TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE SCHOOL

MASTER'S DEGREE IN APPLIED LINGUISTICS TO

TEACHING ENGLISH AS A FOREIGN LANGUAGE

MODALITY: RESEARCH REPORT

Theme:

PHONOLOGY AWARENESS AS A PROCESS OF TEACHING ENGLISH TO CHILDREN WITH SEN (Special Educational Needs) IN LA SALLE - CONOCOTO HIGH SCHOOL.

Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

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LATACUNGA –ECUADOR

2021

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled **PHONOLOGY AWARENESS AS A PROCESS OF TEACHING ENGLISH TO CHILDREN WITH SEN (Special Educational Needs) IN LA SALLE – CONOCOTO HIGH SCHOOL** investigated by Msc. Sánchez Córdova Mónica Jacqueline, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

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

Latacunga, march 7th, 2022

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COMMITTEE APPROVAL

This research dissertation: **PHONOLOGY AWARENESS AS A PROCESS OF TEACHING ENGLISH TO CHILDREN WITH SEN (Special Educational Needs) IN LA SALLE – CONOCOTO HIGH SCHOOL**, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.
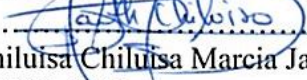
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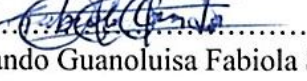Mena Vargas Nelly Patricia Mg.C.
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DEDICATION

I dedicate this research work to my son due to the fact that he has always been my greatest support, demonstrating patience and care, helping me to accomplish my goal.

Mónica

ACKNOWLEDGEMENT

Thanks to my mom who helped me, making this dream possible. Her speech has been always my best motivation: "education is the only heritage that parents can give you, and the best of all is that, nobody could be able to take you away".

Mónica Jacqueline Sánchez Córdova

AUTHORSHIP

I, Sánchez Córdova Mónica Jacqueline, declare to be the author of the concepts, procedures, and findings in this research dissertation.

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COMMITTEE PRESIDENT'S APPROVAL

I, Nelly Patricia Mena Vargas, Mg.C., declare that this research dissertation: PHONOLOGY AWARENESS AS A PROCESS OF TEACHING ENGLISH TO CHILDREN WITH SEN (Special Educational Needs) IN LA SALLE – CONOCOTO HIGH SCHOOL, has the corrections and comments suggested by the members of the committee in the session.

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TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS TO
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Author: Mónica Jacqueline Sánchez Córdova Msc**.**
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ABSTRACT

Teaching English as a foreign language has involved a series of complications and limitations in the development of its learning and practice due to the applied strategies and methodologies; the new generations are born in a world of technology and therefore the use of a different language is essential to be an active part of the society; not forgetting that the family, the school and the community are the primary sources of learning to identify the utility of teaching Speech Sounds as part of Phonology Awareness considered as a strategy to teach EFL to children with dyslexia and autism. This research was based on a qualitative investigation in which the researcher collected and analyzed data to understand opinions and experiences about Speech sounds because it was relevant to investigate the different kinds of SEN that students presented in each classroom and the attitude they would show at the end of the investigation. The technique used was the observation to verify the oral production, instruments like pre-test and post-test were applied to the students, to obtain numbered data, so that it can be analysed, explained and interpreted to accept or reject the hypothesis.

This research was based on a group of 27 students from ninth and tenth grades who presented ASD (Autism Spectrum Disorder) that is not associated to the disability and DL (Dyslexia) that is a Specific Learning Disorder not associated to the disability also, from which 23 students identified and distinguished the correct use of the language sounds while 4 students were not able to develop writing and reading skills in Phonology using the language sounds but they could learn and understand that English has special pronunciation and it is important to learn its sounds. The results of this study showed that the phonological awareness program was effective in improving the Word Recognition Ability of children in experimental group, the results also indicated that children with Autism Spectrum Disorder who did not received any formal reading instruction were capable of improving their Word Recognition Ability in preparation for their future reading.

KEYWORDS: Phonology; SEN; awareness; skill; strategy

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Título: LA CONCIENCIA DE FONOLOGÍA COMO PROCESO DE ENSEÑANZA DE INGLÉS A NIÑOS CON NEE (Necesidades Educativas Especiales) EN EL COLEGIO LA SALLE DE CONOCOTO.

Autor: Mónica Jacqueline Sánchez Córdova Msc
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RESUMEN

La enseñanza del idioma Inglés como lengua extranjera ha implicado una serie de complicaciones y limitaciones en el desarrollo de su aprendizaje y práctica debido a las estrategias y metodologías aplicadas; las nuevas generaciones nacen en un mundo de tecnología y por ende el uso de un idioma diferente es fundamental para ser parte activa de la sociedad; sin olvidar que la familia, la escuela y la comunidad son las principales fuentes de aprendizaje para poder identificar la utilidad de la enseñanza de los Sonidos del Habla como parte de la Conciencia Fonológica considerada como una estrategia para enseñar EFL a niños con dislexia y autismo.

Esta investigación se basó en una investigación cualitativa en la que la investigadora recopiló y analizó datos para comprender opiniones y experiencias sobre los sonidos del habla, y la técnica utilizada fue la observación para verificar la producción oral, se aplicaron instrumentos como pre-test y post-test a los estudiantes, para obtener datos numerados, para ser analizados, explicados e interpretados.

Esta investigación se basó en un grupo de 27 estudiantes de noveno y décimo años que presentaron TEA (Trastorno del Espectro Autista) que no está asociado a la discapacidad y DL (Dislexia) que es un Trastorno Específico del Aprendizaje no asociado a la discapacidad también, de los cuales 23 estudiantes identificaron y distinguieron el uso correcto de los sonidos del idioma mientras que 4 estudiantes no pudieron desarrollar habilidades de escritura y lectura en fonología usando los sonidos del idioma pero pudieron aprender y comprender que el inglés tiene una pronunciación especial y es importante aprender sus sonidos. Los resultados de este estudio mostraron que el programa de conciencia fonológica fue eficaz para mejorar la capacidad de reconocimiento de palabras de los niños en el grupo experimental, los resultados también indicaron que los niños con trastorno del espectro autista que no recibieron ninguna instrucción formal de lectura fueron capaces de mejorar su habilidad de reconocimiento de palabras en la preparación de sus futuras lecturas.

PALABRAS CLAVE: Fonología, NEE, conciencia, destreza, estrategia.

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INTRODUCTION

The line of research raised from the approach of the Technical University of Cotopaxi is Education and Communication for human and social development, and the sub-line of research is educational proposals related to the language.

Teaching English as a foreign language has involved a series of complications and limitations in the development of its learning and application due to the applied techniques and methodologies. In the researcher's opinion, generally, a routine and continuous process of grammatical writing and phonological repetitions. Already (1990) states that English was one of the subjects that presented the greatest difficulty in the student's academic progress, in addition to being very difficult to master as such. Many of us when students were not actively participating in English classes since most of the time we were forced to memorize and repeat grammatical structures or vocabulary, instead of expressing our own ideas.

It was since 2009 that new methodologies and new didactic resources began to be visualized and put into practice, and above all, to consider students with certain special educational needs within a global context of learning a foreign language. In addition, the new generations are born in a world of technology and therefore the use of another language is essential to be an active part of the society; not forgetting that the family, the school and the community are the primary sources of learning.

By the other hand, Special Educational Needs (SEN) has been an area which has not received the necessary attention from English language teachers, due to the lack of knowledge and experience in most of the cases; working with children with SEN is a kind of difficult duty, that is why, it was relevant to support teachers and students with workshops and professional advices along the development of the language skills, one of the most important is the correct use of phonology as part of listening and comprehension.

The special educational needs imply several physical, mental, or psychological conditions which make the students' process of learning very difficult if teachers do not have the previous knowledge of how to identify the main characteristics in the most common needs. However the recognition of some special educational needs could vary from country to country not even the laws; if it refers to Ecuador, it has taken many years to realize that our society is composed of children, teenagers and adult people with SEN, and it has been difficult to accept that we must learn to live with them and include those special people in our daily routines.

The most common special educational needs according to the author Abdallah (2015), included challenges with learning, communication challenges, emotional and behavioral disorders, physical disabilities, and developmental disorders. Students with these kinds of special needs were likely to benefit from additional educational services such as different approaches to teaching, use of technology, a specifically adapted teaching area, or resource room. Unfortunately, some of these statements were not able to be accomplished in our country due to the lack of background in the society and the lack of preparation.

The term "special education" as Abdallah mentions, it was generally used to specifically indicate instruction of students whose special needs reduce their ability to learn independently, or in an ordinary classroom, that is why was relevant as teachers to have the enough inclination to help and guide those kind of students in order for them to develop the same skills as the rest of the group as possible.

The researcher's experience of teaching English to a student with Cerebral Palsy level in primary school for the first time let it know and realize that humanity and support were the basic elements to develop and make the students love a language, no matter how difficult it could look like but the teacher's attitude and persistence. It was the beginning of the student's development in most of the aspects but principally academically.

The researcher agrees with the author Padurean (2014) when she says that English can be taught to children with SEN without placing them in special schools. There is not any specific reason to do that. Probably parents and adults considered that separating or categorizing children helped to learn easier and effectively. Though certain teachers believe that a foreign language should not be taught to children who still have difficulties with their mother tongue, which needs to be demonstrated because in the researcher's opinion most of us used to have any kind of problems with our native language development, not even students with SEN.

Taking into consideration that point of view, it was possible to **state a problem** which was that, many teachers do not know how to teach English as a Foreign Language (EFL) to children with Special Educational Needs (SEN), it was a real situation that most of teachers have to overcome in all the classrooms and it seemed like every scholar year the percentage of students with SEN is increasing.

That was how a **problem formulation** came out: Does teaching Speech Sounds as part of Phonology Awareness help children with dyslexia and autism to learn English?

It was important to find a clear answer to that interrogation and as part of the **general objective** of this research: To identify the utility of teaching Speech Sounds as part of Phonology Awareness considered as a strategy to teach EFL to children with dyslexia and autism.

By the other hand, it was essential to focus on some **specific objectives** to clarify the purpose of investigating the best way to teach a foreign language to children with SEN.

● To analyze the Speech Sounds strategy to teach students with Dyslexia and Autism.
● To identify SEN (dyslexia and autism) students' knowledge about Speech sounds
● To apply Speech sounds strategy to students with dyslexia and autism
● To evaluate SEN students' knowledge about the Speech sounds

To develop the specific objectives, there are some **tasks** which will help to manage the proposal:

Table 1. SYSTEM TASKS ACCORDING TO THE SPECIFIC OBJECTIVES

OBJECTIVE	TASKS
1) To analyze the Speech Sounds strategy to teach students with dyslexia and autism.	• To study TPR and Task-Based Learning as methodologies to teach speech sounds.
2) To identify teachers' level of knowledge and experience in teaching English to students with SEN in La Salle …	• To distinguish some abilities in children with SEN to identify and classify them.
3) To identify SEN (dyslexia and autism) students' knowledge about Speech sounds	• To select the specific and necessary contents of learning to develop and adapt into the current scholar curriculum.
4) To apply Speech sounds strategy to students with dyslexia and autism.	• To prepare the necessary material to introduce some speech sounds in the regular class.

Source: Sánchez (2020).

The problem faced some **stages** as follows:

Table 2. STAGES OF THE RESEARCH PROBLEM

STAGES	DESCRIPTION
Stage 1. Information	Most people including professionals in Education do not know and sometimes do not have enough previous knowledge about children with SEN which make it difficult to propose an investigation.

Stage 2. Acceptance	Once a proposal was made, authorities analyze if the problem is real or it may have a different context due to the fact that most of the researchers are not interested in investigating or reading about special educational needs and what this implies.
Stage 3. Development	There have been some difficulties about organizing all the information and steps to follow in order for the researcher to accomplish all the requirements' research.

Source: Sánchez (2020).

Considering teaching as a mix between science and art, it gets easy to apply it in children with special or different abilities specifically when the researcher refers to learning a foreign language because a language implies sounds, words and phrases and these can be learnt through the application of art based on scientific facts.

In the case of Ecuador, this is a multicultural country and the probability of finding students with a diverse cultural background is very high. In this sense, many Ecuadorian students who attend English classes, Spanish is their second language and English their third cultural and linguistic domain. Therefore, Ecuadorian foreign language teachers need to have knowledge of other cultures and know how it can influence their learning of the English language in Ecuador. (Ministry of Education, Republic of Ecuador, 2011).

As it is known, English is an international language medium as well as a global communication instrument that fortunately the Ministry of Education of Ecuador has provided remarkable support at the level of teachers allowing access to scholarships outside the country with the sole objective of learning and staying up-to-date in the knowledge necessary to provide a quality education; in this way, the researcher could find the **beginning of a solution** to the problem during the scholar year (2020-2021) in which the students with Dyslexia and Autism Spectrum Disorder from ninth and tenth grades in La Salle high School in Conocoto would be benefit due to the contents

in the curricular guidelines that let the researcher teach English as a foreign language using Phonology awareness as part of a learning process.

Daloiso (2017), in her book "Supporting learners with Dyslexia in the ELT classroom", mentions the importance of reading and writing in a child's life, by the contrary children who do not achieve certain proficiency standards in reading and writing can be at risk of social exclusion and that is precisely what English teachers do not want to face. The author refers about Phonological awareness as the ability to focus on the sounds of speech as distinct from the meaning what is totally accurate due to children learn sounds, words, symbols since they are babies and that is how they learn to communicate.

Daloiso, also explains what "Dyslexia means and it is a specific learning difficulty that mainly affects the development of literacy and language-related skills, it is characterized by difficulties with phonological processing", in that way, children with Dyslexia have specific problems when learning English and most of the cases they get frustrated in a regular group of students. That is the reason of finding different and appropriate strategies to teach speech sounds to children with SEN.

Nijakowska (2020), in her book "Dyslexia in the context of second language learning and teaching", she mentions about Dyslexia as typically associated with phonological processing problems; and besides she specifies that a foreign language teacher to include Dyslexic learners in mainstream classrooms needs two factors:

- Teachers' beliefs about their possessed knowledge, and
- Beliefs about inclusion of Dyslexic learners in mainstream classrooms.

In regular classrooms teachers have to face groups of children with SEN which most of them are unknown or without specific diagnosis, in those cases it is really important to consider the author's factors mentioned before, it is really important as teachers to have clear knowledge about SEN and inclusion processes.

By the other hand, the author Nijakowska suggests that teachers need to be able to manage different strategies with different SEN groups, for that purpose and according to her book "Dyslexia for teachers of English as a Foreign Language" different tasks are recommended in order for the children to learn speech sounds as a process of getting a foreign language, it shows the possibility to use different strategies to help and include children with SEN to learn English as a foreign language.

Referring about children with Autism Spectrum Disorder it shows delays in Phonological awareness according to the author Mohammed, A. 2012, he describes how these kind of students reacted in a pretest using the Word Recognition Ability Test. A variety of fun, play-based phonological activities were used with the class that incorporated the spectrum of Phonological Awareness skills (rhyming, sound/syllable matching, sound/syllable isolation, sound/syllable blending, sound/syllable addition or substitution, and sound/syllable segmentation). The children participated by singing, listening, answering questions, and following directions. The author mentions a list of the Phonological Awareness activities addressed during training:

1. Sound Matching/Sound Identification

2. Rhyming Activities

3. Sound Addition or Substitution Activities

4. Sound/Syllable Blending Activities

5. Sound/Syllable Segmentation Activities.

The results of this study showed that the phonological awareness program was effective in improving the Word Recognition Ability of children in experimental group, the results also indicated that children with Autism Spectrum Disorder who did not received any formal reading instruction are capable of improving their Word Recognition Ability in preparation for their future reading. Finally, Mohammed, A. 2012, concludes that it is significant for educators to work for improving in Word Recognition Ability in children with Autism Spectrum Disorder. His study

demonstrated that phonological awareness skills can be effectively instructed to children with Autism Spectrum Disorder better positioning them for reading success.

In La Salle high school there is a considerable number of students with SEN in each of the groups in the different levels who require several strategies in the learning process of getting English as a foreign language, that was the most relevant of the reasons for developing this research. This research was based on a group of 27 students from ninth and tenth grades who presented ASD (Autism Spectrum Disorder) that is not associated to the disability and DL (Dyslexia) that is a Specific Learning Disorder not associated to the disability also, from which 23 students identified and distinguished the correct use of the language sounds while 4 students were not able to develop writing and reading skills in Phonology using the language sounds but they could learn and understand that English has special pronunciation and it is important to learn its sounds. **(See:** A**ppendix 1 and 2)**

The research was feasible because it had bibliographic information taken from various research works from different countries as well as scientific journals, books among others, since the diagnosis and its application in the place under investigation were carried out due to the problem statement describes the need of using Phonology as process to teach English in a regular classroom with students with SEN through a proposal focused on a specific objective, which was approved by the highest authority of the institution for the execution **(See: Appendix 3**).

This research was based on a qualitative research study in which the researcher collected and analyzed data to understand opinions and experiences about Speech sounds because it was relevant to investigate the different kinds of SEN that students presented in each classroom and the attitude they would show at the end of the investigation.

In this research, the deductive method was applied and the survey also starting from the argumentation of the problem, that is, the inclusion of students with Dyslexia and Autism Spectrum Disorder, then the solution to the problem was proposed, as a

deduction the results given from the empirical methods applied were taken into account to the unit of study and finally the proposal was applied as an alternative solution.

Based on the importance to understand about methods, it is necessary to refer about this research, which was focused specifically on the most adequate way of learning a foreign language as Puigserver (2017) describes when she refers about learning a language is not impossible for Dyslexic people, but the teaching method determined the process and outcomes of the learner; that was the most relevant idea when the researcher refered about teaching something new and different; the method, and what was most important, to use it in children with difficulties. As a technique it was used a pretest and a post test, and as an instrument it was used a questionnaire guided from the author Vaughan, M. in his book "Test your pronunciation" **(See: Appendix 4, 5 and 6)** and based on the researcher's experience. **(See: Appendix 7)**

"Reading requires a high level of phonological analysis, which enables the reader to divide the words up into syllables, recognize rhyming words, identify similar or different sounds, etc. This is precisely the area which causes greatest difficult for a learner with Dyslexia." Daloiso (2017). This was one of the most common and principal difficulty in children with SEN especially in spelling, that is why it is really competitive to find the most appropriate learning method for teaching them a foreign language.

As it is said by the author Puigserver (2017), learning a foreign language is not impossible for Dyslexic people, but the teaching method determined the process and outcomes of the learner, in that way it was certainly important as teachers to be prepared and informed about the different kind of difficulties that students can have, considering besides that English language is known as a non-transparent language, because of the difficult process in spelling (words are not written as they sound), English language spelling does not always coincide with its pronunciation, what makes it extremely difficult for students with SEN to get that language as easy as it looks.

English teachers can be benefitted with parents' support and psychologist`s help, unfortunately in some cases parents do not accept not even help their own children when realizing the existence of any cognitive, physical or psychological difficulty; in those cases teachers get frustrated and disappointed about the educational system that nowadays does not help adequately at all.

The **methodology** that this proposal focuses is a qualitative-descriptive and quantitative-explanatory, because throughout the last scholar years, relevant information has been obtained about the nature of the students and their lives, also based on prior knowledge, the researcher, was able to describe the special educational needs presented by students as well as explain the best way to teach the English language in this special group of students.

The technique used was the observation to verify the oral production, instruments like pre-test and post-test were applied to the students, to obtain numbered data, so that it can be analysed explained and interpreted to accept or reject the hypothesis. In the same way, it was carried out inside and outside the classrooms, working directly with the students, their legal representatives and respective tutors so that the obtained information was as direct as possible to obtain immediate and measurable results.

The nature of this research was bibliographic, documentary, and field, because it was taken into consideration the criteria of authors who have carried out previous research and have allowed greater knowledge about the teaching of a second language in children with special educational needs.

CHAPTER I.- THEORETICAL FOUNDATION

1.1 BACKGROUND

During these past ten years, the educational system has been modified in some aspects, causing some changes in the methodological strategies, as well as in some teachers' mind and attitude, at the same time that some curricular contents have been changed also specifically about teaching English as a foreign language. By the other hand, one of the most transcendental positive change is the process of integration and inclusion of children with SEN, which implies that parents and teachers are fully involved and conscious about including all kind of students in a regular class.

Daloiso (2017), in his book "Supporting learners with Dyslexia in the ELT classroom", mentions that in teaching English to children with Dyslexia the role of these areas needs to be reconsidered for both theoretical and practical reasons. From the point of view of theory, there are at least three hypotheses underpinning this need, which are worth described here: The first theory is the Phonological Deficit Hypothesis, according to which the primary cause for Dyslexia is a specific impairment in processing the phonological component of language, which causes trouble with reading, because the human brain is only programmed to decode oral messages, The second theory: Psycholinguistic Grain Size outlines a framework of reference for considering how different phonological and orthographic factors can contribute to explain cross-language variations in reading acquisition. Empirical research suggests that phonemic awareness improves when the child learns about letters, but the extent of such improvement largely depends on orthographic consistencies and the third theory according to the author is the Differential Dyslexia Hypothesis. The idea behind this theory was that Dyslexia manifested itself in different ways across different languages, so a multilingual individual might have Dyslexia in one language but not another. As a methodological point of view, the Sound Pathways is the author's proposal based on the Language Teaching Accessibility Theory (LTAT), according to which: Language Teaching Accessibility is a process involving strategic methodological choices made

by teachers to grant special needs students equal opportunities for language learning. Equal opportunities are achieved by maximizing the student's access to materials, contents and activities from a physical, psychological, cognitive and linguistic point of view in order to remove, or at least reduce, these barriers, the Sound Pathways are based on the following methodological principles:

- multi-sensory stimulation
- playful methodology:
- narrative structure:

Daloiso, proposes a selection of the vowel sounds included in the Sound Pathways - /æ/; /ʌ/ and /e/ - is not only aimed at fostering children's ability to recognize and reproduce some English vowel sounds in isolation, but also at helping pupils distinguish similar words which only differ in one vowel sound, such as cat and cut, or bad and bed

Nijakowska, J. (2020), in her article "Dyslexia in the context of second language learning and teaching". Poland. p. 258-265 mentions that Dyslexia is typically associated with phonological processing problems. Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of Dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organization, but these are not, by themselves, markers of Dyslexia Foreign language teacher preparedness to successfully include Dyslexic learners in mainstream classrooms is composed of two underlying factors, namely 1) teachers' beliefs about their possessed knowledge of Dyslexia and their self-efficacy concerning inclusive instruction-related teacher classroom behavior towards dyslexic learners (knowledge and skills) and 2) beliefs about inclusion of Dyslexic learners in mainstream classrooms in general positive attitude to inclusion involves recognizing the importance of individualized approach to

teaching and the need for the educational system to be flexible enough to provide for the varied needs learners may have.

Mohammed (2012), in his book: "Effectiveness of a Phonological Awareness Training Intervention on Word recognition ability of Children with Autism Spectrum Disorder", stablishes that Phonological awareness can be defined as the ability to define and manipulate the sound structure of oral language. Phonological awareness acquisition involves the learning of two things. First, it involves learning that words can be divided into segments of sound smaller than a syllable. Second, it involves learning about individual Effectiveness of a Phonological Awareness Training Intervention on Word recognition ability of Children with Autism Spectrum Disorder. The awareness of phonological structure of a word helps children to draw connections between the spoken form of a word and its written representation. The author proposed a Word Recognition Ability Test . This test was specifically developed for his study. The test had three sub-tests; namely recognizing word meaning test, where students were asked to match the word with its meaning, recognizing the opposite meaning test, where students were to match the word with its opposite, and recognizing the correct word test, where students were asked to choose from a number of words in each row the correct word. The children participated by singing, listening, answering questions, and following directions.

The following is a list of the PA activities addressed during training:
1. Sound Matching/Sound Identification
2. Rhyming Activities
3. Sound Addition or Substitution Activities
4. Sound/Syllable Blending Activities
5. Sound/Syllable Segmentation Activities.

The activities mentioned by the author Mohammed, are directly connected to the development of the different language skills which will help students to be related to Phonology awareness, what was the purpose of the present research.

That was the reason why it was essential to interact and communicate in this globalized world where learning and speaking a foreign language was part of a human daily routine considering that it was not the native language but it was being learned in a classroom for some specific periods.

Based on the fact that the Ministry of Education of Ecuador recognizes the great challenge of being able to develop the skills of students in subjects with a different language from the native one, the importance of the English language has been considered as a tool to understand people and cultures more beyond geographical and linguistic limits; and, the need to align the curriculum in the English subject according to the Standards of the Common European Framework (CEFR-Common European Framework of Reference), the Common European Framework is a planning tool that offers a guide for teachers, coordinators , writers, trainers and managers, describes what students are capable of learning at different stages of the learning process and the skills as the knowledge they need to develop to communicate effectively. "National English Curriculum Guidelines - English Language". Which was developed by the European Council to establish international standards for the learning, teaching and assessment of all modern European languages, for this reason the Common European Framework is internationally recognized and provides a common basis for the development of a school curriculum in the teaching of a foreign language.

The Curricular Updating and Strengthening of Basic General Education points out: it is a provision that the Ministry of Education of Ecuador gives and is based on various theoretical and methodological conceptions, aimed at the development of logical, critical and creative thinking of children and adolescents, young Ecuadorians. This proposal was based on a skills development system, (understanding by skill the expression of know-how in students, characterizes the domain of action. Curricular Updating and Strengthening of Basic Education 2010), with performance criteria (that

guide and specify the level of complexity on the action: they can be determinants of scientific, cultural, spatial, temporal, motor and other rigor. Curriculum Update and Strengthening of Basic Education 2010), and knowledge; and one of its objectives was precisely to promote an inclusive educational process of equity in order to strengthen citizen training for democracy, in the context of an intercultural and plurinational society, based on the new 2010 curriculum reference.

Based on the author's teaching experience, this work took as a reference "La Salle-Conocoto" School, where there were classrooms with an average number of between 30 and 40 students per each class, in which it was located at least 15% of children who present special educational needs (SEN), according to the payroll and records of teachers, not associated with disability in different areas, such as: emotional disorders, attention deficit and hyperactivity disorders, autism, dyslexia, behavior disorders, language disorders, motor skills disorders and situations of vulnerability. Therefore, it was essential to have highly trained teachers for adequate school performance and achievement in all areas involved within the student curriculum. For the case study that was proposed, it was important to have teachers who, in addition to mastering a foreign language, know and were prepared to work with this group of children who required greater attention, dedication and special methodological strategies that allowed them to develop all their skills. intellectual and motor skills in the English language.

Differentiation is the manner how teachers can start thinking about those special children with special or specific abilities, who have the same right to acquire knowledge and develop different skills; at this point the author Gardner (2017), mentions: "If you really ignore about the brain, the nervous system and different kind of measures on brain activities inclusive about genetics, you will not be part of education. Anybody, who is involve in Education should become litterateur understanding something about Biology of the mind which means to know something about the brain and about genetics".

Teachers were involved in helping children and young people to develop different strategies, to do that it was necessary to have enough or basic knowledge about how the brain works in different stages of life, furthermore, when children with special needs have certain kind of limitations.

1.2 EPISTEMOLOGICAL FOUNDATION

There are certain investigations previously carried out related to the problem that arises in this work plan and that are closely related to the processes of teaching a foreign language as a second language in a school classroom where we find student diversity, among the studies carried out the one carried out by Ascencio M. (s / a) is mentioned, who points out that in the 90s students were prevented from teaching grammar based on two arguments: the first, the need to abandon inappropriate teaching methods such as grammar translation; and, second, the new teaching theories which showed that a person could master another language as a second language in the same way that a child learns his native language. It was then that more influenced and discussed learning models emerge, especially that of Stephen Krashen (1983).

On the website: http://www.youtube.com/watch?v=NiTsduRreug, the author Krashen, proposes two different ways of developing proficiency in a foreign language and he does it through: acquisition "Subconscious process" and learning "Conscious process", in this way learning can not become acquisition.

The difference between the two is that acquisition is achieved through understanding messages while learning is knowing about the language. According to his theoretical model "Monitor Model" (1977, 1982, 1985), taken from the work: The Input Hypothesis: issues and implications. New York:

Longman, 1985: 409, based on five hypotheses to demonstrate his theory:

1. The hypothesis of the differentiation between acquisition and learning

2. The monitor's hypothesis

3. The natural order hypothesis

4. The input hypothesis

5. The affective filter: for McLaughlin (1987: 472), there is no doubt that affective factors play an important role in the learning of second languages.

The authors Moirano, A. and Pérez, A. (2009), state in an essential way that the integration of children with SEN in the foreign-language classroom will be carried out based on a prior knowledge of what diversity is, then it was done a description of the students that made up the group, the material available for the teaching of a second language was examined and, finally, the strategies that the teacher can implement in the classroom was discovered, without dissociating the commitment with the parents.

Each child is special and differs from the others in several aspects such as: physical, psychological, intellectual abilities, learning styles, interests, socio-economic status, etc. According to Moirano, A., there are three aspects of the child that converge and define the way in which they mastered different skills:

1. Child biology: sensory reactivity, sensory processing, and; muscle tone, motor approach and sequencing.

2. Patterns of each child to relate socially.

3. Cultural and environmental family guidelines.

The research carried out was based mainly on the laws, regulations and agreements that the Ecuadorian National Government has presented to all citizens and that were also handled worldwide with respect to the rights, opportunities and obligations of people who present special educational needs, among which the researcher can mention the following:

The document provided by the Ministry of Education of Ecuador, (2010: 18,19). "Curricular Update and Strengthening of Basic Education" in the section that talks about the exit profile of students of Basic General Education, states: "Young people who complete their studies of Basic General Education will be citizens capable of: living together and actively participate in a diverse, intercultural and multinational society, interpret and apply a foreign language at a basic level in common communication situations". And it is precisely what a foreign language teacher expects from his students at the end of a school period: to be able to communicate in the English language efficiently and at a basic level.

In the transversal axes, the document indicates: Interculturality, the recognition of the diversity of ethnic-cultural manifestations in the local, regional, national and planetary spheres, from a perspective of respect and appreciation. In other words, recognizing and respecting the differences between all human beings, be they physical, religious, cultural, emotional or behavioral, diversity allows each of us to venture into different and very interesting worlds.

The Organic Law of Intercultural Education of Ecuador (LOEI), (2011), in its sixth chapter On Specific Educational Needs, art. 47; Title IV On Intercultural Bilingual Education, first chapter of the Intercultural Bilingual Education System, art. 78 - 81, states: "The Ecuadorian State guarantees the inclusion and integration of all those students who may present special needs after an evaluation that allows knowing which area needs to be supported and guided without this being an impediment for the student to develop within a regular school environment, except for the exceptions or particular cases that require a more particular and individual follow-up ".

The General Regulations of the LOEI clearly indicate which are the special needs that a student may present: In its Title VII of specific educational needs, Chapter I: of education for people with special educational needs associated or not with disability, Art 227-230, the document clearly classifies the special educational needs not associated with disability, and they are:

1) Specific learning difficulties. For the present thesis, those referring to attention deficit and hyperactivity disorders as well as behavior disorders will be considered.

2) Situations of vulnerability. For this thesis, we will consider those cases that due to particular family situations have been considered within the group of special educational needs, among which one stands out especially for having a severely dysfunctional family.

3) Superior endowment or Giftedness. In this thesis a single case will be considered.

Regarding the special educational needs associated with disability, mention:

1) Intellectual, physical-motor, hearing, visual or mental disability: that for this thesis will be considered those related to physical-motor disability as well as hearing and mild cerebral palsy.

2) Multi-disabilities: will not be considered in this thesis.

3) Generalized developmental disorders: will not be considered in this thesis.

1.2.1 Children with Special Educational Needs

Every human being goes through a normal process of development, growth and maturation to finally acquire capacities and skills of adaptation and control in their immediate environment. According to what he explains (Espinosa, 2010), the basis for a cognitive process or a simple reflex activity is the neuron; this is the cell that allows and controls the entire process that regulates psycho-cognitive and social activity; Based on this criterion, it was understood that the neuron is the starting point for a function.

In the period from six to eight years there is great progress in cognitive development (Piaget, 1978). This is the literacy period, children learn by playing reading and writing; the child learns to distance himself from the literal meaning of words and sentences and experiments with relationships and symbolisms (Delfos, 2009); even more so then, if the game is part of learning a foreign language, creating stories, representing characters and relating to an immediate social environment.

When the researcher observed students, it is easy to identify that their normal learning process was limited or impeded by one or more specific causes, it was when it was possible to say that a boy or a girl presents special educational needs, the same that were presented either by a physical deficiency, sensory, intellectual, emotional, social, family, or any combination of these that affect learning.

1.2.2 SEN (Special Educational Needs)

The General Regulation to the Organic Law of Intercultural Education (LOEI), in its article 228 states: "Students with special educational needs are those who require temporary or permanent support or adaptations that allow them or access a quality service according to their condition. These supports and adaptations can be learning, accessibility or communication. "

Starting from this concept, it was considered to involve the different learning areas and not only the essential subjects; for this reason, the foreign language course was conductive to provide support to students with special educational needs, since it was a course that combines and integrates areas such as music, art and culture.

Marchesi and Colt 1994, point out that special educational needs appear when a child has greater difficulties than the rest of his classmates to access the learning that was determined in the curriculum that corresponds to his age and needs, to compensate for difficulties, access adaptations and / or significant curricular adaptations in various areas of that curriculum.

García 2000, Special Educational Needs. Concept. Quito, Ecuador. Most frequent educational needs in early childhood education. P.13: expresses that special educational needs appear when a student presents a rhythm to learn very different from that of his peers and the resources available in his school are insufficient to support them in the acquisition of the contents established in the study plans and programs; therefore, it requires greater or different resources, which can be: professional, material, architectural and curricular. Text taken from the brochure "Most frequent educational needs in early childhood education" by Dr. Elisa Espinosa Marroquín. (2012). Professor of the Postgraduate Department of the Equinoctial Technological University (UTE).

1.2.2.1 SEN Classification

It is important to note that the classification of special educational needs has been carried out using the criteria of two authors: Moirano, A. and the Ministry of Education of Ecuador

1.2.2.1.1 Special educational needs associated with disability:

- Intellectual, physical-motor, hearing, visual or mental disability
- Multi-disabilities; and,
- Generalized developmental disorders: Autism, Asperger's syndrome, Rett syndrome, among others.

1.2.2.1.2 Special educational needs not associated with disability:

- Specific learning difficulties: dyslexia, dyscalculia, dysgraphia, dysphasia, attention deficit hyperactivity disorders, behavior disorders, among others.
- Situations of vulnerability: catastrophic diseases, human mobility, victims of violence, addictions.
- Superior endowment: high intellectual abilities

1.2.2.1.3 Permanent Special Needs: are those difficulties that the boy or the girl presents throughout his life, and they are associated with a deficit in intelligence or some irregularity in the sensory, motor or communication areas as a result of:

a) Disabilities

Disability being understood as the deficiency or deficiencies in bodily functions and structures, limitations in the ability to carry out activities and restrictions on human participation in society. (Espinosa, E., 2012) p. 11.

The Law on Intercultural Education in its article 47, Education for people with disabilities, states: Educational establishments are obliged to receive all people with disabilities to create the supports and physical, curricular and promotional adaptations appropriate to their needs; and to seek the training of teaching staff in the areas of methodology and specific evaluations for the teaching of children with capacities for the process with inter-learning for quality care and warmth.

Among the disabilities we can mention the following:

- Intellectual (borderline, light, moderate, severe and deep); classification taken from the brochure of the Ministry of Education of Ecuador, "Introduction to curricular adaptations for students with SEN. (2013). P. 164.
- Sensory
- Motor

b) Disorders:

- Emotional
- Physical (visual)
- Of language
- Behavioral (ADD-Attention Deficit Disorder). This disorder may be associated with hyperactivity, in which case the corresponding acronym is TDH.
- In academic skills (dyslexia)
- Of personality (depression)

c) Intellectual endowments:

Intellectual endowments are understood to be the high capacities that a student can present in one or more intellectual areas to efficiently process the information received or the performance above the average in learning tasks linked to specific skills and abilities. Ministry of Education of Ecuador, (2013). Page 172.

- • Giftedness

- • High capacities

- • Talents

1.2.2.1.4 Transitory Special Needs: are those difficulties that arise in students whose development and intellectual capacity are apparently normal, but who at certain moments of their school performance appear preventing easy access to learn, as a consequence of:

- External factors: pedagogical method, family structure, social, economic and deprived cultural environments, absence of an inclusion program and others.
- Internal factors: of individual origin, adaptation, maturity for learning, sensory deficiency, physical and domestic calamity.

In addition to the aforementioned documents, it was necessary to take as a legal basis for this study, the following laws and articles:

1) The Code of Children and Adolescents of Ecuador. (2003). Arts .: 6, 28, 37, 42; and, 55.
2) In the Salamanca Declaration and Framework of Action for special educational needs. (1994). Salamanca-Spain.
3) The General Regulations to the Disabilities Law of Ecuador. (2000). Arts .: 3 and 5
4) The Standards of Educational Quality of the Ministry of Education of Ecuador. Chapter III

5) National English Curriculum Guidelines - English Language. (2012). It is a document that has been facilitated and provided by the Ministry of Education of the Republic of Ecuador, its objective is to establish clear and precise levels towards where it is intended to reach with the learning of the English language, that is, the levels of higher basic education and baccalaureate. For the sections: elementary and medium, the achievable levels have not been defined yet, so the levels proposed and established by the Common European Framework (CEFR) will be taken as a reference.

1.2.3 Curriculum Design

It was important to analyze at this point the design of a curriculum adapted to the group of students whom teachers had to work with, it will be relevant to follow some steps to organize it, such as:

1.2.3.1 Theory of learning: Due to the fact that teachers had to face different kind of special educational needs, it was useful to choose the Neuroscience and how students learn as a theory of learning.

McTighe, J., & Willis, J. (2019) mention: "Although most of the neurons where information is stored are present at birth, there is lifelong growth and expansion of the abundant connections through which neurons communicate".

How the Brain remembers? Memory is stored in separate hemispheres of the brain, based on the sensory modality (e.g., vision or hearing) in which it is experienced. The brain develops stronger and extended memory circuits when new learning is connected to multiple circuits by recognizing the common threads among existing circuits or experiencing the learning through multiple sensory modalities, such as vision, hearing, and movement.

Every class, assignment, and experience reshapes each student's brain through neuroplasticity. Understanding how the brain processes information and changes in response to experiences provides keys to best strategies and interventions for guiding learners to sound understanding and durable, transferrable, long-term memory.

Understanding by Design (UbD) is a curriculum planning framework that is well aligned to the ideas of brain-based education. UbD reflects the convergence of two independent ideas: (1) research on learning and cognition that highlights the centrality of teaching and assessing for understanding and transfer, and (2) a time-honored process for designing curriculum.

The UbD framework is based on seven key tenets:

1. Learning is enhanced when teachers think purposefully about curriculum planning.
2. The framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning-that is, the ability of effectively use content knowledge and skill.
3. Understanding is revealed when students can make sense of, and transfer their learning through authentic performance.
4. Effective curriculum is planned backward from long-term outcomes through a three-stage design process.
5. Teacher are coaches of understanding no mere purveyors of content knowledge, skill or activity.
6. Regular reviews of curriculum against design standards enhance curricular quality, leading to deeper learning; at the same time, concomitant reviews of student work in professional learning communities inform needed adjustments in curriculum and instruction so that student's learning is maximized.
7. Teachers, schools, and districts can "work smarter" and more effectively by sharing their curriculum and assessment designs with others."

1.2.3.2 Objective: To help learners acquire a foreign language in an appropriate way using speech sounds as a means to introduce new vocabulary.

1.2.3.3 Approach: "Humanism takes a whole-person view, recognising the influence of emotional (or affective) factors, as well as of intellectual ones, in the learning process. It contributed to the concept of learner-centredness-humanism because learning can not be forced - it must be directed by the learners themselves." FUNIBER (Fundación Universitaria Iberoamericana), p.25.

It is totally true and real when it mentions that learning must not be forced, by the contrary teachers are able to guide students and help them acquire new skills.

1.2.4 Phonology Awareness:

The Arabian Ministry of Education in its book "Adapting the English Curriculum for Students with Disabilities" mentions that: "students with disabilities commonly share learning difficulties, such as learning how to read and or write, processing information quickly and efficiently, as well as kinesthetic, emotional and social difficulties that can affect their learning. The assumption is that in spite of their difficulties in various learning domains – comprehension, abstract thinking, memory, retrieval, attention and concentration, as well as motivation for learning – these students need to acquire knowledge and skills in the English language and are capable of doing so." This text is clear enough for any English teacher to understand the importance of considering and including those students with certain disabilities or special needs who may require some extra help or guidance in a regular class, even more when they learn a foreign language.

As an English teacher the researcher agree when in the same last mentioned book says that "A good vocabulary is essential for acquiring the English language in all four domains.", which is definitely true because students require a minimum essential or basic vocabulary to develop English skills, in addition, teachers are able to follow some useful suggestions such as: Teaching students to create associations that help them

memorize words as the Arabian Ministry of Education recommends not only to memorize but form phrases and sentences once the student identifies the whole words.

Another great suggestion made by the same Ministry for students who have acquired pre-reading skills in their native language (e.g. phonological awareness, isolation of sounds, breaking a word into syllables, identifying opening and closing sounds, rhyming, distinguishing between identical and different words, visual distinction and distinguishing between graphic shapes), is to teach these skills in English as well; which has logic and sequence in a normal language development.

English as a foreign language has a specific way of use in all its skills specially in writing and reading, as a matter of fact when the author of this research acquired English as a second language did not know that there were too many different vowels and consonants sounds which was the main reason to study and understand profoundly the language; in order to develop the profession in the most appropriate way.

According to the authors Brinton, L. and Brinton, D. (1984), if we compare the actual sounds of English with the orthography, the graphic symbols or letters used in writing, we find the following discrepancies:
- one sound can be represented — by a variety of graphemes (alphabet letters), as with the vowel sound in *meat*, *meet*, *machine, city*, *key*, *ceiling*, *people*, *niece*, *evil*, *Caesar, amoeba,* and *quay*;
- one grapheme can represent a variety of sounds, as with *d* in *damage*, *educate*, *picked*;
- one or more graphemes may represent no sound at all, as in *knee*, *gnat*, *lamb*, *receipt*, *right*, *honor*, *rhyme*, *psalm*, and *salmon*;
- two or more graphemes may represent a single sound, as in *throne*, *chain*, *edge*, *shore*, *nation*, *itch*, *inn*, *school*, *eat*, *friend*, *too*, *leopard*, *cause*, *blood*, or *lieutenant*;

- a grapheme may simply indicate the quality of a neighboring sound, as in *dinner* vs. *diner* (where a double or single *n* indicates the quality of the preceding vowel) or *dine* vs. *din* (where the presence or absence of final *e* indicates the quality of the preceding vowel);
- a single grapheme may represent — two or more sounds, as in *box*, where the letter *x* represents the sound sequence "ks"; and
- some sounds have no graphic representation, as with the initial sounds in *universe* and *one*.

For the study of speech sounds, therefore, orthographic systems are clearly inadequate. It is necessary a system of recording sounds in which a single written symbol represents one and only one speech sound and in which a single sound is represented by one and only one written symbol. For this reason, the International Phonetic Alphabet (IPA) was invented in 1888 (and revised in 1989). It is based on the Roman alphabet primarily, with some symbols from other writing systems, as well as some invented symbols and diacritics (marks added to symbols). The recording of the sounds of a language in the IPA is called "transcription".

1.2.4.1 The production of speech sounds

Keeping in mind the primacy of speech, it will now be considered how we make speech sounds. Speech sounds are produced using, but modifying, the respiratory system. When speaking, the number of breaths per minute increases. The intake of air (inspiration) becomes shorter while the period of exhalation (expiration) increases. A greater amount of air is expelled, with a gradual decrease in the volume of air and fairly constant pressure. Importantly for the production of sound, the air is often blocked or impeded at some point or points on its way out.

English and most languages of the world use the egressive pulmonic system to generate speech sounds. The term "egressive" refers to the fact that sound is produced when air is exiting, not entering, the lungs. "Pulmonic" refers to the use of the lungs as the power source. In speaking, air is expelled from the lungs by a downward movement of the ribs and upward movement of the diaphragm. The air travels up the bronchial tubes to the trachea, or "wind pipe", and through the larynx, or "Adam's apple". The larynx contains a valve which functions to close off the trachea while you are eating. This valve has been adapted for the purposes of speech; it is known as the vocal cords. The vocal cords are two muscles stretching horizontally across the larynx, attached to cartilage at either end that controls their movement.

The vocal cords are relatively open during normal breathing, but closed during eating. The space between the cords when they are open is known as the glottis. The vocal cords of men and of women are of different lengths: 1.7 cm for women, 2.3 for men. This, as we will see later, accounts in part for the different vocal qualities of men and women. Air continues past the larynx into the pharynx, whose only real function is as a connector and resonator.

The air then moves into the vocal tract, consisting of the oral and nasal cavities. The oral cavity, that is, the mouth, is a resonator and a generator of speech sounds via the articulators, which may be active (moving) or passive (stationary).

The active articulators include the following:
- the tongue, divided into:
  a) the front (consisting of the tip or — "apex" and the blade or "lamina"),
  b) the back (or "dorsum"), and
  c) the root: the tongue modifies the shape of the cavity, acts as a valve by touching parts of the mouth to stop the flow of air, and is shaped in various ways to direct the flow of air.

- the lower lip: the lip may be placed against the upper teeth or, together with the upper lip, may be closed or opened, rounded or spread.

The passive articulators include the following:
- the teeth, both upper and lower.
- the roof of the mouth, which is divided into: (1) the alveolar ridge, which is 1 cm behind the upper teeth, (2) the hard palate, which is the domed, bony plate, (3) the soft palate, or velum, which is the muscular flap at the rear, and (4) the uvula, which is the tip of the velum.

1.3 FOUNDATION OF THE STATE OF ART

Krashen, (1983: 27), states that "research on language acquisition in children strongly suggests that teaching grammar does not facilitate acquisition."

The National Education System that governs our society has begun by recognizing the cultures that our country has as well as its different languages and forms of communication. In this way, art. 20 of the Organic Statute of Organizational Management by Processes of the Ministry of Education, numeral 1, indicates the mission of Intercultural Bilingual Education, making proposals to mainstream interculturality in the National Educational System through the pertinent actions that contribute to the construction of an Intercultural State and Plurinational.

English is an international language medium as well as a global communication instrument that fortunately the Ministry of Education of Ecuador has provided remarkable support at the teacher level, allowing access to scholarships outside the country with the sole objective of learning and staying up-to-date in the knowledge necessary to provide a quality education.

At the same time, as an example of relevant importance in learning a foreign language as part of the educational system not only at the country level but also at the global level, the Ministry of Education in Colombia, Vélez Cecilia (2006), relates the learning of a foreign language with the personal development of a student, she also mentions that it is the opportunity students have for their social, cultural and cognitive development because it allows the student to value and respect their own social environment; interact with other people and develop on a personal level. (translated from "Formar en lenguas extranjeras" magazine. Serie guías No.22. p.8-9.)

Refering about what Padurean, A. (2014), mentions about learning English, she says that a foreign language is learnt by direct exposure to it, therefore children with SEN should be familiarized with English by listening and reading activities in which students are able to develop the language skills and feel confident using their own learning rhythm according to their needs also because students with SEN have different abilities that need to be understood by their teachers.

The most common special educational needs according to the author Abdallah, M. (2015), include challenges with learning, communication challenges, emotional and behavioural disorders, physical disabilities, and developmental disorders. Students with these kind of special needs are likely to benefit from additional educational services but unfortunely teachers and people around are not ready enough to help and guide them to have access to the same opportunities as the rest of students, in fact, students with SEN have been limited and ignored in some areas due to their special needs.

Daloiso (2017), in her book "Supporting learners with Dyslexia in the ELT classroom", mentions the importance of reading and writing in a child's life, by the contrary children who do not achieve certain proficiency standards in reading and writing can be at risk of social exclusion and that is exactly what teachers do not want to happen anymore in a regular classroom.

It was relevant to include language strategies to teach students with SEN to develop specially reading and writing in the learning process specially if have children with Dyslexia, they need to learn how to write and read correctly.

Nijakowska (2020), in her book "Dyslexia in the context of second language learning and teaching", she mentions about Dyslexia as typically associated with phonological processing problems; precisely due to Dyslexia is one of the SEN that disables the person to identify letters correctly in fact, it is impossible to read or even to write different sounds in a native language even worse in a second foreign language. **(See: Appendix 10)**

1.4 CONCLUSIONS

- Everybody has the same right to have education specially those children or young people who have specific abilities or what is known as Special Educational Needs, considering that everybody has specific needs which should be taken into consideration into the individual learning and as part of the teaching process.

- Students, teachers and all people around us are different, this is enough to change our minds about teaching processes and we should not think that there is only one way to teach and learn; teachers could open their minds about new generations, new technological tools and new places where they are able to guide students and help them get the knowledge even more when suddenly a terrible virus can transform our life's style and makes us to transform our concepts and goals.

- Teachers should pay more attention or focus their attention on students with different learning style because those students will need specific or detailed information in order for them to accomplish different duties and try to be at the same level as the rest of classmates considering that students have different way of learning some are visual, many are auditives and others are kinaesthetic learners.

CHAPTER II.- PROPOSAL

2.1. PROPOSAL TOPIC

An Easy Way to Identify Sounds (AEWIS).

2.2. OBJECTIVES

"An Easy Way to Identify Sounds" (AEWIS) handbook was designed to aim objectives focused on including children with SEN, as follows:

- To dispose of a short but useful handbook which will be useful enough for students and teachers to learn and identify vowels sounds (short and long ones).
- To develop reading and writing skills through the correct use of the handbook and its practical exercises.
- To use AEWIS as an educational tool specially by those teachers who in some circumstances have given up teaching phonics.

2.3. JUSTIFICATION

AEWIS, was a result of a profound investigation about the best way of teaching English sounds, and as a result of some years of experience working as an English Teacher in which years, the researcher has been able to observe and understand students' difficulties while reading and pronouncing the language due to the lack of an appropriate guide about the recognition of symbols, letters and phonemes. It has been relevant to consider the opinion and experience from some English teachers who work in La Salle high school and answered a questionnaire in order to know their own strategies to teach students with SEN. **(See: Appendix 11).**

The results obtained from the interview to ten English teachers show that the 100% of them had students with SEN in their classrooms and the most common needs were: ASD (Autism Spectrum Disorder), Dyslexia, ADHD (Attention Deficit Hyperactivity Disorder). By the other hand, teachers mentioned that they have from 8 to 10 students with SEN and 75% of the teachers don't know how to manage the class because it turns difficult to help all the students in a regular class without the adequate tools and strategies; in fact, the 25% of them work and develop the language skills using projects and communicative approach as techniques to help students with SEN.

Finally the 100% of teachers expressed they would like to have extra materials and tools in order for them to guide their classes and help students with SEN in a regular class.

2.4. PROPOSAL DEVELOPMENT

The use of a handbook was a necessary tool for both teachers and students who were interested in starting to learn a new different language through the basic speech sounds such as the short and long vowel sounds.

2.4.1 Proposal Components:

AEWIS, had the following components, which let any user to be able to identify and use English sounds in an appropriate way as a process of getting engaged with the language.

2.4.1.1 Cover page:
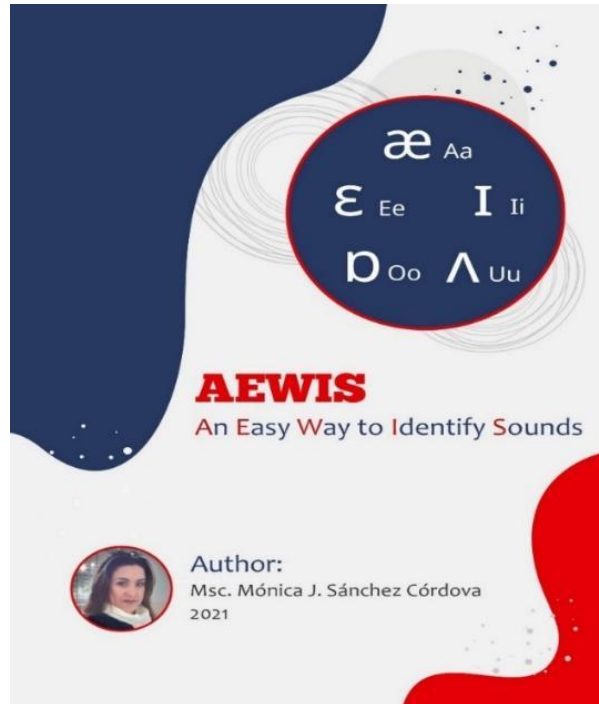
Designed by: Ing. Guerra, J. (2021)

2.4.1.2 Brief Introduction:

AEWIS was created in order for students and teachers or maybe some English instructors to be able to guide others or themselves in the correct way of pronouncing words, phrases and reading English as a foreign language correctly.

2.4.1.3 Unit topics: which helped the reader to know what sounds English is composed of.

This plan was organized and divided in two basic and important units such:

Lesson 1 : Short Vowel Sounds:

- Activity 1.1.: Short a: æ

- Activity 1.2: Short e: ɛ

- Activity 1.3.: Short i: ɪ

- Activity 1.4.: Short o: ɒ

- Activity 1.5.: Short u: ʌ

Lesson 2: Long Vowel Sounds:

- Activity 2.1.: Long a: eɪ
- Activity 2.1.: Long e: iː
- Activity 2.1.: Long i: aɪ
- Activity 2.1.: Long o: oʊ
- Activity 2.1.: Long u: juː

2.4.1.4 Spelling background information, where teachers felt guided by some brief concepts and ideas to understand how to develop the different assignments.

English language acquisition, sometimes could be a very difficult task, but reading texts which were related to Phonology or Spelling was the learning

process a special entertainment, such as this suitable handbook that has the necessary elements to understand the language by itself.

Short Vowel Spellings: these sounds are totally dependent on their position, it means a single way or in a syllable form. The correct pronunciation of these sounds also depends on the main vowel the word has.

The pronunciation might be a kind of difference due to the regional speeches; that is why it is important to have a previous knowledge of some specific English vocabulary. Normally we learn a foreign language by listening that is how the ability to read depends on the student's knowledge of the foreign language, considering that; it is really important to develop the language skills once the person has the basic vocabulary and grammar structures.

Long Vowel Spellings: these sounds may be a challenge for speakers because there are some variations or combinations between vowels and consonants, some long sounds are similar to the sounds in Spanish and that could be a reason to get confused, but; the learning process will depend on the frequency and practice that the learner develop in each proposed task.

In Spanish the pronunciation is totally different due to each letter has its own sound but in English there are some combination letters, that is why the importance of an adequate domain of the language sounds. Spanish and English have the same alphabet but the sounds are totally different; in English there are twenty vowel sounds for speaking skill meanwhile for writing there are only five vowels like in Spanish.

2.4.1.5 Images which helped and guided every new word that students learnt, it was the main and first word they will listen after visualizing a sound.

Lesson 1

SHORT VOWEL SOUNDS
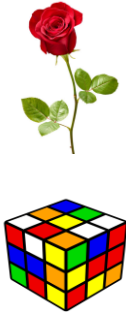
SOUND:	IMAGE:	WORD:
æ		CAT
ɛ		BED
ɪ		PIG
ɒ		BOX
ʌ		BUS

Adapted by: Sanchez (2021)

LONG VOWEL SOUNDS

SOUND:	IMAGE:	WORD:
eɪ		LAKE
iː		FEET
aɪ		BIKE
oʊ		ROSE

juː		**CUBE**

Adapted by: Sanchez (2021)

2.4.1.6 Teaching tips where the person who was in charge of teaching will have some suggestions or instructions to develop the activity in an appropriate and interesting way.

- Have students observe some sound/symbol images to introduce sounds and words.
- Have students name each image, repeating the sound vowel.
- Once students have identified the sound with the image, students will write the word which identifies the image.
- Have students read the written word as many times as necessary.
- Challenge students to say more new and different words with the sound required.
- Have students to use the words in simple sentences.
- Motivate students to complete an activity independently.
- AEWIS will be developed with the help of images without color in order for students with SEN to acquire the knowledge in a very clear and easy way, besides the images without any color may be an extra simple task while they learn to spell and pronounce the words.

2.4.1.7 Challenge Vocabulary where students and teachers was provided with a series of simple but challenging words to reinforce the knowledge acquired.

SHORT VOWEL SOUNDS:

SOUND:	CHALLENGE WORDS:
æ	PANTS
	TAG
	LAP
	ANT
	GRAND
ɛ	DEN
	VEST
	MEND
	YELL
	REND
ɪ	SIP
	TIP
	WIG
	BIB
	RIP
ɒ	TROT
	COD
	JOG
	ROD
	HOG
ʌ	DUD
	SNUG

	HUM
	BUMP
	CUB

Made by: Sanchez (2021)

LONG VOWEL SOUNDS:

SOUND:	CHALLENGE WORDS:
eɪ	APE
	WAKE
	MANE
	DATE
	VASE
iː	SWEEP
	PEEL
	PEEK
	FEED
	FEET
aɪ	RICE
	DIVE
	WIDE
	PINE
	KITE
oʊ	CONE
	CODE
	STOVE
	WOKE
	ROPE
	MOON

	BROOM
uː	SPOON
	STOOL
	ZOO

Made by: Sanchez (2021)

2.4.1.8 A variety of activities to be developed such as: spelling, matching words, replacing letters and sounds, and writing or completing words.

ACTIVITIES WITH SHORT VOWEL SOUNDS:

1) SPELLING:

Objectives:

- Students will be able to identify English sounds according to the different symbols.
- Students will be able to read, spell and write words with sound vowels in the initial and medial position.
- Students will be able to mix the letters to form different words with similar ending sound.

> *a) NAME EACH IMAGE, USING THE FIRST LETTER OF EACH PICTURE TO FORM A SPELLING WORD.*

IMAGES	WORDS
 D **A** **D**	**DAD**
 H **A** **D**	**HAD**
 M **A** **N**	**MAN**

Adapted by: Sanchez (2021)

2) **MATCHING WORDS:**

Objectives:

- Students will be able to match the words according to the images.
- Students will be able to match sounds to letters to form new words.
- Students will be able to match beginning sounds of images names to letters to form new words.

b) **MATCH THE WORD THAT RHYMES AND TELLS ABOUT THE PICTURE**.

Ten _____   1) net

Wet ____   2) men

Get ____   3) pet

3) **REPLACING LETTERS AND SOUNDS**:

   Objectives:

   ● Students will be able to write words replacing the vowels sounds for
     letters.
   ● Students will be able to replace sounds by identifying pictures.

   c) **WRITE THE LETTER TO COMPLETE THE WORD**
      ACCORDING TO THE IMAGE.

      L___ mp

      N___t

      P__g

      B___x
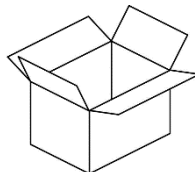
      B___s
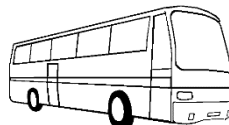
d) **CHOOSE THE CORRECT SPELLING WORD TO COMPLETE THE PHRASE**.

PEN	**NET**	**PET**	**MEN**

1) A big tiger is in the _____

2) The rabbit is a big _____
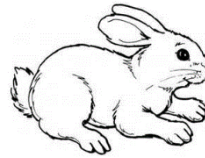
3) The _____ talk to each other.
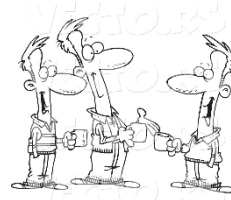
4) The man uses a _____ to catch the fish.

4) **WRITING WORDS**:

Objectives:

- Students will be able to identify some images and their sounds when pronouncing.
- Students will be able to think about a word that rhymes with the picture name.
- Student will be able to write the word that has a similar image sound.

e) **WRITE THE WORD THAT RHYMES WITH THE PICTURE NAME.**

den	lap	pants	tag
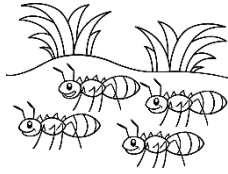
pants

lap

tag

den

ACTIVITIES WITH LONG VOWEL SOUNDS:

1) SPELLING:

Objectives:

- Students will be able to identify English sounds according to the different symbols.
- Students will be able to read, spell and write words with vowel sounds in the initial and medial position.

- Students will be able to mix the letters to form different words with similar ending sound.

a) **WRITE THE WORDS THAT RHYME**.

Seed keep mine spoon mine

Deep   _____

Feed   _____

Peel   _____

Pine   _____

Moon   _____

2) MATCHING WORDS:

Objectives:

- Students will be able to match the words according to the images.
- Students will be able to match sounds to letters to form new words.
- Students will be able to match beginning sounds of images names to letters to form new words.

b) **MATCH THE WORDS TO THE CORRESPONDING IMAGE**

1.   ____**kite**
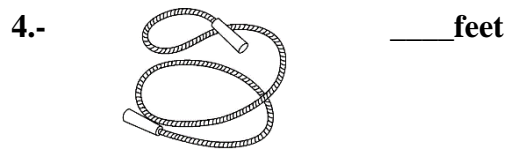
2. ____**rope**

3.- ____**vase**

4.- ____**feet**

3) **REPLACING LETTERS AND SOUNDS**:

Objectives:

- Students will be able to write words replacing the vowels sounds for letters.
- Students will be able to replace sounds by identifying pictures.

c) **REWRITE THE WORD, REPLACING THE SOUND BY THE CORRECT LETTER(S).**

weɪk   _____

swiːp   _____

raɪs   _____

stoʊv   _____

zuː   _____

4) **WRITING WORDS**:

Objectives:

- Students will able to identify some images and their sounds when pronouncing.
- Students will be able to think about a word that rhymes with the picture name.
- Students will be able to write the word that has a similar image sound.

d) **WRITE THE WORD THAT GOES WITH EACH GROUP.**

SPOON	APE	MOON	LAKE	KITE
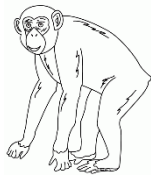
chimpanzee   gorillla   _____
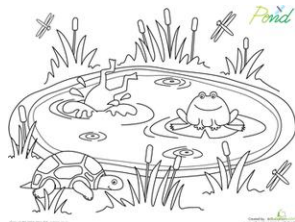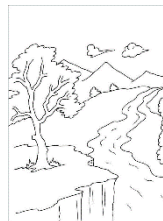
pond   stream   _____

ball   doll   _____
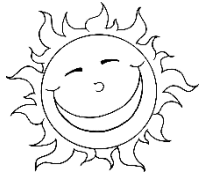
sun   star   _____

fork   knife   _____

e) COMPLETE THE WORDS THAT NAME EACH PICTURE

__O__E
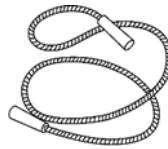
__O__E
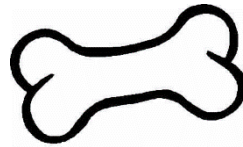
__O__E

__O__E

2.4.2 Proposal Explanation

AEWIS handbook was designed in a very accessible way in order for teachers and students to understand, learn and practice the correct form of identifying English sounds, specifically those sounds related to Vowel Sounds in Short and Long ones.

At first, the teacher or instructor exposed the symbol or sound which represents the corresponding vowel in short and long sounds, it is not necessary to pronounce the sound because it is important to remember that teachers will be working in regular classes where there will be some students or children with SEN and the rhythm or developing this proposal is focus on them.

After visualizing the sound, students observed different images related to each sound with the purpose of identifying the sound with the pronunciation of the corresponding image, at this stage everybody will be practicing pronunciation while observing images.

Once students identified the images with the sound, the teacher wrote the name of each image in order to associate the name with the sound, this was be the only way students will identify the sounds when reading and speaking words which contain short and long vowel sounds.

As part of practicing these sounds, it was very beneficial to promote the adequate use of a dictionary in order for the students to learn reading and writing sounds of the words as a result of an efficient phonological practice.

The handbook proposed some different exercises to help students to develop their reading and listening skills.

2.4.2 Premises for its implementation

English teachers needed to keep in mind the relevance of learning speech sounds as a process of getting a new foreign language, as an initial procedure of the practice, it was recommended to start with the vowel sounds, for that purpose, the use of a handbook will let teachers and students develop reading and listening skills in English language.

By the other hand, teachers who made of AEWIS part of their daily tool of teaching, must have also a basic background of training or working with children with SEN because the handbook was made considering important aspects such as: vocabulary, rhythm, images which were really important to include this kind of groups in a regular class.

2.5 CONCLUSIONS:

- Everybody has the same right to have education specially those children or young people who have specific abilities or what is known as Special Educational Needs, considering that everybody has specific needs which should be taken into consideration for the individual learning and as part of the teaching process.

- Students, teachers and all people around us are different, this is enough to change our minds about teaching processes and people should not think that there is only one way to teach and learn; everybody could open their minds about new generations, new technological tools and new places where teachers are able to guide students and help them to get the knowledge even more when suddenly a terrible virus can transform our life's style and makes us

to transform our concepts and goals.

● Teachers should pay more attention or focus their thinking on students with different learning style because those students will need specific or detailed information in order for them to accomplish different duties and try to be at the same level as the rest of classmates considering that students have different way of learning some are visual, many are auditive and others are kinesthetic learners.

CHAPTER III: APPLICATION AND/OR VALIDATION OF THE PROPOSAL

3.1. EXPERTS' EVALUATION

This proposal was exposed in a group of professionals who have worked as teachers for more than twenty years and their knowledge about Phonology has been applied during their careers. **(See: Appendix 12).** That is why their opinion has been relevant to the development of this research considering that one of the experts has a Master's Degree in Bilingual Education, Msc. Edwin Pilca who is The English Department Coordinator in La Salle high school in Conocoto, and his recommendation was to develop this kind of tool in order for teachers and students to have the opportunity to learn English as a foreign language by developing spelling and writing skills overall students with special needs who are being integrating and supporting in all the aspects specially by educational laws which defend and protect their rights. **(See: Appendix 13).**

By the other hand, Lcda. Karina Cango who has worked as an English teacher in La Salle high school in Conocoto with children from second to eight graders, refers about this proposal as a good way to teach Phonics because it showed a methodological structure and it was understandable enough for the educational community; she

mentions also that the proposal is a relevant contribution to teach and learn Phonics. **(See: Appendix 14).**

3.2. USERS' EVALUATION

The present proposal has been developed during the scholarship 2020-2021 in ninths and tenth graders by zoom virtual classes due to the sanitary emergence that the country was facing up, the students have learned and realized that English as a foreign language has its own sounds which are totally different from any other language specially Spanish that is the students native language; however, students got interested in the proposal considering that this was their first time of listening and visualizing speech sounds.

The students have developed their interest about Phonology, practicing and doing some short examples and exercises in class; it was totally understandable they needed some additional time to get the skill specially those students with SEN because it was evident that virtual classes do not let teacher and students use the necessary resources as emotional, physical and cognitive proximity to reach the final goal. **(See: Appendix 15).**

3.3. RESULTS' EVALUATION

This proposal has the intention to help teachers in their daily classes with students with SEN who were learning a foreign language through the correct pronunciation of words and vocabulary, using as a dynamic tool the handbook named AEWIS, which let them acquired and develop English domains in an easy and funny way.

3.4. PROPOSAL RESULTS

The proposal has been applied in students of ninth and tenth grades by virtual classes which has not been accessible to everybody due to the different issues, but it would be possible to see and realize the importance of teaching some speech sounds as part of the learning process.

With the purpose of having some results and answers to some probable questions, a post test was developed in both groups (ninth and tenth graders) in order for them to know how beneficial is to teach some specific English speech sounds to introduce the language as a foreign language, specially to those students with SEN, after analyzing the Post Test the results show that the majority of students identify and select correctly the words that have different vowel sounds, as follows:

In a group of words where **ON** was the correct one because it contains the vowel /ɒ/, and the others /^/; 41.1% of students were right. (**See**: **Graphic 6**).

Graphic 6:

Identify and select the word that has a different vowel sound.
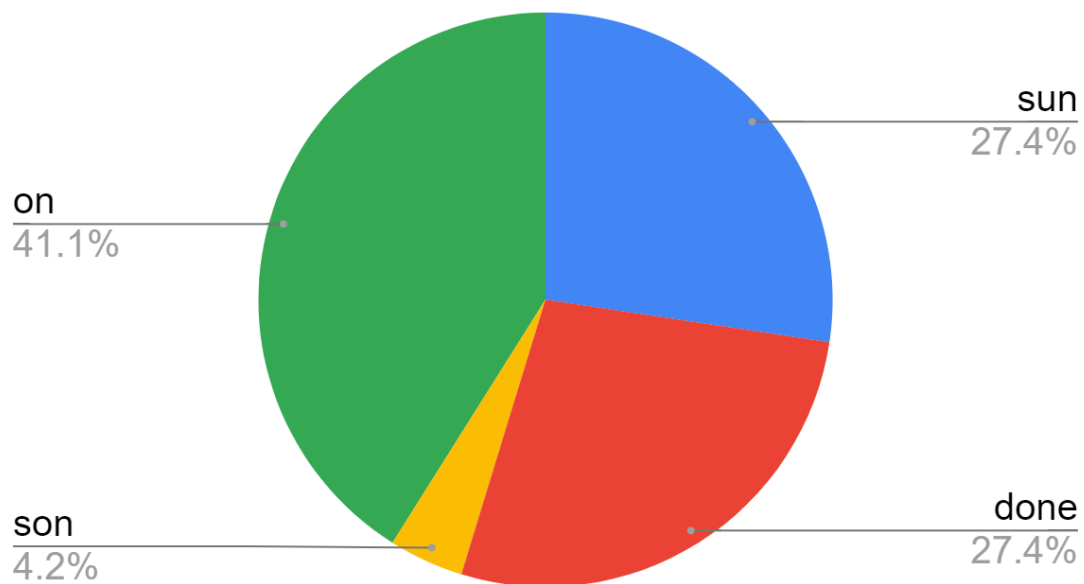
Source: Sánchez (2021)

In a group of words where **LEAK** was the correct one because it contains the vowel /**i**:/, and the others /**eɪ**/; 64.9% of students were right. (**See**: **Graphic 7**).

Graphic 7:

steak
17.0%

break
3.2%

make
14.9%

leak
64.9%
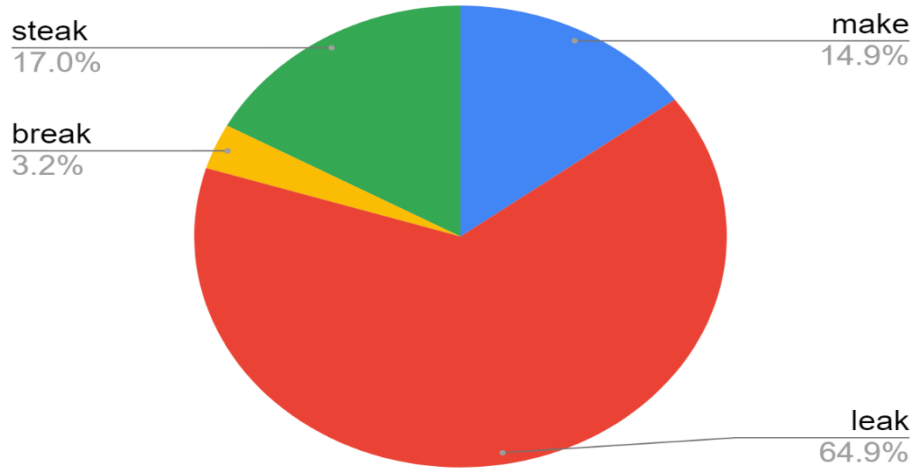
Source: Sánchez (2021)

In a group of words where ***WASTE*** was the correct one because it contains the vowel /eɪ/, and the others /æ/; 75.8% of students were right. (**See**: **Graphic 8**).

Graphic 8:

packed
2.1%

cap
12.6%

patted
9.5%

waste
75.8%
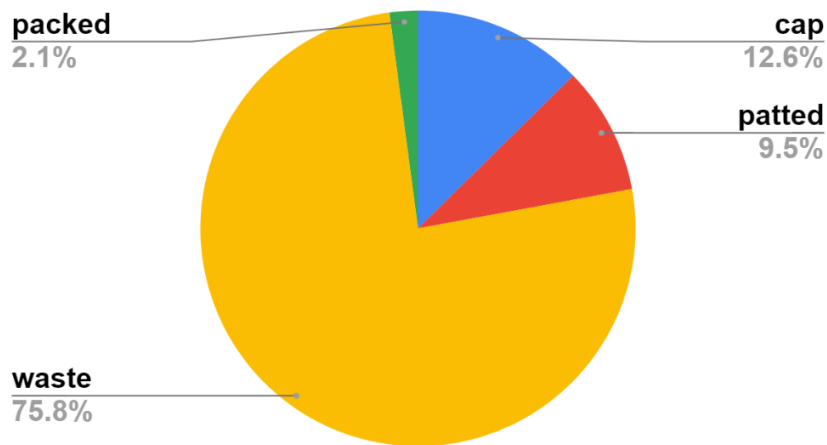
In a group of words where ***HAVE*** was the correct one because it contains the vowel /**æ**/, and the others /**eɪ**/; 62.1% of students were right. (**See**: **Graphic 9**).

Graphic 9:
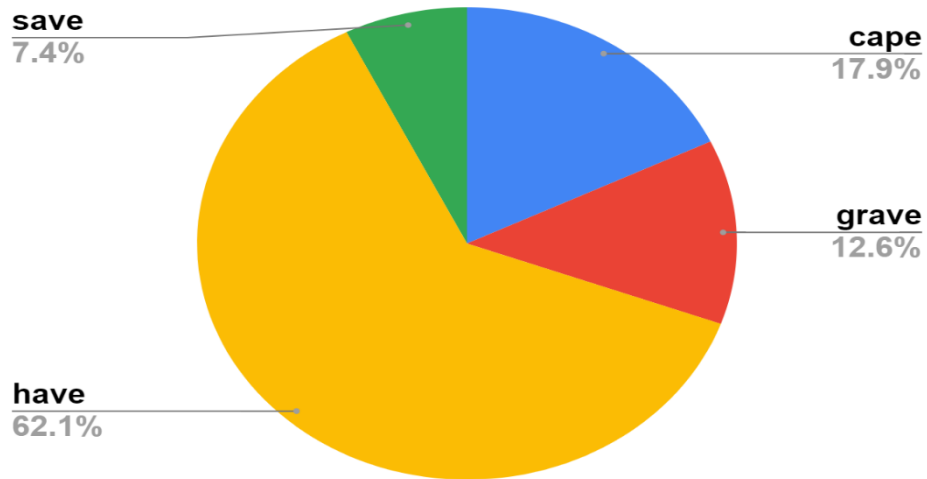
In a group of words where ***GIVE*** was the correct one because it contains the vowel /**ɪ**/, and the others /**aɪ**/; 53.7% of students were right. (**See: Graphic 10**).

Graphic 10:
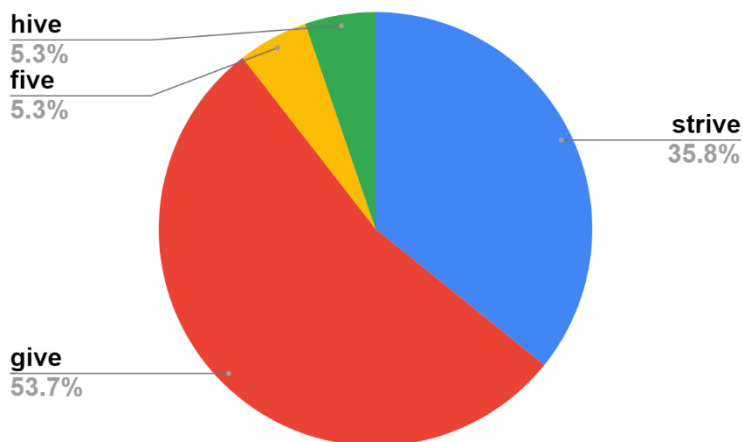
In a group of words where ***MUST*** was the correct one because it contains the vowel /**^**/, and the others /**u**:/; 50.5% of students were right. (**See: Graphic 11**).

Graphic 11:

muse
2.1%
news
16.8%
cute
30.5%
must
50.5%
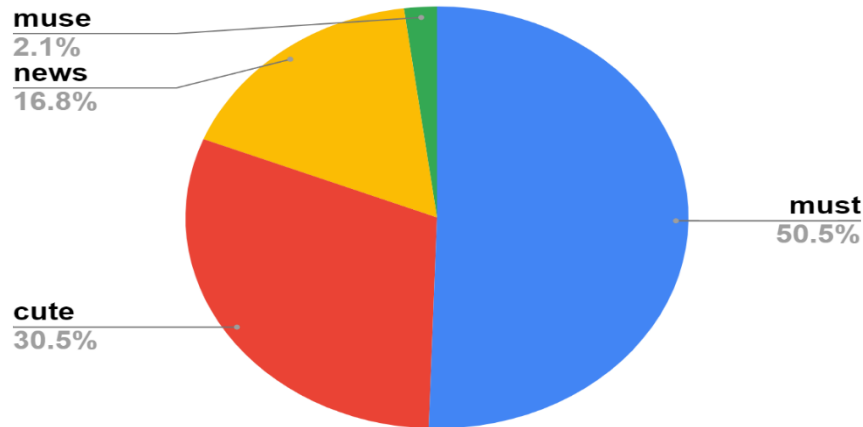
As it was observable, in this activity the majority of students achieved the correct word in different groups of words, which let us confirm that the strategy was adequate enough to get the objective.

The next activity was to classify the different short vowel sounds in a group of different words, as follows:

Example for the vowel sound /**æ**/: pat /p**æt/,** 28.7% chose the correct number of words (pants, hat, cab, black). **(See: Graphic 12).**

Graphic 12:

Classify the different short vowel sounds: [pat /pæt/]
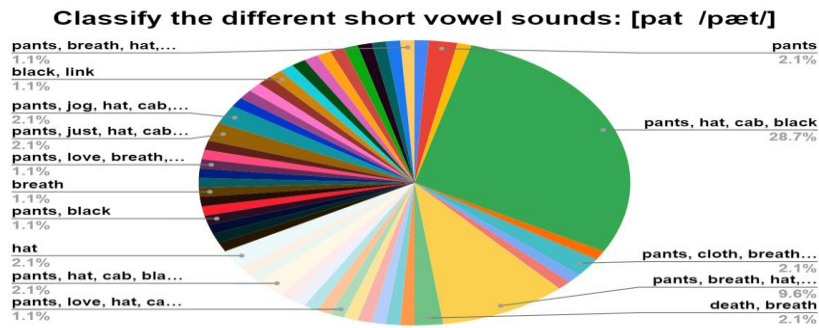
Source: Sánchez (2021)

Example for the vowel sound /**e**/: pet /pe**t/, 36.2**% chose the correct number of words (death, next, breath, yell). (**See: Graphic 13).**

Graphic 13:

Classify the different short vowel sounds: [pet /pet/]
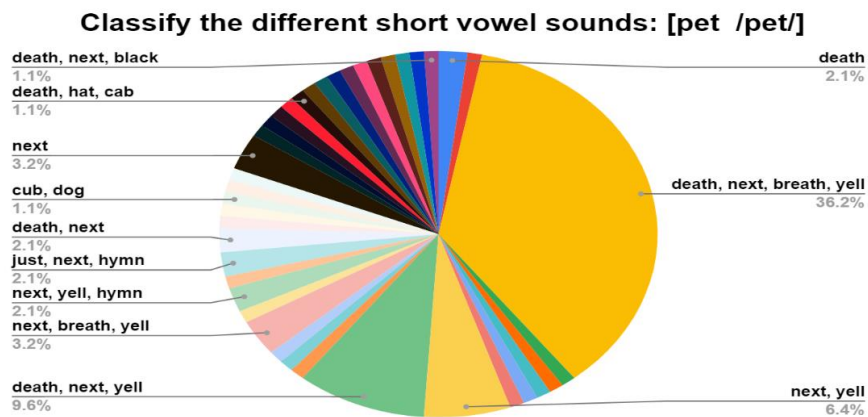
Source: Sánchez (2021)

The next activity was to classify the different long vowel sounds in a group of different words, as follows:

Example for the vowel sound /**eɪ**/: pain /pe**ɪn** /, **36.3**% chose the correct number of words (name, game, gate, lake). (**See**: **Graphic 14).**

Graphic 14:

Classify the different long vowel sounds: [pain /peɪn/]

Source: Sánchez (2021)

Example for the vowel sound /**ai**/: pride /pr**ai**d**/, 33.7**% chose the correct number of words (kite, time, life, bike). (**See**: **Graphic 15).**

Graphic 15:

Classify the different long vowel sounds: [pride /praid/]

Source: Sánchez (2021)

Example for the vowel sound /**u**ː/: boot /b**u**ːt **/, 26.1**% chose the correct number of words (stool, hoop, move, soup). (**See**: **Graphic 16).**

Graphic 16:

Classify the different long vowel sounds: [boot /buːt/]

- piece, time, bike, home 1.1%
- kite, rose, hoop 1.1%
- stool, move, soup 1.1%
- bike 1.1%
- home, stool, hoop, move 1.1%
- stool, hoop, move 10.2%
- soup 2.3%
- stool, hoop, soup 2.3%
- game 1.1%
- rope, home, stool, hoop 3.4%
- stool 2.3%
- stool, hoop, move, soup 26.1%
- home, soup 2.3%
- stool, hoop 10.2%
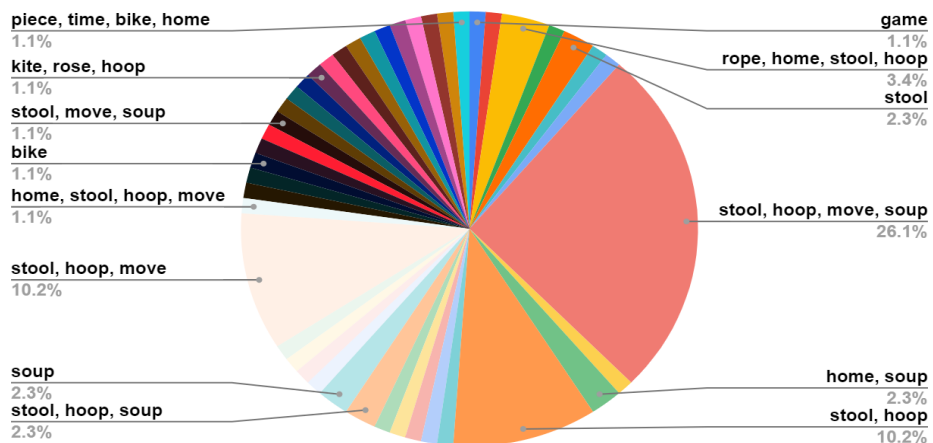
Source: Sánchez (2021)

It was able to verify that the higher percent of students chose the correct and exact number of words from the group, which showed us that those students were able to distinguish and identify the vowel sounds; apparently it could mean that the majority of students did not accomplish the task but if we analyze the process and develop the proposed strategy, it was worth to say that there were some factors that did not permit teacher and students have a closer guide or help due to the circumstances (sound, internet, technology, familiar issues, etc.). It was relevant to comment that each group of students did their best to learn and practice a special topic that most of schools do not have the opportunity to develop and which was transcendental to know and practice every day as part of learning English as a foreign language, especially when teachers have students with SEN.

3.5. CONCLUSIONS:

- AEWIS as a learning proposal have some advantages for those who are really interested in getting confident about speech sounds in English.
- Everybody will be able to use this handbook due to its content and design.

- Students with SEN will have the opportunity to learn English since the most basic sounds which normally are not taught in a regular class and curriculum.

*General Conclusions***:**

- Phonology awareness has been an appropriate strategy to teach English as a foreign language to children with SEN due to the facilities of developing listening skill while reading and writing words as the same time students practice spelling tasks.
- English language learners acquired a new interesting and easy vocabulary through the use of some speech sounds as the short and long vowel sounds.
- The curricular plan has been adapted properly letting students with SEN being part of the learning process in a regular class.

RECOMMENDATIONS:

- AEWIS as a tool of teaching English sounds, was able to get more beneficial results if the regular classes had been developed face to face because some strategies are not able to be totally adapted by virtual classes.
- Teachers who want to have AEWIS as part of their didactical tools, will need to have some previous experience and also some basic knowledge about how to work with students with SEN.
- It was possible to develop this handbook using all the English language sounds as a complement of the vowel sounds which were the basic and first sounds that students regularly learn.
- The use of technology could help teachers to organize or create audios and videos according to the content of the handbook in order for students and teachers to follow directions and class plans.

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APPENDIXES:

APPENDIX 1: COUNSELING INFORMS

DEPARTAMENTO DE CONSEJERIA ESTUDIANTIL 2019-2020
INFORME DE SEGUIMIENTO

FECHA:

GRADO / CURSO	APELLIDOS Y NOMBRES	DIAGNÓSTICO / ÁREA PROBLEMA	GRADO DE NEE	OBSERVACIONES
OCTAVO AÑO DE EGB				
9no A	Lesly Guanilla	Dislexia	Grado 1	
9no A	León Bolívar	TDAH	Grado 1	
9no A	Mateo Mocayo	Coeficiente Intelectual Superior	Grado 1	
9no A	Salomé Ramírez	Dislexia	Grado 1	
9no A	Stefano Borja	Trastorno del espectro autista	Grado 1	
9no A	Daniel Coronel	DIFICULTADES PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	
9no A	Ariel Josué Freire	Dislexia	Grado 1	
9no A	Kamila Jácome	DIFICULTADES COMPORTAMENTALES	NO APLICA	
9no A	Paula Santamaría	DIFICULTADES PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	
9no A	Melany Montenegro	Dislexia	Grado 1	
9no A	Victoria Criollo	Dislexia	Grado 1	
9no A	Byron Ariel Gualavisi	DIFICULTADES COMPORTAMENTALES	NO APLICA	
9no A	Carlos Almeida	DIFICULTADES COMPORTAMENTALES	NO APLICA	REVISIÓN DE CARPETA Y EVALUACIÓN PP
9no A	Gabriel Rogel	Dislexia	Grado 1	
9no A	Jean Franco Suntaxi	Trastorno del espectro autista	Grado 1	
9no A	Mathías Villagomez	DIFICULTADES COMPORTAMENTALES	NO APLICA	
9no B	Pablo Maldonado	Capacidad y aprendizaje lento	Grado 2	
9no B	Ana Paula Castillo	Dislexia	Grado 1	
9no B	Anahí Junia	DIFICULTADES FAMILIARES, PERSONALES Y COMPORTAMENTALES	NO APLICA	
9no B	Génesis Nuñez	DIFICULTADES FAMILIARES, PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	
9no B	Marisabel Castellanos	Trastorno del espectro autista	Grado 1	
9no B	Jhoanne Iza	Dislexia	Grado 1	
9no B	Mathías Cárdenas	DIFICULTADES COMPORTAMENTALES	NO APLICA	
9no B	Gardenia Vergara	DIFICULTADES CON PARES	NO APLICA	
9no C	Kamila Pichucho	Deficit cognitivo leve	Grado 2	
9no C	Mateo Santamaría	Dislexia	Grado 1	
9no C	Patricio Viteri	TDAH con aprendizaje lento	Grado 2	
9no C	Josue Aguilar	DIFICULTADES PEDAGÓGICAS	NO APLICA	
9no C	Karla Aguirre	DIFICULTADES REFERENTES A TENENCIA	NO APLICA	
9no C	Gabriel Barrera Calvopiña	DIFICULTADES ASOCIADAS A UN TEMA ESPECÍFICO DE SALUD (FALTA INFORME QUE DISCRIMINE LO QUE PUEDE Y NO PUEDE HACER)	NO APLICA	
9no C	Mariaemilia Chávez	Trastorno del espectro autista	Grado 1	
9no C	Juan Esteban Salas	DIFICULTADES PEDAGÓGICAS	NO APLICA	
9no D	Charly Caiza	TDAH tipo combinado	Grado 2	
9no D	Eras Diogo	Observación, por Vulnerabilidad	Grado 1	
9no D	Jorge Sosa	Dislexia	Grado 1	
9no D	Julie Aguirre	DIFICULTADES REFERENTES A TENENCIA	NO APLICA	
9no D	Esteban Bunshi	DIFICULTADES PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	
9no D	Andrea Cadena	DIFICULTADES ACADÉMICAS	NO APLICA	
9no D	Mikaela Clavijo	DIFICULTADES ACADÉMICAS	NO APLICA	
9no D	Emiliano Elhers	DIFICULTADES FAMILIARES, PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	
9no D	Paula López	Dislexia	Grado 1	
9no D	Francisco Tobar	Trastorno del espectro autista	Grado 1	
9no D	Alejandro Zárate	DIFICULTADES FAMILIARES, PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	
9no E	Matías Mena	TDAH con aprendizaje lenTrastorno y Trastorno Oposicionista desafiante	Grado 2	
9no E	José Rodríguez	Dislexia	Grado 1	
9no E	Juan Vargas	TDAH	Grado 1	
9no E	Samatha Cueva	DIFICULTADES PERSONALES	NO APLICA	
9no E	Josué Guerra	Dislexia	Grado 1	
9no E	Rafaella Muñoz	DIFICULTADES PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	
9no E	Alexis Nieto	Trastorno del espectro autista	Grado 1	
9no E	Doménica Santos	DIFICULTADES PERSONALES Y PEDAGÓGICAS	NO APLICA	
9no E	Marcos Tipán	DIFICULTADES PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	
9no E	Felipe Zárate	DIFICULTADES FAMILIARES, PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	
9no E	Cristofer Soria	Trastorno del espectro autista	Grado 1	
9no E	Carlos Pita	DIFICULTADES PERSONALES, RELACIONADAS CON EL MANEJO DE LA ANSIEDAD	NO APLICA	
9no E	Didier Manzano	Trastorno del espectro autista	Grado 1	
9no E	Marín Cajiao	DIFICULTADES PEDAGÓGICAS Y COMPORTAMENTALES	NO APLICA	

Consejero Responsable Sección   Firma electrónica

DEPARTAMENTO DE CONSEJERIA ESTUDIANTIL 2019-2020
INFORME DE SEGUIMIENTO

FECHA:

GRADO / CURSO	APELLIDOS Y NOMBRES	DIAGNÓSTICO / ÁREA PROBLEMA	GRADO DE NEE	OBSERVACIONES
DÉCIMO AÑO DE EGB				
10mo A	Cristian Herrera	TDAH con dificultades cognitivas	Grado 2	
10mo A	Luis Yanez	Trastorno de déficit de atención	Grado 1	
10mo A	Matías Buitrón	Trastorno del espectro autista	Grado 1	

APPENDIX 2: DISTRIBUTION OF THE POPULATION ACCORDING TO GENDER.

SEN	MALE		FEMALE		TOTAL	
ASD (Autism Spectrum Disorder)	8	29,63	3	11,11	11	40,74
DL (Dyslexia)	7	25,93	9	33,33	16	59,26
TOTAL	15	55,56	12	44,44	27	100,00

Author: Sánchez, M. (2021)
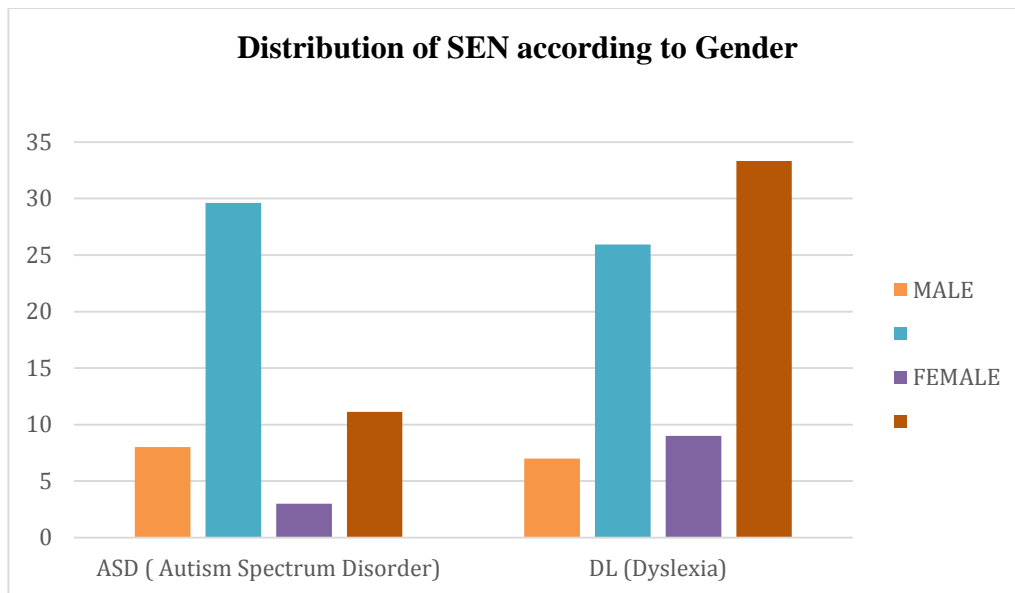
Author: Sánchez, M. (2021)

APPENDIX 3: PRINCIPAL'S AUTHORIZATION

UNIDAD EDUCATIVA PARTICULAR
"LA SALLE"

Conocoto, 24 de marzo, 2021.

Mg.C. Nelson W. Guagchinga Ch.
**Coordinador de la Maestría en Lingüística Aplicada a Enseñanza
del Idioma Inglés como Lengua Extranjera.
Presente.**
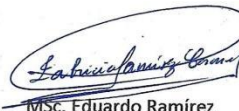
Reciba un atento y cordial saludo Lasallista:

En referencia a Oficio Nro. OFIC – POS-LIN.APLI.INGLÉS -00001- 2021, de fecha 18 de marzo de 2021, mediante el cual solicita la autorización para el desarrollo y aplicación del Trabajo de Titulación, modalidad Informe de Investigación con los novenos y decimos años de Educación Básica Superior con el título: "Phonology awareness as a process of teaching English to children with SEN (Special Educational Needs)" de la postulante MSC. Mónica Jacqueline Sánchez Córdova con CI: 1712857042 de la maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

Al respecto, **autorizo** la socialización y aplicación del trabajo de titulación de: "Phonology awareness as a process of teaching English to children with SEN (Special Educational Needs)" con los novenos y decimos años de Educación Básica Superior de la Unidad Educativa Particular La Salle.

Particular que pongo en su conocimiento para los fines pertinentes.

Atentamente,

MSc. Eduardo Ramírez
Rector

APPENDIX 4: TEST YOUR PRONUNCIATION (VAUGHAN, M.)

APPENDIX 5: TEST MODEL 1 (VAUGHAN, M.)

6 Odd one out 2

A Each line contains either verbs or adjectives ending in <-ed>, or verbs or nouns ending in <-s>. Decide which is the odd one out in terms of the way that the ending is pronounced. Then check your answer with the recording.

Example: seas   <u>picks</u>   pays   digs

1	picked	stopped	robbed	taped
2	wanted	shaped	estimated	congratulated
3	shops	digs	robs	codes
4	judges	horses	names	wishes
5	trapped	faked	hoped	faded
6	wicked	picked	tricked	licked

B In each line, identify the word that has a different vowel sound.

1	sun	son	done	on
2	make	leak	break	steak
3	cap	packed	patted	waste
4	grave	have	save	cape
5	fool	wood	look	put
6	queue	tool	group	loud
7	give	strive	five	hive
8	cute	must	muse	news

6   Test Your Pronunciation

APPENDIX 6: TEST MODEL 2 (VAUGHAN, M.)

19 Identifying vowel sounds

Place the following words in the grids according to their vowel sound.

inch / curl / death / month / shone / lawn / cart / suit / breathe / flashed /
worm / herd / still / earn / hemmed / poured / torn / scene / cruise /
floor / dock / just / would / don / sword / hoop / banned / rang / bin /
eve / hat / bird / stabbed / hood / farm / ought / ridge / ton / cloth /
chalk / hoot / son / link / next / calm / germ / hymn / cab / wood /
wreath / creep / itch / blood / cough / should / could / black / said /
port / monk / dog / stood / piece / arch / move / purr / feast / palm /
pearl / edge / shopped / eve / barred / soup / leaf / bard / begged

Short vowel sounds

pit pɪt	pat pæt	pet pet	putt pʌt	pot pɒt	put pʊt

Long vowel sounds

peat piːt	pert pɜːt	part pɑːt	port pɔːt	boot buːt

The results show the level of knowledge students had about what Phonology implies, in a group of 103 students, 50% mention that Phonology is sounds, symbols, meanings,

pronunciation, it means that, most of them identify speech sounds as part or meaning of Phonology as part of English language. **(See: Graphic 1).**

Graphic 1:
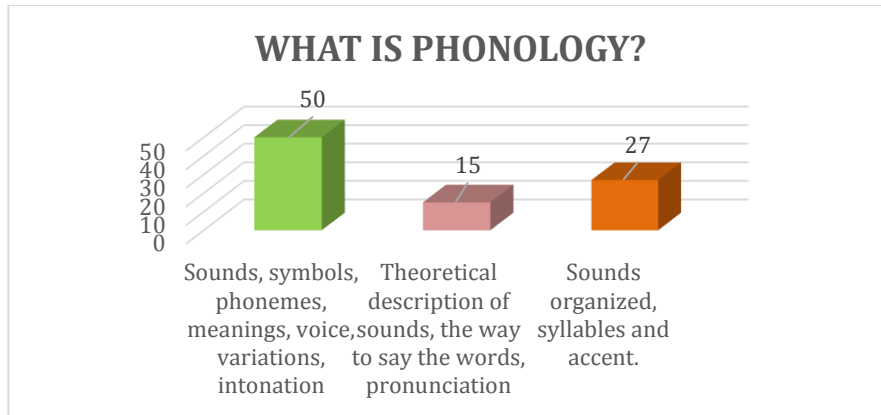
Source: Sánchez (2021)

Considering that students can identify what Phonology was, they understood the importance of studying and learning that subject as a process of acquiring a new language, that is what we can see in the **Graphic 2**; the majority of students consider the sounds important to learn for pronouncing words correctly.

Graphic 2:
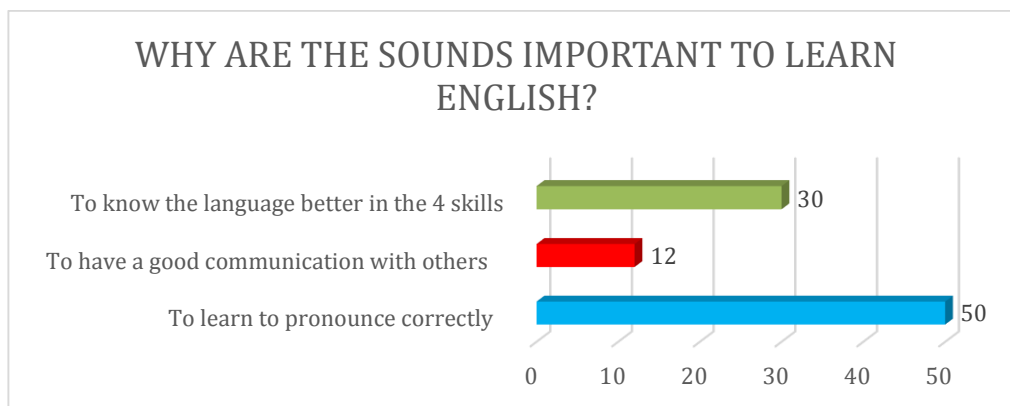
Source: Sánchez (2021)

However, and not less important to consider was that 30% of the group think that Phonology is important to learn the language in its four skills; and the final 12% think that Phonology is important to be a better communicator.

In a different aspect, students were asked for recognizing and identifying some speech sounds randomly, in order for the author to know the number of students who use and distinguish English sounds, as the graphic 3 shows us, 57% of the group does not know any of the chosen symbols which, let us be sure the importance of introducing Phonology as a process of learning English as a foreign language. **(See: Graphic 3)**

Graphic 3
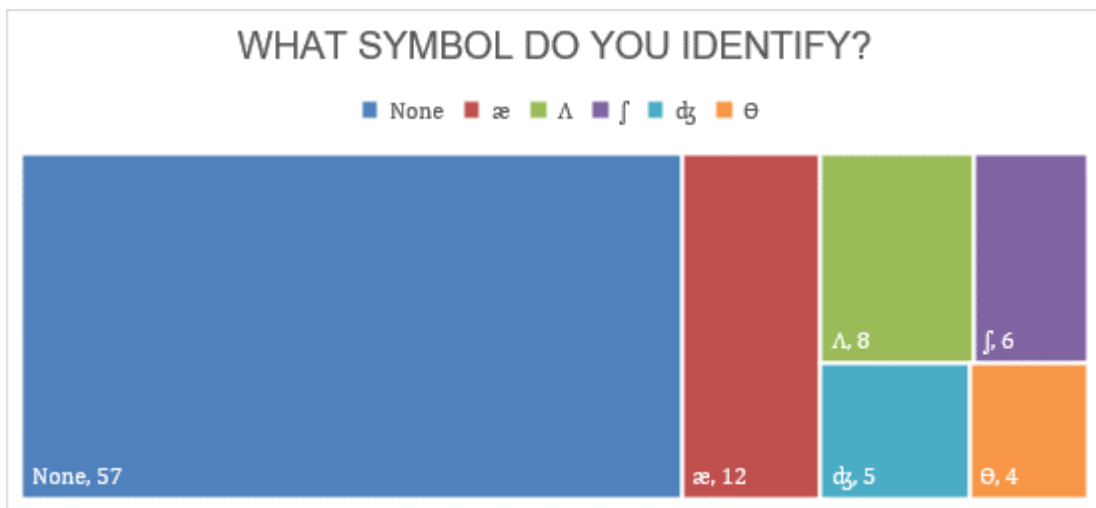
Source: Sánchez (2021)

As final concerns about the pretest applied to students, we could observe that the minority of them could not choose and identify the correct and total number of words with the appropriate consonant and vowel sounds respectively, by the other hand, the majority of students do not recognize any of the words, which is very worrying and probably that is why the incorrect pronunciation and misspelled in simple dialogs or even conversations. **(See: Graphic 4).**

Graphic 4:
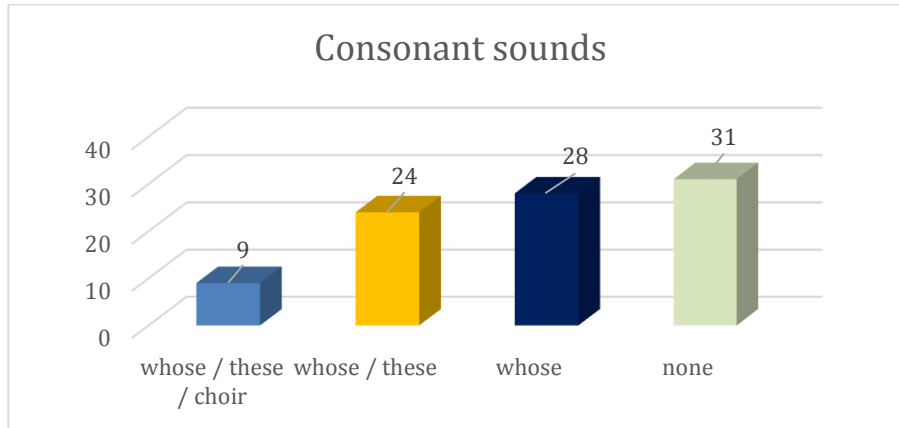
Source: Sánchez (2021)

Finally, in **Graphic 5** it was evident the lack of knowledge and adequate use of language sounds, considering that the requirement was about choosing the correct number of words with vowel sounds, hardly 3% got the correct ones meanwhile the 58% could not identify any word. Once again, it is needed to realize how important and necessary is to use Phonology as the one of the first steps when learning a new no native language.

Graphic 5
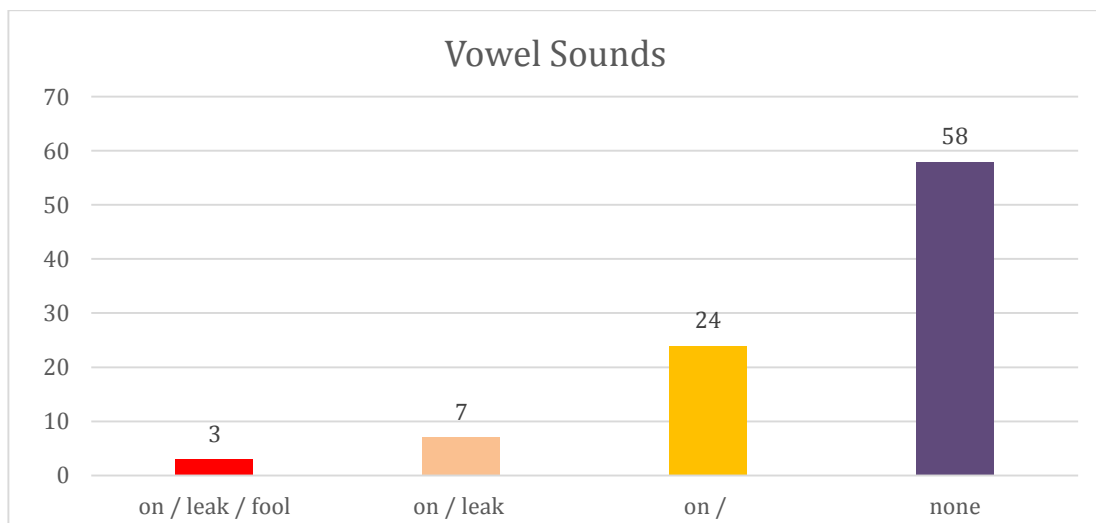
Source: Sánchez (2021)

MY PROFESSIONAL DIARY

As an English teacher, the researcher has had the opportunity to know and experience the different changes that the educational system in Ecuador has undergone over the last two decades, the researcher started working as a teacher from a very young age, exactly in 1997, when entered a private religious feminine educational institution since at that time the educational institutions were clearly classified by gender (feminine or masculine); the researcher can state that in those years the physical or intellectual differences that a student could present were not socially evident, since the general education system did not present specifications or exceptions for students who could present educational difficulties.

Fortunately, the researcher has been able to perform at all educational levels (preschool, primary and secondary levels) which has allowed me to gain experience in managing different student groups to which performance as a grade tutor can be added, obviously this makes it easier for the teacher to know in more detail those children and young people who daily show certain peculiar characteristics compared to the rest of the group.

By 2010, the work of the Counseling Department began to emerge and have greater relevance, which has been accompanying the learning processes given the need to investigate certain evident features inside and outside the classroom and that is how what begins to appear today we call it "Special Educational Needs" (SEN); The Ecuadorian government at that time decreed to make modifications to the educational system giving priority to students who present some type of educational need, thus ensuring a process of permanent inclusion in all institutions of the country on the

grounds that every student has the right to education and even more so when it presents some type of special need.

Since then my work as a teacher in a foreign language such as English has required a lot of preparation, entrepreneurship and constant monitoring by virtue of the different needs that students may present, through the years as a teacher, identifying these needs becomes almost part of daily learning, fortunately the researcher has been able to study and better understand the area of special educational needs and this has made it easier for me to guide parents, teachers and especially children and young people who in many cases are unaware that is what happens inside them and that does not allow them to advance at the same rate compared to the rest of the students in their environment.

As an anecdote and as a fact that marked my professional development, the researcher can mention the case of an 8-year-old student in the fourth year of elementary basic education, who presented Mild Cerebral Palsy combined with Attention Deficit and Hyperactivity and who also showed constant conflicts with his classmates and certain teachers, in addition to all this he could not do physical activity given the physical difficulty he presented but for some reason he identified a lot with the English subject and was very participatory and in fact very good in the language which it allowed to know what was the reason for his behavior, he was a child who was never informed of the existence of his father so that his most longed-for dream was one day to know who his father was but not only in words or deeds but in person, he wanted to know his father physically and be able to ask him why he was not with him, this situation more than his physical or intellectual difficulty prevented him and it frustrated him as a human being and he did not feel any motivation to study or fulfill his student tasks, he wanted to have his father close or at least know why he was not by his side.

Of course, as a teacher, you cannot ignore certain situations that are evident in the development of a child and let each day act and cry out for many answers to many concerns. Examples like this require support; So the researcher did an academic and emotional monitoring of the child under the supervision and authorization of his mother, that in cases like these the main thing that a teacher should have is the support of the representatives without their help nothing can be done, the parents are the fundamental axis in the learning process of every child or young person.

Finally, after a whole process of analysis throughout practically a whole school year, of conversations, of motivation both to the student and to the mother, who was the only person who could help and provide her son with peace of mind to many emotions and frustrations both personal and school, a normal day of classes almost at the end of the school year, the boy in question met his father in the middle of the room and in front of all his classmates; This fact definitely allowed us to show that human beings depend a lot on their emotions and sensations to develop in all areas and this fact has been the best emotional evidence that as a teacher the researcher has been able to experience, being able to observe how a child transforms throughout a process and reaches a certain goal with the help of its environment, that is an indescribable fact and an example of how you can help transform a negative attitude into a positive one.

From that day on, the child who was once called a problem child, a disrespectful child, a child who did not understand anything in class; that same child became the happiest, most participatory, more supportive student from the moment he met his father, but the most important thing was that from that very day this child had a father within his

family environment, he was even recognized with his new paternal surname, in an instant the life of a human being was totally transformed thus showing that a teacher makes a difference in your life.

The special educational need does not lie solely in the physical, intellectual or social difficulty that a child or adolescent may present, it lies in the emotional and environmental motivation that they may experience to advance in a process of inclusion and social understanding. The virtue of a teacher is reflected in the ability to understand and guide their students, hence the importance of being very human in the teaching-learning process.

APPENDIX 8: CHECKLIST

ZQ. p

NÓMINA ESTUDIANTES AÑO LECTIVO 2020 - 2021

GRADO/CURSO: NOVENO EGBS D
TUTOR/A: MSC. MISLADIS TORRES

zoom.9ebsd@lasalleconocoto.edu.ec
lsce.misladis.torres@lasalleconocoto.edu.ec
5297640370 50=10

Nº	CI	APELLIDOS Y NOMBRES		M	T	W	T	F	OBSERVATIONS
1	1754224895	ATAHUALPA DE LA CRUZ MATEO ALDAHIR	3	10	0	10	10	35	
2	1755769138	BUNSHI TERAN ESTEBAN RICARDO	1	10	8		0	19	
3	1728514462	CADENA ESPARZA ANDREA ISABELA	0	0	7	5	10	12	
4	1757665409	CAIZA MORALES CHARLY ISAAC	0	5	10			7	
5	1751334572	CASTILLO SALAZAR SAMANTHA ELIZABETH	8	7	10	10	85	28	
6	1728218288	CLAVIJO VINUEZA MICAELA ALEJANDRA	5	0	8		75	2	
7	1750038117	ERAS CONTRERAS DIOGO SALVATTORE	4	0	0			04	
8	1726942327	FALCON MONTIEL SHIRLEY ELIZABETH	8	10	10	10	10	48	
9	1751514678	FELIX LOPEZ AMY KIOMY	8	10	0	10	10	38	
10	1751019124	FERNANDEZ JARRIN CARLOS ANDRES	0	7	8	75	10	33	
11	1753825643	LOPEZ FALCON ISABELLA LISBET	6	7	7	10	5	35	
12	1727543652	LOPEZ VALDEZ PAULA VALENTINA	0	10	0		0	1	
13	1751604404	MAILA ORTIZ GABRIEL RICARDO	0	10	0	5	0	15	
14	1728709260	MARCILLO CONSTANTE MISHELL ALEJANDRA	7	7	—	10	5	29	
15	1752810851	MORA SANTAMARIA MATIAS JULIAN	7	10	10	10	85	46	
16	1756049951	NOROÑA BORJA DOMENICA ABIGAIL	6	7	7	10	10	4	
17	1750360834	ORTIZ VELASQUEZ MELANY PAULETTE	10	10	7	10	67	43	
18	1754031555	PEÑAFIEL LINCANGO JUAN DANIEL	1	10	7		5	23	
19	1726826926	PILLAJO PERALTA TIFANNY VALENTINA	9	10	8	10	10	47	
20	1754235909	PINTO ESTEVEZ JORGE ADRIAN	7	10	0	10	10	37	
21	1727887687	RAMIREZ OÑA MAITE BELEN	6	10	10		67	33	
22	1754341764	RODRIGUEZ ACOSTA SEBASTIAN ALEJANDRO	8	10	0	10	10	48	
23	1726155417	RODRIGUEZ HEREDIA GABRIEL ALEJANDRO	9	0	9	10	10	38	
24	1754935490	ROMERO CALDERON MATIAS ISRAEL	4	7	0	10	5	29	
25	1725002503	SANTILLAN CRIOLLO AXEL MATEO	6	10	0	10	10	36	
26	1755143912	SOLEDISPA RAZA SOFIA ALEJANDRA	10	10	9	10	10	49	
27	1727294348	SOSA TORRES JORGE ANTONIO	0	7	—		—	07	
28	1756087571	SOTO LOPEZ JEREMY ADAIR	3	7	7	25	85	28	
29	1755830369	TERAN JACOME PAULA ALEJANDRA	5	7	0	10	10	32	
30	1724625379	VACA CEVALLOS MARIA EMILIA	10	10	0	10	10	4	
31	1725944027	VILLALBA RACINES ROBERTO ISRAEL	8	10	7	10	10	45	
32	1755494638	VILLARREAL TIRADO EMILY ALEJANDRA	8	10	10	10	10	48	
33	1754290367	ZARATE GAVILANEZ ALEJANDRO GABRIEL	0	—	—		—	—	

APPENDIX 9: STUDENT'S BOOK PAGE

4 Reading

a Read the directions to a party. What form of transportation are you on if you see the things in the photos?

To: rachelt@awesome.com, fredcho@richmond.com…
From: maggie123@awesome.com
Subject: party directions!

Dear friends,

I hope you can come to my party. It's at my house, 4 James Street. Here's how to get to there from school.

On foot: Turn right and then walk across the bridge and through the park. Walk along the river and cross South Street. Walk up South Street 20 meters or so until you get to James Street. My house is the second on the left.

By bike: Turn left and ride to the park. Ride around the park and along the river until you get to South Street. Turn left on South Street and then turn right onto James Street.

By bus: Take the number 24 bus from outside school. Get off at the grocery store on South Street. Walk a couple more blocks and turn left onto James Street.

By car: Go along Mission Street, past South Street and turn right onto Castle Road. Keep going until you get to the stoplight. Turn right at the stoplight onto James Street.

See you there!

Maggie

on foot
by bike

by bus
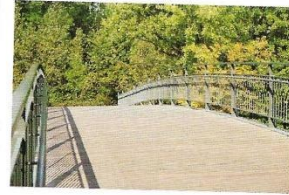
on foot
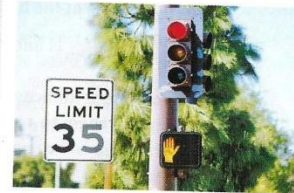
by car

b Read again and mark the routes on the map in different colors.

Maggie's party!

Mission Street
bus stop
school
Best Price Store
Castle Road
bridge
South Street
stoplight
park
Party!!! No.4
river
James Street

c Write two sets of directions from school to your house using different forms of transportation.

5 Pronunciation: the letter *u*

a 1.17 Listen. Does the *u* sound like *boot* or *but*? Write /u/ (boot) or /ʌ/ (but).

1. Go through (ʊ) the tunnel (ʌ).
2. Hey dude! (ʊ) What's up? (ʌ)
3. My birthday is in June. (ʊ)
4. The dog needs to go for a run. (ʌ)
5. That was fun! (ʌ)
6. Listen to this tune. (ʊ)

b Practice saying the sentences.

6 Speaking

19

81

APPENDIX 10: NIJAKOWSKA'S TECHNIQUES

In English there are several productive spelling patterns and a number of spelling rules which can be helpful in learning how to spell correctly. For example, the position of a sound in a word - initial or final, and the surrounding sounds have an effect on the spelling of this sound. Syllable analysis into onsets and rimes also supports spelling. Rimes prove to play a crucial role here. Presenting words in sets classified according to the rimes they share is very useful.
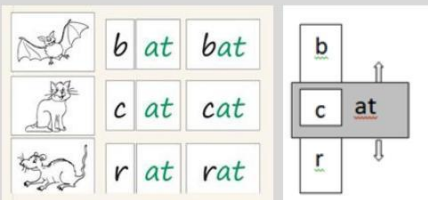
5) Which activities and techniques are helpful in developing phonological and orthographic awareness?
   ➢ For segmenting and blending tasks students can use cards and tokens to represent the actions of breaking apart and putting together. They listen to the teacher saying a sentence or a word and place a token from the left to the right for each word or syllable heard, or they listen to constituent parts and put them together to form a word.
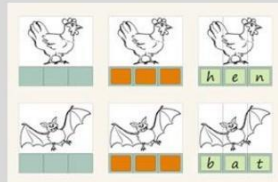
   ➢ To make the boundaries between words, syllables or sounds clear, teachers can use a teaching aid made of tokens fastened to the elastic band; they simply need to stretch the band.
   ➢ When segmenting and blending onsets and rimes we use sets of words that share a rime. Colour-coding is used to help students distinguish between onsets and rimes. It also helps to understand that changing only the beginning sound, which is represented by a given letter or a combination of letters, results in forming a new word. Students manipulate tokens and word slides to form words, they also read and spell these words.
   ➢ The next stage is identifying the position of sounds in words, followed by manipulation tasks in which students leave off, add or substitute the beginning, final or medial sound in a given word to form a new word.
   ➢ Combining multisensory techniques and the explicit teaching of spelling rules can be of great help for students with dyslexia, especially with regard to sounds that have several possible spelling choices.
   ➢ Colour-coding, flash cards, games, word slides and flip cards are used for drilling the spelling. Drills involve also reading the words aloud and writing them down in special charts.
   ➢ Word slides have a set part containing the letters which represent a given rime or individual sound shared by all the words being practised. Word slides also contain one or more movable parts with different letters. When students manipulate these movable parts, they form new words. Flip cards

APPENDIX 11: QUESTIONNAIRE

QUESTIONNAIRE

Read and answer the following questions carefully in order for the evaluator to use the results academically only.

I.   PERSONAL INFORMATION:

Name:_____

Role in the Institution: _____

Levels you work in: _____

Subject you teach: _____

Date: _____

II.   QUESTIONS:

1. Do you have students with SEN in your regular classrooms?   **YES** ☐   **NO** ☐

2. If your answer was Yes, specify the type of SEN your students have:
    _____

3. How many students with SEN do you have in your classrooms?
    _____

4. Do you know how to teach your subject to those kind of students? **YES** ☐ **NO** ☐

5. If your answer was Yes, mention the process you normally use:
    _____

6. Do you need extra material like a handbook to develop your clases? **YES** ☐ **NO** ☐

APPENDIX 12: SOCIALIZATION PICTURES
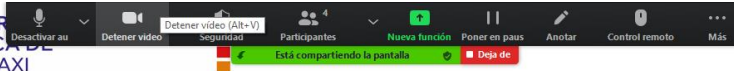
UNIVERSIDAD TÉCNICA DE COTOPAXI

POSGRADO

all children can learn
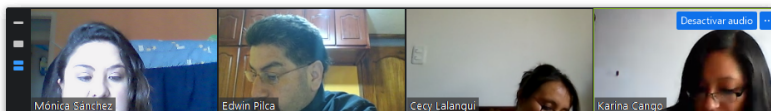
📌 **INTRODUCTION**

If we refer about what Padurean, A. (2014) mentions about learning English, she says that a foreign language is learnt by direct exposure to it, therefore children with SEN should be familiarized with English by listening and reading activiti... statement is normally applied to any person who wants to learn a different la... what it makes the difference is that, children have different learning styles, e... "normal" ones.

SEN – English Education System definition

▸ A young person with a learning difficulty or disability which calls for special educational provision to be made to him or her.
▸ A child has a significantly greater difficulty in learning than the majority of others of the same age.
▸ Has a disability which prevents or hinders making use of facilities generally used by children of the same age in the mainstream.

THEORETICAL FRAMEWORK

This research is aimed at those students who have Special Educational Needs (SEN), such as: Dyslexia, Slow learning or ADHD in a regular classroom.

SLOW LEARNERS

- are students who learn slowly than their peers, yet do not have a disability requiring special education. (Griffin, 1978)

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POSGRADO

THEORETICAL FRAMEWORK

Roszak, K. (2009). "Teachers should be accustomed with various methods of teaching in order to deal with diversity in the classroom".

"Differentiation: giving everyone what they need does not mean treating people equally. Different people need different kinds of support to achieve the same goals. Different people have different gifts; we will all learn, but perhaps not at the same pace". (Tokuhama-Espinosa, 2014)

PROPOSAL TOPIC

"*An Easy Way to Identify Sounds*", is the name of the handbook designed to learn and identify easily the most important and common sounds in English; it could be used incluse by all the people who want to start getting basic vocabulary and reading in English as a foreign language.
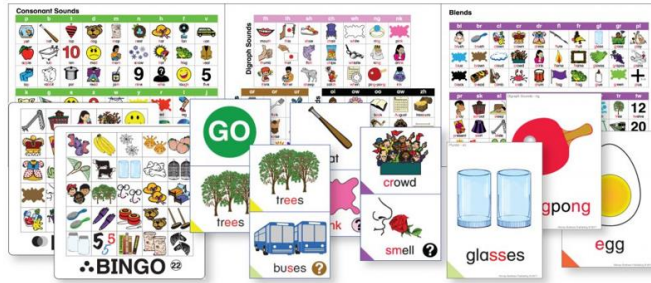
10
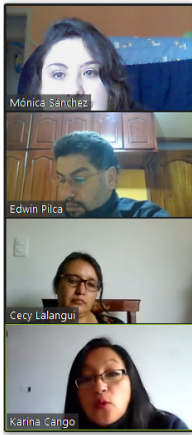
SHORT V.S.
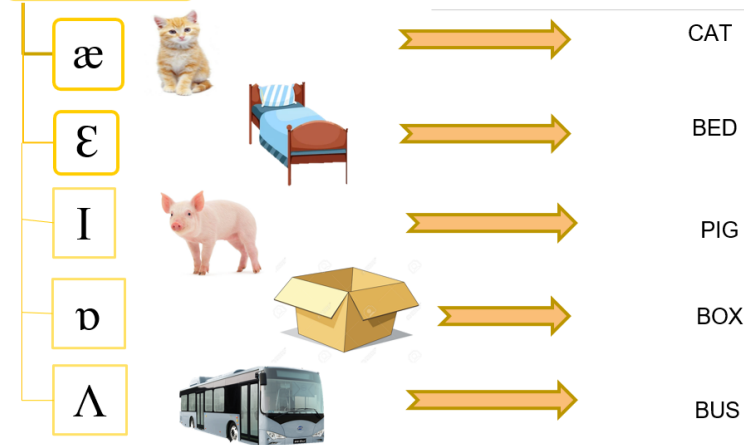
æ		CAT
ɛ		BED
I		PIG
ɒ		BOX
ʌ		BUS

11

88

APPENDIX 13: PROPOSAL VALIDATION I

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. **Research proposal data:**
   Author: *M.da. Mónica Sánchez*
   Topic: *Phonology awareness as a process of teaching English to children with SEN.*
   Objective: *To evidence the utility of teaching speech sounds as a part of phonology awareness considered as a strategy to teach EFL to children with SEN.*

2. **Evaluator's information**

Evaluator's name:	*Edwin Silva F.*
ID number:	*171139003-7*
Academic degree:	*Mastery*
Senescyt registration number:	*724117 3376*
Current job:	*English Department Coordinator*
Phone number:	*099 560 4 688*
e-mail:	*coord.idiomas @localtecorredo.edu.ec*

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		

d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
After listening and discuss the topic proposed by M.Sc Monica Sanchez. We can conclude that the handbook that she spoke about can be of great benefit not only for students but also teachers
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

the presentation includes the topic, objectives and how the study was handled by the author, It is clear and easy to understand.

3. **SELECTIVITY:** Can this proposal be considered a valid and significant contribution related to the field?

As mentioned before It can be a great contribution for teaching English.

4. **Impact.** What is the impact of this research? (Place an X on the square)

Local	x
Regional	
National	
International	

5. **General comments and recommendations for the Author.**

Congratulations on developing this topic because most of the authors do not take into account special needs at the moment of teaching. As a recommendation it could be developed a little more and can be published so more teachers can use it.

Evaluator's signature

I.D...................... 1711890003-7.

APPENDIX 14: PROPOSAL VALIDATION II

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. **Research proposal data:**
   Author: MSc. Mónica Sánchez
   Topic: Phonology awareness as a process of teaching English to children with SEN
   Objective: To evidence the utility of teaching Speech Sounds as part of Phonology Awareness considered as a strategy to teach ESL to children with SEN.

2. **Evaluator's information**

Evaluator's name:	Karina
ID number:	1715239321
Academic degree:	Licenciatura
Senescyt registration number:	1005-02-312194
Current job:	Docente de Inglés
Phone number:	0997719064
e-mail:	Karyangeles.c@hotmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		

Scanned by TapScanner

d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?

Yes, this is an advanced research process, because it emphasizes a good way to teach phonics. It shows a methological structure.

2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

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Yes, I think the content of the proposal is well structured. It is understanble for the Educational Community

3. **SELECTIVITY:** Can this proposal be considered a valid and significant contribution related to the field?

Yes, of course. This proposal is a relevant contribution to teach and learn phonics.

4. **Impact.** What is the impact of this research? (Place an X on the square)

Local	x
Regional	X
National	X
International	

5. **General comments and recommendations for the Author.**

Evaluator's signature

I.D. 1715239321

APPENDIX 15: PROPOSAL APPLICATION PICTURES

LONG VOWEL SOUNDS:

A: lake, game, gate   eɪ
E: feet, feed, see   iː
I: bike, kite   aɪ
O: rose, home, rope   əʊ
U: cube, moon, zoo   juː

lake: /leɪk/   rose: /rəʊz/
game: /geɪm/   home:/ həʊm/
gate: /geɪt/   rope: /rəʊp/

feet: /fiːt/   cube: / kjuːb/
feed: /fiːd/   moon: / muːn/
see: /siː/   zoo: /   zuː/

bike: /bɑɪk/
kite: /kaɪt/

FIND THE FOLLOWING WORDS:
1) tæg: tag
2) mƐn: men
3) hIm: him
4) hɒt: hat
5) kʌt: cut
6) deɪt: date
7) fiːl: feel
8) laɪk: like
9) gəʊ: go
10) juː   you
11) juːs: use
12) spuːn: spoon

APPENDIX 16: URKUND RESULT

URKUND

Urkund Analysis Result

Analysed Document: TESIS PARA REVISION.docx (D104874417)
Submitted: 5/14/2021 1:45:00 AM
Submitted By: maestria.linguistica@utc.edu.ec
Significance: 5 %

Sources included in the report:

TESIS TERMINADA PDF 5 DE JULIO (1).pdf (D29610707)
GRACIELA CELLERI GARCIA – CHAPTERS REVISION URKUND.docx (D30320394)
RESEARCH PROPOSAL – Sánchez Córdova – OMrev.docx (D82548609)
Deepa Rastogi, final thesis, english.pdf (D53001919)
https://jurnal.untidar.ac.id/index.php/transformatika/article/view/207/159
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https://sites.google.com/site/crsmmustdiploma/language-education

Instances where selected sources appear:

23