with the correct verb.

Figure 7.

Pre-test: Question 1- Group 2



Note: Researcher elaboration. Source: Pre-test

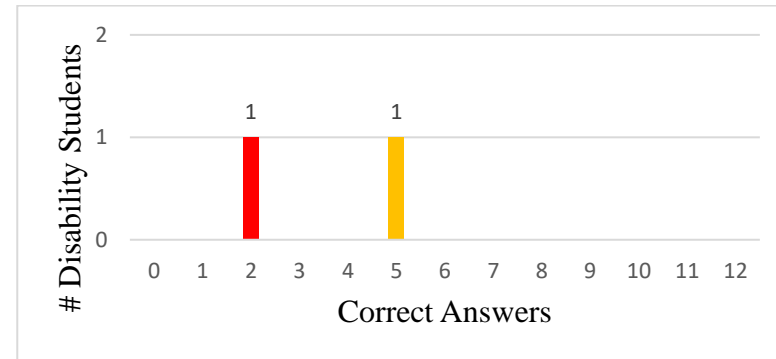
Group 2 - Cognitive Disability Students

Group 2 consisted of two cognitive disability students.

Q1: Match the picture with the correct verb.

Figure 8.

Pre-test: Question 1- Group 2



Note: Researcher elaboration. Source: Pre-test

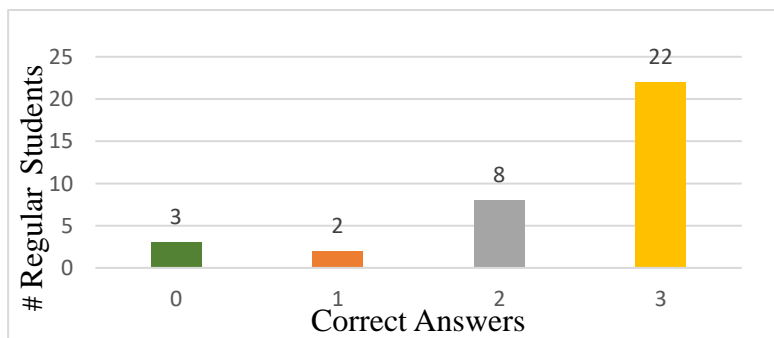
The seventh and eighth figures show the correct answers obtained by regular students and those with cognitive disabilities from the second group in the applied pre-test, on which images were related to the correct verb. Eleven of thirty-five regular students answered 12 of 12 correctly. However, two of them got 2 out of 12 correct. On the other hand, for students with cognitive disabilities, one got two correct answers, and the other scored five correct answers. It means that the second group of students has difficulties in verb recognition.

Group 2 – Regular Students

Q2: Draw the verbs that you hear.

Figure 9.

Pre-test: Question 2- Group 2



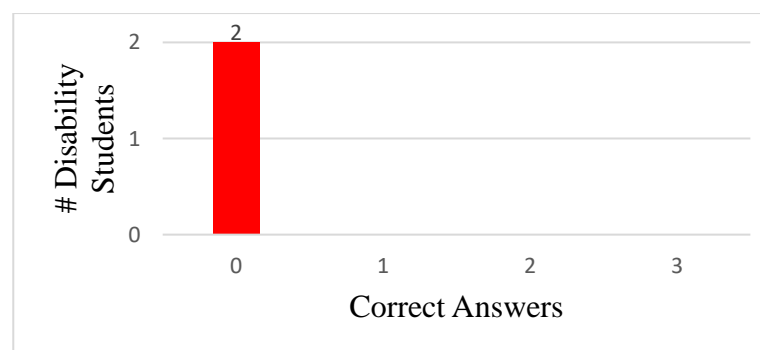
Note: Researcher elaboration. Source: Pre-test

Group 2 - Cognitive Disability Students

Q2: Draw the verbs that you hear.

Figure 10.

Pre-test: Question 2- Group 2



Note: Researcher elaboration. Source: Pre-test

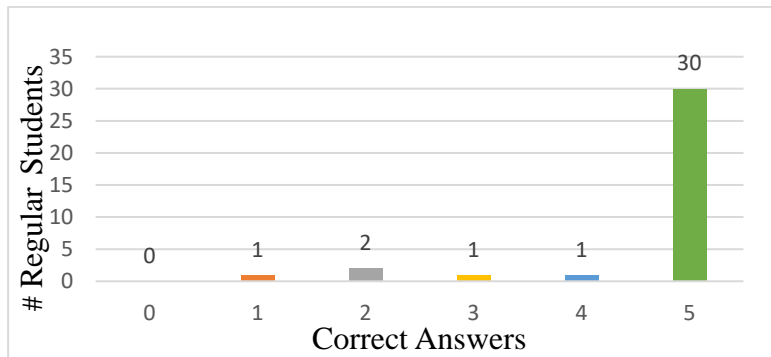
The ninth and tenth figures show the correct answers obtained by regular students and those with cognitive disabilities from the second group in the applied pre-test, on which students had to draw what they listened. More than half of regular students develop the exercise successfully. Nevertheless, three students were not able to complete it. Otherwise, both cognitive disabilities were not able to develop this activity. It means that the cognitive disability students cannot understand verbal utterances.

Group 2 - Regular Students

Q3: Listen and circle the answer.

Figure 11.

Pre-test: Question 3- Group 2



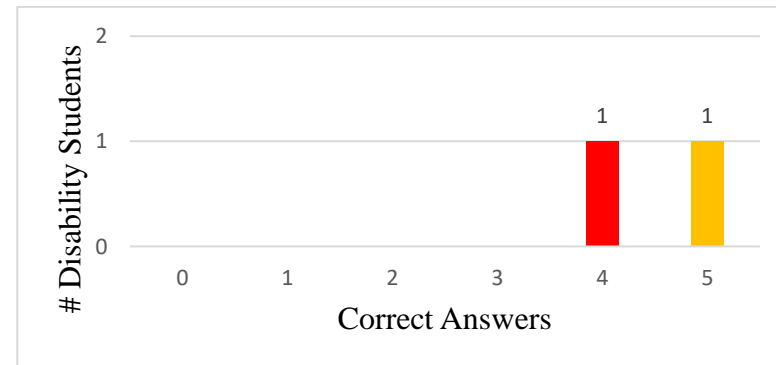
Note: Researcher elaboration. Source: Pre-test

Group 2 - Cognitive Disability Students

Q3: Listen and circle the answer

Figure 12.

Pre-test: Question 3- Group 2



Note: Researcher elaboration. Source: Pre-test

The eleventh and twelfth figures show the correct answers obtained by regular students and those with cognitive disabilities from the second group in the applied pre-test, on which students had to hear and choose the correct answer. The majority of regular students develop the exercise successfully. Nonetheless, one student scored 1 of 5 correct answers. Otherwise, one cognitive disability student obtained 4 out of 5, while the other 5 out of 5. It means that the students are able to understand verbal utterances.

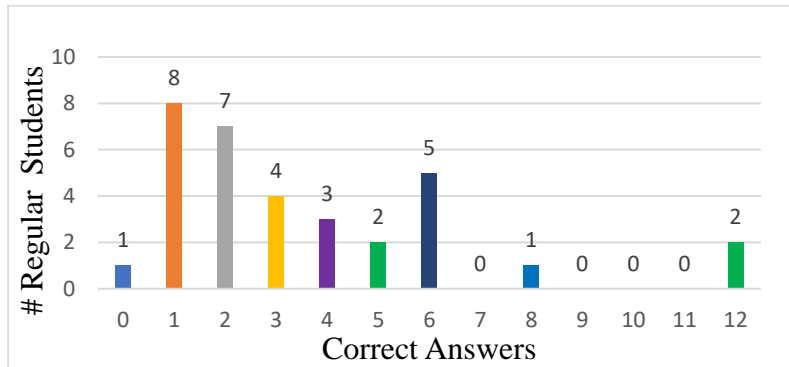
Group 3 – Regular Students

Group 3 consisted of thirty-five regular students.

Q1: Match the picture with the correct verb.

Figure 13.

Pre-test: Question 1- Group 3



Note: Researcher elaboration. Source: Pre-test

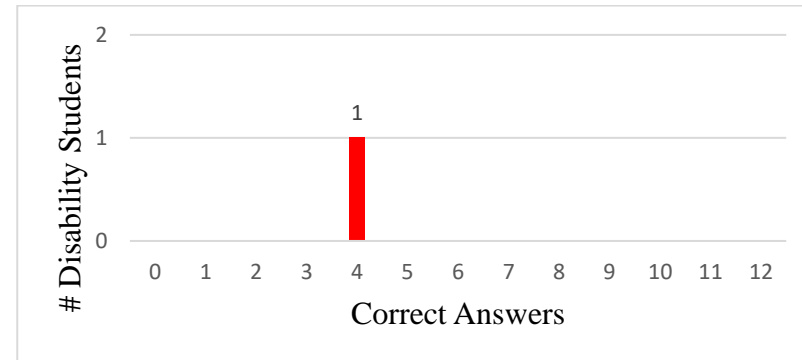
Group 3 - Cognitive Disability Students

Group 3 consisted of thirty-five regular students.

Q1: Match the picture with the correct verb.

Figure 14.

Pre-test: Question 1- Group 3



Note: Researcher elaboration. Source: Pre-test

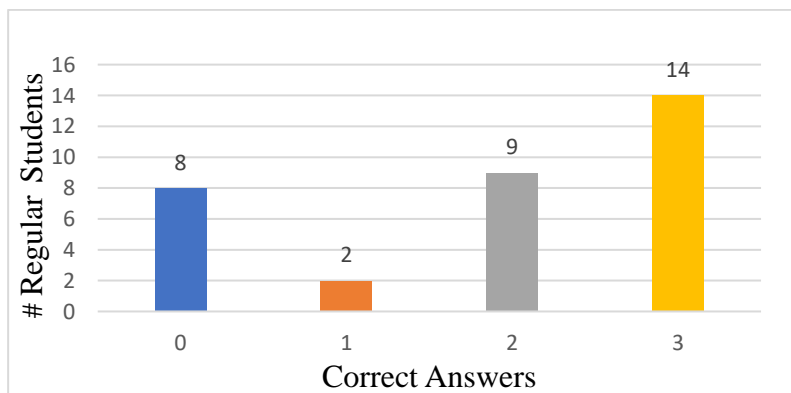
The thirteenth and fourteenth figures show the correct answers obtained by regular students and those with cognitive disabilities from the third group in the applied pre-test, on which images were related to the correct verb. Only 2 of thirty-three students obtained 12 of 12 correct answers. While the majority of students got 1 out of 12 correct answers. On the other hand, for student with cognitive disability scored four correct answers. It means that the third group of students has difficulties in verb recognition.

Group 3 - Regular Students

Q2: Draw the verbs that you hear.

Figure 15.

Pre-test: Question 2 - Group 3



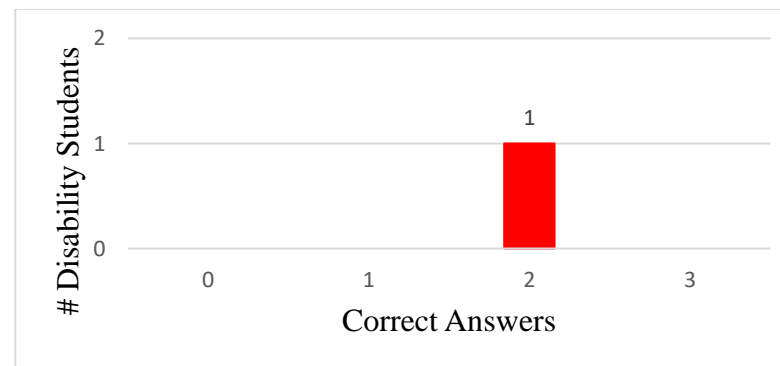
Note: Researcher elaboration. Source: Pre-test

Group 3 - Cognitive Disability Students

Q2: Draw the verbs that you hear.

Figure 16.

Pre-test: Question 2 - Group 3



Note: Researcher elaboration. Source: Pre-test

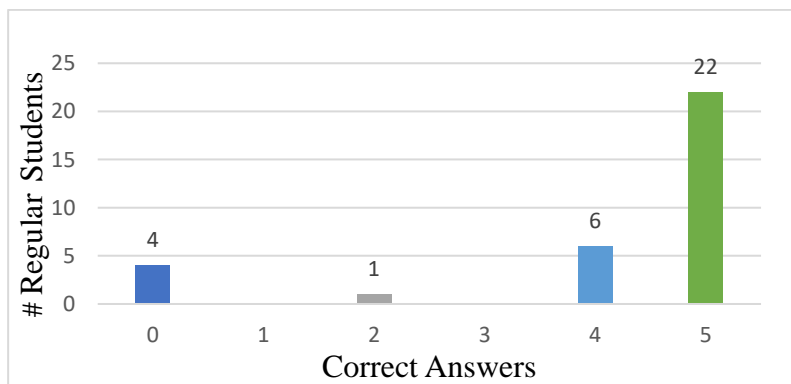
The fifteenth and sixteenth figures show the correct answers obtained by regular students and those with cognitive disabilities from the third group in the applied pre-test, on which students had to draw what they listened. More than half of regular students develop the exercise successfully. Nevertheless, eight students were not able to complete it. Otherwise, the cognitive disability student got 2 of 3 correct answer. It means that students can understand verbal utterances.

Group 3 – Regular Students

Q3: Listen and circle the answer

Figure 17.

Pre-test: Question 3- Group 3



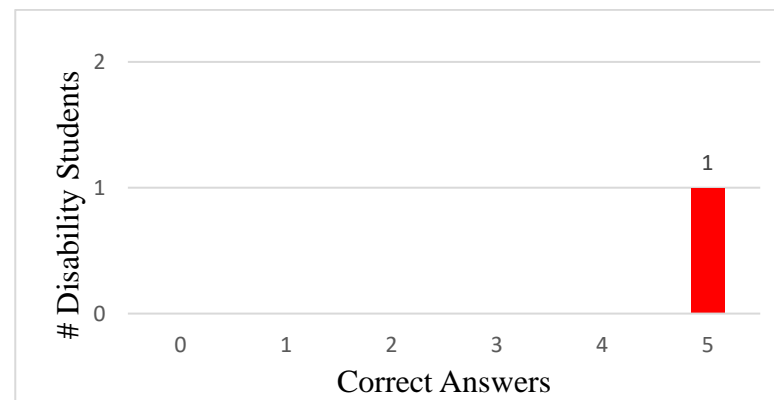
Note: Researcher elaboration. Source: Pre-test

Group 3 – Cognitive Disability Students

Q3: Listen and circle the answer

Figure 18.

Pre-test: Question 3- Group 3



Note: Researcher elaboration. Source: Pre-test

The seventeenth and eighteenth figures show the correct answers obtained by regular students and those with cognitive disabilities from the third group in the applied pre-test, on which students had to hear and choose the correct answer. The majority of regular students develop the exercise successfully. Nonetheless, four students scored 0 of 5 correct answers. Otherwise, the cognitive disability student obtained 5 out of 5, while the other 5 out of 5. It means that the students are able to understand verbal utterances.

3.4. Students' Interview

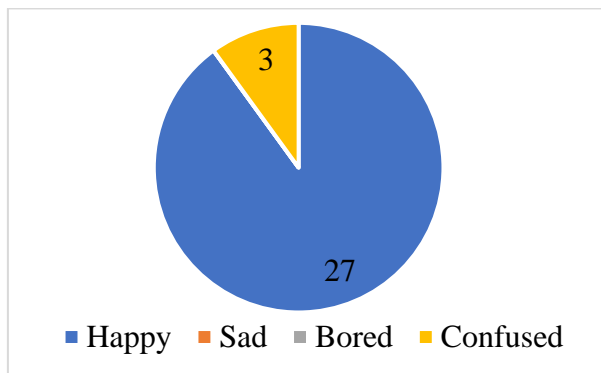
It is mandatory to mention that the researcher chose ten random students per group of regular students to being interviewed. Besides, the same interview was applied to cognitive disability students to determine their feelings after exposure to one class using TPR

Regular Students

Q1: How do you feel during the English Class?

Figure 19.

Regular students' feelings.



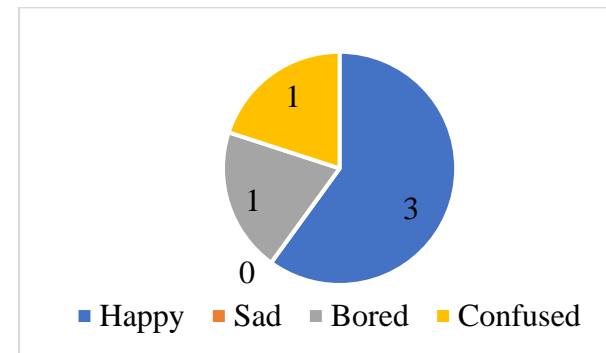
Note: Researcher elaboration. Source: Students' interview.

Cognitive Disability Students

Q1: How do you feel during the English Class?

Figure 20.

Cognitive disability students' feelings.



Note: Researcher elaboration. Source: Students' interview.

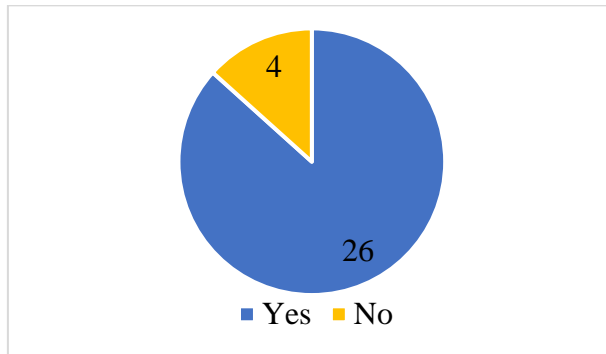
Both graphs show the results of the first question of the students' interview, which is related to determining their feelings after receiving a class using TPR. On the one hand, the regular students' pie chart shows that most students were happy during the TPR class. However, three students felt confused when the teacher used TPR in his classes. On the other hand, the cognitive disability students' pie chart illustrates that 3 of 5 students felt happy, one was confused, and the other felt bored. According to this data, the majority of regular and cognitive disability students feel happy. Therefore, the researcher could assume that students' affective filter was low during the TPR class.

Regular Students

Q2: Is it easier for you to understand and do actions when your teacher uses his body to show the meaning of words and structures?

Figure 21.

Regular students' understanding



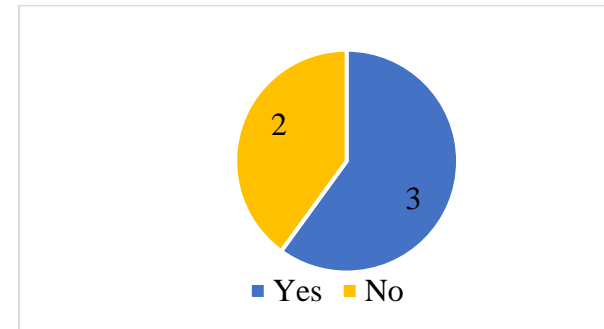
Note: Researcher elaboration. Source: Students' interview:

Cognitive Disability Students

Q2: Is it easier for you to understand and do actions when your teacher uses his body to show the meaning of words and structures?

Figure 22.

Cognitive disability students' understanding



Note: Researcher elaboration. Source: Students' interview

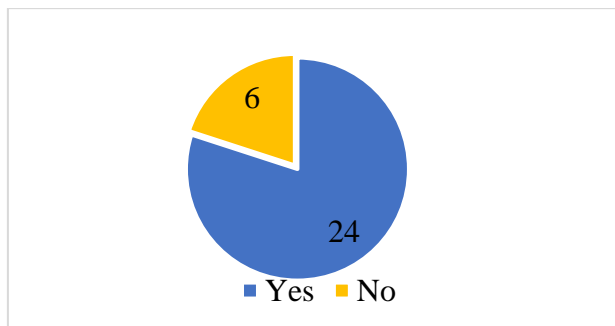
These pie charts illustrate the answers given by regular and cognitive disability students related to students' understanding when the teacher used TPR to clarify meanings. While 26 of 30 regular students found it easy to understand the meaning of words when the teacher used his body to show meanings, four of them did not. Conversely, 3 of 5 cognitive disability students found it easy. In contrast, only two of them did not understand it. It means that TPR is useful for showing words' meanings, making it easier for students to understand and internalize them.

Regular Students

Q3: Do you feel more comfortable when you answer the teacher's questions through movements?

Figure 23.

Regular Students' comfort



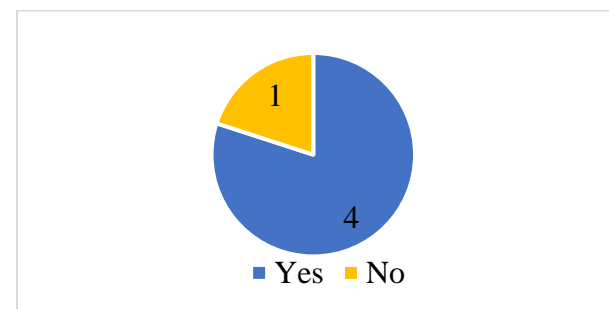
Note: Researcher elaboration. Source: Students' interview.

Cognitive Disability Students

Q3: Do you feel more comfortable when you answer the teacher's questions through movements?

Figure 24.

Cognitive disability students' comfort



Note: Researcher elaboration. Source: Students' interview.

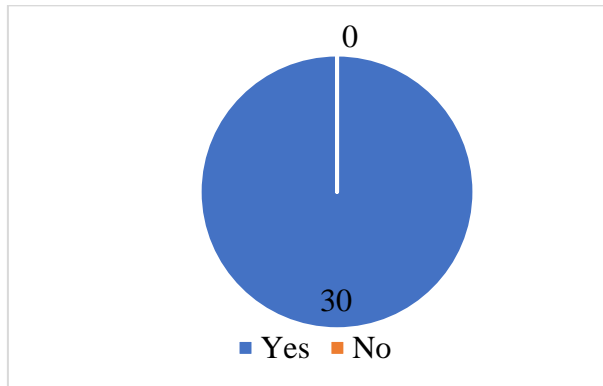
These graphs present the responses of regular and cognitive disability students about if they feel comfortable answering teachers' questions through movements. 24 of 30 regular students felt comfortable using their bodies to give answers, whereas the other six students did not feel that way. On the other hand, 4 of 5 cognitive disability students felt comfortable, while only one did not. According to this data, most students felt comfortable giving answers through movement. Therefore, teachers should use TPR in their classes so students are not pressured to speak.

Regular Students

Q4: Do you prefer your teacher to continue using her-his body language to teach English?

Figure 25.

Regular students' preference



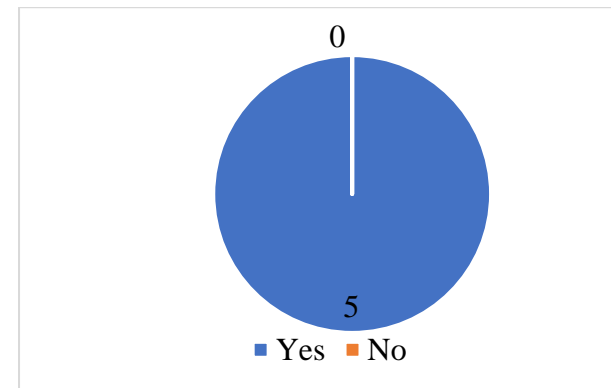
Note: Researcher elaboration. Source: Students' interview

Cognitive Disability Students

Q4: Do you prefer your teacher to continue using her-his body language to teach English?

Figure 26.

Cognitive disability students' preference



Note: Researcher elaboration. Source: Students' interview

These pie charts show regular and cognitive disability students' preferences related to teachers continuing to use TPR in English classes. Obtaining all students answered that they want their teacher continues using TPR in future English classes.

3.5. Discussion

Based on the results obtained from interviews applied to teachers and experts and making a contrast with the proposed in the theoretical framework, it is possible to affirm that Total Physical Response can be used to develop speaking skills in cognitive disability students due to they learn the target language as they acquired their mother tongue. They used the target language in a real context, giving meanings to physical movements and being exposed to it. Therefore, their long-term memory is beneficial, which improves students' recall. Furthermore, TPR helps students and teachers avoid using their mother tongue during classes. Moreover, students are involved in the class without pressure to speak, so their affective filter remains low during the lessons which is beneficial to them in learning properly.

In addition, the educational law of Ecuador and education experts mention that education is inclusive. All students must be included, involved and participate in the learning process. Thus, TPR helps to achieve this principle because it helps teachers to present information in different ways, making it easier for students to understand the teacher's verbal utterances and acquire the language unconsciously. Moreover, cognitive disability students can participate in various steps of the class, not only during warm-ups.

On the other hand, according to the pre-test applied to cognitive disability students, it could be concluded that they do not possess enough basic knowledge to speak fluently in the target language, which is English. However, they demonstrate an understanding of the target language because they respond properly to the teacher requirements. For instance, during regular classes, they followed simple instructions such as “sit down”, “come here”, and throughout the listening parts of the pre-test, when they had to draw what they heard and choose the correct answer based on what they heard.

According to the information gathered and experts' points of view, teachers must develop new abilities to work with SEN students. Therefore, there are not numerous researchers that propose the most effective method to teach English to this kind of students. It is essential to develop a guide focused on the TPR method that allows teachers to develop speaking skills for students with cognitive disability and help them to include all students in the learning process.

CHAPTER IV: PROPOSAL

4.1. Title

The Total Physical Response method for developing speaking skills with fifth grade students with cognitive disabilities.

4.2. Introduction

Speaking is an essential skill for students because it allows them to communicate with others. It is considered one of the most difficult skills since students have to produce the target language to communicate something. For that, teachers must try to expose students most of the time during their classes to the target language in order to acquire it. However, it could become a challenge when students present a specific condition that is difficult to learn at the same level as their classmates.

Teachers must acquire new knowledge or improve their current abilities to involve all students in class. The Total Physical method is an effective methodology to expose students to a new language. This is because they get information through visual, auditory and kinesthetic ways, which are people's three common learning styles. Therefore, TPR promotes a good learning environment without pressure and anxiety because it maintains students' affective filter low. With this method, students are able to use their bodies to answer questions while they are learning the target language, and they can then produce verbal utterances when they feel comfortable.

Moreover, associating meanings with physical movements helps students recall. The long-term memory of cognitive disability students is benefited because they are exposed to the target language and are using it in a real context through demonstration to connect a specific movement, such as waves of hands, with a meaning, in this case, hello or goodbye. Even though cognitive disability students have problems with their long-term memory, TPR can stimulate them to acquire vocabulary and remember new words or phrases. Nevertheless, they need more time to be exposed and reinforced by the teacher.

4.3. Justification

Nowadays, English is considered a global language because it does not matter where you are from. If you are able to speak English, you can communicate with other people from any part of the world. For that, the Ministry of Education of Ecuador wants all students in the educational system to develop English according to the requirements of the common European framework.

Furthermore, all students are not similar, and each possesses specific educational needs, such as cognitive disability. Thus, teachers must use different strategies and methods to involve all students in learning. Therefore, Total Physical Response promotes Inclusive Education since it presents information in various ways and allows students to give answers in different ways. Inclusive Education refers to providing equal access and opportunities for students to access education.

Therefore, this guide aims to use TPR to develop speaking skills in fifth-grade cognitive disability students. It works hand in hand with the modules that the Ministry of Education provides to *Unidades Educativas* to teach English.

4.4. Presentation of the instructional guide

Throughout this guide, the teacher will find different activities and exercises based on English modules one, two and three of the Ministry of Education. Furthermore, the activities and exercises are adapted to the Total Physical Response Method to develop speaking skills. First, students will be exposed to vocabulary; then use it in context, mixing the meaning with movements. Finally, students will speak in funny activities.

4.5. Objectives

4.5.1. General

- Develop speaking skills in fifth-grade cognitive disability students through TPR activities.

4.6. Beneficiaries

The direct beneficiaries are fifth-grade cognitive disability students and Unidad Educativa Teodoro Gómez de la Torre teachers. Using this guide, teachers can engage cognitively disabled students in their classes and develop their speaking skills. Besides, students will be able to learn English in a friendly environment that focuses on exposure to

the language. As a result, this environment maintains a low affective filter. Additionally, this guide could be used by teachers of fifth grades from other institutions to develop speaking skills in cognitive disability students.


4.7. Guide

The guide was developed in a web site called Canva. The link of this guide is the following:

https://www.canva.com/design/DAFnIJtbZuQ/GnTY5m1XqCYrJf2Mwh26-g/view?utm_content=DAFnIJtbZuQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



INSTRUCTIONAL GUIDE



**THE TOTAL
PHYSICAL
RESPONSE METHOD**

ENGLISH

MOVE AND LEARN

Author: Alexis Fuentes



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UNIT 1

What do you know about your school?

LESSON	TOPIC	GRAMMAR	VOCABULARY	LANGUAGE FUNCTION
1	People in the School	Present Simple To Be Wh - Questions	Jobs Wh-questions	Asking Information
2	Classroom Objects	Present Simple There is There are Articles	Classroom Objects	Singular vs Plural
3	Places and Directions	Present Simple Prepositions	Places of the school	Giving Directions
4	Action Verbs	Present Simple Verbs	Action Verbs	Imperatives

FINAL PROJECT

1. Classroom Objects
2. Imitate People
3. Create a map

UNIT 2

What do you know about your body?

LESSON	TOPIC	GRAMMAR	VOCABULARY	LANGUAGE FUNCTION
1	Body Parts	Present Simple Possessive Pronouns	Body parts possessive Pronouns	Identifying
2	The Senses	Present Simple Likes and Dislikes	The senses	Show preferences
3	Action Verbs	Present Simple Verbs	Verbs	Show understanding

FINAL PROJECT

1. Create your body.
2. Storytelling

UNIT 3

What instrument would you like to play?

LESSON	TOPIC	GRAMMAR	VOCABULARY	LANGUAGE FUNCTION
1	Instruments	Present Simple Can vs Cannot	Instruments	Asking for Opinion
2	Musical Genres	Present Simple Comparatives vs Superlatives	Musical Genres Adjectives	Giving Opinion
3	Music	Present Simple Express opinion and Preferences	Music Verbs	Show preferences

FINAL PROJECT

1. Create a video
2. Create an instrument

INTRODUCTION

Speaking is an essential skill for students because it allows them to communicate with others. It is considered one of the most difficult skills since students have to produce the target language to communicate something. For that, teachers must try to expose students most of the time during their classes to the target language in order to acquire it. However, it could become a challenge when students present a specific condition that is difficult to learn at the same level as their classmates.

Teachers must acquire new knowledge or improve their current abilities to involve all students in class. The Total Physical method is an effective methodology to expose students to a new language. This is because they get information through visual, auditory, and kinetic ways, which are people's three common learning styles. Therefore, TPR promotes a good learning environment without pressure and anxiety because it maintains students' affective filter low. With this method, students are able to use their bodies to answer questions while they are learning the target language, and they can then produce verbal utterances when they feel comfortable.

Moreover, associating meanings with physical movements helps students recall. The long-term memory of cognitive disability students is benefited because they are exposed to the target language and are using it in a real context through demonstration to connect a specific movement, such as waves of hands, with a meaning, in this case, hello or goodbye. Even though cognitive disability students have problems with their long-term memory, TPR can stimulate them to acquire vocabulary and remember new words or phrases. Nevertheless, they need more time to be exposed and reinforced by the teacher.

JUSTIFICATION

Nowadays, English is considered a global language because it does not matter where you are from. If you are able to speak English, you can communicate with other people from any part of the world. For that, the Ministry of Education of Ecuador wants all students in the educational system to develop English according to the requirements of the common European framework.

Furthermore, all students are not similar, and each possesses specific educational needs, such as cognitive disability. Thus, teachers must use different strategies and methods to involve all students in learning. Therefore, Total Physical Response promotes Inclusive Education since it presents information in various ways and allows students to give answers in different ways. Inclusive Education refers to providing equal access and opportunities for students to access education.

Therefore, this guide aims to use TPR to develop speaking skills in fifth-grade cognitive disability students. It works hand in hand with the modules that the Ministry of Education provides to Unidades Educativas to teach English.

GENERAL OBJECTIVE

- Develop speaking skills in fifth-grade cognitive disability students through TPR activities.

PRESENTATION OF THE GUIDE

Throughout this guide, the teacher will find different activities and exercises based on English modules one, two, and three of the Ministry of Education. Furthermore, the activities and exercises are adapted to the Total Physical Response Method to develop speaking skills. First, students will be exposed to vocabulary; then use it in context, mixing the meaning with movements. Finally, students will speak in funny activities.

UNIT 1

What do you know about your school?

- Lesson 1: Classroom Objects
- Lesson 2: People in the School
- Lesson 3: Places and Directions
- Lesson 4: Action Verbs

UNIT 2

What do you know about your body?

- Lesson 1: Body Parts
- Lesson 2: Senses
- Lesson 3: Action Verbs
- Final Project

UNIT 3

WHAT INSTRUMENTS WOULD YOU LIKE TO PLAY?

- Lesson 1: Instruments
- Lesson 2: Musical Genres
- Lesson 3: Music
- Final Project



UNIT 1

What do you know about your school?

Lesson 1: Classroom Objects



Lesson 2: People in the School

Lesson 3: Places and Directions



Lesson 4: Action Verbs



Lesson 1: People in the School

Skills: Listening and Speaking

(40 minutes)

Grammar: Present Simple – To be – Informative Questions

Vocabulary: Jobs (teacher, secretary, cleaner, etc.) and wh-questions (what, Where, and who)

Objective: At the end of the lesson, students will be able to:

- Use the verb to be in simple present to identify people in the school in a roleplay.

Materials

- Flashcards of people in the school (e.g., teacher, principal, students, secretary, etc.)
- Board
- Markers
- Six-sided die with Jobs related to school.

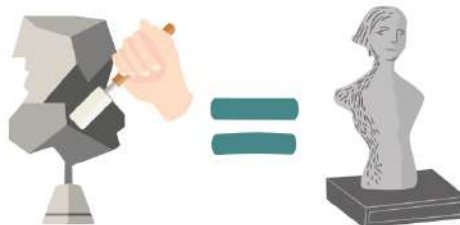


Activity 1: Warm-up (5 minutes)

Silent Sculptures

Choose five students to develop this activity

- One student will be the “sculptor” and the others the “sculptures.”
- The sculptor’s role is to use their hands to shape and position the sculptures into different poses related to people of the school.
- Other students have to guess who the sculpture is.



Activity 2: Presentation

(5 minutes)

Introduce the verb to Be.

- Explain the use of the verb to be (ser o estar).
- Associate each form of the verb with each personal pronoun.

Vocabulary Presentation

(5 minutes)

Introduce the vocabulary by showing visual supports like flashcards or using real objects. (Review unit resources)

- Be aware of the pronunciation and ask students to repeat after you.
- Use TPR to demonstrate the role of each person. For example, act like a secretary. Encourage students to imitate your actions.





Lesson 1: People in the School

- Write the target vocabulary on the board as you present it to students, emphasizing their roles.
- Practice pronunciation and the actions associated with a person in the class.

Informative Questions What, Where, and Who (5 minutes)

Introduce the concept of information questions to the students. Explain that information questions are used to gather details about someone or something.

- Write examples on the board, such as “What does the teacher do?” or “Who is the principal?”
- You can use visual supports representing each wh-question (Review unit resources).
- Model the pronunciation and stress.



Language Function

Asking Information

What? Used to ask for information.

Who? Used to ask for people.

Where? Used to ask for location.



Activity 3: Practice (5 minutes)

Choose six students to roll the six-sided die with titles of jobs of people in the school.

- First student takes the die and rolls it. When it stops, the students have to act like the job little facing up.
- The rest of the class has to guess and say who he-she is.

Activity 4: Fluent use (12 minutes)

Interview

- Divide the class into groups of six students.
- Assign a role to each student within the group. One will be the “teacher,” “principal,” “secretary,” “psychologist,” etc., and the others will be the interviewers.
- Give them some minutes to prepare some questions to ask the interviewee.
- Students will take turns acting as the interviewer and the person being interviewed responding to their information questions.

Feedback (2 minutes)

- Review the target vocabulary and grammar so far.
- Ask control questions.

Homework (1 minute)

Students will draw some people from the school and write three questions to ask any of them.



Lesson 2: Classroom Objects

(40 minutes)

Skills: Listening and Speaking

Grammar: Present Simple – There is, and there are – Articles.

Vocabulary: Classroom Objects (Board, pen, pencil, chair, table, etc.)

Objective: At the end of the lesson, students will be able to:

- Use there is, and there are to recognize from five to eight classroom objects in a roleplay.

Materials

- Flashcards of classroom objects (e.g., board, chair, pen, pencil, table, etc.)
- Board
- Markers
- Sheet of paper



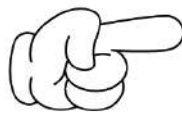
Activity 1: Warm-up (5 minutes)

Ask about the previous lesson (1 minute)

- Tell me some jobs of people in the school.
- When using where, what, and who.

Activate previous knowledge (4 minutes)

- Ask students to stand up and point different objects in the classroom while using “**there is**” or “**there are**” in their sentences. For example, “there is a chair,” “**there is** a table,” “**there are** windows,” etc.



Activity 2: Presentation

(10 minutes)

Introduce the vocabulary by showing visual supports like flashcards or using real objects. (Review unit resources)

- Be aware of the pronunciation and ask students to repeat after you.
- Use TPR to demonstrate the meaning of each word. For instance, show a book and pantomime reading it. Encourage students to imitate your actions.
- Write the target vocabulary on the board as you present it to students. Do not forget to write them with their corresponding articles. (e.g., a pencil or an eraser)
- Practice pronunciation and the actions associated with each object with the class.



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Lesson 1: People in the School

Activity 3: Grammar presentation (5 minutes)

Introduce “there is” and “there are” to students.

- Write examples on the board using the target vocabulary, such as “**There is** a pencil on the desk” or “**There are** markers on the board.”
- Explain the use of there is and there are.

There is + singular noun.

There are + plural nouns.

- Practice pronunciation with students.
- Be aware of combining mimics with words.



Language Function

Singular

Plural



Activity 4: Practice (10 minutes)

Divide the class into pair or groups of three students.

- Give them a set of flashcards for each group.



Explain the activity to students.

1. Place all flashcards face down on the table.
2. Each student flips one flashcard and uses the object in a sentence using “**there is**” or “**there are**”. E.g., if a student chooses a flashcard of a door, he should say, “**There is** a door in the classroom.”
3. Monitor students during this activity and provides feedback as they need it.



Activity 4: Fluent use (12 minutes)

Role play activity

Imagine you are describing your classmates to a new student. Use the vocabulary and grammar you learn in the class to tell him-her about the objects in the classroom.

- Encourage students to work in pairs to create their descriptions.
- Ask some pair to present their descriptions in front of the class.

Feedback (2 minutes)

- Review the target vocabulary and grammar so far.
- Ask control questions.

Homework (1 minute)

Students will draw six classroom objects that they have in their room.





Lesson 3: Places and Directions

Skills: Listening and Speaking

(40 minutes)

Grammar: Present Simple - Prepositions

Vocabulary: Places of School (classroom, cafeteria, office, laboratory, etc.)

Objective: At the end of the lesson, students will be able to:

- Use the preposition of place to give directions to recognize from five to eight places in the school and participate in a conversation by giving directions.

Materials

- Flashcards of places in the school (e.g., classroom, cafeteria, laboratory, office, etc.)
- Board.
- Markers
- Puzzle of six different places of the school.



Activity 1: Warm-up (5 minutes)

Ask about the previous lesson (1 minute)

- Tell me some classroom objects.
- When using there is, there are.

Puzzle (rompecabezas) (4 minutes)

- Divide the students into groups of six.
- Give each group one puzzle to solve.
- When the group finishes, they have to shout the answer.



Activity 2: Presentation (5 minutes)

Introduce the target vocabulary by showing flashcards of different locations in the school. (Review unit resources)

- Pronounce each word clearly and have the student repeat after you.
- Correct them if it is necessary.

Activity 3: Giving directions (10 minutes)

Introduce the concept of propositions of place to the students. Write the prepositions “on”, “in”, “under”, “next to”, “at”, and “between”, etc., on the board. (Review unit resources)





Lesson 3: Places and Directions

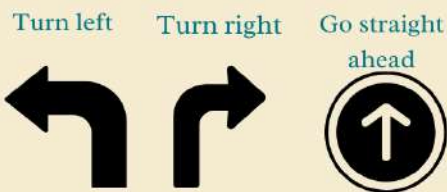
Explaining that giving directions involves telling someone how to go from one place to another. Write a simple example on the board, such as “Go straight ahead and turn left at the office”.

- Model how to give directions using TPR. Act out the movements as you explain the steps, encouraging the students to follow you.
- Be aware that students repeat each action and pronounce it correctly.



Language Function

Giving directions



Between

Next to



Activity 3: Practice (5 minutes)

Use the puzzles the students previously solved to ask where in real life those places are.

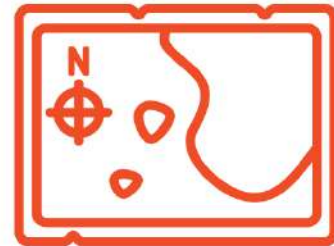
- For example, choose a puzzle of the laboratory, and ask, “Where is the laboratory?”
- Students would respond, “It is **next to** the office”.

Activity 4: Fluent use (12 minutes)

Roleplay

Create a map of the school using the puzzles, and paste it on the board.

- Choose three students to act as a guide; the rest will be travelers. The “guides” will use TPR to guide the “travelers” to navigate different locations in the school.
- Encourage students to use the target language and TPR to enhance their communication during the role play.



Feedback (2 minutes)

- Review the target vocabulary and grammar so far.
- Ask control questions.

Homework (1 minute)

Students will draw eight prepositions used to give directions.





Lesson 4: Action Verbs

Skills: Listening and Speaking

(40 minutes)

Grammar: Present Simple - Verbs

Vocabulary: Action Verbs (pay attention, listen to, do, read)

Objective: At the end of the lesson, students will be able to:

- Use and recognize five to eight action verbs related to the school to give instructions in a roleplay.

Materials

- Flashcards related to action verbs (e.g., pay attention, listen to, do, read, etc.)
- Board
- Markers



Activity 1: Warm-up (10 minutes)

Ask about the previous lesson (1 minute)

- Tell me action verbs.

The Hangman (9 minutes)

- Choose a set of five or ten verbs. These will be the secret words.
- Draw a series of underscores on the board to represent each letter of the secret word. For example, if the action is “read”, you would draw four underscores like this: “_ _ _ _”.
- Ask students to guess letters one at a time.
- If the suggested letter is in the word, write it in the corresponding blank space(s) where it appears.
- If the suggested letter is not in the words, start drawing the hangman

Activity 2: Presentation (10 minutes)

Introduce the concept of verbs as action words that show what someone or something does. (Review unit resources)

- Show the flashcards of different verbs. Associate each verb with actions. For example, if the verb is “read”, say, “I read a book”.
- Write each one on the board and explain its meaning using TPR.
- Be aware that students repeat each action and pronounce it correctly.





Lesson 4: Action Verbs

Activity 3: Practice (7 minutes)

Simon says

Explain the rules to students.

- The teacher will play the role of “Simon”. Students will be the followers.
- The teacher starts by saying, “Simon says,” followed by an action or command. For example, “Simon says, read a book”.
- All the followers must listen to Simon’s command and perform the action only if the phrase starts with “Simon says”.



Language Function

Imperatives

Give Orders

- Come here!
- Take that pen!

Give Instructions

- Open your books on page 21.
- Take one pill every 12 h.



Activity 4: Fluent use (12 minutes)

Roleplay

Divide the class into small groups.

- Give each group a set of verb flashcards.
- Explain to students to take turns selecting a card and demonstrating the corresponding action using TPT while their partner guesses the verb.
- Encourage using complete sentences such as “I read a book” or “ I am reading a book”.



Feedback (2 minutes)

- Review so far the target vocabulary and grammar.
- Ask control questions.

Homework (1 minute)

Students will draw five verbs that they learned in the class.



FINAL PROJECT

Demonstrate your knowledge

CHOOSE ONE AND HAVE FUN!

1. Classroom Objects

DIRECTIONS

- Record a one-two minute video talking about the classroom objects that you have in your room.
- You must use "**there is**" and "**there are**". For example, "**There is** a pen in my room", and "**There are** some books in my bag".
- You can explain what you can do with the objects. For example, "**There is** a pen in my room. I write a letter with it", "**There are** some books in my bag. I read a book".
- Be careful with your pronunciation.



FINAL PROJECT

Demonstrate your knowledge

CHOOSE ONE AND HAVE FUN!

2. Imitate people

DIRECTIONS

- Dress up as a teacher, principal, secretary, janitor, etc.
- Record a one-minute video acting as the character you choose.
- You can say something like "Hello. My name is Alexis. I am the principal of Jelly School. I manage the school."
- Be careful with your pronunciation.



FINAL PROJECT

Demonstrate your knowledge

CHOOSE ONE AND HAVE FUN!

3. Create a map

DIRECTIONS

- You will be a travel guide, and you have to give a tour of your neighborhood to a group of travellers.
- On a fold poster board, design a map of your neighborhood.
- Record a one-two-minute video giving directions.
- Be careful with your pronunciation.



UNIT 2

What do you know about your body?

Lesson 1: Body Parts



Lesson 2: Senses

Lesson 3: Action Verbs



Final Project



Lesson 1: Body Parts

Skills: Listening and Speaking

(40 minutes)

Grammar: Present Simple - Possessive Pronouns

Vocabulary: Body Parts (arm, head, knee, hand, etc.), and Possessive Pronouns (my, your, his, her, etc.)

Objective: At the end of the lesson, students will be able to:

- Use possessive pronouns to identify and name different body parts.

Materials

- Flashcards of body parts (e.g., arm, head, knee, hand, etc.)
- Board
- Markers
- Music (head, shoulders, knee, and toe song)
- Modeling clay



Activity 1: Warm-up (5 minutes)

Ask about the previous lesson (1 minute)

- Tell me some prepositions to give directions.
- Where is the principal's office?

Stretch (4 minutes)

- Begin the lesson by asking students to stand up and stretch their arms, legs, and other body parts.
- Play a body parts song. It can be the "head, shoulder, knees, and toes" song.
- Ask students to repeat your movements and the song.

Activity 2: Presentation (10 minutes)

Introduce the possessive pronouns to students. Explain the students that possessive pronouns are used to show ownership or possession of something.

- Write the following possessive pronouns on the board: "my, your, his, her, our, their."

Vocabulary Presentation (8 minutes)

- Show flashcards of different body parts, and elicit the name from the students. Write the body parts on the board. (Review unit resources)
- Move each body part when you, or students, name it.





Lesson 1: Body Parts

- Give examples using possessive pronouns, such as “**This is my hand,**” “**That is your nose,**” “**These are your legs.**”
- Point to each body part and ask the students to repeat after you, using the correct possessive pronouns. For example, “**My head,**” “**Your shoulder,**” or “**his knee.**”

Activity 3: Practice (10 minutes)

- Divide students into groups of seven.
- Give each group a set of modelling clay.
- Instruct students to create a body part using the modelling clay. They have to take turns holding up one by one part that they made and using the correct possessive pronoun to describe the body part. For example, “**This is my arm**” or “**This is his foot**”.
- Encourage students to speak and move their body parts while interacting with their group members.
- Circulate among the groups, giving support as they need.



Language Function

Identifying

This is a... hand.
It is a/an... eye.
These are... my legs.



Activity 4: Fluent use (12 minutes)

- Gather students in a circle.
- Explain that you will play a game called “Say the body part:”
- The teacher starts by saying a possessive pronoun and a body part. For example, “**My nose.**”
- The students to your right should say the possessive pronoun and another body part. For example, “**His legs.**”
- Continue passing the game around the circle, with each student adding a possessive pronoun and a body part.
- Encourage students to speak confidently.



Feedback (2 minutes)

- Review the target vocabulary and grammar so far.
- Ask control questions.

Homework (1 minute)

Students have to create their own flashcards or drawing about body parts.





Lesson 2: The Senses

Skills: Listening and Speaking

(40 minutes)

Grammar: Present Simple - Likes and Dislikes

Vocabulary: Senses (sight, hearing, taste, and smell)

Objective: At the end of the lesson, students will be able to:

- Use adjectives to express preferences to demonstrate likes and dislikes.

Materials

- Flashcards of the five senses
- Board
- Markers
- Different Objects



Activity 1: Warm-up (5 minutes)

Ask about the previous lesson (1 minute)

- Tell me some parts of the body.
- When do we use possessive pronouns?

Stimulation of the senses (4 minutes)

- Choose five students and blindfold them.
- Ask the blindfolded students to identify objects by touching, smelling, or tasting them. For example, one blindfolded student feels a coin, another student smells a flower, another tastes ketchup, etc.
- Ask students how did they feel



Activity 2: Presentation (10 minutes)

Introduce the concept of the five senses by writing them on the board: sight, hearing, taste, smell, touch. (Review unit resources)

- Show the flashcards of things that represent each Sense. For example, if the sense is “sight,” the flashcard will show an eye.
- Point to each flashcard and ask the children to identify the represented sense. For example, “What sense is represented by this picture of an eye?” (sight)
- Use TPR to associate each sense with a body part.

Explain the concept of likes and dislikes by giving simple examples related to the sense. For example, “I like to smell flowers.”, “I do not like tasting spicy food.”

- Write “likes” and “dislikes” on the board.



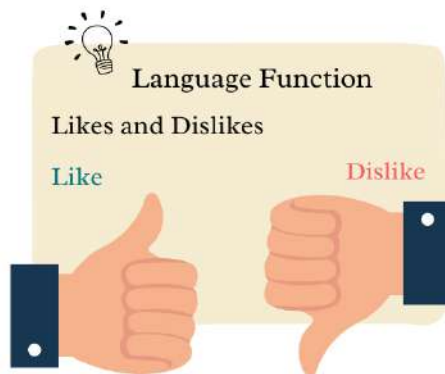


Lesson 2: The Senses

Activity 3: Practice (10 minutes)

Visual Preferences.

- Show images of various categories, such as animals, landscapes, food, or objects.
- Students can quickly express their likes or dislikes with thumbs up or down for each image.
- Encourage them to share why they have particular preferences for certain visuals.



Activity 4: Fluent use (12 minutes)

Sensory Activities

Set up sensory stations or areas in the classroom where students can explore each sense.

- Sight: Provide a sheet of paper with hide objects that students have to find out.
- Hearing: Play various animal sounds or music clips for students to identify or enjoy.
- Taste: Offer a variety of food samples for students to taste.
- Smell: Provide scented items or containers with different aromas.
- Touch: Offer different objects for students to identify.

Guide students through different sensory stations. At the end of the activity, ask students to express their experiences.

- Encourage students to use TPR and give complete sentences. For example, “I do not like smelling...”, “I like to touch...”, “I observe a ...”, “I touch one....”

Feedback (2 minutes)

- Review the target vocabulary and grammar so far.
- Ask control questions.

Homework (1 minute)

Students will create a list of things they like and dislike.





Lesson 3: Action Verbs

Skills: Listening and Speaking

(40 minutes)

Grammar: Present Simple - Imperatives

Vocabulary: Parts of the body, the senses, and verbs (up, down, clap, drink, stomp, etc.)

Objective: At the end of the lesson, students will be able to:

- Use and recognize from six to eight verbs to give commands in a roleplay.

Materials

- Flashcards of action verbs.
- Board
- Markers



Activity 1: Warm-up (5 minutes)

Ask about the previous lesson (1 minute)

- Tell me, what sense do the (eyes/hand/tongue/nose/ear) represent?

Freeze Dance (4 minutes)

- Ask students to stand up.
- Explain students that they have to dance around; when the music stops, they freeze in different action poses.
- Encourage them to use their imagination and show exaggerated movements.



Activity 2: Presentation (10 minutes)

Introduce the concept of verbs as action words that show what someone or something does.

- Show the flashcards of different verbs. Associate each verb with one action. For example, if the verb is “up,” say, “hands up.” (Review unit resources)
- Write each one on the board and explain its meaning using TPR.
- Be aware that students repeat each action and pronounce it correctly.





Lesson 3: Action Verbs

Activity 3: Practice (10 minutes)

Explain that students will play "Action Verbs Charades" to reinforce the understanding of action verbs.

- Divide the class into two teams.
- One student from each team will come to the front and select a flashcard or picture representing an action verb.
- The student must silently act out the action associated with the verb while their team members guess it within a time limit (e.g., 30 seconds).
- Award points to the team that guesses correctly.
- Encourage fun and creativity during the charades game.



Activity 4: Fluent use (12 minutes)

Role versa Activity.

- Gather the students in a circle.
- Explain that each of them will be the teacher for 30s.
- They must use the vocabulary of the lesson.
- The other students must act and do what the "teacher" is requesting.
- Encourage students to speak confidently.



Feedback (2 minutes)

- Review the target vocabulary and grammar so far.
- Ask control questions.

Homework (1 minute)

Students will draw at least six verbs that they learned in the class.



FINAL PROJECT

Demonstrate your knowledge

CHOOSE ONE AND HAVE FUN!

1. My Body

DIRECTIONS

- Draw your body on a piece of cardboard.
- Name each part.
- Prepare a short presentation of one or two-minutes about your drawing.
- You can say something like: "It is my head; these are my eyes."



FINAL PROJECT

Demonstrate your knowledge

CHOOSE ONE AND HAVE FUN!

2. Storytelling Time

DIRECTIONS

- Create a short story using the vocabulary of the unit.
- Prepare some visual resources related to your story.
- Practice your presentation.
- Present your story to the class, use the visual support that you create and use movements to emphasize each verb.



UNIT 3

WHAT INSTRUMENTS WOULD YOU LIKE TO PLAY?

Lesson 1: Instruments



Lesson 2: Musical Genres

Lesson 3: Music



Final Project



Lesson 1: Instruments

Skills: Listening and Speaking

(40 minutes)

Grammar: Present Simple - Can vs cannot

Vocabulary: Instruments (guitar, violin, piano, flute, saxophone, etc.)

Objective: At the end of the lesson, students will be able to:

- Use can and cannot to talk about abilities related to playing musical instruments to give information in an interview.

Materials

- Flashcards of different musical instruments (e.g., guitar, violin, piano, etc.)
- Board
- Markets
- Music (Cabalgata de las Walkirias)
- Sheet of paper



Activity 1: Warm-up (5 minutes)

Ask about the previous lesson (1 minute)

- Tell me some action verbs.

Hunting instruments (4 minutes)

- Play the “Cabalgata de las Walkirias” or another instrumental music.
- Ask students to use their bodies to mimic playing instruments they heard.
- When the music stops, ask some students to tell the instrument that they were performing.



Activity 2: Presentation (10 minutes)

Present vocabulary.

- Show flashcards of various musical instruments one at a time. (Review unit resources)
- Demonstrate playing each instrument using TPR, showing the actions and gestures associated with each instrument.
- Ask students to repeat the name and gestures of each instrument after you.
- Be aware of pronunciation and correct students' pronunciation.





Lesson 1: Instruments

Introduction to Can and CanNot (5 minutes):

Write can and cannot on the board. Explain that “can” means the ability to do something, and “cannot” means the inability to do something.

- Provide examples using TPR and gestures. For example, demonstrate playing an imaginary guitar and say, “I can play the guitar.” Then demonstrate playing an imaginary saxophone and say, “I cannot play the saxophone.”
- Ask questions like “Can you play the guitar?”, “Can you play the drums?” Encourage students to respond with “Yes, I can” or “No, I cannot.”



Language Function

Ask for opinion

- What about...?
- How do you feel about...?
- What do you think of...?
- What is your opinion about...?



Activity 3: Practice (10 minutes)

Name the instruments and classify them into what you can and cannot play.

- Give a sheet of paper to students to name it.
- Ask students to cut them out and classify them into a comparative graph on cardboard.

Activity 4: Fluent use (12 minutes)

Interview your classmates

- Provide students with a paper to collect information from their classmates. (Review unit resources)
- Ask students to stand up and interview ten classmates.
- Encourage students to talk in English. For example, they might ask, “Can you play the guitar?” and answer by saying, “Yes, I can,” or “No, I cannot.”
- After collecting responses, students can present their findings to the class, sharing their results.

Feedback (2 minutes)

- Review the target vocabulary and grammar so far.
- Ask control questions.

Homework (1 minute)

Students will create a list of things that they can and cannot do.



Lesson 2: Musical Genres

Skills: Listening and Speaking

(40 minutes)

Grammar: Present Simple – Adjectives – Comparatives vs Superlatives

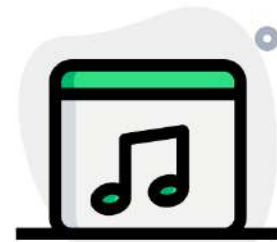
Vocabulary: Adjectives (energetic, melodic, happy, sad, etc.), Music genres (rock, pop, salsa, opera, etc.)

Objective: At the end of the lesson, students will be able to:

- Use comparatives and superlatives to describe musical preferences. to give an opinion.

Materials

- Flashcards of musical genres (e.g., rock, pop, salsa, opera, etc.)
- Board
- Markers
- Music (We Will Rock You)



Activity 1: Warm-up (5 minutes)

Ask about the previous lesson (1 minute)

- Ask students to share their homework.

Enjoy it (4 minutes)

- Begin the lesson by playing a popular song (We will Rock You).
- Encourage the students to clap their hands and stomp their feet to the beat of the music.
- At the end of the warm-up, ask students how the music made them feel.



Activity 2: Presentation (15 minutes)

Introduce the vocabulary related to different genres of music by showing flashcards. (Review unit resources)

Comparatives and Superlatives (12 minutes):

Introduce the use of an adjective to students.

- Write a list of different adjectives related to music. (Review unit resources)
- Write the words “Comparatives” and “Superlatives” on the board.
- Explain that comparatives are used to compare two things, while superlatives are used to compare more than two things.
- Ask students to create a chart that includes “Adjective,” “comparative,” and “superlative.” For example,





Lesson 2: Musical Genres

Adjective	Comparatives	Superlatives
Loud	Louder	Loudest

- Be aware of the pronunciations and correct students' mistakes.

Activity 3: Practice (5 minutes)

- Ask students to blanks in the chart you wrote on the board.

Adjective	Comparatives	Superlatives
Loud	Louder	Loudest
Energetic	more energetic	the most energetic
Fun		the most fun
Happy		
	Sadder	
		the most melodic



Language Function

Giving opinion

- I think...
- Personally, I think...
- In my opinion...
- As far as I am concerned...



Activity 4: Fluent use (12 minutes)

Guessing

- Play 30 seconds of different songs.
- Ask students to choose the best adjective to describe each song they listen to.
- Encourage students to create sentences using comparatives and superlatives. For example, students might say, "I think Rock is the most energetic music."



Feedback (2 minutes)

- Review the target vocabulary and grammar so far.
- Ask control questions.

Homework (1 minute)

Students will write five sentences using comparative or superlative sentences.





Lesson 3: Music

Skills: Listening and Speaking

(40 minutes)

Grammar: Present Simple - Express Opinion and Preferences

Vocabulary: Express Opinion (I think, I believe, I consider), and Preferences (I like it, it is fun, it makes me happy)

Objective: At the end of the lesson, students will be able to:

- Express opinion and preference about music

Materials

- Flashcards of previous lessons.
- Board
- Markers
- Music (Baby shark)



Activity 1: Warm-up (5 minutes)

Ask about the previous lesson (1 minute)

- Ask students to share their homework.

Let's move

Begin the lesson by playing a short, familiar song.

- Encourage students to sing along and move to the rhythm of the music.



Activity 2: Presentation (10 minutes)

- Review vocabulary related to expressing preferences, such as "like," "love," "enjoy," "dislike," or "hate."
- Explain that they will practice expressing their opinions and preferences about different types of music.
- Provide examples of sentences they can use, such as "I like pop music because it's catchy" or "I love classical music because it's peaceful."
- Model the sentences using TPR, showing enthusiasm or different emotions associated with each preference





Lesson 3: Music

Activity 3: Practice (10 minutes)

- Divide the students into pairs or small groups.
- Distribute flashcards or pictures representing different music genres or artists to each group.
- Instruct the students to take turns expressing their preferences and opinions about the music using complete sentences.
- Encourage them to provide reasons for their preferences and to listen and respond to their partners' opinions actively.
- Monitor the groups, providing assistance and guidance as needed.



Language Function

Ask for opinion

- What about...?
- How do you feel about...?
- What do you think of...?
- What is your opinion about...?



Language Function

Giving opinion

- I think...
- Personally, I think...
- In my opinion...
- As far as I am concerned...



Activity 4: Fluent use (12 minutes)

Express yourself

- Give students time to write down their favorite music, genre, or artist.
- Encourage students to use the target vocabulary.
- Choose some students to present their information in front of the class.



Feedback (2 minutes)

- Review the target vocabulary and grammar so far.
- Ask control questions.

Homework (1 minute)

Students will write four sentences about their music preferences.



FINAL PROJECT

Demonstrate your knowledge

CHOOSE ONE AND HAVE FUN!

1. Your favorite musician

DIRECTIONS

- Create a short video (one-two minute).
- Talk about your favorite musician.
- Use the vocabulary of the unit.
- Use the tips of functional language to express your opinion.
- Be aware of your pronunciation.



FINAL PROJECT

Demonstrate your knowledge

CHOOSE ONE AND HAVE FUN!

2. Create your own instrument

DIRECTIONS

- Choose an instrument that you have learned in the unit.
- Design the shape of the instrument in a cardboard and cut it out.
- Prepare a short presentation related to the instrument of your choice.
- Express why you like the instrument.
- During the presentation, she-he would demonstrate how it works. For example, if you choose a guitar, you will pretend to play the strings.



UNIT
RESOURCES
ONE






LESSON 1 - PEOPLE IN THE SCHOOL



UNIT
RESOURCES
ONE

40

LESSON 1 - WH-QUESTIONS

 <p>WHAT</p>	 <p>HOW</p>	 <p>WHEN</p>
 <p>WHERE</p>	 <p>WHY</p>	 <p>WHO</p>

UNIT
RESOURCES
ONE

LESSON 1-DIE

TEACHER

PRINCIPAL

CLEANER

CHEF

PSYCHOLOGIST

PE TEACHER

UNIT
RESOURCES
ONE

LESSON 2 - CLASSROOM OBJECTS



UNIT
RESOURCES
ONE
LESSON 2 - CLASSROOM OBJECTS



UNIT
RESOURCES
ONE

LESSON 3 - PLACES OF THE SCHOOL



CLASSROOM



CANTEEN



PLAYGROUND



OFFICE



LIBRARY



AUDITORIUM



RESTROOM






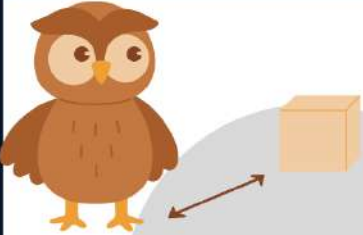





LABORATORY



COMPUTER ROOM





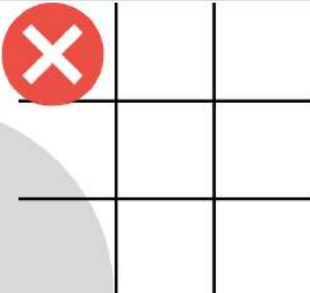
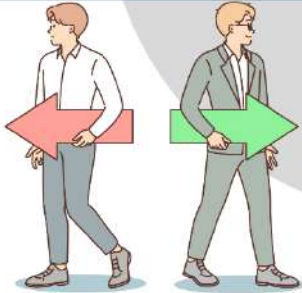
UNIT
RESOURCES
ONE

LESSON 3 - PREPOSITIONS

 <p>BETWEEN</p>	 <p>IN FRONT OF</p>	 <p>BEHIND</p>
 <p>NEXT TO</p>	 <p>UNDER</p>	 <p>ON</p>
 <p>NEAR</p>	 <p>ACROSS</p>	 <p>IN</p>

UNIT
RESOURCES
ONE

LESSON 3 - DIRECTIONS

 TURN RIGHT	 TURN LEFT	 GO STRAIGHT
 U TURN	 ON THE CORNER	 OPPOSITE

UNIT

47

RESOURCES

ONE

LESSON 4 - ACTION VERBS

READ	PAY ATTENTION	wRITE
LISTEN TO	DO HOMEWORK	SIT DOWN
STAND UP	OPEN	CUT

UNIT

48

RESOURCES

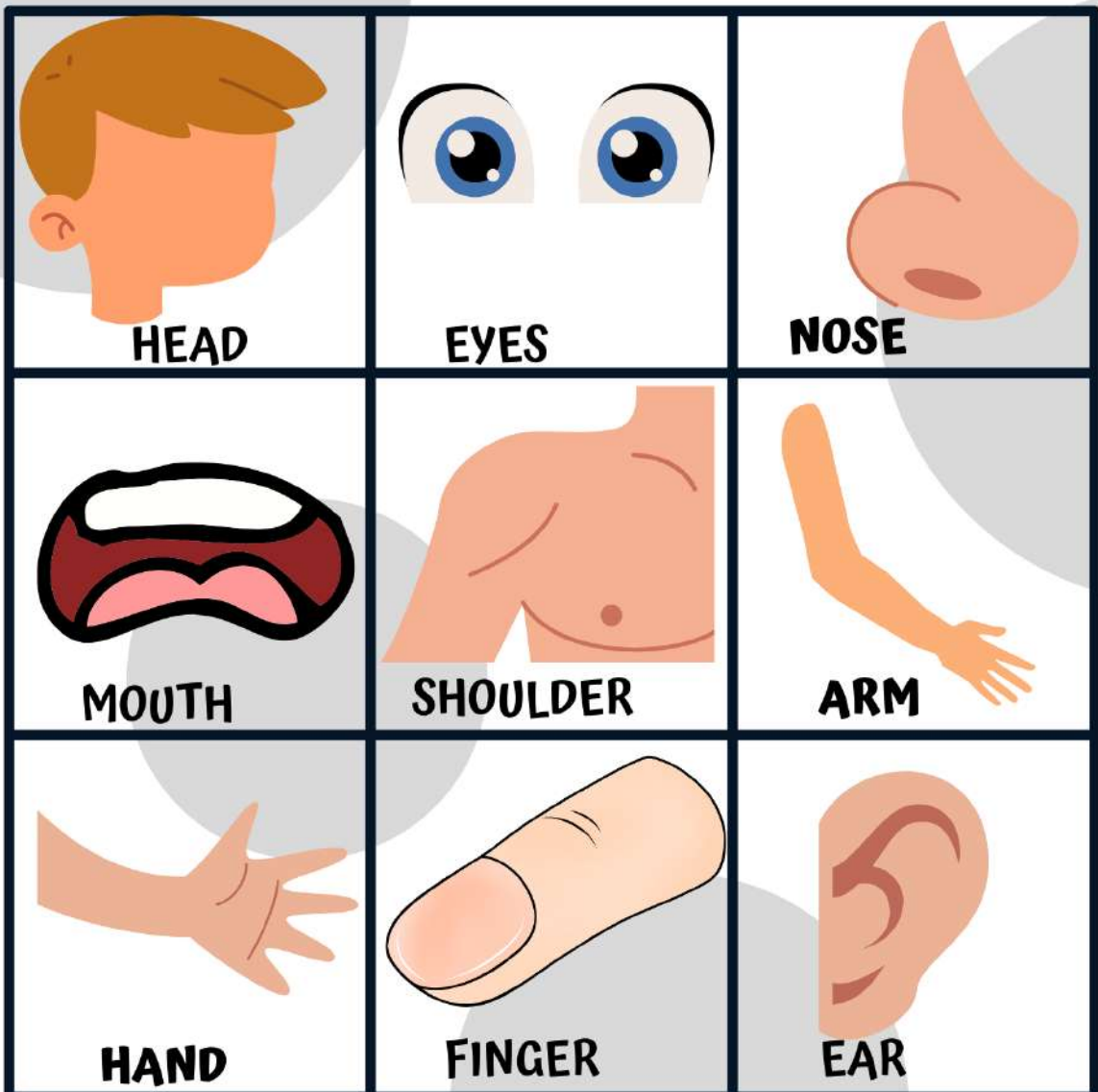
ONE

LESSON 4 - ACTION VERBS

OPEN	CLOSE	TURN ON
TURN OFF	SPEAK	GO TO
THINK	WALK	COUNT

UNIT
RESOURCES
TWO

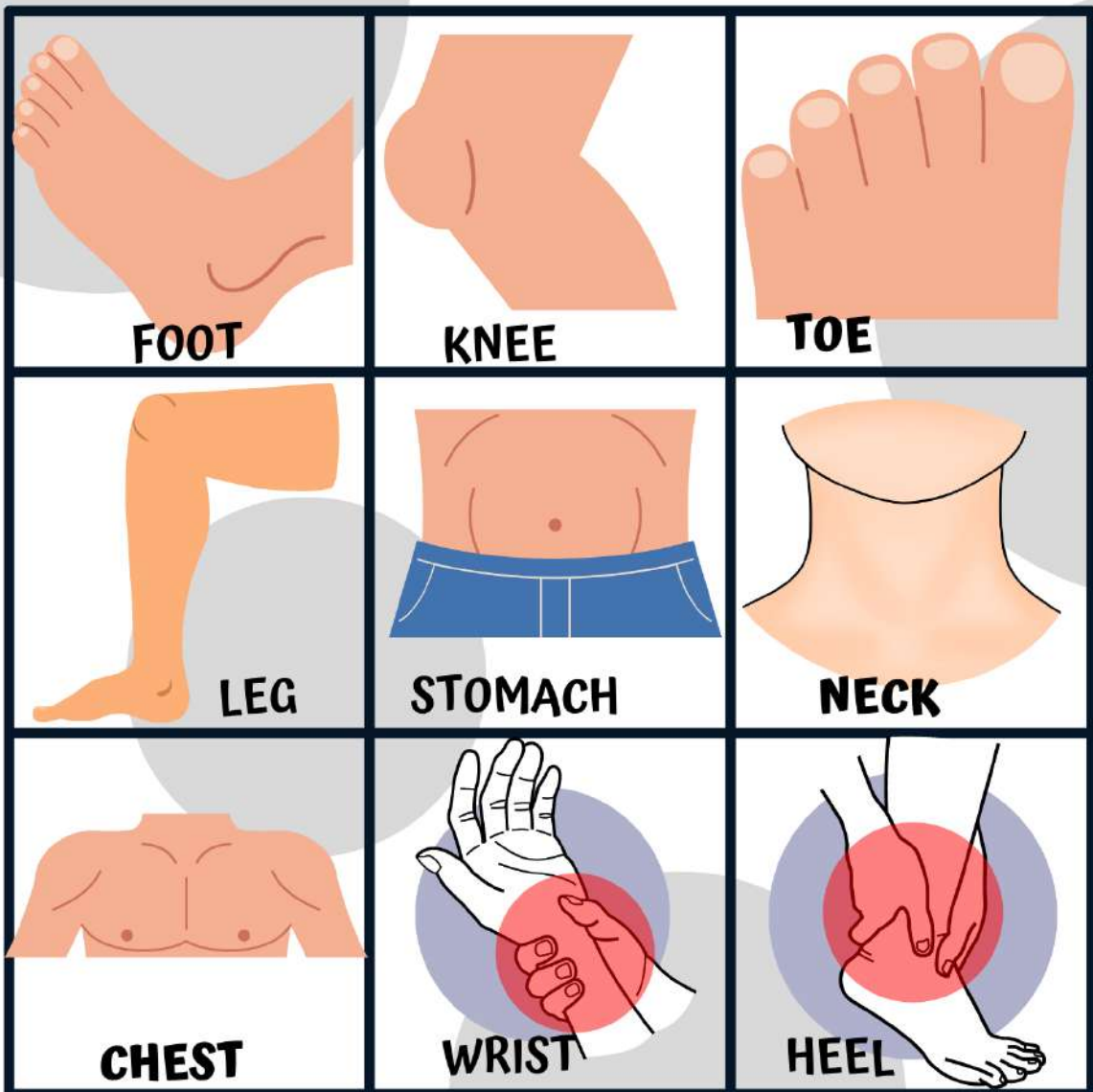
LESSON 1 - BODY PARTS



RESOURCES

TWO

LESSON 1 - BODY PARTS

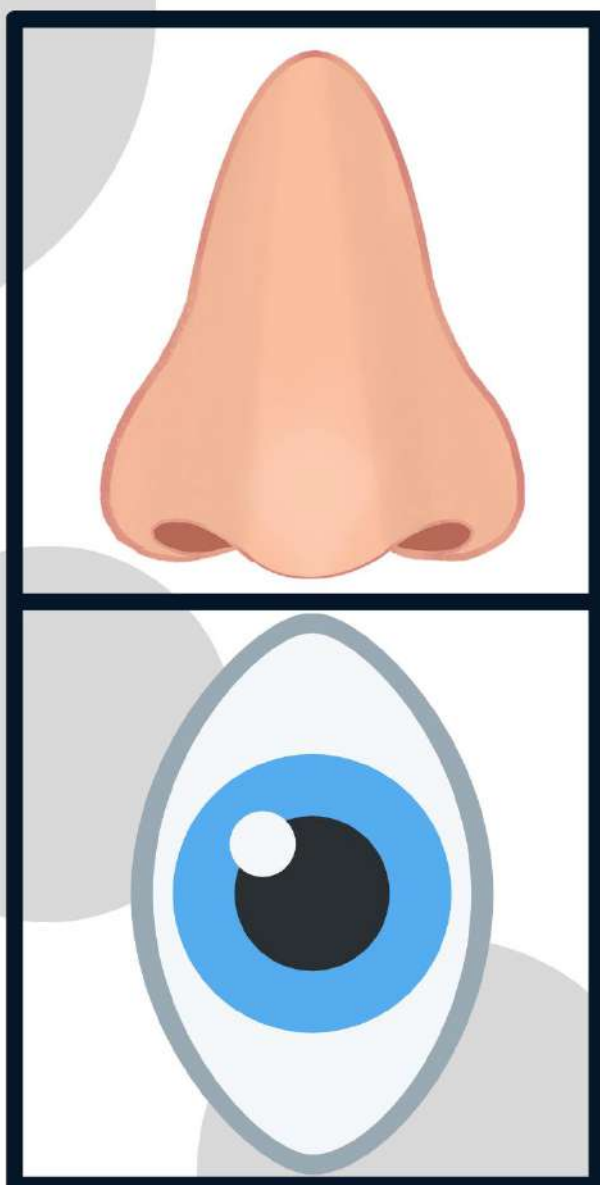


UNIT

RESOURCES

TWO

LESSON 2 - SENSE



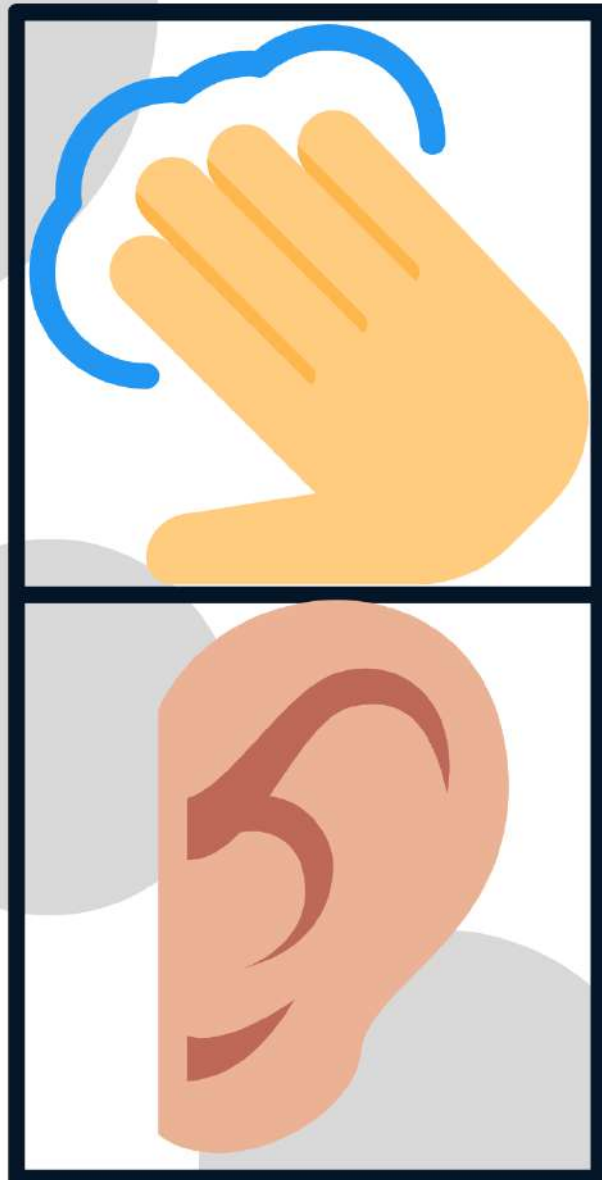
UNIT

52

RESOURCES

TWO

LESSON 2 - SENSE



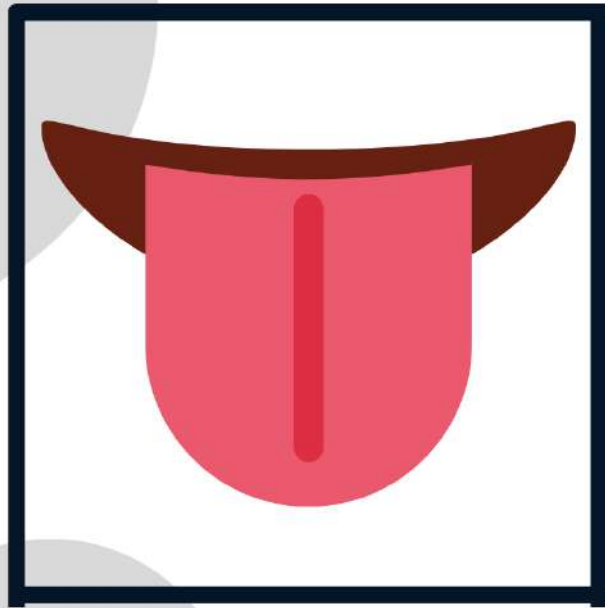
UNIT

53

RESOURCES

TWO

LESSON 2 - SENSE



RESOURCES

TWO

LESSON 3 - VERBS

 <p>HANDS UP</p>	 <p>HANDS DOWN</p>	 <p>CLAP</p>
 <p>STOMP YOUR FEET</p>	 <p>EXERCISE</p>	 <p>DRINK</p>
 <p>SLEEP</p>	 <p>WALK</p>	 <p>JUMP</p>

RESOURCES

TWO

LESSON 3 - VERBS

 <p>THINK</p>	 <p>RUN</p>	 <p>SWIM</p>
 <p>TIRED</p>	 <p>STRETCH</p>	 <p>EAT</p>
 <p>LISTEN TO</p>	 <p>RIDE</p>	 <p>SMILE</p>

RESOURCES


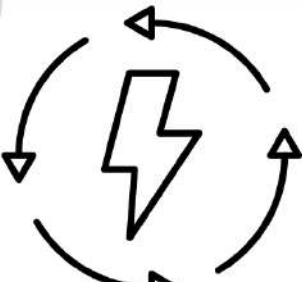




THREE

LESSON 1 - Instruments

 <p>GUITAR</p>	 <p>VIOLIN</p>	 <p>DRUM</p>
 <p>TRUMPET</p>	 <p>FLUTE</p>	 <p>SAXOPHONE</p>
 <p>HARP</p>	 <p>MARACAS</p>	 <p>PIANO</p>

UNIT
RESOURCES
THREE

LESSON 2: Musical Genres

 <p>LOUD</p>	 <p>ENERGETIC</p>	 <p>FUN</p>
 <p>SAD</p>	 <p>HAPPY</p>	 <p>MELODIC</p>



CONCLUSION

This guide utilizes the Total Physical Response Method to enhance language learning and comprehension. Through TPR, learners are encouraged to participate in the learning experience actively, reinforcing vocabulary and grammar structures by associating them with physical gestures. Furthermore, TPR promotes a low-pressure and enjoyable learning environment, reducing anxiety and encouraging learners to take risks using the target language.

In addition, TPR allows teachers to involve students with cognitive disabilities throughout the entire learning process. This is because it fosters enjoyment and motivation in the learning process. TPR's interactive and playful nature creates a positive and stimulating atmosphere. This encourages individuals with cognitive disabilities to participate and explore the language at their own pace, which leads to active participation.

Overall, the TPR instructional guide is valuable for educators and learners. By integrating physical movements and gestures into language instruction, TPR fosters active engagement, enhances retention, and provides a fun and effective way to learn and understand another language.



INSTRUCTIONAL GUIDE 2023

Author: Alexis Fuentes



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CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- According to the information gathered in the theoretical framework, it can be concluded that Total Physical Response provides an effective environment for cognitive disability students to learn English and develop their speaking skills since it improves their long-term memory and recall. Even though TPR can be repetitive and boring if overused. However, it keeps the affective filter low, which encourages students to learn the language.
- Based on teacher and expert interviews, Total Physical Response promotes the natural learning of a second language because it replicates how students acquired their mother tongue. In contrast, exists the possibility that it can be useless to associate meaning with movements in abstract words, such as change, masses, or faithfulness. Nevertheless, Total Physical Response is useful for teaching the target language through real context and giving comprehensible input to students.
- From the results obtained in the pre-test and students' interviews, it was established that cognitive disability students do not possess sufficient knowledge to produce fluent verbal utterances. On the other hand, they demonstrate an understanding of the target language. Moreover, they felt comfortable and happy during one TPR class; therefore, they agree with the teacher to continue using TPR. Though not everyone finds TPR comfortable and happy, they want to experiment with more classes. Consequently, an instructional guide was developed adapting topics from the three modules that the Ministry of Education provides to teachers to teach English using the Total Physical Response method.

5.2. Recommendations

- It is recommended that teachers do not use TPR as a unique method to teach English and develop speaking skills in cognitive disability students. Although it is effective for this purpose and is a good methodology to involve students in the class, clarify meanings without using students' mother tongue and avoid students' anxiety, it must be combined with more strategies or methods to teach English. Nevertheless, teachers must implement more strategies and methods during their classes to avoid students getting bored and losing interest in the class.
- Even though Total Physical Response can clarify meaning, sometimes it is not enough. For that reason, teachers are allowed to use other ways to transmit the meaning of words to students, such as pictograms, to avoid using the mother tongue during the class. However, TPR is effective in providing comprehensible input to students and developing unconscious target language.
- Teachers should use TPR more often in their classes since students are enthusiastic and agree to use it. Even though some of them may have problems understanding or feeling comfortable with this methodology, the teacher must continue to use it in order to ensure that these students who have issues with TPR eventually get used to it. For this reason, the teacher needs to use the international guide proposed in this research project.

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ANNEXES

Annexes 1. Approbation of Instruments.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 16 de mayo de 2023

Magister

Congo Maldonado Rubén Agapito

Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar el/los Cuestionario de Investigación del Proyecto **Total Physical Response Method to Develop Speaking Skills in Sixth Grade Cognitive Disability Students at Unidad Educativa Teodoro Gómez de la Torre, Academic Period 2022-2023**. Previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjero mención inglés para lo cual, se dignará encontrar adjunto el/los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente , le anticipo mis debidos agradecimientos.

Atentamente,

José Alexis Fuentes Cruz
Estudiante UT N

19-05-2023
3:15 pm



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 17 de mayo de 2023

Doctor

Narváez Vega Fernando Franklin

Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digno validar el/los Cuestionario de Investigación del Proyecto **Total Physical Response Method to Develop Speaking Skills in Sixth Grade Cognitive Disability Students at Unidad Educativa Teodoro Gómez de la Torre, Academic Period 2022-2023**. Previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjero mención inglés para lo cual, se dignará encontrar adjunto el/los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

José Alexis Fuentes Cruz
Estudiante UT N

Annexes 2. Instruments – Teacher’s Interview.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA
INTERVIEW FOR TEACHER

Topic: Total Physical Response Method to Develop Speaking Skills in Fifth Grade Cognitive Disability Students at Unidad Educativa Teodoro Gómez de la Torre, Academic Period 2022-2023.

Objective: Collect information from teachers to determine their perspective about the use of the total physical response method to develop speaking skills in fifth grade cognitive disability students.

Considering that the interview is anonymous, and the answers will be used academically, feel free to be honest in your answers.

1. Which English language teaching methods are you most familiar with?
2. How important is for language teachers to replicate L1 learning environments during the L2 teaching?
3. What is the role of the comprehensible input in the process of language learning?
4. Do you think that combining gestures and language input may promote natural students’ oral production?
5. How may TPR contribute to transfer language input to the students’ long-term memory?
6. Do you think that students who do not feel pressure to produce the target language are more motivated to learn it?
7. Does providing basic knowledge of the target language to learners support them to communicate properly?
8. It is important to involve students with Specific Educational Needs (SEN) in the class? What can the teacher do for students to achieve it?

Annexes 3. Instruments – Experts’ Interview



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA
INTERVIEW FOR EXPERTS

Topic: Total Physical Response Method to Develop Speaking Skills in Fifth Grade Cognitive Disability Students at Unidad Educativa Teodoro Gómez de la Torre, Academic Period 2022-2023.

Objective: Collect information about using inclusive education to involve all students during the class.

Considering that the interview is anonymous, and the answers will be used academically, feel free to be honest in your answers.

1. Is there any mechanism to achieve the goal of education for everybody? And what does it involve?
2. What can teachers do to involve all students during their classes?
3. Is it important to involve students with Specific Educational Need (SEN) in the class? What can the teacher do to achieve it?
4. How important is for teachers to develop new abilities to work with students who possess a Specific Educational Need (SEN)?
5. At higher levels, can students communicate better if they develop speaking skills early in the process?
6. How does teaching L2 parallel to L1 affect students' long-term retention?
7. Does the Ministry of Education provide the Unidades Educativas with any experts to help teacher to cope with SEN students? And what are the functions of these experts?

Annexes 4. Students' Interview



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA
INTERVIEW FOR STUDENTS

Topic: Total Physical Response Method to Develop Speaking Skills in Fifth Grade Cognitive Disability Students at Unidad Educativa Teodoro Gómez de la Torre, Academic Period 2022-2023.

Objective: Determine how students felt after receiving a class using total physical response method.

Considering that the interview is anonymous, and the answers will be used academically, feel free to be honest in your answers.

1. How do you feel during the English class?

Happy 😊

Sad 😞

Bored 😴

Confused 😕

2. Is it easier for you to understand and do actions when your teacher uses his body to show the meaning of words and structures?

Yes

No

3. Do you feel more comfortable when you answer the teacher's questions through movements?

Yes

No

4. Do you prefer your teacher to continue using his-her body language to teach English?

Yes

No

Annexes 5. Instruments – Pre-test

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA

PRE-TEST

Topic: Total Physical Response Method to Develop Speaking Skills in Fifth Grade Cognitive Disability Students at Unidad Educativa Teodoro Gómez de la Torre, Academic Period 2022-2023.

Objective: Collect information about the pre-knowledge of sixth grade cognitive disability students. Considering that the test is anonymous, and the answers will be used academically, feel free to be honest in your answers.

1. Match the picture with the correct verb.



DRIN

POINT

JUMP

WRIT

CRY

COOK

CLIM

BRUS

FIGHT

KNOC

EAT

SLEEP

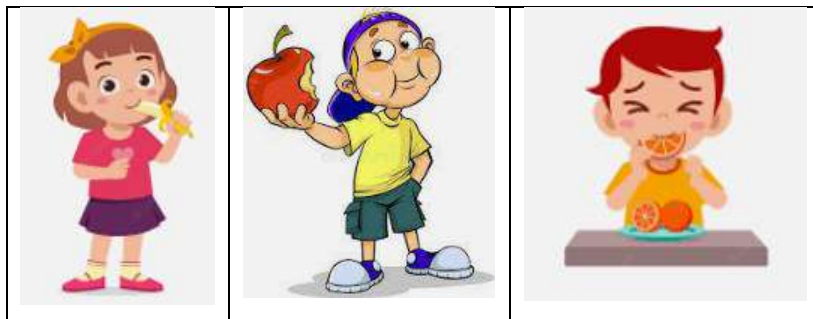


2. Draw the verbs that you hear.

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3. Listen and circle the answer.

- I eat bananas



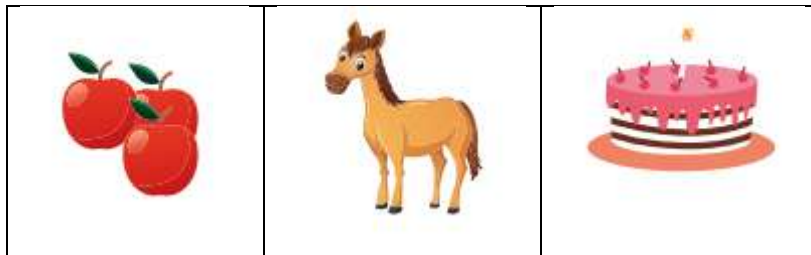
- The girl drinks water.



- My cat is yellow.



- I have 3 apples.



- She is running.



Annexes 7. Checklist

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			



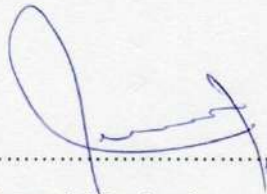
Firma del Evaluador

C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	Gerencia de Proyectos Educativos y Sociales
Institución de Educación Superior	UNIVERSIDAD
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

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CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			



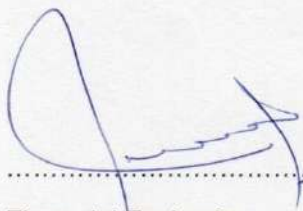
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CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			



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En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

Check spelling.

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

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CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
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2	✗			
3	✗			
4	✗			
5	✗			
6	✗			
7	✗			
8				
9				
10				

.....
Firma del Evaluador

C.C.: 1001758026

Apellidos y nombres completos	Narváez Vega Fernando Franklin
Título académico	Magister en Educación y Desarrollo Social
Institución de Educación Superior	UNIVERSIDAD
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Teléfono	0992530502g

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

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CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5				
6				
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9				
10				

.....
Firma del Evaluador

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CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8				
9				
10				

.....
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Annexes 7. Permission and acceptance to collect data in the institution

REPUBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO



Oficio nro. UTN-FECYT-D-2023-0068-O
Ibarra, 09 de mayo de 2023

ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SR. JOSÉ FUENTES

Magíster
Sandra Hidalgo
Rectora
UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE
Ibarra

De mi consideración:

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.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que el señor JOSÉ ALEXIS FUENTES CRUZ, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtengan información y apliquen los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "TOTAL PHYSICAL RESPONSE METHOD TO DEVELOP SPEAKING SKILLS IN SIXTH GRADE COGNITIVE DISABILITY STUDENTS AT UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE, ACADEMIC PERIOD 2022-2023".

Por la favorable atención le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

 **JOSE LUCIANO REVELO RUIZ**

MSc. José Revelo Ruiz
DECANO



JRR/M. Báez.




*Recibido
22-5-2023
Hidalgo*

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Página 1 de 1

Annexes 8. Turnitin analysis

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