



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

MODALITY: RESEARCH REPORT

THEME:

***TEACHING ENGLISH TO A STUDENT WITH MILD INTELLECTUAL
DISABILITY”.***

Research report before obtaining the bachelor's degree in National and Foreign
Language Pedagogy, English Major

Author:

Cepeda Calero Jessica Lisbeth

Tutor:

Cando Guanoluisa Fabiola Soledad, MSc.

PUJILI-ECUADOR

AUGUST 2023

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “**Teaching English to a student with mild intellectual disability**”, and researched by Cepeda Calero Jessica Lisbeth, ID number 1756231229, for obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujili, August, 2023



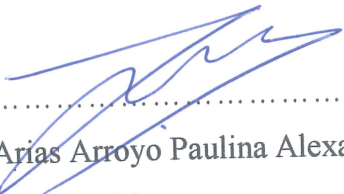
.....
Cando Guanoluisa Fabiola Soledad, MSc.

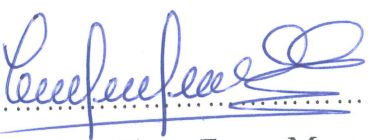
ID: 0502884604

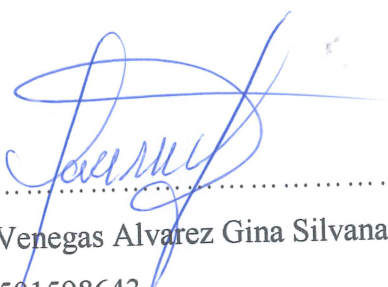
COMMITTEE APPROVAL

The research report entitled “Teaching English to a student with mild intellectual disability”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujili, August, 2023


.....
Dra. Arias Arroyo Paulina Alexandra
ID: 0502212095
Committee president



.....
MSc. Abata Checa Fanny Mercedes Abata Checa
ID: 0502278740
Committee, Member 1


.....
Dra. Venegas Alvarez Gina Silvana
ID: 0501598643
Committee, Member 2

COPYRIGHT REFUSE

I, Jessica Lisbeth Cepeda Calero confer the rights of this undergraduate research report and authorize its total reproduction or part of it, as long as it is under the regulations of the Technical University of Cotopaxi.

Pujili, August, 2023



Cepeda Calero Jessica Lisbeth

ID: 1756231229

GRATEFULNESS

*I would like to express my deep gratitude to God for blessing me during this important stage of my life and for the possibility of completing my professional studies. Also, thanks to my parents for giving me unconditional support at all times. Last but not least, a sincere thanks and gratitude to my tutor, **MSc. Fabiola Soledad Cando Guanoluisa**, for guiding and supporting my research project from beginning to end.*

Jessica

DEDICATION

With love, affection, and satisfaction I want to thank and dedicate this thesis to the most important people in my life. To my parents.

Norma and Patricio, who have been my inspiration and my pride to accomplish all that I have proposed..

To my friends and family who have always been attentive and supportive throughout this process.

Also to my professors at the Technical University of Cotopaxi who have contributed to the acquisition of knowledge and important values.

I want to thank God, for guiding me and taking care.

Thank you for supporting me and motivating to reach another goal in my personal and professional life. This is for you.

Jessica

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

THEME: Teaching English to a student with mild intellectual disability.

Author:

Cepeda Calero Jessica Lisbeth

Tutor:

Cando Guanoluisa Fabiola Soledad, MSc.

ABSTRACT

The main objective of this qualitative research was to analyze the teaching and learning experiences of a pre-service English teacher and a student with a mild intellectual disability with the Total Physical Response and the Natural Approach in the context of remedial teaching in a private urban school in Salcedo-Cotopaxi during the 2022-2023 academic year. This study was applied using the action research method, which involved: problem identification, planning, implementation, and reflection (Atweh, et.al, 1998). The data was collected by using the teacher's diary, student survey, and observation file. The principal findings regarding the teaching experiences with Total Physical Response and the Natural Approach had positive and negative aspects. The Total Physical Response method had successful results because the pre-service teacher was able to plan and teach her lessons and also, the use of body movements and mimics was favorable because the student felt comfortable learning. On the other hand, the application of the natural method was a little difficult because the pre-service teacher had many problems during the planning and class implementation. Consequently, the student presented difficulties in comprehension and language production. Finally, these findings suggest the integration of these methods in the teaching-learning of students with mild intellectual disabilities for a better learning experience.

Keywords: Intellectual Disability, Learning, Natural Approach, Teaching, Total Physical Response.

UNIVERSIDAD TÉCNICA DE COTOPAXI
PROGRAMA DE PREGRADO
DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS-LICENCIATURA EN INGLÉS

TEMA: Enseñanza de inglés a un alumno con discapacidad intelectual leve.

Autor:

Cepeda Calero Jessica Lisbeth

Tutor:

Cando Guanoluisa Fabiola Soledad, MSc.

Resumen

El objetivo principal de esta investigación cualitativa fue analizar las experiencias de enseñanza y aprendizaje de una profesora de inglés en formación y un estudiante con discapacidad intelectual leve con la Respuesta Física Total y el Enfoque Natural en el contexto de la enseñanza remedial en una escuela privada urbana de Salcedo-Cotopaxi durante el año académico 2022-2023. Este estudio se aplicó utilizando el método de investigación acción, que implicó: identificación del problema, planificación, implementación y reflexión (Atweh, et.al, 1998). Los datos se recogieron utilizando el diario del profesor, la encuesta de los estudiantes y el archivo de observación. Los principales resultados relativos a las experiencias de enseñanza con la Respuesta Física Total y el Enfoque Natural tuvieron aspectos positivos y negativos. El método de Respuesta Física Total tuvo resultados exitosos porque la profesora en formación fue capaz de planificar e impartir sus clases y, además, el uso de movimientos corporales y mímicas fue favorable porque el alumno se sintió cómodo aprendiendo. Por otro lado, la aplicación del método natural fue un poco difícil porque la profesora en formación tuvo muchos problemas durante la planificación y la puesta en práctica de la clase. En consecuencia, el alumno presentó dificultades en la comprensión y la producción lingüística. Finalmente, estos resultados sugieren la integración de estos métodos en la enseñanza-aprendizaje de alumnos con discapacidad intelectual leve para una mejor experiencia de aprendizaje.

Palabras claves: Discapacidad Intelectual, Aprendizaje, Enfoque Natural, Enseñanza, Respuesta Física Total.

INDEX

I CERTIFY THAT	ii
COMMITTEE APPROVAL	iii
COPYRIGHT REFUSE	iv
GRATEFULNESS	v
DEDICATION	vi
ABSTRACT	vii
Resumen	viii
1.General Information	1
2.Problem Statement	2
3.Objectives	4
3.1. General Objective:	4
3.2. Specific Objectives:	4
4.Activities and task system in relation to the objectives peposed.	5
5. Justification	5
6. Scientific and Technical Foundation	7
6.1 Background	7
6.2. Theoretical Framework	9
6.2.1. Teaching English to young learners with special educational needs.	9
6.2.2. Intellectual Disability (ID)	9
6.2.3. Mild Intellectual Disability	10
6.2.4. English for Students with intellectual disabilities	11
6.2.5. Inclusive Education	12
6.2.6. Problems in Inclusive Education	13
6.2.7. Remedial Teaching	13
6.2.8. Challenges in teaching English to young learners with mild intellectual disabilities	14
6.2.9. Total Physical Response	15
6.2.10. Natural Approach	17
7. Methodology	19
7.1. Research Approach	19
7.2. Research Method	19

7.3. Research context and participants	21
7.4. Data analysis	21
8. Analysis and Discussion of the Results	22
9. Research Impacts	36
10. Conclusions and Recommendations	36
10.1. Conclusions	36
10.2. Recommendations	37
11. References	38
12. Annexes	46
Annex 1: Curriculum vitae	46
Annex 2: Informed consent	47
Annex 3: Formal letter	48
Annex 4: Teacher’s diary	49
Annex 5: Student’s Reflection	50
Annex 6: Semi Structured Observation Guides	51
Annex 7: Lesson plan based on TPR method	53

1. General Information

Theme: “Teaching English to a student with a mild intellectual disability”

Starting Date: April 2023

Ending Date: August 2023

Place of Research: Salcedo, Cotopaxi, private Educational Unit.

Sponsoring Faculty: Pujilí Extension

Sponsoring career: National and Foreign Language Pedagogy English

Macro project of the career: Procesos formativos en la enseñanza y aprendizaje del idioma Inglés como lengua extranjera en instituciones educativas de la provincia de Cotopaxi.

Project Coordinator:

Name: MSc. Cando Guanoluisa Fabiola Soledad

ID Number: 050288460-4

Phone Number: 0999865286

E-mail Address: fabiola.cando@utc.edu.ec

Researcher:

Name: Cepeda Calero Jessica Lisbeth

ID Number: 1756231229

Phone Number: 0990013204

E-mail Address: jessica.cepeda1229@utc.edu.ec

Knowledge area: Education

Research line: Education and communication for human and social development

Research line of the career: Innovation in Education

2.Problem Statement

English as a Second Language (ESL) is a subject that is part of a student's academic training, due to its high demand and expansion around the world. It is a complementary and comprehensive program for students of all ages that helps them to function and integrate better into society. To be effective in this process, teachers must analyze, develop and implement methodologies, strategies, techniques, and resources to help students meet their needs (Ilmiddivovich, 2020). Teaching English to students with intellectual disabilities presents particular challenges due to the cognitive and learning difficulties they face. It should be noted that students with mild intellectual disabilities are characterized by below-average cognitive functioning, which can affect their ability to speak, process, and retain information gained during knowledge acquisition (Carreón & Salazar, 2018).

There are no adapted studies for teaching English to students with mild intellectual disabilities. That is why this research problem is focused on knowing about the teaching and learning experiences with Total Physical Response and Natural Approach methods in remedial teaching to a student with an intellectual disability. Additionally, at present, there is little research on the application of methodologies such as Total Physical Response and Natural Approach that are adapted to students with mild intellectual disabilities, which can give an overview of their application and usefulness. There are barriers to learning because few teachers prioritize identifying these problems in students and providing support to improve their weaknesses. In addition, some teachers are not aware of the needs and challenges faced by students with intellectual deficiencies in English language learning and, therefore, do not develop research that contributes to the improvement of the teaching and learning process.

For this reason, the main objective of this research was to analyze the teaching and learning experiences of a pre-service English teacher and a student with mild intellectual disabilities with the Total Physical Response and the Natural Approach in the context of remedial teaching in an urban private school in Salcedo-Cotopaxi during the 2022-2023 school year. This information will give details about how to use each method to teach students with mild intellectual disabilities reinforcing their learning and improving the

English language. In addition, this study will provide important information in the EFL education field and will be useful for future research. The following research questions guided this study:

- What are the pre-service teacher's experiences in teaching English to a mild intellectual disability student with Total Physical Response in the context of remedial teaching?
- What are the mild intellectual disability EFL learner's experiences in learning English with Total Physical Response in the context of remedial teaching?
- What are the pre-service teacher's experiences in teaching English to a mild intellectual disability student with a Natural Approach in the context of remedial teaching?
- What are the mild intellectual disability EFL learner's experiences in learning English with a Natural Approach in the context of remedial teaching?

3.Objectives

3.1. General Objective:

- To analyze the teaching and learning experiences of a pre-service English teacher and a student with a mild intellectual disability with the Total Physical Response and the Natural Approach in the context of remedial teaching in a private urban school in Salcedo-Cotopaxi during the 2022-2023 academic year.

3.2. Specific Objectives:

- To describe the theoretical foundations related to the English language teaching-learning process for students with mild intellectual disabilities.
- To identify the pre-service teacher's and the mild intellectually disability learner's experiences in teaching English with Total Physical Response in the context of remedial teaching
- To identify the pre-service teacher's and the mild intellectual disability learner's experiences in teaching English with Natural Approach in the context of remedial teaching.

4. Activities and task system in relation to the objectives proposed.

Specific objective	Activities	Verification Means
To describe the theoretical foundations related to the English language teaching-learning process for students with mild intellectual disabilities.	Research of previous research Analysis of the articles. Write the theoretical framework	Scientific and technical foundation. Background Theoretical Framework
To identify the pre-service teacher's and the mild intellectual disability learner's experiences in teaching English with Total Physical Response in the context of remedial teaching.	Lessons with Total Physical Response method. Request for authorization to conduct the research on the school. Observation guide Teacher's diary Student's reflection Analysis of results	TPR method plannings. Extracts of the instruments applied. Analysis and Discussion of the Results.
To identify the pre-service teacher's and the mild intellectual disability learner's experiences in teaching English with a Natural Approach in the context of remedial teaching.	Lessons with Natural Approach method. Request for authorization to conduct the research on the school. Observation guide Teacher's diary Student's reflection Analysis of results	NA method plannings. Extracts of the instruments applied. Analysis and Discussion of the Results.

5. Justification

English language is important in academic instruction because nowadays educational institutions have adopted it as a necessary subject to complement the students learning. In this way, language learning is a fundamental tool that contributes significantly to a person's future. Education is an unavoidable right for everyone regardless of their conditions (Infantri and Lintangari, 2022). However, inclusion is currently a challenge for all people in the educational system since, as it is known, each student learns in a different way, which is why the teacher must analyze the strengths and weaknesses of each one of them since the term inclusion refers to the improvement of each individual independently or as a group (Tama, 2013).

There are many factors that influence negatively the teaching-learning process of a student with intellectual disabilities (Hashemi and Azizinezhad, 2011). Therefore, the purpose of this study is to analyze the teaching and learning experiences of a pre-service English teacher and a student with a mild intellectual disability with the Total Physical Response and the Natural Approach in the context of remedial teaching in a private urban school in Salcedo-Cotopaxi during the 2022-2023 academic year.

In this way, the direct beneficiaries of this research are the pre-service teacher and the student with intellectual disabilities. The indirect beneficiaries are the teacher, the educational institution, and anyone who can read and use this study. The information obtained will be useful to encourage the development of future research because will help to improve the teaching and learning process of students with intellectual disabilities. The theoretical part of this research includes important information from many resources associated with the teaching and learning process for students with intellectual disabilities, analyzing a pre-service English teachers and ID student experiences in a remedial teaching program with Total Physical Response and Natural Approach Method.

6. Scientific and Technical Foundation

6.1 Background

Dalessandro (2016) conducted this research with the objective of examining the effect of a combined approach using TPR and NA strategies for teaching English to students with Learning Disabilities. Using a single-subject design with ABAB phases and a survey. This study was conducted at a regional public high school in suburban New Jersey. During the 2015-2016 school year a total of four students with 10th grade LD. The results showed that students' spoken language acquisition varied during each phase, as evidenced by the weekly oral assessment scores. TPR and NA had a positive effect on their spoken language acquisition. The learners who participated in the study were surveyed at the end of the two intervention phases to assess their satisfaction with the application. Most of the learners demonstrated that acting out vocabulary words can help them to remember the meaning, pronunciation, and also take advantage of TPR and NA use in the classroom over traditional instruction.

On the other hand, Padurean (2014) in her study applied questionnaires to English teachers and children with special educational needs (SEN), and children without learning disabilities. The aim of this study is to determine the most appropriate methods and techniques for teaching English to children with special educational needs and to determine foreign language courses in regular education or remedial teaching. The participants of the study were 10 English teachers, 90 parents 90 regular students, and 10 children with SEN. The study was conducted at the high school "Adam Muller Guttenbrunn" in Arad, with 6th-grade students. The results show that English can be taught to children with disabilities but it can be a bad decision because students can present difficulties with their mother tongue. Learning a new language opens them to build cognitive relationships, organizes their minds, and brings them satisfaction. Teachers should adapt their classes to children with disabilities, involve them in activities and use interactive methods. These methods are also beneficial for normal students as they encourage communication and interaction.

Furthermore, Aznyatul (2022) conducted a descriptive qualitative study examining the application of the *Make the Match method* in English teaching and teachers' strategies in

language learning for students with intellectual disabilities in a special school in Indonesia. This study focused on 8th-grade students, and the data was collected through an interview with two teachers in Yakut Purwokerto. In addition, observations were applied throughout the teaching and learning process in the classrooms. Subsequently, semi-structured interviews with two English teachers from different classes were used to find out the strategies employed in language learning. Finally, documentation was done by collecting photographs and field notes during the interviews. The results show many problems in the teaching-learning process, and parents do not support them in their performance. Moreover, the student's comprehension is slow and is a challenge for teachers because they need to repeat the class once or twice.

Hilalliyati (2017) conducted a research project with the aim of describing the phenomena of teaching English as a foreign language to students with intellectual disabilities. The method used qualitative-descriptive research. The instruments used in this research were an observation guide, interview guide, documentation, syllabus, and lesson plan. The research was conducted in a school for students with special needs located in South Jakarta in Indonesia. The results showed that the student presents many difficulties in memorizing, vocabulary, pronunciation, writing, reading, and speaking because the textbook program is not adapted to the English curriculum. The lecture and demonstration methods are used by teachers as English materials because these resources help students' comprehension. Finally, teachers used oral tests as teaching materials for students with intellectual disabilities who presented various difficulties in their language skills.

Finally, Bawa and Osei (2018) This article seeks to find out how the English language is taught and learned at the Yumba Special School for children with intellectual disabilities in the Northern Region of Ghana. This research is qualitative, and its data were collected through teacher interviews, document analysis, and observation of teachers and children. The results indicated that children with intellectual disabilities received instruction in the same way as students with traditional education. Teachers do not pay attention to the learning styles and multiple intelligences of the children and this makes a difference in giving instruction and individualize their teaching. In addition, teachers have other problems such as the lack of use of appropriate teaching materials, insufficient resources,

lack of knowledge about new theories of education, and lack of monitoring and supervision in English language teaching and learning.

6.2. Theoretical Framework

6.2.1. Teaching English to young learners with special educational needs.

Hashemi & Azizineshad (2021) mention that teaching English to young learners with intellectual disabilities is a process that requires more attention because students get bored easily if the activities are not associated with movements or visual and physical objects. In this context, Nuralisa and Nirwanto (2023) mention that didactic materials contribute significantly to the optimal development of a class since they serve as support to carry out the planned activities in a more enjoyable way, making more pleasant their language learning experience.

Students with deficiencies require special teaching adapted to their needs, which enhances their weaknesses. For this reason, the curriculum and the strategies implemented by the teacher to teach students should be modified to increase their learning and to make them independent (Arwanto, 2021). On the other hand, Nuraeni (2019), states that stress and anxiety in young learners when studying a new language are normal as they face unfamiliar things. Thus, the teacher should recognize various aspects that motivate students to learn.

Cuskelly and Gilmore, (2014) say that the lack of motivation in students with disabilities is one of the factors that affect learning and intellectual development because they do not feel comfortable with the environment in which they are immersed and in many cases, they are excluded, and discomfort.

There are students with different special educational needs, for example, intellectual disabilities.

6.2.2. Intellectual Disability (ID)

ID refers to an incomplete or arrested mental disorder characterized by the affectation of brain functions, such as cognitive, language, motor, and socialization, thus affecting their adaptation and interaction in society (Katz and Lazcano, 2018). Children with intellectual disabilities can be immersed in different educational activities with other children of their age, however, they learn at their own pace and in a slower way, so it is necessary that

these people receive special, kind, and fair treatment as it is part of their rights (Shree & Shukla, 2016).

Shree and Shukla (2016) in their study mention that intellectual disability not only affects the person who has this problem but also the people around them such as the family which is the fundamental piece because supports the student to emerge personally and academically.

Having said the above, a person is considered to have an intellectual disability when he/she meets these criteria:

- The intelligence quotient (IQ) is below 70-75.
- There are significant limitations in two or more areas of adjustment (skills needed to live, work, and play in the community, such as communication or self-care).
- The condition manifests itself before the age of 18 (Guanin and Martínez, 2023).

Purugganan (2018), in his research study, mentions the levels that measure the severity of the difficulties of the person who has it, which are:

Table 1

Levels of Intellectual disability

Level	(Percentage of disability)	IQ score
Mild	(85%)	55-70
Moderate	(10%)	40-55
Severe	(3% - 4%)	25-40
Profound	(1% -2%)	< 25

Source: Purugganan (2018)

There are four levels of intellectual disability, but in this study, is necessary to focus on the first level.

6.2.3. Mild Intellectual Disability

According to Lindblad (2013) mild intellectual disability affects people's language acquisition because their ability to use speech is limited, which means it is only used for

everyday purposes and to maintain conversations. Many people are independent and do things at home, although their rate of development is slower than normal, they are also affected in the workplace and academic field and their language skills are not advanced as other people. These deficiencies may persist into adulthood.

According to Amelia (2022), students with disabilities have difficulties in pronunciation and long-term retention of information and are characterized by low achievement, and this is due to their low level of motivation and self-esteem to learn and achieve success. People with mild intellectual disabilities are vulnerable, have a low quality of life, and are excluded, so it is necessary for them to receive a lot of support, and understanding from the people around them (Nouwens. 2017). To detect the level of disability, an intelligence test should be performed. People with mild intellectual disabilities are between 50-70 IQ scores (Guanin and Martinez, 2023). For these reasons, people with these intellectual disabilities have problems with language learning or exploring new things.

6.2.4. English for Students with intellectual disabilities

The process of teaching and learning English to people with intellectual disabilities is a rigorous process faced by both teachers and students. Infantri and Lintangsar (2022) mentioned that a person with an intellectual disability presents several challenges throughout their training that hinder language development. Students with a disability need more attention, time, and patience because, for teachers, this kind of teaching process is so hard but helps to reinforce and expand their skills. Students with mild intellectual disabilities attend regular educational institutions, which is why it is not necessary to make a curricular adaptation since they develop the same activities and skills as their peers (Argüello, 2013).

The strategies allow teachers to guide students with ID through a good process. Therefore, they recommend following these strategies:

- Provide key information and the opportunity to practice new skills.
- Processes and instructions should be clear.
- Reinforce learning with explanations that are associated with real life.
- Present the information with different materials that attract the learner's attention.

- Use a variety of methods that contribute to the learner's development, always taking into account the learner's needs and abilities (Guanin & Martinez, 2023).
- It is necessary for the teacher to reinforce the knowledge that the student has not understood after class, as this will facilitate learning for future classes (Argüello, 2013).

To complement the student's learning, it is important to take into account some techniques that can contribute to students' development. Kuliahana and Marzuki (2020), the repetition technique in English teaching-learning is effective because it allows the student to listen, imitate, pronounce, or perform gestures emitted by the teacher, in addition, this technique allows students to have the freedom and space to learn and practice the language. The repetition technique is used in students with intellectual disabilities to improve their learning since the teacher repeats as many times as necessary until the student understands and thus supports learning (Indarsari and Utomo, 2022).

Integrating all people into the academic processes regardless of their difficulties makes the classroom a comfortable environment.

6.2.5. Inclusive Education

Education for people with disabilities is an inescapable right. They have free access to educational institutions where children participate in educational environments and access to physical and emotional well-being. (The Ministry of Education in the LOEI Regulation in Art. 153, 2023).

However, education for students with disabilities has been denied, depriving them of their right as citizens as education for these individuals is only available in certain environments. Also, they are separated from their peers and their education is inferior to others (UN Human Rights Treaty Bodies, 2016).

Kauts (2021) says that inclusive education should group all students together regardless of their weaknesses, as students with intellectual disabilities develop and strengthen their skills when they attend classrooms with normal students. Therefore, considering the rights of persons with disabilities provides effectiveness in education because allows others to be respected (Unicef, 2017).

Currently, inclusive education has become a controversial issue because many students with disabilities have not had free access to education, nor have they been integrated into the education system with others.

6.2.6. Problems in Inclusive Education

This type of education faces problems that do not allow its implementation in the classroom to be effective, the main cause being the isolation and exclusion of people with disabilities (Aamina and Tamheeda, 2018). According to Begum (2017), inclusive education should meet the special needs of all children, not only students with disabilities. In addition, poverty is part of the problem, as several private institutions have been created to receive students with disabilities, however, not all individuals can access it. Similarly, the lack of support, knowledge, information, infrastructure, and resources in the classrooms are other factors that do not allow the development of inclusive education (Dash, 2018).

The inability of teachers to use alternative individualized teaching methods and options is a problem that does not allow the learner to receive more time, personalized attention, and adequate knowledge which strengthens their weaknesses (Iwuamadi & Mang, 2016). It is necessary that students with intellectual disabilities receive academic reinforcement to strengthen their weaknesses.

6.2.7. Remedial Teaching

According to Selvarajan (2022), remedial teaching can be defined as activities designed to address the teaching difficulties of students who have trouble with the teaching-learning pace of a class. This teaching acts as reinforcement and error correction, preventing their repetition in the future. Thus, the teacher must provide individual support, incorporating methods, encouragement, and praise to get students who have difficulties to self-regulate their skills through these remedial classes.

The Ministry of Education in the LOEI Regulation in Art. 32.- Academic reinforcement: The teacher must measure the knowledge of the students or the student continuously, through a knowledge evaluation, if the results are low, the teacher must design and implement academic reinforcement quickly. This should include the following stages:

- Reinforcement classes taught by the same teacher of the subject.
- Individual tutoring with the same teacher of the subject.
- Individual tutorials directed by the psychologist or the same teacher as long as he/she keeps in mind the educational needs of the students.
- Finally, the planned schedule of activities is to be fulfilled by the student at home with the support of his family. (Ministry of Education LOEI, 2015).

6.2.8. Challenges in teaching English to young learners with mild intellectual disabilities

The problems associated with the optimal development of a class by the teacher are lack of training, low mastery of techniques, methodologies, and elaboration of well-structured planning, and for this reason, the teaching-learning process does not have good results (Utami and Astuti, 2021). The teacher is the main piece since he/she must fulfill several roles however during the teaching process he/she faces difficulties since working with students who have intellectual disabilities is considered a rigorous procedure. Another problem identified is that teaching these students is difficult to identify their characteristics, weaknesses, and comprehension. Therefore, the teacher must take into account that using specific material is necessary to capture the student's attention (Amelia, 2022).

The lack of knowledge of effective language teaching on the part of teachers in training generates difficulties at the time of developing their classes.

Lesson planning for pre-service teachers is a challenging and complex process as activities must be chosen that are associated with improving and strengthening the student's language skills (Sahin, 2017). The importance of planning for pre-service teachers is necessary because it strengthens their weaknesses and broadens their knowledge to create a lesson.

During the lesson structuring the pre-service teachers presents several problems:

- 1. The learning objective is not clear:** The objective is very extensive and exceeds what is to be achieved in the lesson.
- 2. The pre-service teachers do not know how to start the class:** During the development of the class the teachers in training do not know how to apply the topic or methodology, so they do not choose good material and activities that motivate the student to make a successful class (Nga, 2021).

It is important that the methodologies are adapted to the needs of the student.

6.2.9. Total Physical Response

According to Widodo (2005), Total Physical Response is a method designed by Dr. James J. Asher, applied in English language teaching, which focuses on stimulating students to listen and reproduce the linguistic commands of their teachers using their physical activity. This method is characterized as a flexible and easy-to-understand method for teachers. There are many different activities that can be adapted to teach the language in an interactive way achieving significant objectives in students (Seminario & Villavicencio, 2012).

By using this method, students manage to retain the information in the long term, which reduces anxiety and stress levels, the activities must follow a logical order taking into account certain principles, to achieve the effectiveness of the method (Brito, 2022). During the sessions, learners must observe, identify and respond with gestures, and not reflect oral activity. Similarly, the teacher becomes part of the class and follows the students' orders, correcting students' mistakes only if it is necessary (Rivera, 2010).

According to Brito (2022), students have freedom in their learning since they can make use of their imagination and body to interact in class, games or dynamics are also part of the learning process. By using this method, students can acquire independence and no longer need the teacher for the explanation or translation of concepts. Abata et.al (2021), says that the Total Physical Response Method is effective for beginning English learners because it is flexible and allows teacher-student interaction through the use of didactic resources, physical movements, and mimics that help memorize and improve the use of the language.

6.2.9.1. The steps of TPR

- The teacher gives commands to the students and performs the actions.
- The students demonstrate that they understood and execute the commands without the help of the teacher or didactic material.
- The teacher measures the total knowledge of the student. (Brito, 2022).

6.2.9.2. The principles of TPR

Total physical response method has several principles for teaching such as:

- At the beginning of the lessons the students can understand the meaning of what the teacher projects with body movements.

- Students can learn in two ways by observing and performing the actions alone.
- It is important that the students are motivated and feel capable at all times.
- Language learning is successful when the activities are fun.
- Students will start producing the language when they feel ready (Baiza, 2020).

6.2.9.3. Advantages of Total Physical Response

The TPR method has advantages for students and teachers because this kind of method does not require a lot of material and is excellent for beginner students.

- It can be applied to young and adult students.
- It helps students to remember and memorize phrases or words.
- It is fun, increases student motivation, and raises the pace of the class.
- It does not matter the number of students, as long as the teacher has the initiative and the student grasps the content delivered by the teacher.
- Images and body movements can be used, and the students will be able to associate the content in a better way.
- It is more effective if the method is developed with beginner students.
- The method requires the coordination of both hemispheres of the brain (Zhen, 2011).

6.2.9.4. Disadvantages of Total Physical Response

Despite its many advantages, this method also has disadvantages, including the following:

- In the development of the class, students may feel embarrassed because these activities are unfamiliar to them.
- It is convenient to use TPR with other methods because students will be able to grasp it in a better way and will not feel that learning languages is exhausting.
- This method does not allow the teacher to use complex grammar activities.
- It can be ineffective if the teacher uses the method for long periods of time, without switching to other methods that contribute to the student's learning.
- The teachers' and students' commands are limited in developing all language skills (Widodo, 2005).

That said, there is also a method associated with teaching-learning that brings knowledge to language development.

6.2.10. Natural Approach

The natural approach is a methodology that was created and developed by linguists Tracy Terrell and Stephen Krashen (Khattak and Asrar, 2007). According to Giri. et al (2018), the natural approach is a method that explains how a student can learn a second language. This method is focused on the development of the student's communicative skills within a very short time.

On the other hand, the Method focuses on using the foreign language almost all the time, the teacher can make use of images that help comprehension but do not have the opportunity to correct mistakes. This allows the learners to use both native and foreign languages to communicate (Ilmiddinovich, 2020).

This author points out that this method is also based on providing information that is understood by the learner, eradicating anxiety levels, and building self-confidence (Lestary, 2018). On the other hand, the natural method of planning activities can be difficult for teachers because this methodology is thematic and not grammatical (Crawford, 2018).

6.2.10.1. The Steps of Natural Approach

Pre-production stage: The teacher provides relevant information, speaks slowly to maintain comprehension, makes use of gestures, and provide material. The student can respond with gestures, short sentences, or by using the mother tongue. The input in this step is indispensable, so it is required to be dynamic, fun, and above all understood.

Early production stage: Students can produce short answers of one or two words. Their answers in many cases are incorrect, however, the teacher must increase the material and content that allows the student to improve the language and learn through their errors.

Emergence of Speech Stage: Students begin to produce longer and more complex sentences (Crawford, 2018).

6.2.10.2. Principles of Natural Approach

1. Teacher's role

The teacher is in charge of providing input to the student and being a guide, this must be understandable and facilitate communication and interaction in the classroom, the teacher is also in charge of creating an interesting and motivating environment. To produce a language, it's important to incorporate activities, techniques, and materials

that can make students feel comfortable and reduce their anxiety levels (Toprak, 2019).

3. Interaction in the classroom and student's feelings

Classroom interaction depends on students' mood because if the students feel anxious and demotivated they cannot produce successful language acquisition. However, if students feel confident and are willing to learn, they will be able to produce the language without anxiety, fear, and embarrassment as commonly happens in adolescent students (Krashen & Terrell, 1983).

4. Materials

The materials used for the method must be visual and close to the student's daily life, so the teacher can use images, posters, and puppets, since they are resources that encourage the student to learn in a fun way, especially for children (Toprak, 2019).

5. Error correction

According to Toprak (2019) error correction in the development of speaking skills should not be done because the teacher needs to motivate the learner and have a good attitude, this author also suggests that error correction should only be used when reviewing written assignments.

6.2.10.3. Advantages of Natural Approach

- It gives importance to the affective factors of the student.
- The center of learning is understanding and communication between the teacher and the student.
- This method is flexible as it allows association with other methodologies that foster communication (Toprak, 2019).
- The classroom environment generated by the application of the method is that students reduce their level of anxiety and fear to start communicating in English feeling confident to produce the language (Quin, 2022).

6.2.10.4. Disadvantages of the Natural Approach

- It is designed just for beginners and not for advanced students (Toprak, 2019).
- Children and teachers need a long time to acquire the natural language and it can only be implemented in small groups or at home (Shi & Ariza, 2018).

Despite the application of the methods in language teaching, the teacher goes through a series of problems that do not allow the successful development of a planned class.

7. Methodology

7.1. Research Approach

This research project was carried out through qualitative research because it aimed to analyze the experiences of a pre-service teacher and a student with mild intellectual disability in the implementation of two methods in English language teaching: Total Physical Response and Natural Approach in the context of remedial teaching. Qualitative research is an approach that studies human behavior through the analysis of narrative data, which starts from a concrete setting and the researcher observes, listens, asks questions, takes notes, and tries to better understand what is to be investigated from the perspective of the participants within the context in which they find themselves (Cobb & Forbes, 2002). Furthermore, Putri and Harnadi (2019) mention that this research refers to the opinions, perspectives, and beliefs of the subject of the study which cannot be measured with numbers, it is characterized by exploring the data collected by the researcher starting from the particular to the general.

7.2. Research Method

This research used action research methodology, a process in which teachers analyze their own practice systematically and comprehensively. That is, it tries to find out what happens during and after class or in turn the events that occur within the classroom (Purohman, 2018). According to Khasinah (2013), for the development of the research, it is necessary to take into account certain research instruments in which observations, interviews, and diaries that serve to collect information required by the researcher can be highlighted. Therefore, the researcher is obliged to take notes of all the activities that take place in the classroom, to observe, analyze and reflect on them (Mettetal, 2002). This research process serves to improve or refine the teacher's teaching skills, as it allows teachers to use their own ideas for improvement and to see the real effects of their efforts

(Purohman, 2018). To conduct this research, four steps suggested by Atweh et.al (1998) were followed:

- a) **The problem identification stage:** To analyze the problem in the learning process of a student with a mild intellectual disability, the researcher conducted a literature review about the teaching of English to students with mild intellectual disability and special educational needs. The problem was identified in a previous research project conducted by Guanin & Martinez (2023). The study reports that student with mild intellectual disability is different from that other students. Thus, the activities and resources used by the teacher are specific and do not require more effort. Due to the student's condition, his teacher strengthens his weaknesses through academic reinforcement. Finally, the student is immersed in a small group of students but is not taken into account in activities with the other children because the teacher dedicates the first few minutes to the students who do not have special needs and the remaining minutes to the student with intellectual disabilities.
- b) **The planning stage:** In this stage, the researcher analyzed papers, books, book chapters, and other teaching resources to identify strategies and methods implemented with students with intellectual disability. Finally, it was decided to implement Total Physical Response and Natural Approach Methods. Thus, 10 lesson plans were designed, 5 lessons with each method (See Appendix A and B).
- c) **The implementing stage:** In this phase, the teacher-researcher presented an informed consent form to the student's mother informing her about what was going to be done and the girl's participation in the research (See Annex 1), and also an official letter was addressed to the director of the Educational Unit, requesting admission to the institution, a classroom, permission to work with the girl, and the participation of a teacher to observe the class (See Annex 2). 10 lessons of 30 minutes each were implemented. During the implementation, a teacher of basic education observed the class and completed the observation file (See Annex 5). This was a semi-structured observation file constructed with the principles of each method, its advantages, and disadvantages to help the school teacher to observe since he is not an English teacher. The teacher observator asked the student to complete the survey (See Annex 4) and attempted to obtain information about her experience with the lessons.

d) The reflection stage: In this phase, the information from the teacher's diary was analyzed (See Annex 3), in which the pre-service teacher reflected and wrote about the positive and negative aspects at the end of each lesson. In addition, the observation file, which was completed by a school teacher from the institution, was analyzed. Finally, the researcher analyzed the students' survey. The analysis of this information allowed determining action points for the following lessons.

7.3. Research context and participants

The research was conducted in a private educational unit located in Salcedo in the province of Cotopaxi. The participants were a girl with a mild intellectual disability, a pre-service teacher and her English teacher.

The girl (identified as Lina for ethical considerations) is 9 years old. She is a loving, affectionate and respectful child. She was first diagnosed with a mild intellectual disability grade 32 at 7 years old. Lina was diagnosed with unspecified speech and language development disorder. She is currently in fourth grade; however, her intellectual capacity is that of a second grader.

In addition, the pre-service teacher is a female, is 22 years old, has completed 8 semesters of the Pedagogy of National and Foreign Languages degree at the Technical University of Cotopaxi and is currently working on her degree project.

Finally, the English teacher is male, 35 years old, and does not have a degree in English language pedagogy. He has a degree in Basic Education with a focus on Educational Sciences and this is his first year teaching English.

7.4. Data analysis

To analyze data collected with the teacher's diary, students' survey, and the observation file, the triangulation technique was used. Triangulation is defined as a strategy that allows checking the validity of data and information from different sources (Carter et al., 2014). Donkoh and Mensah state that "in triangulation, information gathered from a variety of sources is used to corroborate, elaborate, and also illuminate a research problem, thereby minimizing methodological and personal biases and enhancing the generalizability of a study" (p.7). Finally, the use of this method of analysis allowed to

classify the results into categories according to the information contained in each of the instruments and subsequently developed the specific extracts.

8. Analysis and Discussion of the Results

To answer the first research question about the pre-service teacher's experiences in teaching English to a student with mild intellectual disability with Total Physical Response in the context of remedial teaching, data from the teacher's reflection was analyzed.

Developing planning skills

Pre-service teacher's extracts:

Tuve dificultad en realizar la primera planificación con este método, debido a que las actividades no estaban adecuadas a la capacidad de la niña. [I had difficulty in carrying out the first planning with this method because the activities were not adequate to the girl's ability]

La planificación de esta lección (segunda planificación) la realicé sin complicaciones ya que, entendí todo el proceso y las actividades que debían ir en cada etapa. [The planning of this lesson (second planning) went smoothly because understood the whole process and the activities that should go in each stage]

Tuve dificultad para encontrar las palabras clave de la primera etapa de la lección (primera y segunda lección) sin embargo, luego leí varias veces las oraciones y pude identificar las palabras clave de cada una de ellas. [I had difficulty finding the keywords in the first stage of the lesson (first and second lesson) however, I then read through the sentences several times and was able to identify the keywords in each sentence]

Confusiones en elegir el material didáctico (primera clase), sin embargo, la elección del material didáctico de las siguientes clases mejoró. [Confusions in choosing the didactic material (first class), however the choice of the didactic material of the following classes improved]

En la cuarta planificación tuve claro el método, las actividades y el material didáctico que se debían llevar a cabo en cada una de las etapas. [In the fourth planning stage, I was clear about the method, activities, and didactic material to be carried out in each of the stages]

The pre-service teacher mentioned that she had difficulties in planning the first lesson with the TPR method, mainly in selecting flashcards according to the keywords of the sentences. She got a clearer idea of how to plan with this method in the last lesson. The total physical response is an easy method that can be understood quickly. Thus, TPR method is characterized as a flexible and easy-to-understand method for teachers. There are many different activities that can be adapted to teach the language in an interactive way achieving significant objectives in students (Seminario & Villavicencio, 2012). Therefore, it presents advantages to students and teachers since it is a method that does not require a lot of material and it is excellent for beginner students (Widodo,2005).

Developing teaching skills

Pre-service teacher's extracts:

Tuve dificultad en realizar las repeticiones de las acciones del segundo paso de la primera y segunda lección ya que, no tenía claro el orden y las veces en el que se debía realizar la repetición I had difficulty in performing the repetitions of the actions of the second step of the first and second lesson because I was not clear about the order and the times in which the repetition should be performed]

Usé el tono de voz adecuado para que el estudiante pudiera escuchar bien y comprender. [I used the right tone of voice so that the student could listen well and understand]

La instrucción de la actividad de comprensión fue clara y precisa logrando que el estudiante comprenda que debía hacer. [The instruction of the comprehension activity was clear and precise making the student understand what to do]

Logré captar la atención del estudiante durante toda la clase. [I managed to capture the student's attention throughout the class]

The pre-service teacher mentions that she had problems in the application of the method, especially in the second stage where she had to perform the repetitions in a specific order. The teacher presents several difficulties, for this reason it is necessary to take in to account different aspect that help to student's understanding. The repetition technique in the teaching and learning of the English language is effective because it allows the student to listen, imitate, pronounce, or perform gestures emitted by the teacher. In addition, this technique allows students to have the freedom and space to learn and practice the language. In addition, Indarsari and Utomo (2022) assert that the repetition technique

used with students with intellectual disabilities favors learning since the teacher repeats as many times as necessary until the student understands and thus supports learning. The pre-service teacher also states that the tone of voice and the clear and consistent instructions helped the student's understanding. Therefore, instructions are essential in learning since the success or failure of the student in an activity proposed by the teacher depends on them. This has become a challenge for teachers in training and for experienced teachers, however, this is improving with practice and in a natural way (Sowell, 2017).

To answer the second research question about the experiences of English as foreign language learners with mild intellectual disabilities in learning English with Total Physical Response in the context of remedial teaching, data from the pre-service teacher's reflection, peer observation, and student survey were analyzed.

Attitude and motivation

Preservice teacher's extracts:

La niña tiene buena actitud y ganas de aprender ya que realiza cada una de las actividades con emoción. [The girl has a good attitude and a desire to learn since she performs each of the activities with excitement]

Intenta repetir todo lo que dice el profesor, aunque no las puede repetir todas. [She tries to repeat everything the teacher says, although she cannot repeat them all]

Realiza todas las actividades que se le pide. [She does all the activities she is asked to do]

Extracts from the analysis of the peer observation:

La niña se divierte en todas las clases. [The girl has fun in all classes]

La niña no se aburre en ninguna clase. [The girl is not bored in any class]

Extracts from the analysis of the student's survey:

Con respecto a la pregunta "¿Te ha gustado la clase de hoy?". La niña eligió una cara triste en la primera clase, lo cual significa que no le gustó la clase, pero en las cuatro clases siguientes eligió una cara sonriente que significa que le gustó mucho. [With respect to the question "Did you like today's class?". The girl chose a sad face in the first class, which means that she did not like the class, but in the next four classes she chose a smiling face which means that she liked it very much]

The pre-service teacher says that the student had a good attitude and was motivated during the development of all the classes with the Total Physical Response method. According to the results of the peer observation, the student did not get bored in the classes, and she had fun while learning. The survey shows that, the student did not like the first class, but that she liked the following four classes. Therefore, motivation in the student is an essential parameter in the teaching process since this factor allows learning to be easy, fast, and effective. In this context, Hashemi & Azizineshad (2021) say that teaching English to young learners is a process that requires more attention from the students as they get bored easily if the activities are not associated with movements or visual and physical objects that attract their attention. In this way, the teacher must implement a series of elements and activities that are enjoyable, and understandable, and that keep the students motivated and active during the whole class. Brito (2022) Total Physical Response helps students to be motivated and relaxed at all times because by using this method student can learn in a fun, free and natural way, which in turn makes language acquisition faster and more efficient. The motivation and good attitude of the student to learn a language are important aspects that allow the optimal development of the class.

Low anxiety

Pre-service teacher extracts:

Tiene seguridad para responder con movimientos físicos. [The girl is confident to respond with physical movements]

Se siente cómoda y tranquila durante toda la clase. [The girl is confident to respond with physical movements]

Extracts from the analysis of the peer observation:

En la primera y segunda clase, no se evidencia casi nada de ansiedad en la niña, en la tercera y cuarta no se evidencia nada de ansiedad. [In the first and second classes, there is almost no evidence of anxiety in the girl, in the third and fourth classes there is no evidence of anxiety at all]

Extracts form the analysis of the student's survey:

Con respecto a la pregunta "¿Cómo te sentiste durante la clase?", la niña eligió una cara sonriente en todas las clases a lo que se interpreta como muy cómodo. [With respect to

the question "How did you feel during the class?", the girl chose a smiling face in all classes to what is interpreted as very comfortable.]

The pre-service teacher mentions that the student feels confident to respond with the movements and feels comfortable in all the classes. The peer observation shows that the girl did not show anxiety in all of the classes. It is important to carry out activities that motivate the student since in this way the anxiety and fear of learning something new will reduce these negative psychological factors in the student. Nuraeni (2019) explains that stress and anxiety in young learners when studying a new language are normal as they are faced with unfamiliar things; however, the use of body movements reduces these negative psychological aspects. Having fun while learning makes the student more interested in learning a language. The Total Physical Response method was designed to help reduce the student's anxiety levels and keep them motivated because the process is short and is accompanied by the use of images and body movements that facilitate the acquisition of the language. People with intellectual disabilities, due to their slow process of IQ development, present high levels of anxiety and difficulties when learning a language, as they find it very difficult to study and learn new things. However, these negative psychological aspects of learning can be reduced as the student is immersed in academic activities that are appropriate and allow the optimal development of the student (Infantri & Lintang Sari, 2022).

Understanding

Pre-service teacher's extracts:

La niña reconoce todos los comandos y las mímicas usadas en las lecciones. [The girl recognizes all commands and mimics used in the lessons]

La niña cuando escucha las palabras clave y las oraciones de la primera y segunda etapa de la lección trata de hacer los movimientos, comprende y las relaciona. [When the girl hears the key words and sentences of the first and second stage of the lesson he tries to do the movements, understands and relates them]

En el momento de cambiar el orden de las oraciones (tercera etapa), algunas se equivocan pero otras las acierta. [At the moment of changing the order of the sentences (third stage), some of them are wrong but others he gets them right]

Los movimientos corporales ayudan a la comprensión. [The body movements help the comprehension]

En la cuarta clase responde correctamente con los movimientos corporales. [In the fourth class he answers correctly with the body movements]

Extracts from the analysis of the peer observation:

En la primera y segunda lección casi siempre reconoce el vocabulario sin mirar las imágenes, en la tercera y cuarta lección reconoce el vocabulario siempre. [In the first and second lessons he almost always recognizes the vocabulary without looking at the pictures, in the third and fourth lessons she always recognizes the vocabulary]

En la primera y segunda lección algunas veces responde con movimientos adecuados, sin embargo, en la tercera y cuarta lección siempre responde adecuadamente. [In the first and second lessons she sometimes responds with appropriate movements, however, in the third and fourth lessons she always responds appropriately]

Extracts from the analysis of the student's survey:

Con respecto a la pregunta "¿Entendiste la clase?", el alumno eligió una cara triste en la primera, segunda y tercera clase, lo que podría interpretarse como que no entendió nada, mientras que en la cuarta y quinta clase el alumno eligió una cara sonriente, lo que podría interpretarse como que entendió mucho. [With respect to the question "Did you understand the class?", the student chose a sad face in the first, second, and third classes, which could be interpreted as not understanding anything, while in the fourth and fifth classes, the student chose a smiling face, which could be interpreted as understanding a lot]

The pre-service teacher mentions that the student understands the mimics and commands, but when the sentences change order she no longer remembers everything, however in the fourth lesson he has improved. The pre-service teacher points out that the student can understand the vocabulary without the need to look at the images and that in the fourth lesson, he responds adequately. Movements, mimics, and images in this method contribute to the student's knowledge as long as they are associated with what is going to be taught. Utami and Astuti (2021) say that students with intellectual disabilities have serious problems in understanding, thinking logically, remembering, and memorizing

things, because they have problems absorbing and retrieving long or tedious information, so it is necessary for the teacher to apply techniques and methodologies to overcome these barriers as long as they take into account that the information to be provided is understandable and short. By using TPR method, students are able to retain information in the long term and without thinking so much about it, which reduces anxiety and stress levels therefore, the activities must have a logical order, take into account certain principles, and be planned in regular sessions since to achieve the effectiveness of the method, songs containing commands can also be used to practice the language (Brito, 2022). The most important thing about this method is that it focuses on repetition since the teacher must present the new content to the class and repeat it as many times as necessary or until the learner understands.

Resources

Pre-service teacher extracts:

Las imágenes ayudan en la comprensión. [Images help in understanding]

Las imágenes usadas en las lecciones captaron la atención del estudiante. [The images used in the lessons captured the student's attention]

Extracts from the analysis of the peer observation:

En la primera lección casi siempre las imágenes ayudan en la comprensión, en la segunda, tercera y cuarta las imágenes siempre ayudan a la comprensión. [In the first lesson the images almost always help in the comprehension, in the second, third and fourth lessons the images always help in the comprehension]

Extracts from the analysis of the student's survey:

Con respecto a la pregunta "¿Le gustaron los materiales utilizados en la clase?" El alumno eligió una cara sonriente en todas las clases que podría interpretarse como que le gustaron mucho. [Regarding the question "Did you like the materials used in the class?" the student chose a smiley face in all classes which could be interpreted as liking them very much]

The pre-service teacher mentions that the use of images contributes to the student's understanding. The peer observation shows that the use of images helps the student's

understanding. The student says that the didactic material helped her to understand in a better way. The use of didactic material in English classes is very important because it attracts the student's attention and above all, through these tools the student can associate and learn in an interactive and fun way. Nuralisa and Nirwanto (2023) mention that teaching and learning materials contribute significantly to the optimal development of a class since they support the development of the activities planned by the teacher, thus accelerating the process of learning a language. Didactic materials can be used to teach many things in a more fun way, making the student's language learning experience enjoyable. Seminario and Villavicencio (2012), the use of didactic material to teach with the Total Physical Response Method is necessary because in this way the student associates the movements and images to know the full meaning of what he is seeing and hearing, these resources should be chosen according to the student's needs.

Problems in pronunciation and memorization

Preservice teacher's extracts:

La niña tiene dificultad en pronunciar y memorizar las oraciones largas, sin embargo, intenta decir lo que recuerda. [The girl has difficulty pronouncing and memorizing long sentences, but tries to say what he remembers]

Ella tiene dificultad con pronunciar algunas letras como: la "r" y la "l". [She has difficulty pronouncing some letters such as "r" and "l"]

Entiende las cosas en ese momento pero luego ya no recuerda todas. [Understands things at the time but then does not remember all of them]

The pre-service teacher mentions that the student has problems in producing the language since at the moment of repeating after the teacher the student has difficulty in saying the words containing the letter "r" and "l". On the other hand, the girl understands the content but at the end of the class, she only remembers some things. A student with intellectual disabilities has problems in content retention since his or her brain capacity does not allow the student to memorize much content, so the student will only remember information that seems interesting to him or her. In the same way, Lindblad (2013) explains that mild intellectual disability affects people's language acquisition as their ability to use speech is limited, that is to say, it is used only for everyday purposes and to carry on conversations. Abata et.al (2021), the Total Physical Response Method is effective for

beginning English language learners because it is flexible and allows direct teacher-student interaction through the use of didactic resources, physical movements, and mimicry that help the student memorize and improve the use of the language.

To answer the third research question about the pre-service teacher's experiences in teaching English to a student with mild intellectual disability with a Natural Approach in the context of remedial teaching, data from the teacher's reflection and peer observation was analyzed.

Developing planning skills

Pre-service teacher extracts:

Dificultad en realizar la primera, segunda y tercera planificación. [Difficulty in making the first, second and third planning]

La elaboración de las preguntas y respuestas de la primera y segunda lección eran muy largas. [The elaboration of the questions and answers in the first and second lessons were very long]

No elegí el vocabulario que voy a enseñar correctamente en las primeras lecciones. [I did not choose the vocabulary that I am going to teach correctly in the first lessons]

Los comandos y las preguntas de las primeras lecciones no tenían relación con los temas. [The commands and questions in the first lessons were not related to the topics]

En la tercera, cuarta y quinta lección elaboré y elegí las preguntas, comandos y vocabulario correctamente ya que me centré en lo que iba a enseñar en la clase más no en la perfección de la gramática. [In the third, fourth, and fifth lessons I elaborated and chose the questions, commands, and vocabulary correctly as I focused on what I was going to teach in the class rather than on the perfection of grammar]

The pre-service teacher mentions that she had many difficulties in the planning, in the choice of vocabulary, and didactic material for the planning. However, she was able to do them in a better way. Planning for students in training is a great challenge since they do not have the necessary basis for the adequate elaboration of all the content from beginning to end. Lesson planning for pre-service teachers is a challenging and complex process as activities must be chosen that are associated with improving and strengthening the student's language skills (Sahin, 2017). During the development of the class, the teachers in training do not know the topic or the methodology they are going to apply, so

they do not choose good material and activities that motivate the student to make the class successful (Nga, 2021). The natural method in the planning of activities is a tedious task for teachers since the curriculum of this methodology is thematic rather than grammatical, so there is more work for the teacher since she must choose varied content and vocabulary that is not immersed in grammar (Crawford, 2018).

Developing teaching skills

Pre-service teacher extracts:

Frustración durante la implementación de la primera, segunda y tercera clase.

[Frustration during the implementation of the first, second and third classes]

Después de la tercera lección tuve claro el método y las actividades que se debían llevar a cabo en cada una de las etapas. [After the third lesson I was clear about the method and the activities to be carried out in each of the stages.]

The pre-service teacher mentions that she was frustrated with the implementation of the first lessons; however, in the following lessons, he managed to perform the steps of the lesson in order. The lack of knowledge of a method can be a great challenge for the teacher since there is no basis to support the effective development of the class. The problems associated with the optimal development of a class by the teacher are lack of training, low mastery of techniques, methodologies, and elaboration of well-structured planning. It is for this reason that the teaching-learning process does not have good results (Utami and Astuti, 2021). The natural method can be difficult to apply for teachers due to the series of activities that the teacher is immersed in during the first stages of the lesson and the long choice of material and vocabulary into which the student must be integrated throughout the class. On the other hand, the teacher is concerned because the natural method does not force the student to speak if he does not understand, so the teacher must innovate and investigate how the student can produce and develop the language (Toprak, 2019).

To answer the fourth research question about the experiences of English as foreign language learners with mild intellectual disabilities in learning English with the Natural Approach in the context of remedial teaching, data from the pre-service teacher's reflection, peer observation, and student survey were analyzed.

Attitude and Motivation

Pre-service teacher extracts:

La niña demuestra interés por aprender en todas las clases. [The girl demonstrates interest in learning in all classes]

Presta atención en todas las clases. [She pays attention in all classes]

En todas las clases se ve feliz y motivada. [The girl seems happy and motivated in all classes]

Extracts from the analysis of the peer observation:

En la primera clase la niña casi siempre está motivada para producir el idioma, en la segunda y tercera clase se evidencia que la niña está motivada siempre. [In the first class the girl is almost always motivated to produce the language, in the second and third classes it is evident that the girl is always motivated]

En la primera y segunda clase la niña casi nunca demuestra confianza para hablar aunque cometa errores, en la tercera clase la niña siempre demuestra confianza para hablar. [In the first and second class the girl almost never demonstrates confidence to speak even if she makes mistakes, in the third class she always demonstrates confidence to speak]

En la primera clase la niña casi no disfruta y se divierte, mientras que en la segunda y tercera clase la niña se divierte y disfruta durante toda la clase. [In the first class the child hardly enjoys and enjoys herself, while in the second and third classes, the child enjoys and enjoys herself throughout the class.]

Extracts from the analysis of the student's survey:

Con respecto a la pregunta "¿Cómo te sentiste durante la clase?" El estudiante escogió caritas felices respecto a todas las lecciones lo que podría interpretarse como: muy cómodo. [With respect to the question "How did you feel during the class?" The student chose smiley faces regarding all the lessons which could be interpreted as: very comfortable]

Con respecto a la pregunta "¿Te gustó la clase de hoy? El estudiante escogió caritas felices en todas las lecciones lo que podría interpretarse como: le gustó mucho. [With

respect to the question "How did you like today 's class? The student chose smiley faces for all lessons which could be interpreted as: liked it very much]

The pre-service teacher says that the girl shows interest, attends the classes, and is motivated during the lessons. The peer observation shows that the girl is motivated, as for the confidence to speak he says that the girl mostly produces the language although she makes mistakes and finally she mentions that the student has fun and enjoys the class. The girl indicates that she feels comfortable with the lessons and that she liked the classes. The motivation and good attitude of the student to learn is a factor that influences the development of a class, which is why the teacher and student play a fundamental role in achieving the objectives set out in each lesson. The natural approach method aims to reduce anxiety levels and increase the student's confidence, which is why the teacher must create a harmonious environment that allows the student to make his/her own decisions and then produce the language when he/she is ready because if there is no anxiety and concern in the student, he/she can receive more information _Cuskelly and Gilmore, (2014). The NA method adjusts to the student's needs, so the content and activities generate confidence and interest in learning. On the other hand, it allows students to enjoy their learning because they use the language when they are ready and therefore are motivated to learn a language.

Understanding

Pre-service teacher extracts:

Durante la clase demuestra que aprende, pero al momento de responder no entiende lo que el profesor pregunta. [During the class he shows that he learns, but at the moment of answering he does not understand what the teacher asks]

El estudiante entiende el vocabulario. [The student understands the vocabulary]

Entiende los comandos usados en las lecciones. [Understands the commands used in the lessons]

Extracts from the analysis of the peer observation:

En la primera y segunda clase la niña casi nunca aprende de manera natural, mientras que en la tercera clase el estudiante aprende muy poco de manera natural. [In the first

and second classes the girl almost never learns naturally, while in the third class the student learns very little naturally]

En la primera clase la cantidad de vocabulario siempre es diverso y no afecta en la comprensión, mientras que en la segunda y tercera clase casi siempre es diverso y no afecta en la comprensión. [In the first class the amount of vocabulary is always diverse and does not affect comprehension, while in the second and third classes, it is almost always diverse and does not affect comprehension]

Extracts from the analysis of the student's survey:

Con respecto a la pregunta “¿Entendiste la clase? El estudiante en la primera clase selecciona una cara triste, lo que se podría interpretar como que no entendió nada, en la segunda clase selecciona una cara feliz lo que se interpreta como que entendió mucho, en la tercera clase selecciona una cara confundida que podría interpretarse como que entendió muy poco, en la cuarta y la quinta clase selecciona una cara triste que se interpreta como que entendió nada. [With respect to the question "Did you understand the class? The student in the first class selects a sad face, which could be interpreted as not understanding anything, in the second class selects a happy face which is interpreted as understanding a lot, in the third class selects a confused face which could be interpreted as understanding very little, in the fourth and fifth class selects a sad face which is interpreted as understanding nothing.]

The pre-service teacher mentions that the student demonstrates that he learns, however, he does not understand the questions. The commands used in the lesson contribute to the student's understanding. The peer observation shows that the girl in the first class learns in a natural way but not in the last class, as for the vocabulary she mentions that it is varied and that it does not affect comprehension. On the other hand, the student highlighted that in the first, third, fourth, and fifth classes, she did not understand and felt confused, but in the second class she did understand. A student with intellectual disabilities cannot retain much information as their impairments do not allow them to memorize and speak fluently or respond correctly if they do not remember what they are referring to, so a teacher must keep in mind that the information provided must be timely and easy to understand. Teaching English to people with intellectual disabilities is a rigorous process faced by both teachers and students, Infantri and Lintangsar (2022)

mentioned that a person with an intellectual disability presents several challenges throughout their training that hinder language development, and teachers consider teaching a person with a disability as a rigorous job because these students need more attention, time and patience to make the mastery of their skills expand and improve. According to Giri. et al. (2018), in their study, mention that the natural approach is a method that states that a student can learn a second language, in this case, English, just as the mother tongue is learned naturally. This method focuses on the full development of the learner's communicative skills as the teacher should not talk for a long time and give the learner the opportunity to develop or improve his or her language skills.

Didactic materials

Pre-service teacher extracts:

Las imágenes llaman la atención del estudiante. [The images catch the student's attention.]

Ella aprende de mejor señalando en el poster y relacionando las imágenes. [She learns from better by pointing at the poster and relating to the images.]

Extracts from the analysis of the students' survey:

Con respecto a la pregunta "¿Qué clase te ha gustado más?" El estudiante respondió que le gustan mucho estas clases porque aprendió los colores y que le gusta señalar las cosas en el poster. [With respect to the question "Which class did you like the most?" The student responded that he really likes these classes because he learned the colors and she likes to point out things on the poster]

Con respecto a la pregunta "¿Te divertiste aprendiendo inglés con estas clases?" El estudiante respondió que se divirtió con estas lecciones ya que le gustaron las imágenes. [With respect to the question "Did you have fun learning English with these lessons?" The student responded that he liked the pictures and had fun with these lessons]

The pre-service teacher mentioned that the resources used in the lessons with this method were effective since the student learned better by visualizing images. On the other hand, the student points out that he learned and had fun with these lessons since she liked the images presented by the teacher. The use of adequate didactic resources to complete the student's learning helps the teacher to explain in a better way and the student to

understand. Teaching and learning materials contribute significantly to the optimal development of a class since they are a support to carry out the activities planned by the teacher, thus accelerating the process of learning a language (Nuralisa and Nirwanto, 2023). The materials used for the Natural Approach method must be visual and close to the student's daily life, so the teacher can use images, posters, and puppets, since they are resources that encourage the student to learn in a fun way, especially for children (Toprak, 2019).

9. Research Impacts

The impacts generated by this research include social and educational aspects. These impacts contribute to improving the educational process because were identified different opinions and experiences, positive and negative, regarding the English teaching-learning through the implementation of the Total Physical Response Method and Natural Approach for students with mild intellectual disabilities.

This research study could provide support and guidance for those pre-service teachers who teach students with intellectual disabilities. It is necessary to carry out specific and extensive research on this theme, because in the context of our country this theme has not been relevant. Finally, this research motivates English teachers to explore the potential of students with intellectual disabilities through the use of activities, techniques, methods, and resources that develop their language skills.

10. Conclusions and Recommendations

10.1. Conclusions

The experiences of the pre-service teacher in teaching English to a student with mild intellectual disability using Total Physical Response in the context of remedial teaching revealed that this methodology facilitated the student's comprehension. However, the pre-service teacher had difficulties in planning and implementing the first lesson, but she improved the following lessons. In addition, she highlighted that the importance of gestures and physical movements in teaching helped to establish a deeper connection with the student and to reduce communication barriers.

Regarding the experiences of the student with mild intellectual disability in learning English through Total Physical Response, it was evident that the approach facilitated an accessible learning environment. Thus, the student expressed comfort through the use of physical movements and gestures. This methodology allowed her to actively participate in the lessons. In addition, the student's active participation in the learning process was observed, improving his motivation and self-confidence when interacting with the language.

The experiences of the pre-service teacher in teaching English to a student with a mild intellectual disability using a Natural approach in the context of remedial teaching revealed that the pre-service teacher had several difficulties in the planning and implementation of the method due to her lack of knowledge, however, she improved the following lessons. In addition, she highlights that the implementation of didactic resources, strategies, and techniques contributed to the student's comprehension, but it did not show favorable results when the student was exposed to producing the language.

Finally, in relation to the experiences of the English student with mild intellectual disability in learning English through a Natural approach, it was evidenced that the student had difficulties in producing the language, due to the fact that her conditions did not allow her to retain information, which could have been the main factor that did not allow the effective development of the lessons.

10.2. Recommendations

In relation to the Total Physical Response method, it is suggested that prior to the implementation of this methodology, an initial assessment of the student's English level should be conducted. This evaluation will allow adapting the strategies and content effectively to meet the student's needs. In addition, the pre-service teacher's should be trained regarding the planning and implementation of the method to ensure the effectiveness of the method.

Providing support when needed and creating an inclusive learning environment where the learners feel comfortable expressing themselves and asking questions will encourage their participation and confidence in the learning process.

It is recommended that to achieve better results with the natural approach, it is advisable to consider combining it with TPR. The latter can reinforce comprehension and memorization, and the former can foster fluent communication.

It is essential to pay attention to the individual needs of the student with mild intellectual disabilities. It is recommended to adapt the strategies, didactic material, and techniques emphasizing the student's abilities and learning pace.

11. References

- Abata, M., Suárez, R., Portilla, A., & Vayas, M. (2021). Effectiveness of Total Physical Response in English speaking skill in EFL beginners. *Horizontes Revista de Investigación en Ciencias de la Educación*, 5(20), 237-245. http://www.scielo.org.bo/scielo.php?pid=S261679642021000400237&script=sci_arttext
- Amelia, F. (2022). *Problems faced by English teachers in teaching English for students with lack of intellectual*. [Thesis of Bachelor Degree, Institute for Islamic Studies] Ecampus, IAIN Batusangkar. <https://ecampus.iainbatusangkar.ac.id/h/batusangkar/MFkTRyhUAfpBDCf6zprml1yxQ62UFHNm.pdf>
- Atweh, B., Kemmis, S., & Weeks, P. (2002). *Action research in practice*. Taylor & Francis e-Library. <https://another-roadmap.net/articles/0002/0967/atweh-action-research-in-practice-1998.pdf>
- Aznyatul, M. (2022). *English Teaching Strategies For Students With Intellectual Disabilities At Smp/pt C-C1 Yakut Purwokerto* [Doctoral dissertation, Prof. KH Saifuddin Zuhri University].

https://repository.uinsaizu.ac.id/14502/1/AZNYATUL%20MAULIDA_1717404008_EnglishTeachingStrategyForStudentWithIntellectualDisability.pdf

Baiza, P. (2020) *The Use Of Total Physical Response (TPR) Method In Teaching English At MIN 11 Banda Aceh* [Thesis of Degree Bachelor, Negeri Ar Raniry University].
[https://repository.arraniry.ac.id/id/eprint/14107/1/The%20Use%20Of%20Total%20Physical%20Response%20\(TPR\)%20Method%20In%20Teaching%20English%20At%20MIN%2011%20Banda%20Aceh.pdf](https://repository.arraniry.ac.id/id/eprint/14107/1/The%20Use%20Of%20Total%20Physical%20Response%20(TPR)%20Method%20In%20Teaching%20English%20At%20MIN%2011%20Banda%20Aceh.pdf)

Bawa, A., & Osei, M. (2018). English language education and children with intellectual disabilities. *International Journal of Development and Sustainability*, 7(11), 2704-2715.
https://www.academia.edu/download/65176128/English_language_education_and_children_with_intellectual_disabilities.pdf

Begum, A. (2017). Inclusive Education: Issues and Challenges. *Scholarly Research Journal for Interdisciplinary Studies*, 4(45269), 6563-6571.
<http://www.srjis.com/pages/pdfFiles/150875122785%20Dr.%20Aneesunnisa%20Begum.pdf>

Crawford, A. (2018). The Natural Approach to L2 Instruction: Teaching L2 without a Textbook and with Minimal Grammar. In F. Ramos (Ed.). *International Colloquium on Languages, Cultures, Identity, in School and Society* (p. 1-196).
<https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1064&context=internationalcolloquium#page=154>

Cobb, A. & Forbes, S. (2002). Qualitative Research What Does It Have to Offer to the Gerontologist? *The Journals of Gerontology: Medical Sciences*, 57(4), 197-202.
<https://academic.oup.com/biomedgerontology/article/57/4/M197/600131>

- Cuskelly, M., & Gilmore, L. (2014). Motivation in children with intellectual disabilities. *Research and Practice in Intellectual and Developmental Disabilities*, 1(1), 51-59. <https://www.tandfonline.com/doi/abs/10.1080/23297018.2014.906051>
- Dalessandro, J. (2016) *Total Physical Response and the Natural Approach to teaching foreign language to students with disabilities*. [Thesis of Master's Degree, Rowan University]. <https://rdw.rowan.edu/etd/2324>
- Dash, N. (2018). Problems and challenges of inclusive education for students with special needs. *Online International Interdisciplinary Research Journal*, 8(1), 155-162. https://www.academia.edu/download/58981947/research_paper_published_120190421-75677-95v5v9.pdf
- Donkoh, D., & Mensah, J. (2023). Application of triangulation in qualitative research. *Journal of Applied Biotechnology and Bioengineering*, 10(1), 6-9. <https://medcraveonline.com/JABB/JABB-10-00319.pdf>
- Lestari, Z., Koeriah, N., & Nur'aeni, N. (2022). English Language Learning for Mild Intellectual Disability Students During Pandemic. *Journal of English Education and Teaching*, 6(1), 89-102. <https://doi.org/10.33369/jeet.6.1.89-102>
- Padurean, A. (2014). Teaching English language to children with special educational needs. *TEM Journal*, 3(4), 309-314. https://www.academia.edu/download/35828679/Teaching_English_Language_to_Children_with_Special_Educational_Needs.pdf
- Hilalliyati, N. (2017). *Teaching English as A Foreign Language for Students with Intellectual Disabilities*. [Thesis of Bachelor Degree, Institute for Islamic Studies for Syarif Hidayatullah Jakarta University] <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/36249/1/Najmi%20Hilalliyati-FITK>

- Katz, G., & Lazcano-Ponce, E. (2008). Intellectual disability: definition, etiological factors, classification, diagnosis, treatment and prognosis. *Salud pública de México Journal*, 50(S2), 132-141. <https://www.medigraphic.com/pdfs/salpubmex/sal-2008/sals082e.pdf>
- Krashen, S., & Terrell, T. (1983). *The Natural approach*. New York: Pergamon Journal 20(7), 178-191. <https://www.library.brawnblog.com/Natural%20Approach.pdf>
- Ley Orgánica de Educación Intercultural, L. (2023). Ministerio de Educación. <https://www.educacionbilingue.gob.ec/wpcontent/uploads/2023/04/REGLAMENTO-GENERAL-A-LA-LEY-ORGA%CC%81NICA-DE-EDUCACIO%CC%81N-INTERCULTURA.pdf>
- Ilmidinovich, K. (2020). Methods of teaching English to young learners. *The American Journal of Social Science and Education Innovations*, 2(11), 65-69. <https://usajournalshub.com/index.php/tajssei/article/view/1347/1281>
- Indarsari, M, & Utomo, A. (2022). The use repetition and feedback methods in supporting the learning of slow learners children. *Atlantis Press Journal*, 7(12), 176-185. <https://www.atlantis-press.com/proceedings/profunedu-22/125979932>
- Infantri, I. & Lintangari, A. (2022). English language teaching and proficiency for students with intellectual disabilities: a review of the literature. *Indonesian journal of disability studies.*, 9 (2), 283-294. DOI: <https://ijds.ub.ac.id/index.php/ijds/article/view/422/291>
- Purohman, S (2018). Classroom action research alternative research activity for teachers. *Research gate Journal*, 7(12), 1-9. https://www.researchgate.net/profile/Purnama-Syae-Purrohman/publication/326083037_Classroom_Action_Research_Alternative_Research_Activity_for_Teachers/links/5b37541eaca2720785f969ef/Classroom-Action-Research-Alternative-Research-Activity-for-Teachers.pdf

- Purugganan, O. (2018). Intellectual disabilities. *Pediatrics in Review Journals*, 39(6), 299-309.
<https://renaissance.stonybrookmedicine.edu/sites/default/files/Intellectual-Disabilities-PIR-2018.pdf>
- Qin, J. (2022) A Brief Analysis on the Psychological Advantages of Natural English Teaching Approach for Children. *Frontiers in Educational Research Journal*. 5(18), 46-50. <https://francispress.com/uploads/papers/FY7OIyS02cUsyIsNW87bc2E3FcX1TWyLUdPRgr2W.pdf>
- Shree, A., & Shukla, P. C. (2016). Intellectual Disability: Definition, classification, causes and characteristics. *Learning Community-An International Journal of Educational and Social Development*, 7(1), 9. <https://doi.org/10.5958/2231-458x.2016.00002.6>
- Shi, Y., & Ariza, E. (2018). A study on the Natural Approach (NA) and teaching proficiency through reading and storytelling (TPRS). *Atlantis Press Journal*. 185(4), 405-409. <https://www.atlantispress.com/proceedings/ssehr-17/25891643>
- Sowell, J. (2017). Good Instruction-Giving in the Second-Language Classroom. In English Teaching Forum. *English Teaching Forum Journal*, 55(3), 10-19. <https://eric.ed.gov/?id=EJ1156495>
- Tama, R. (2013). *Raymond Carver's short stories and their influences on American literature*. [Thesis of Bachelor Degree, Universidad de Cuenca]. <http://dspace.ucuenca.edu.ec/bitstream/123456789/4686/1/tesis.pdf>
- Carter, N., Lukosius, D., Dicenso, A., Blythe, J., Neville, J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum Journal* 41(5), 545-547. https://www.researchgate.net/profile/Harasiit-Paul/post/Triangulation_of_data_sources_in_qualitative_research_Do_you_cons

[ider it mixed methods research and why whether its a yes or no/attachme
nt/5f54865e6a5a0300017ce1f9/AS%3A932660260114433%401599374942659/
download/carter2014.pdf](https://www.researchgate.net/publication/335695842_Natural_Approach_in_English_Classes_in_Primary_Schools_Teachers'_Perception_and_Implementation)

Giri, I. G., Artini, L., & Padmadewi, N. (2018). Natural Approach in English Classes in Primary Schools: Teachers' Perception and Implementation. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 6(2), 1-200. https://www.researchgate.net/publication/335695842_Natural_Approach_in_English_Classes_in_Primary_Schools_Teachers'_Perception_and_Implementation

Guanín, L., & Martínez, C. (2023). *Intellectual disability in the English teaching and learning process* [Thesis of Bachelor Degree, Universidad Técnica de Cotopaxi]. <http://repositorio.utc.edu.ec/handle/27000/9859>

Hashemi, M., & Azizinezhad, M. (2011). Teaching English to children: A unique, challenging experience for teachers, effective teaching ideas. *Procedia - Social and Behavioral Sciences Journal*, 30(11), 2083-2087. <https://www.sciencedirect.com/science/article/pii/S1877042811022300?via%3DiHub>

Iwuamadi, F., & Mang, O. (2016). Challenges of adopting inclusive education in Nigerian school system. *Journal of Assertiveness*, 7(13), 1-12. <http://www.globalacademicgroup.com/journals/assertiveness/Dr%20Fidelia.pdf>

Putri, G., & Harnadi, H. (2019). *An Analysis of Lead of Headline News Heading on the Jakarta Post Daily Newspaper* [Thesis of Bachelor Degree, Sastra Inggris University]. <http://repository.unpas.ac.id/46189/4/Chapter%20III.pdf>

Krashen, S. (1981). *Second language acquisition. Second Language Learning*. University of Southern California. <https://tinyurl.com/233rtnp4>

- Kuliahana, A., & Marzuki, A. (2020). Repetition technique in an EFL speaking class in Islamic higher education in Indonesia. *Academic Journal Perspective: Education, Language, and Literature*, 8(1), 20-28. <https://lc.cx/D1r9zE>
- Nga, P. (2021). An investigation into difficulties in designing lesson plans experienced by pre-service teachers at the University of Foreign Language Studies–The University of Danang. *Borneo International Journal of Education (BIJE)*, 3(10), 1-13. <https://jurcon.ums.edu.my/ojums/index.php/bije/article/view/4109>
- Nouwens, P., Lucas, R., Smulders, N., Embregts, P. & Nieuwenhuizen, C. (2017). Identifying classes of persons with mild intellectual disability or borderline intellectual functioning: a latent class analysis. *BMC psychiatry Journal*, 17(1), 1-9. <https://d-nb.info/1138522058/34>
- Nuraeni, C. (2019). Using total physical response (TPR) method on young learners English language teaching. *Journal of English Language, Literature, and Teaching*, 3(1), 26-34. https://azkurs.org/pars_docs/refs/83/82688/82688.pdf
- Nuralisa, N., & Nirwanto, R. (2023). Role Of Teaching Materials On English For Young Learners. *PUSTAKA: Jurnal Bahasa dan Pendidikan*, 3(4), 1-12. <http://jurnal-stiepari.ac.id/index.php/pustaka/article/view/664>
- Seminario, J., & Villavicencio, V. (2012). *TPR: warm-ups as a tool to motivate children in the efl classroom*. [Thesis of Bachelor Degree, University of Cuenca]. <http://dspace.ucuenca.edu.ec/bitstream/123456789/3290/1/TESIS.pdf>
- Selvarajan, P. (2022). The impact of remedial teaching on improving the competencies of low achievers. *International journal of Social Sciences & Interdisciplinary Research*, 11(01), 283-287. <https://gejournal.net/index.php/IJSSIR/article/view/189/163>

- Shree, A., & Shukla, P. (2016). Intellectual Disability: definition, classification, causes and characteristics. *Learning Community-An International Journal of Educational and Social Development*, 7(1), 9-20. <https://www.indianjournals.com/ijor.aspx?target=ijor:lco&volume=7&issue=1&article=002>
- Utami, R., & Astuti, U. (2021). EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(1), 173-188. <https://eric.ed.gov/?id=EJ1320393>
- Unicef for every child. (2017). *Inclusive education*. https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_22_0917_brief.pdf
- United Nations Human Rights Treaty Bodies. (2016). *Convention on the Rights of Persons with Disabilities*. <https://goo.su/B1vMD0b>
- Widodo, H. (2005). Teaching children using a total physical response (TPR) method: Rethinking. *Bahasa dan seni Journal*, 33(2), 235-248. <https://goo.su/NvGJ>
- Kaur, J. (2021). *Benefits of inclusive education: Practices and Challenges*. (1^o ed., Vol.4). <https://n9.cl/05tkj>
- Zhen, Y. (2011). Using TPR method in teaching English adjectives. *Kristiantad University*. <https://researchportal.hkr.se/ws/portalfiles/portal/35065414/FULLTEXT01.pdf>

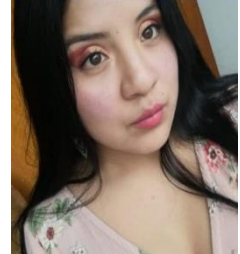
12. Anexes

Annex 1: Curriculum vitae

CURRICULUM VITAE

DATOS PERSONALES:

Apellidos:	Cepeda Calero
Nombres:	Jessica Lisbeth
Estado civil:	Soltero
Cedula de ciudadanía:	1756231229
Nacionalidad:	Ecuatoriano
Lugar de nacimiento:	Pichincha
Fecha de nacimiento:	18 de Septiembre 2000
Dirección domiciliaria:	Guamaní (Barrio Matilde Álvarez)
Teléfono celular:	0963895803
Sexo:	Femenino
Tipo de sangre:	O+
Correo institucional:	jessica.cepeda1229@utc.edu.ec



ESTUDIOS REALIZADOS

Primaria: Escuela “Madre María Berenice”

Secundaria: Unidad Educativa “Ismael Proaño Andrade”

Superior: Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Cotopaxi.

CURSOS REALIZADOS

Suficiencia en el Idioma Inglés en la Universidad Politécnica Nacional

Annex 2: Informed consent

CONSENTIMIENTO INFORMADO

Yo,con cédula de identidad autorizo que mi hija,....., sea parte de la investigación: *Enseñanza del idioma inglés a un alumno con discapacidad intelectual leve/Teaching English Language to a student with mild intellectual disability*, dirigida por **Jessica Lisbeth Cepeda Calero**, estudiante de la Universidad Técnica de Cotopaxi de la carrera de Pedagogía de los idiomas Nacionales y Extranjeros. Declaro haber sido informada de los objetivos y procedimientos del estudio y del tipo de participación, así como también del hecho de que la participación de mi hija no involucra ningún daño o peligro para su salud física o mental, que es voluntaria y que puedo negarme a participar o dejar de participar en cualquier momento sin dar explicaciones o recibir sanción alguna.

Declaro saber que mi hija recibirá 8 clases durante 1 semana (del 5 de junio hasta el 8 de junio del presente mes y año) en la institución donde estudia. Entiendo que la información será analizada bajo normas de confidencialidad y los datos personales serán utilizada sólo para este estudio.

Este documento se firma en dos ejemplares, quedando uno en poder de cada una de las partes.

Firmas de responsabilidad:

Firma:

Nombre:

Firma:

Nombre:

Annex 3: Formal letter

Salcedo, 1 de mayo del 2023.

Señor:

RECTOR DE LA UNIDAD EDUCATIVA

Presente.-

Reciba un cordial y atento saludo, por medio del presente solicito se me otorgue el permiso para el desarrollo de la parte investigativa de mi proyecto. El objetivo de mi investigación es Actualmente me encuentro cursando el último semestre de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros** de la **Universidad Técnica de Cotopaxi**, y estoy en proceso de redactar mi tesis de Pregrado. El estudio se titula **“Teaching English to a student with mild intelectual disability”** Espero que la escuela me permita desarrollar esta parte de mi proyecto con la estudiante... para ser parte de unas clases en Inglés, estas lecciones constan de 8 clases que se realizaran desde la fecha 6 hasta el 17 de junio, por otra parte también solicito el apoyo de un docente encargado en la asignatura de Inglés. Su aprobación para realizar el estudio será muy apreciada.

Atentamente:

Jessica Lisbeth Cepeda Calero

Aprobado por:

Mg.

Annex 4: Teacher's diary

TEACHER'S DIARY

Objective: To identify experiences in teaching English to a student with mild intellectual disability with Total Physical Response and Natural Approach methods in the context of remedial teaching.

TOPIC: Action verbs in simple present (**Pilot Class**)

DATE: Monday, 29th May 2023.

METHOD: TOTAL PHYSICAL RESPONSE

PLANNING

DIFFICULTIES	STRENGTHS

TEACHING AND LEARNING

















POSITIVE THINGS	NEGATIVE THINGS

Annex 5: Student's Reflection

STUDENT'S DIARY

TOPIC:

DATE:

<p>Cómo te sentiste durante la clase?</p> <p>   </p>
<p>Te gustó la clase de hoy?</p> <p>   </p>
<p>Te gustaron los materiales que se usaron durante la clase?</p> <p>   </p>
<p>Entendiste la clase?</p> <p>   </p>

OBSERVACIÓN:

Annex 6: Semi Structured Observation Guides

SEMI STRUCTURED OBSERVATION FILE

Objetivo: Identificar las experiencias de aprendizaje de una niña con discapacidad intelectual con el método “**Total Physical Response**”.

Instrucción: Observe atentamente el desarrollo de la clase. Lea los criterios y seleccione una respuesta. Añada cualquier comentario.

Totalmente de acuerdo **5**

De acuerdo **4**

Neutral **3**

En desacuerdo **2**

Totalmente desacuerdo **1**

Nº	PARTE 1	1	2	3	4	5	Comentarios
1	La Niña se divierte.						
2	Los movimientos ayudan a la comprensión.						
3	Las imágenes ayudan a la comprensión.						
4	La niña responde con movimientos adecuadamente.						
5	La clase no provoca ansiedad.						
6	La niña reconoce el vocabulario aprendido sin mirar imágenes o movimientos.						
	PARTE 2						
1	La niña se aburre.						
2	La niña parece sentirse avergonzada.						
3	El uso del inglés en toda la clase afecta la comprensión.						

FIRMA:

SEMI STRUCTURED OBSERVATION GUIDE

Objetivo: Identificar las experiencias de aprendizaje de una niña con discapacidad intelectual con el método “**Natural Approach**”.

Instrucción: Observe atentamente el desarrollo de la clase. Lea los criterios y seleccione una respuesta. Añada cualquier comentario.

Totalmente de acuerdo 5

De acuerdo 4

Neutral 3

En desacuerdo 2

Totalmente desacuerdo 1

Nº	PARTE 1	1	2	3	4	5	Comentarios
1	La niña siente confianza para hablar, aunque cometa errores.						
2	La niña está inmersa en actividades comunicativas diferentes y variadas.						
3	La niña aprende de manera natural, como lo hacen con su lengua materna.						
4	La niña se divierte y disfruta aprendiendo.						
	PARTE 2						
1	La cantidad de vocabulario es diverso y rico, no afecta el desarrollo de la clase.						
2	La niña no está motivada para producir el idioma.						
3	El uso del inglés en toda la clase afecta la comprensión.						

FIRMA:

Annex 7: Lesson plan based on TPR method

TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda

Level: Pre A1

Grade: 4th

Topic: Action verbs in simple present

Date: Monday, 29th May 2023.

Methodology: TPR

Nº: PILOT

CLASS

Students' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

- By the end of the lesson student will be able to identify 4 action verbs.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
3 m	Warm-up	-tell the student 2 commands. <i>Stand up</i> <i>Sit down</i> -ask the student to repeat them out loud while doing the movements. -say the command and the student has to do the movement alone.	-listen to the commands and do the movements -repeat the commands aloud and do the movements with the teacher. -listen to the commands and do the movements alone.	T-Ss	-Student body movements

STUDENT BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Student will...		
4 m	Pre-teaching key vocabulary	-stick pictures one by one repeating the previous words before saying the new one (backward repetition technique). <i>street</i> <i>park</i> <i>salad</i> <i>bed</i>	- look at the pictures and listen to the pronunciation.	T-Ss	-Flashcards



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		

7 m	Listen, watch, and do	-say short sentences with the keywords and act them out by repeating the previous sentences before saying the new one (backward repetition) <i>walk on the street.</i> <i>jump in the park</i> <i>eat salad.</i> <i>sleep in my bed.</i>	- look, listen, and imitate the teacher's movements.	T-Ss	-Teacher's body movements. -Student body movemets (optional)
-----	-----------------------	--	--	------	---

TEACHER'S BODY/STUDENT BODY (OPTIONAL)

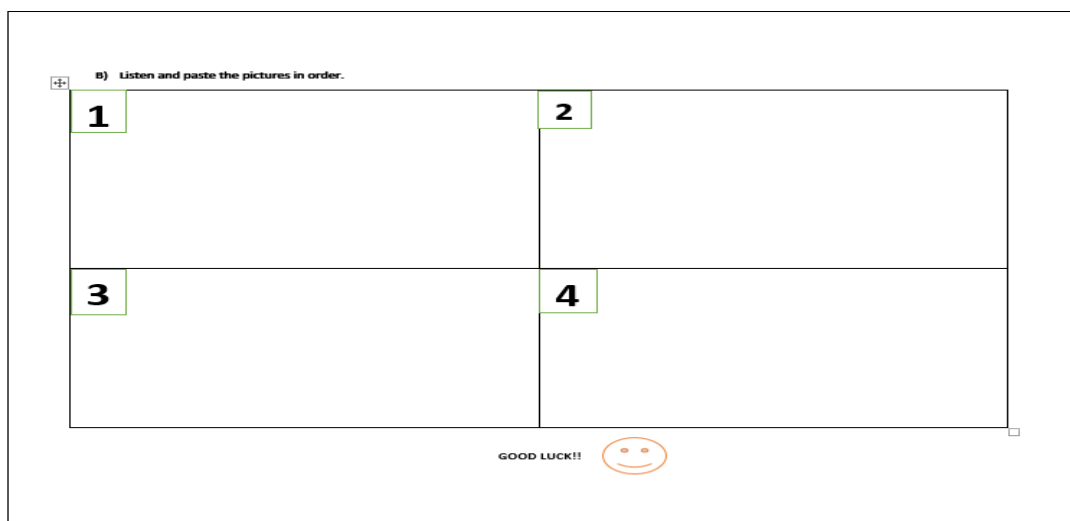
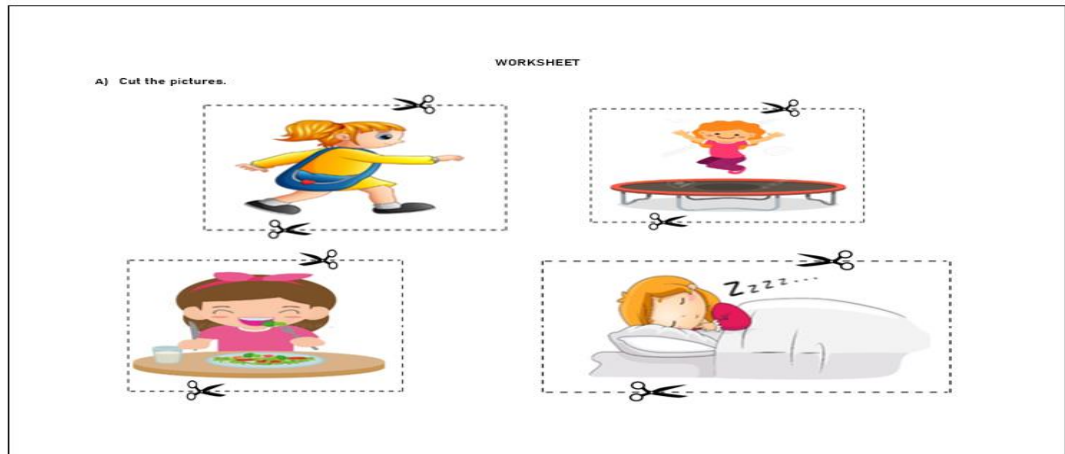
Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
5 m	Listen and do	-tell the sentences in the same order without pictures and movement. <i>walk on the street.</i> <i>jump in the park</i> <i>eat salad.</i> <i>sleep in my bed.</i>	-listen to the teacher telling actions (sentences) -remember the pictures and actions -act according to the actions mentioned by the teacher.	T-Ss	-Student Body movements.

STUDENT BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
6 m	Listen and do in jumble order	-tell the sentences in jumble order. <i>jump in the park</i> <i>sleep in my bed.</i> <i>eat salad.</i> <i>walk on the street.</i>	-listen to the teacher telling actions (sentences in jumble order) -remember the pictures and actions -act according to the actions mentioned by the teacher	T-Ss	-Student body movements.

STUDENT BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
5 m	Check understanding	-provide a worksheet with pictures in jumble order -ask the student to cut the images. Tell the sentences in jumble order.	-cut the images -listen and paste the pictures in the order in which the teacher says.	T-Ss	-Worksheet -Scissors -Glue



TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda

Level: Pre A1 **Grade:** 4th

Topic: Action verbs in simple present

Date: Monday, 5th June 2023.

Methodology: TPR

Nº: 1

Students' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

- By the end of the lesson students will be able to show an understanding of 4 action verbs in the present continuous by ordering pictures.

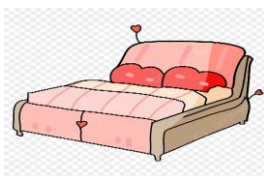
Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
3 m	Warm-up	-tell the student 2 commands. <i>Stand up</i> <i>Sit down</i>	-listen to the commands and do the movements -repeat the commands aloud and do the	T-Ss	-Student body movements.

		-ask the student to repeat them out loud while doing the movements. -say the command and the student has to do the movement alone.	movements with the teacher. -listen to the commands and do the movements alone.		
--	--	---	--	--	--

STUDENT'S BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
4 m	Pre-teaching key vocabulary	-stick pictures one by one repeating the previous words before saying then the new word(backward repetition technique). <i>bed</i> <i>letter</i> <i>athlete</i> <i>loud</i> <i>boy</i>	- look at the pictures and listen to the pronunciation.	T-Ss	-Flashcards

Flashcards



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Listen, watch, and do	-say short sentences with the keywords and act them out by repeating the previous sentences before saying the new one. <i>Granny is sleeping in her bed.</i> <i>Mary is writing a letter.</i> <i>The athlete is running to the finish.</i> <i>Mark is laughing out loud.</i> <i>The boy is crying.</i> -present a short video about the action verbs.	- look, listen, and imitate the teacher's movements.	T-Ss	-Teacher's body movements. -Video

TEACHER'S BODY/ VIDEO

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		

5 m	Listen and do	-tell the sentences in the same order without pictures and movement. <i>Julia is walking in the woods.</i> <i>Mike is jumping because is happy.</i> <i>The dog is eating a bone.</i> <i>Granny is sleeping in her bed.</i> <i>Mary is writing a letter.</i> <i>The athlete is running to the finish.</i> <i>Mark is laughing out loud.</i> <i>The boy is crying</i>	-listen to the teacher telling actions (sentences) -remember the pictures and actions -act according to the actions mentioned by the teacher.	T-Ss	-Student body movements.
-----	---------------	---	---	------	--------------------------

STUDENT'S BODY






Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
6 m	Listen and do in jumble order	-tell the sentences in jumble order. <i>Mary is writing a letter.</i> <i>Granny is sleeping in her bed.</i> <i>The athlete is running to the finish.</i> <i>The boy is crying.</i> <i>Mark is laughing out loud.</i>	-listen to the teacher telling actions (sentences in jumble order) -remember the pictures and actions -act according to the actions mentioned by the teacher	T-Ss	-Student body movements.

STUDENT'S BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
5 m	Check understanding	-provide a worksheet with pictures in jumble order -ask the student to cut the images -tell the sentences in jumble order.	-listen and put the tick on the correct pictures in the order in which the teacher says.	T-Ss	-Worksheet -Pencil

WORKSHEET N°1

A. Listen and put a tick on the correct picture.

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>			

TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda

Level: Pre A1

Grade: 4th

Topic:

SPORTS

Date: Monday, 5th June 2023.

Methodology: TPR

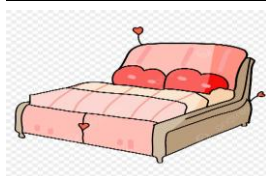
N°: 2

Students' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

- By the end of the lesson, students will be able to identify that they understand 4 names of sports by selecting pictures.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
3 m	Warm-up	-begin the lesson with a review of the previous lesson. -show the pictures and say the sentences in order.	-listen and look at the pictures and respond to the sentences with the movements.	T-Ss	-Flash cards -Body movements.



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
4 m	Pre-teaching key vocabulary	-stick pictures one by one repeating the previous words before saying then the new word (backward repetition technique). <i>friends</i> <i>park</i> <i>house</i> <i>school</i>	- look at the pictures and listen to the pronunciation.	T-Ss	-Flashcards

Flashcards



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		

7 m	Listen, watch, and do	-say short sentences with the keywords and act them out by repeating the previous sentences before saying the new one. <i>I play baseball with my friends.</i> <i>I play basketball in the park.</i> <i>I play volleyball in my house.</i> <i>I play soccer in the school.</i>	- look, listen, and imitate the teacher's movements.	T-Ss	-Teacher's body movements
-----	-----------------------	--	--	------	---------------------------

TEACHER'S BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
5 m	Listen and do	-tell the sentences in the same order without pictures and movement. <i>I play baseball with my friends.</i> <i>I play basketball in the park.</i> <i>I play volleyball in my house.</i> <i>I play soccer in school.</i>	-listen to the teacher telling actions (sentences) -remember the pictures and actions -act according to the actions mentioned by the teacher.	T-Ss	-Student body movements





STUDENT BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
6 m	Listen and do in jumble order	-tell the sentences in jumble order. <i>I play soccer in the school.</i> <i>I play basketball in the park.</i> <i>I play volleyball in my house.</i> <i>I play baseball with my friends.</i>	-listen to the teacher telling actions (sentences in jumble order) -remember the pictures and actions -act according to the actions mentioned by the teacher	T-Ss	-Student body movements

STUDENT BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
5 m	Check understanding	-provide a worksheet with pictures in jumble order -ask the student to cut the images -tell the sentences in jumble order.	-listen and put the tick on the correct pictures in the order in which the teacher says.	T-Ss	N/A

A. Listen and put a tick on the correct picture.

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda Level: Pre A1 Grade: 4th Topic: HYGIENE HABITS
 Date: Tuesday, 6th June 2023. Methodology: TPR

N°: 3

Students' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

- By the end of the lesson, students will be able to identify that they understand 4 hygiene habits by ordering pictures.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
3 m	Warm-up	-begin the lesson with a review of the previous lesson -show the pictures and say the sentences in order.	-listen and look at the pictures and respond to the sentences with the movements.	T-Ss	-Flash cards -Body movements



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
4 m	Pre-teaching key vocabulary	-stick pictures one by one repeating the previous words before saying the new one (backward repetition technique). <i>hands</i> <i>face</i> <i>teeth</i> <i>hair</i>	- look at the pictures and listen to the pronunciation.	T-Ss	-Flashcards



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Listen, watch, and do	-say short sentences with the keywords and act them out by repeating the previous sentences before saying the new one. <i>wash my hands.</i> <i>wash my face,</i> <i>brush my teeth,</i> <i>comb my hair.</i>	- look, listen, and imitate the teacher's movements.	T-Ss	-Teacher body movements -Student body movements (optional)

TEACHER'S BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
5 m	Listen and do	-tell the sentences in the same order without pictures and movement. <i>wash my hands.</i> <i>wash my face,</i> <i>brush my teeth,</i> <i>comb my hair.</i>	-listen to the teacher telling actions (sentences) -remember the pictures and actions -act according to the actions mentioned by the teacher.	T-Ss	-Student body movements

STUDENT BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		





6 m	Listen and do in jumble order	-tell the sentences in jumble order. <i>wash my face,</i> <i>comb my hair.</i> <i>brush my teeth,</i> <i>wash my hands.</i>	-listen to the teacher telling actions (sentences in jumble order) -remember the pictures and actions -act according to the actions mentioned by the teacher	T-Ss	-Student body movements
-----	-------------------------------	---	--	------	-------------------------

STUDENT BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
5 m	Check understanding	-provide a worksheet with pictures in jumble order -ask the student to cut the images -Tell the sentences in jumble order.	-listen and put the tick on the correct pictures in the order in which the teacher says.	T-Ss	-Worksheet -Pencil

WORKSHEET N° 2

A. Listen and put the numbers to 1-4 on the correct picture.

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda

Level: Pre A1

Grade: 4th

Topic:

Getting ready for school

Date: Tuesday, 7th June 2023.

Methodology: TPR

N°: 4

Students' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

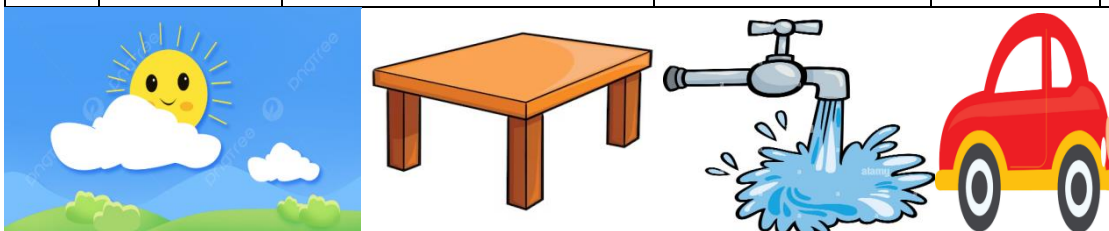
- By the end of the lesson, students will be able to identify that they understand 4 pictures about getting ready by ordering pictures.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		

3 m	Warm-up	-begin the lesson with a review of the previous lesson -show the pictures and say the sentences in order.	-listen and look at the pictures and respond to the sentences with the movements.	T-Ss	-Flashcards -Teacher body movements
-----	---------	---	---	------	--



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
4 m	Pre-teaching key vocabulary	-stick pictures one by one repeating the previous words before saying the new one (backward repetition technique). <i>morning.</i> <i>table.</i> <i>water.</i> <i>car.</i>	- look at the pictures and listen to the pronunciation.	T-Ss	-Flashcards



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Listen, watch, and do	-say short sentences with the keywords and act them out by repeating the previous sentences before saying the new one. <i>I get up in the morning.</i> <i>I eat breakfast at the table.</i> <i>I brush my teeth with water.</i> <i>I go to school in the car.</i>	- look, listen, and imitate the teacher's movements.	T-Ss	-Teacher's body movements

TEACHER BODY

Time	Framework Stage	Teacher will...	Procedure Students will...	Interaction T-S/S-S/S	Materials Needed
------	-----------------	-----------------	----------------------------	-----------------------	------------------

5 m	Listen and do	-tell the sentences in the same order without pictures and movement. <i>I get up in the morning.</i> <i>I eat breakfast at the table.</i> <i>I brush my teeth with water.</i> <i>I go to school in the car.</i>	-listen to the teacher telling actions (sentences) -remember the pictures and actions -act according to the actions mentioned by the teacher.	T-Ss	-Teacher's body movements -Student's body movements (optional)
-----	---------------	---	---	------	---

TEACHER BODY





Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
6 m	Listen and do in jumble order	-tell the sentences in jumble order. <i>I eat breakfast at the table.</i> <i>I brush my teeth with water.</i> <i>I go to school in the car.</i> <i>I get up in the morning.</i>	-listen to the teacher telling actions (sentences in jumble order) -remember the pictures and actions -act according to the actions mentioned by the teacher	T-Ss	-Student's body movements

STUDENT BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
5 m	Check understanding	-provide a worksheet with pictures in jumble order -ask the student to cut the images -Tell the sentences in jumble order.	-listen and put the numbers on the correct pictures in the order in which the teacher says.	T-Ss	-Worksheet -Pencil

WORKSHEET N° 4

A. Listen and put the numbers to 1-4 on the correct picture.

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

Appendix B: Lesson plan based on Natural Approach method

TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda **Level:** Pre A1 **Grade:** 4th **Topic:** The market (Adjectives)

Date: Monday, 29th May 2023.

Methodology: NA

N°: PILOT CLASS

Students' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

- By the end of the lesson, students will be able to identify the adjectives.
- By the end of the lesson, students will be able to describe the objects.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
4 m	Warm-up/Review	-begin the lesson with a game "SIMON SAYS" -tell the student four commands related to the parts of the body.	listen and respond to the commands given by the teacher.	T-Ss	- Student body movements

STUDENT BODY

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7m	Pre Production	-present new vocabulary by using flashcards <i>big flowers</i> <i>small flowers</i> <i>fat woman</i> <i>thin girl</i> -present commands, and questions by using the poster -Help students to answer the questions Questions and commands: <i>Where are the big flowers?</i> <i>What color is this flower?</i> <i>Point to the fat woman.</i> <i>Is it a thin girl?</i> <i>Can you see small flowers on the poster?</i>	-look and listen to the new vocabulary -look at the poster and respond to the commands and questions with the teacher's help. <i>Here</i> <i>It is</i> <i>They are</i> <i>Yes/no</i>	T-Ss	-Flashcards -Picture in A3 format





Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Early production	-ask the student questions and commands Question and Commands: Is she fat or thin? Are these flowers big or small? Where are the small flowers?	Try to answer the teacher's questions or commands <i>Here</i> <i>It is</i> <i>They are</i> <i>Yes/no</i>	T-Ss	-Picture in A3 format



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Material s Needed
		Teacher will...	Students will...		
7 m	Emergence of speech	-ask the student to look at the poster carefully and listen to the commands and questions. Questions and Commands: <i>Where are the big flowers? Point to it.</i> <i>Are these flowers big?</i> <i>Is this woman fat or thin?</i> <i>Point to the girl who is thin.</i>	Look at the poster and answer the teacher's questions or commands. <i>Here</i> <i>It is</i> <i>They are</i> <i>Yes/no</i>	T-Ss	-Picture in A3 format



TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda **Level:** Pre A1 **Grade:** 4th **Topic:** The market (fruits and colors)

Date: Wednesday, 07th June 2023. **Methodology:** NA **Nº:** 1

Student' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

- By the end of the lesson, students will be able to recognize fruits and colors
- By the end of the lesson, students will be able to describe fruits and colors.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
4 m	Warm-up/Review	-begin the lesson with a review of the vocabulary of the previous class.	-observe and respond to the commands and questions given by the teacher.	T-Ss	-flashcards - body



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7m	Pre Production	-present new vocabulary by using flashcards <i>yellow bananas</i> <i>green watermelon</i> <i>red apple</i> <i>yellow pineapple</i> -present commands, and questions by using the poster -Help students to answer the question. Questions and Commands:	-look and listen to the new vocabulary -look at the poster and respond to the commands and questions with the teacher's help. <i>Here</i> <i>It is</i> <i>There are</i> <i>Yes/no</i>	T-Ss	-Flashcards -Picture in A3 format

		<p><i>Where are the yellow bananas?</i></p> <p><i>Do you like red apples?</i></p> <p><i>Is this a yellow banana or a green watermelon?</i></p> <p><i>Are the strawberries in the poster?</i></p> <p><i>Point to the red apples.</i></p>		
--	--	---	--	--



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Early production	-ask the student questions and commands Question and Commands: <i>What color is the banana?</i> <i>How many yellow pineapples are there?</i> <i>What is this?</i>	Try to answer the teacher's questions or commands Here It is There are Yes/no	T-Ss	-Picture in A3 format



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		

7 m	Emergence of speech	-ask the student to look at the poster carefully and listen to the commands and questions. Questions and Commands: <i>What color is the apple? Point to it.</i> <i>Do you like yellow pineapple?</i> <i>How many apples are there? Count them.</i>	Look at the poster and answer the teacher's questions or commands. <i>Here</i> <i>It is</i> <i>There are</i> <i>Yes/no</i>	T-Ss	-Picture in A3 format
-----	---------------------	---	--	------	-----------------------



TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda **Level:** Pre A1 **Grade:** 4th **Topic:** The market (Colors and Vegetables)

Date: Wednesday, 7th June 2023.

Methodology: NA

Nº: 2

Students' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

- By the end of the lesson, students will be able to recognize vegetables and colors.
- By the end of the lesson, students will be able to describe vegetables and colors.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
4 m	Warm-up/Review	-begin the lesson with a review of the vocabulary of the previous class.	-observe and respond to the commands and questions given by the teacher.	T-Ss	-flashcards - body



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7m	Pre Production	-present new vocabulary by using flashcards <i>orange carrots</i> <i>white cauliflower</i> <i>purple eggplants</i> -present commands, and questions by using	-look and listen to the new vocabulary -look at the poster and respond to the commands and questions with the teacher's help.	T-Ss	- Flashcards -Picture in A3 format

		<p>the poster</p> <p>-Help students to answer the questions</p> <p>Questions and commands:</p> <p><i>Where are the white cauliflowers?</i></p> <p><i>Do you like orange carrots?</i></p> <p><i>Are the tomatoes in the poster?</i></p> <p><i>Point to the purple eggplants.</i></p>	<p><i>Here</i></p> <p><i>It is</i></p> <p><i>There are</i></p> <p><i>Yes/No</i></p>		
--	--	--	---	--	--



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Early production	<p>-ask the student questions and commands</p> <p>Question and Commands:</p> <p><i>What is this?</i></p> <p><i>What color is cauliflower?</i></p> <p><i>How many purple eggplants are there?</i></p> <p><i>What color is this?</i></p>	<p>Try to answer the teacher's questions or commands.</p> <p><i>Here</i></p> <p><i>It is</i></p> <p><i>They are</i></p> <p><i>Yes/no</i></p>	T-Ss	-Picture in A3 format



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Emergence of speech	-ask the student to look at the poster carefully and listen to the commands and questions. Questions and Commands: <i>What color are the carrots? Point to it.</i> <i>Do you like purple eggplants?</i> <i>How many carrots are there? Count them.</i> <i>Are there tomatoes on the poster?</i>	Look at the poster and answer the teacher's questions or commands. <i>Here</i> <i>It is</i> <i>They are</i> <i>Yes/no</i>	T-Ss	-Picture in A3 format



TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda **Level:** Pre A1 **Grade:** 4th **Topic:** The market (Colors and Clothes)

Date: Thursday, 8th June 2023.

Methodology: NA

N°: 3

Students' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

- By the end of the lesson, students will be able to recognize clothes and colors.
- By the end of the lesson, students will be able to describe clothes and colors.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
4 m	Warm-up/Review	-begin the lesson with a review of the vocabulary of the previous class.	-observe and respond to the commands and questions given by the teacher.	T-Ss	- body



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		

7m	Pre Production	<p>-present new vocabulary by using flashcards <i>pink jacket.</i> <i>brown pants.</i> <i>blue cap</i> <i>sky-blue sweater</i></p> <p>-present commands, and questions by using the poster</p> <p>-Help students to answer the questions</p> <p>Questions and commands: <i>Do you like a pink jacket? Yes or No</i> <i>Point to the blue cap.</i> <i>Do you have brown pants? Yes or No</i></p>	<p>-look and listen to the new vocabulary</p> <p>-look at the poster and respond to the commands and questions with the teacher's help.</p> <p>Have Like</p>	T-Ss	-Flashcards -Picture in A3 format
----	----------------	--	--	------	--------------------------------------



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Early production	<p>-ask the student questions and commands</p> <p>Question and Commands: <i>What color is this?</i> <i>Is there a sky-blue sweater?</i> <i>What is this?</i> <i>Are there blue skirts there?</i> <i>Count to the brown pants.</i> <i>If there is a pink jacket. Raise your hand.</i></p>	<p>Try to answer the teacher's questions or commands</p> <p>Have Like</p>	T-Ss	-Picture in A3 format



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Emergence of speech	-ask the student to look at the poster carefully and listen to the commands and questions. Questions and Commands: <i>Is there a pink jacket? Yes or No and Point to it.</i> <i>What color is this?</i> <i>Do you like blue caps?</i> <i>Point to the brown pants and sky-blue jacket.</i> <i>What is this?</i> <i>What color is this?</i>	Look at the poster and answer the teacher's questions or commands. Have Like	T-Ss	-Picture in A3 format



TUTORING PLANNING FOR REMEDIAL TEACHING

Pre-service teacher's name: Jessica Cepeda

Level: Pre A1

Grade: 4th

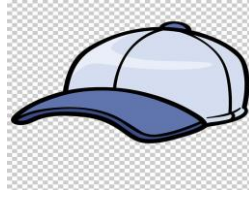
Topic: The classroom (Adjectives and school supplies) **Date:** Thursday, 8th June 2023. **Methodology:** NA **N°:** 4

Students' description: A 9-year-old girl with mild intellectual disability studying English as a foreign language in a private urban school.

Learning Objective:

- By the end of the lesson, students will be able to recognize school supplies and adjectives.
- By the end of the lesson, students will be able to describe school supplies and colors.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
4 m	Warm-up/Review	-begin the lesson with a review of the vocabulary of the previous class.	-observe and respond to the commands and questions given by the teacher.	T-Ss	- body



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7m	Pre-Production	-present new vocabulary by using flashcards big backpack big notebook small pencil small glue -present commands, and questions by using the poster -Help students to answer the questions Questions and commands: <i>Where is the blue backpack?</i> <i>Do you have a pencil? Yes or No</i> <i>Is this a pencil or a backpack?</i> <i>Is this a big or a big backpack?</i> <i>Point to the small glue.</i>	-look and listen to the new vocabulary -look at the poster and respond to the commands and questions with the teacher's help. This is It is Have	T-Ss	- Flashcards -Picture in A3 format



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Early production	-ask the student questions and commands Question and Commands: <i>What color is this?</i> <i>Is there a small pencil?</i> <i>Do you have a small notebook?</i> <i>If there is a small notebook. Raise your hand.</i> <i>What is this?</i>	Try to answer the teacher's questions or commands. This is. It is Have	T-Ss	-Picture in A3 format



Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will...	Students will...		
7 m	Emergence of speech	-ask the student to look at the poster carefully and listen to the commands and questions. Questions and Commands: <i>Where is the small glue? Point to it.</i> <i>Is there a small glue? Yes or No and Point to it.</i> <i>What color is this?</i> <i>Do you have a big black pack?</i> <i>Do you have a small notebook?</i>	Look at the poster and answer the teacher's questions or commands. This is. It is. Have	T-Ss	-Picture in A3 format

