TECHNICAL UNIVERSITY OF COTOPAXI

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

MODALITY: RESEARCH REPORT

THEME:

INTELLECTUAL DISABILITY IN THE ENGLISH TEACHING AND LEARNING PROCESS

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

Authors:
Guanín Chasi Lissette Estefanía
Martínez Mallitasig Cintya Nataly

Tutor:
Cando Guanoluisa Fabiola Soledad, MSc.

PUJILÍ - ECUADOR
FEBRUARY 2023

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Intellectual disability in the English teaching and learning process", and researched by Guanín Chasi Lissette Estefanía, ID number 1050234780 and by Martínez Mallitasig Cintya Nataly, ID number 0503857724 for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

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

Pujilí, January 2023

…………………………………………
Cando Guanoluisa Fabiola Soledad, MSc.
ID: 0502884604

COMMITTEE APPROVAL

The research report entitled "Intellectual disability in the English teaching and learning process", has been revised, approved, and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, January 2023

…………………………………………..
MSc. Tovar Viera Rodrigo Vicente
ID: 0502414089
Committee president

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

…………………………………………….
PhD. González Ortiz Olga Lorena
ID: 1002377271
Committee, Member 2

COPYRIGHT REFUSE

We, Guanín Chasi Lissette Estefanía and Martínez Mallitasig Cintya Nataly, confer the rights of this undergraduate research report and authorize its total reproduction or part of it, as long as it is under the regulations of the Technical University of Cotopaxi.

Pujilí, January, 2023

....
Guanín Chasi Lissette Estefanía   Martínez Mallitasig Cintya Nataly
ID: 185023478 - 0   ID: 050385772 - 4

GRATEFULNESS

DEDICATION

I want to express my gratitude to the most important people in life, to my parents Nelly and Tomas, for always being with me and constantly supporting me in my professional training, to my dear son Maykol, for being my motivation and inspiration to get ahead.

Lissette

DEDICATION

With great joy, love and satisfaction I want to thank and dedicate this work to the most important people in my life. To my mother, Jeanneth, who has been my source of inspiration, my pride and my treasure, to her I owe everything that I have achieved to this day, since without her constant support, without her words of encouragement and without her push with tenacity this study would not have been possible because she always trusted me and never left me alone. To my grandmother, Rosa, who has always cared for me and has always kept me in prayer to make me the woman I am today. To my uncles and aunts, who in one way or another have supported me on this hard path, because they have always trusted me and have offered me their words of encouragement. And most importantly, I want to thank God for guiding me, taking care of me and not letting me fade away on this path in order to achieve my professional future. Also, this project is in memory of my grandfather.

Cintya

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: Intellectual disability in the English teaching and learning process

Author:
Guanín Chasi Lissette Estefanía
Martínez Mallitasig Cintya Nataly

Tutor:
Cando Guanoluisa Fabiola Soledad, MSc.

ABSTRACT

Throughout the years, the educational system has gone through several changes, giving children the right to be part of the educational system. That is, within the teaching and learning process of the English language, children with different needs can be included, as well as children with intellectual disabilities. The main objective of this research project was to analyze the opinions about the teaching and learning process in a classroom with children with intellectual disabilities (ID) of the Eloy Alfaro Educational Unit during the 2022-2023 school year. A qualitative descriptive methodology was used. In addition, to achieve the research objective, data were collected through semi-structured interviews with the English teacher, the child with intellectual disabilities and the mother. Thematic analysis was used to analyze the data obtained. The main findings within this study yielded different opinions about the English language teaching-learning process in children with Intellectual Disability (ID); obtaining results about the opinions about the English teaching process in children with ID, categories were presented that make known the learning strategies with the contents related to the student's environment. In addition, the use of specific material for the student with ID as a didactic resource was known, which is adapted to the same content, but at a different level as a type of curricular adaptation, which leads to understand that personalized education allows the student to develop at his own pace and finally the lack of knowledge as an English teacher in children becomes a challenge when teaching. On the other hand, the research findings about intellectual disability in students learning progress show that the student is achieving significant learning at the basic levels in the language. In the same way the difficulty in pronunciation, and the deficiency in writing become limitations of ID students. Consequently, the mother despairs because her daughter does not manage on her own, which is a family challenge. While the desire to learn constantly reflects a good attitude and motivation. Finally, it is identified that the mother's sentimental support and her sister's frequent help are usually the main family support for the girl to develop in an inclusive environment.

Keywords: *Intellectual disability (ID), Learning, Teaching.*

UNIVERSIDAD TÉCNICA DE COTOPAXI

PROGRAMA DE PREGRADO

DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - LICENCIATURA EN INGLÉS

TÍTULO: Intellectual disability in the English teaching and learning process.

Autores:
Guanín Chasi Lissette Estefanía
Martínez Mallitasig Cintya Nataly

Tutor:
Cando Guanoluisa Fabiola Soledad, MSc.

RESUMEN

A lo largo de los años, el sistema educativo ha pasado por diversos cambios, otorgando a los niños el derecho de formar parte del sistema educativo. Es decir, dentro del proceso de enseñanza y aprendizaje del idioma ingles se puede incluir niños con diferentes necesidades, así como niños con discapacidad intelectual. Este proyecto de investigación tuvo como principal objetivo analizar las opiniones sobre el proceso de enseñanza y aprendizaje en un aula con niños con discapacidad intelectual (DI) de la Unidad Educativa Eloy Alfaro durante el curso 2022-2023. Se utilizo una metodología descriptiva cualitativa. Además, para lograr el objetivo de investigación los datos se recopilaron mediante las entrevistas semi - estructuradas a la docente de inglés, la niña con Discapacidad Intelectual y la madre de familia. El análisis temático fue utilizado para el análisis de los datos obtenidos. Los principales hallazgos dentro de este estudio arrojaron diferentes opiniones sobre el proceso de enseñanza-aprendizaje del idioma inglés en niños con discapacidad intelectual (ID); obteniendo resultados acerca de las opiniones acerca del proceso de enseñanza del inglés en niños con DI, se presentaron categorías que dan a conocer las estrategias de aprendizaje con los contenidos relacionados con el entorno del estudiante. Además, se conoció el uso de material específico para el estudiante con DI como recurso didáctico, el cual se adapta al mismo contenido, pero a diferente nivel como un tipo de adaptación curricular, lo cual lleva a comprender que la educación personalizada permite al alumno desenvolverse a su propio ritmo y finalmente el desconocimiento como profesor de inglés en los niños se convierte en un reto al momento de enseñar. Por otro lado, los resultados de la investigación sobre el progreso de aprendizaje de los estudiantes con discapacidad intelectual muestran que el estudiante está logrando un aprendizaje significativo en los niveles básicos del idioma. De la misma manera, la dificultad en la pronunciación y la deficiencia en la escritura se convierten en limitaciones de los estudiantes ID. En consecuencia, la madre se desespera porque su hija no se desenvuelve sola, lo cual es un reto familiar. Mientras que el deseo de aprender constantemente refleja una buena actitud y motivación. Finalmente, se identifica que el apoyo sentimental de la madre y la ayuda frecuente de su hermana suelen ser el principal apoyo familiar para que la niña se desenvuelva en un ambiente inclusivo.

Palabras claves: *Discapacidad intelectual (DI), Aprendizaje, Enseñanza.*

INDEX

TABLE INDEX

ESTRUCTURA DEL PROYECTO DE INVESTIGACIÓN FINAL
PROYECTO DE TITULACIÒN II

1. GENERAL INFORMATION

Theme: "Intellectual disability in the English teaching and learning process"
Starting Date: October 2022
Ending Date: January 2023
Place of Research: Salcedo
Sponsoring Faculty: Pujilí Extension
Sponsoring career: National and Foreign Language Pedagogy English
Linked Research Project (if applicable):
Macro project of the career: Formative processes in the teaching and learning of English as a Foreign language in the educational institutions of the province of Cotopaxi.
Work Team:

Project Coordinator:
Name: MSc. Cando Guanoluisa Fabiola Soledad
ID Number: 050288460-4
Phone Number: 0999865286
E-mail Address: fabiola.cando@utc.edu.ec
Researchers:
Name: Guanín Chasi Lissette Estefanía
ID Number: 185023478 - 0
Phone Number: 0992290723
E-mail Address: lissette.guanin4780@utc.edu.ec
Name: Martínez Mallitasig Cintya Nataly
ID Number: 050385772 - 4
Phone Number: 0992372516
E-mail Address: cintya.martinez7724@utc.edu.ec

Knowledge area: Education
Research line: Education and communication for human and social development
Research line of the career: Education, Language, and Culture

2. THE RESEARCH PROBLEM

2.1 Problem Statement

Over the years, English language learning has been a fundamental part of people's professional training since it allows them to be more competitive in today's world of work.

In most of the world, people have free access to receive an education, which means that any type of person can access it, even people with intellectual disabilities. Shree & Shukla (2016) explain that mild intellectual disability is the difficulty of learning at normal levels compared to other students and functioning normally in life. This disability can cause various difficulties when receiving information from their environment, processing, and solving problems, in the same way causing difficulty in learning the English language.

Therefore, the student with intellectual disabilities and the other members of their environment face different experiences and challenges. Since not knowing how to cope with learning the English language with this type of students, adequate methods, strategies, and materials are not applied during class activities, which leads to excluding said students (Modula & Sumbane, 2022).

After having analyzed the previous studies, the following research problem is established: There are no previous studies that reveal the opinions about English teaching and learning process in students with mild intellectual disabilities. It could be due to the lack of knowledge about intellectual disability in children or the lack of training on intellectual disability within an educational context. It might be also due to the exclusion of students with a mild intellectual disability in an inclusive educational environment. Thus, the main purpose of this research was to analyze the teacher, mother and (ID) student's opinions about the English teaching and learning process in a classroom with a mild intellectual disability student in the Eloy Alfaro Educational Unit. In this research one of the main contributions is to provide useful information about intellectual disability so that it can be identified, evaluated, and treated on time. In the same way, this study will provide fundamental concepts that allow a significant inclusion of students with mild intellectual disabilities in a regular school environment. The following research questions guided this study:

- What are the teacher, mother and ID student's opinions about the English teaching process in a classroom with a mild intellectual disability student in the Eloy Alfaro Educational Unit?
- What are the teacher, mother and ID student's opinions about the English learning process of a mild intellectual disability student in the Eloy Alfaro Educational Unit?

3. OBJECTIVES

3.1 General objective:
- To analyze the opinions about the teaching and learning process in a classroom with a mild intellectual disability at Eloy Alfaro Educational Unit during the 2022-2023 academic year.

3.2 Specific objectives:
- To explore the theoretical foundations related to the intellectual disabilities and the English teaching and learning process.
- To describe the teacher, mother and ID student's opinions about the English teaching process in a classroom with a mild intellectual disability student in the Eloy Alfaro Educational Unit.
- To examine the teacher, mother and ID student's opinions about the English learning process of a mild intellectual disability student in the Eloy Alfaro Educational Unit.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
To explore the theoretical foundations related to the intellectual disabilities and the English teaching and learning process.	Search of previous research Analysis of the articles. Write the theoretical framework.	Scientific and technical foundation. - Background

disabilities.		● Theoretical Framework
To describe the teacher, mother, and ID student's opinions about the English teaching process in a classroom with a mild intellectual disability student in the Eloy Alfaro Educational Unit.	Semi-structured guide design Request for authorization to conduct the interview. Informed consent signature Interview with the teacher Interview transcript. Analysis of results.	Semi - structured interview guideline Interview recordings. Extracts of the interview to the teacher, student with MID and mother.
To examine the teacher, mother and ID student's opinions about the English learning process of a mild intellectual disability student in the Eloy Alfaro Educational Unit.	Semi-structured guide design Request for authorization to conduct the interview. Informed consent signature Interview the girl. Interview transcript. Analysis of results.	Semi - structured interview guideline Interview recordings. Extracts of the interview to the teacher, student with MID and mother.

5. JUSTIFICATION

Education is a human right that allows the development of each individual's abilities. Therefore, when special educational needs arise, it is important to know about educational inclusion since working with children with intellectual disability is a complex task. It is often highlighted by the significant variety of the standards of intellectual functions in connection with necessary competencies and accompanying intellectual, physical, and medical conditions. (Hodapp and Dykens, 2003 mentioned in Kovács, K. 2020, p.72).

Based on this, the purpose of this research project is to analyze the opinions about the teaching and learning process in a classroom with a mild intellectual disability at Eloy Alfaro Educational Unit during the 2022-2023 academic year. To carry out this study,

semi-structured interview guides were designed and applied to the research participants. The participants were the English teacher, the girl with intellectual disability (ID) and the mother of the family. Then, the transcriptions of the data obtained in the interviews of the participants were made, with the purpose of analyzing the opinions and categorizing the main extracts that help to fulfill the general objective of the investigation. In addition, the direct beneficiaries of the research are the third-year basic education student of the Educational Unit "Eloy Alfaro" in Salcedo in Cotopaxi province and the mother of the family. In addition, the indirect beneficiaries are the teacher, the educational unit and any person who can access the information. In the same way, the information obtained will be useful to promote the development of future research that significantly improves the dynamic and comprehensive teaching and learning process in students with ID within this environment.

Finally, it is important to mention that the originality of our research lies in the fact that there are no research papers that have been carried out by English teachers in training, in addition to the fact that in this paper we present the teacher, mother and ID student's opinions about the English teaching and learning process in a classroom with a mild intellectual disability student through the interview application. Therefore, the theoretical utility of this research tends to be the content of this report since relevant information from various bibliographic sources is included here.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Bawa & Osei (2018) carried out an investigation with the objective of discovering how the teaching and learning of the English language was carried out in the Yumba special school for children with intellectual disabilities. This research had a qualitative approach where data was collected through interviews with teachers, document analysis, observation of teachers and children during instructional hours in English, as well as observation of general discipline in the school. The participants in this study were thirty-eight students and four teachers. In turn, the present study used teaching methods dominated by teachers. After completing this investigation, results were obtained indicating that children with intellectual disabilities received instructions in the same way

as general education children. From the above it is concluded that the teaching of the English language in the Yumba Special School for children with intellectual disabilities does not seem to be very effective since the teaching and learning resources are insufficient, which causes a limitation in the learning of the English language.

Alanazi (2020) carried out a study that aimed to carry out a critical analysis of the challenges faced when implementing inclusive education practices for students with intellectual disabilities in Saudi Arabia. That is why this research was carried out with a qualitative approach. For data collection, instruments such as an interview questionnaire were used, since with this it was possible to help collect useful information on the main problem identified in the study in a detailed and subjective way. The research sample consisted of 8 teachers, 8 parents and 4 supervisors, who worked in the ministry of education and were responsible for inclusive education for students with intellectual disabilities in Riyadh primary schools. The results obtained in this research show that the implementation of inclusive education is a challenge for schools in Saudi Arabia. This was due to various reasons, such as a shortage of qualified teachers, inexperienced teachers, social barriers, and lack of awareness. From the above it is concluded that inclusive education has gained the attention of several schools because it is useful for each student to participate in multiple activities and enrich their learning capabilities.

In addition, Utami et al., (2021) presented a descriptive qualitative study, which aimed to discover the problems and solutions of five English teachers in teaching students with ID in SLB Pembina Tingkat Nasional Bagian C Malang. To obtain the necessary data, an observation checklist, a field note, and an interview guide for five teachers who teach English were used. During the classroom observation, observation checklists and field notes were used. The interview was conducted after the observation. After collecting the data, the researchers analyzed the interview data, recordings and transcripts were extracted. The results obtained showed that the problems faced by teachers were related to teachers' English proficiency, the methods and media used in teaching, and the learning ability of students. Teachers used different solutions to overcome the problems, but the most common solution was to use repetition in teaching and practice. This solution was used because the students had difficulty understanding and remembering the lesson. The

other solutions used during the teaching and learning process include YouTube videos, English learning apps, posters, and BSE.

Finally, Arwanto (2021) carried out a descriptive qualitative research with the aim of knowing the class classification of students with intellectual disabilities, analyzing the implementation of English learning strategies for students with intellectual disabilities and analyzing the implementation of the teaching and learning process for students with intellectual disabilities in the inclusive class of Putra Harapan Junior High School Purwokerto. Data were obtained through observation, interview and documentation. The researcher took notes of each activity related to the learning process of students with ID, the interview was directed to an English teacher who taught classes to students with ID. Finally, documentation was used, especially on teaching and learning strategies of English for students with intellectual disabilities in the inclusive class. The investigator used data triangulation and the triangulation method for data reliability. The results describe that the inclusive regular class is a class composed of normal students and students with intellectual disabilities, this class implements remedial teaching and a blended learning approach. This class implements mental retardation strategies and a contextual approach to teaching and learning.

Furthermore, it is important to mention that there are researchers such as Rodriguez et al., (2022) who carried out research that covers this type of disability, focusing on a literary review of the effects of reading motivation and meta-comprehension on the reading comprehension of students with intellectual disabilities. Where it is detailed that there are studies that show that students with intellectual disabilities tend to reach low levels of reading. Moreover, Soto et al. (2018) in their research explored the importance of different aspects of meta-comprehension in students with intellectual disabilities, and determine which of them can best explain their performance in reading comprehension. Therefore, the literature of these authors tells us that there are studies about intellectual disability but with approaches different from ours, which allows us to know that there is little research about intellectual disability in the English teaching and learning process, therefore that our research topic is feasible and relies on its originality.

7. THEORETICAL FRAMEWORK

7.1 Intellectual disability

Intellectual disability (ID) is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills. These limitations can cause a child to develop and learn more slowly or differently than a typically developing child. ID can happen any time before a child turns 18 years old, even before birth. Intellectual disability is the most common developmental disability (Parmenter, 2011).

According to the American Association of Intellectual and Developmental Disabilities, cited in Roy, et al. (2018, pp.13-18), it mentions that a person has ID if they meet three criteria:

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

It is also important to mention that within intellectual disability there are different levels as mentioned in the Manual Consumer Version [MCV] (2019)

Table 1: *Levels of Intellectual Disability*

Level	IQ Range	Ability at Preschool Age (Birth to 6 Years)	Adaptive Skills at School Age (6 to 20 Years)	Support Required at Adult Age (21 Years and Older)
Mild	IQ 52–69	Often presented as speech–language delay. Often not diagnosed until later age. Can develop social and communication skills.	Some difficulty learning reading, writing, and math, but can learn up to about the 6th-grade level by late adolescence. Challenges making plans and managing money. Socially immature but can be expected to learn appropriate social skills.	Needs guidance and assistance in complex tasks (such as health care and legal decisions) and during times of unusual social or economic stress. Can usually achieve enough social and vocational skills for self-support

			Some limitations of judgment and understanding of risk - more easily manipulated by others.	
Moderate	IQ 36–51	Poor social awareness Can profit from training in self-help. Can talk or learn to communicate.	With support, can progress to elementary school level in schoolwork. May learn to travel alone in familiar places. Social judgment and understanding is limited but can learn some social and occupational skills. May have successful friendships and romantic relationships.	Cares for simple personal and household needs after extended guidance. Needs supervision and guidance managing money, scheduling, and all but simplest daily tasks. May achieve self-support by doing unskilled or semiskilled work in a supportive environment.
Severe	IQ 20–35	Able to learn some self-help skills. Has limited speech skills. Can say a few words.	Can talk or learn to communicate about simple, everyday events and learn simple health habits. Little understanding of written language, numbers, time, or money. Benefits from habit training.	Can develop some useful self-protection skills in controlled environments. Requires support for all daily tasks but may contribute partially to self-care under complete supervision.

			Usually, successful relationships with family members and familiar others. Sometimes maladaptive behavior (including self-injury).	
Profound	IQ 19 or below	May need nursing care due to limited self-care skills. Extreme cognitive limitation. Often sensory and/or physical impairments.	Limited understanding of speech or gestures; communicates mainly nonverbally. Enjoys company of well-known family and caretakers, but sensory and physical impairments often limit social activities.	Often needs nursing care. May have very limited participation in self-care.

Source: MSD MANUALS

For this reason, Lee et al. (2022) mentions that people with intellectual disabilities have deficits in neurological development, which are characterized by limitations in intellectual functioning and adaptive behavior. This activity reviews the assessment and management of intellectual disability, including the genetic and environmental etiologies of intellectual disability, various disease manifestations, and appropriate assessment strategies.

These disabilities may be associated with a considerable number of related and co-occurring problems, including mental health (eg, depression and anxiety), neurodevelopmental (eg, autism spectrum disorders, and attention deficit), hyperactivity disorder), as well as neurological (eg, infantile cerebral palsy), and medical (eg, meningitis) conditions (Lee et al., 2022).

Also, intellectual disability can be caused by an injury, disease, or problem that occurs in the brain. Although for many children the cause of their intellectual disability is unknown, it is important to mention that some of the most common health conditions among people

with ID include motor impairments, epilepsy, allergies, otitis media, gastroesophageal reflux disease (GERD), dysmenorrhea, sleep disorders, seizure disorders, mental illness, vision and hearing problems, oral health problems, and constipation (May & Kennedy, 2010).

Some of the causes of ID, such as Down syndrome, fetal alcohol syndrome, fragile X syndrome, genetic conditions, birth defects, and infections, occur before birth while others occur while a baby is being born or shortly after birth but still other causes of intellectual disability do not occur until the child is older; these can include serious head injuries, strokes, or certain infections (Katz & Lazcano-Ponce, 2008).

7.2 Mild intellectual disability

Intellectual disability can present at different levels. To identify the level of ID it is necessary to perform an intelligence test of the patient's IQ. Among the levels we have mild intellectual disability, and their IQ is between 50-69 (Chadwick et al., 2013). Patel et al. (2020) in their study explain that 85 percent of people with ID have a mild level of ID, it is usually identified at an advanced age as a child, that is, after 7 years of age or even more. These patients have difficulties acquiring or developing complex language and academic skills. However, until their adolescence they can reach academic skills equivalent to the level of 4th to 5th grade, to develop basic skills in reading, writing and mathematics will depend a lot on the adequate support that is provided. People with mild ID need intermittent support with activities of daily living, such as personal care, shopping, food preparation, and money management.

According to Bouck (2014), he suggests that students with mild intellectual disability receive basic content instruction, that is, a curriculum oriented academically to their needs. Usually, students with MID find it difficult to acquire even basic levels of literacy, therefore reading is deficient compared to other students and as the student's age progresses, development or academic performance decreases (Barker et al., 2013). However, Lundberg & Reichenberg (2013) mention that "even students with mild intellectual disabilities can be cognitively active, creative, show commitment, and show that they can enjoy reading provided they are invited by proper texts and adequate teaching." (p. 99). A reason that "children with MID develop similarly to children with typical development in regard to phonological processing, language, and reading, albeit at what is likely a slower rate" (Barker et al., 2013, p. 377).

Regarding the social part of the student, Gresham & MacMillan (1997) explains that children with this mild disability have a little difficulty relating meaningfully with the members of their educational context, such as with their classmates and teachers. In other words, students with MID have poorer social skills. However, Djordjevic et al. (2020) contrasts the argument of Gresham & MacMillan because they mention that, in children, regardless of the level of disability they have, basic social skills at this stage are not greatly affected, which means that socialization in their environment is not limited at an early age.

7.3 Signs of intellectual disability

The Intellectual disability can be identified by different signs that the child presents. According to West Virginia State Department of Education (WVSD, 2014), it discloses the following most common signs in ID:

- Sit up, crawl, or walk later than other children.
- Learn to talk later or have trouble speaking.
- Find it hard to remember things.
- Have trouble understanding social rules.
- Have trouble seeing the results of their actions.
- Have trouble solving problems.
- Have trouble thinking logically.
- Be unable to learn as quickly or retain and generalize learned skills as well as their typical peers. (p.2)

In addition to this, it is important to mention that in children with severe or profound intellectual disabilities, there may also be other health problems. These problems may include seizures, mood disorders (anxiety, autism, etc.), impaired motor skills, vision problems, or hearing problems (Byrd & Bhandari, 2022).

7.4 How is intellectual disability identified in children?

Intellectual disability can be suspected or diagnosed for several different reasons. For this reason, Byrd & Bhandari, (2022) mention that if a baby has physical abnormalities that suggest a genetic or metabolic disorder, a variety of tests can be performed to confirm the diagnosis. These tests may include a blood test, urinalysis, imaging tests to look for

structural problems in the brain, or an electroencephalogram (EEG) to look for evidence of seizures.

That is why to diagnose or identify an intellectual disability, three things are taken into account: interviews with parents, observation of the child, and intelligence tests and adaptive behaviors. That is why Katz & Lazcano (2008) mention that intellectual disability is characterized by evident limitations in intellectual functioning and adaptive conduct, the latter expressed as conceptual, social, and practical adaptive skills. In addition, these aspects are important since a child is considered to have an intellectual disability if they have deficits in both IQ and adaptive behaviors. If only one or the other is present, the child is not considered intellectually disabled.

Once a diagnosis of intellectual disability has been made, a team of professionals proceeds to assess the child's unique strengths and weaknesses. This helps them determine how much and what kind of support the child will need to be successful at home, school, and in the community and to develop independently in any setting. Based on this, it can be said that intellectual disabilities are diagnosed by observing two main things. These are:

- The ability of a person's brain to learn, think, solve problems, and make sense of the world (called IQ or intellectual functioning).
- Whether the person has the skills he needs to live independently (called adaptive behavior or adaptive functioning) (Katz & Lazcano, 2008).

Therefore, intellectual functioning, or also called IQ, is generally measured by a test called an IQ test, where the average score is 100. This is where people with a score below 70 or 75 are thought to have an intellectual disability. That is why to measure adaptive behavior, professionals look at what a child can do compared to other children her age. Certain skills are important for adaptive behavior. These are:

- Daily living skills, such as dressing, toileting, and feeding yourself.
- Communication skills, such as understanding what is being said and being able to respond.
- Social skills with peers, family members, adults, and others.

To diagnose an intellectual disability, professionals test a person's mental abilities (IQ) and adaptive abilities (Hayer, 2017).

7. 5 Causes and consequences of intellectual disability in children.

7.5.1 Causes

Within these aspects it is important to mention that the most common causes of intellectual disability are:

- Genetic conditions. This occurs due to abnormal genes inherited from parents, errors when genes are combined, or other reasons. Examples of genetic conditions are Down syndrome, fragile X syndrome, and phenylketonuria (PKU).
- Complications during pregnancy. This can result when the baby does not develop properly inside the mother. For example, there may be a problem with the way the baby's cells divide, or a woman who drinks alcohol or gets an infection such as rubella during pregnancy may also have a baby with an intellectual disability.
- Problems during birth. This is due to the fact that there are complications during labor and delivery, since the baby cannot receive enough oxygen, and this can cause it to have an intellectual disability.
- Diseases or toxic exposure. Diseases like whooping cough, measles, or meningitis can cause ID. They can also be caused by extreme malnutrition, not receiving proper medical care, or being exposed to poisons such as lead or mercury. It is well known that DI is not contagious and there are no cures for DI. However, children with ID can learn to do many things. They may just need to take more time or learn differently from other children (WVSD, 2014).

On the other hand, approximately 6.5 million people in the United States have an intellectual disability. Approximately 1 − 3 percent of the global population has an intellectual disability—as many as 200 million people. Intellectual disability is significantly more common in low-income countries—16.41 in every 1,000 people. Disabilities overall are more common in low-income countries. The United Nations Development Program estimates that 80 percent of all people with disabilities live in low-income countries. While people with disabilities represent approximately one in 10 people worldwide, they are one in every five of the world's poorest people (Lee et al., 2022).

7.5.2 Etiology

While many causes of intellectual disability are not known, the etiology of intellectual disability mainly divides into genetic abnormalities and environmental exposure. Genetic abnormality can be a single gene mutation, copy number variation, or chromosomal abnormality that causes an inborn error of metabolism, neurodevelopmental defect, and neurodegeneration. Environment exposure can be maternal exposure to toxin/infectious agents, uncontrolled maternal medical conditions, delivery complications, and post-natal trauma and exposure to toxin/infectious agents. The most commonly known preventable or environmental cause of intellectual disability is fetal alcohol syndrome, the most common chromosomal cause is Down syndrome, and the most common genetic cause is Fragile X syndrome (Lee et al., 2022).

7.5.3 Genetic

The genetic abnormality may cause an inborn error in metabolism, neurodevelopmental defect, or neurodegeneration. With an inborn error of metabolism, toxic by-products accumulate, causing intellectual disability and other behavioral problems.

Neurological damage from PKU is irreversible but preventable. Therefore, newborn screening for PKU is mandatory in the U.S. and other countries. Early screening followed by prompt initiation of a low phenylalanine diet before the age of 3 may prevent intellectual disability (Lee et al., 2022).

Neurodegeneration leading to intellectual disability presents in Rett syndrome (RS), an X-linked dominant degenerative condition only seen in females secondary to mutation of the MeCP2 gene. In patients with RS, cerebral atrophy occurs at the substantia nigra, causing defects in the dopaminergic nigrostriatal pathway, starting at 6 to 18 months of age.

IQ alterations can also occur as part of a clinical picture in other genetic syndromes. In many cases, the intellectual deficit appears to be limited and can occur at different stages of neurodevelopment, also in terms of cognitive decline. For example, in chromosome 22q11.2 deletion syndrome, DiGeorge syndrome, or velocardiofacial syndrome, which is

one of the most common multiple anomaly syndromes in humans, is usually described as a cognitive decline rather than an early onset intellectual disability (Lee et al., 2022).

7.5.4 Environmental

Environmental exposure during pregnancy may lead to intellectual disability, which can be caused by maternal exposure to a toxin, infectious agent, uncontrolled maternal condition, and birth complications.

One common toxic substance that leads to an intellectual disability during pregnancy includes alcohol. Alcohol exposure, indeed, commonly causes intellectual disability along with other developmental abnormalities, in a condition known as fetal alcohol syndrome. Fetal alcohol exposure inhibits the production of retinoic acid, which is an essential signaling molecule for the development of the nervous system. Even a small amount of alcohol in any trimester of pregnancy may cause fetal alcohol syndrome. Exposure to opioids, cocaine, and teratogenic medications may also lead to intellectual disability (Lee et al., 2022).

Common, well-known infectious agents that cause intellectual disability are rubella and HIV. Maternal rubella infection in the initial trimester of pregnancy leads to intellectual disability approximately 10 to 15% of the time; it can rise to above 50% with infection during the first month. Immunization may prevent the mother from rubella infection. HIV may be transferred vertically from mother to infant. Infants with HIV may develop encephalopathy, seizures, and intellectual disability within the first year of life secondary to microcephaly, immunosuppression, and Pneumocystis jiroveci pneumonitis (PCP) infection. Excessive neuro-inflammation causes overstimulation of the N-methyl-D-aspartate type receptor (NMDAR) system, which leads to neuronal injury. Antiretroviral therapy for the mother and prophylactic treatment with zidovudine for newborns exposed to HIV has significantly reduced the transmission. Other known infectious exposures to mothers that may cause intellectual disability in the newborn are cytomegalic inclusion disease, syphilis, and toxoplasmosis (Lee et al., 2022).

Uncontrolled maternal medical conditions may lead to intellectual disability. Pregnancy hypertension, asthma, urinary tract infection, pre-pregnancy obesity, and pre-gestational diabetes were shown to increase the risk significantly. Furthermore, uncontrolled

maternal diabetes, malnutrition, and obstetrical complications causing anoxia (placenta previa, placenta abruption, and umbilical cord prolapse) may also cause intellectual disability.

An intellectual disability is acquirable during early childhood. Causes include infection (notably encephalitis and meningitis), head trauma, asphyxia, intracranial tumor (either directly or indirectly through seizure, surgery, and chemotherapy), malnutrition, and exposure to toxic substances (Lee et al., 2022).

7.5.5 Consequences

Intellectual disability can cause a child to learn and develop more slowly than other children of the same age, since a child with an intellectual disability may take longer to learn to talk, walk, dress or eat without help, and may have problems learning at school (Millcreek Behavioral Health [MBH], 2018).

In addition, some children with intellectual disabilities may have obvious abnormalities at birth or shortly thereafter. These abnormalities can be both physical and neurological and can include unusual facial features, a head that is too large or too small, malformed hands or feet, and various other abnormalities. Sometimes children appear normal in appearance but have other signs of serious illness, such as seizures, lethargy, vomiting, abnormal urine odor, and failure to eat and grow normally (Sulkes, 2022).

7.6 How does intellectual disability affect children?

Within this aspect, it could be said that intellectual disability affects the child in a somewhat negative way since children with ID are somewhat more prone than other children to have behavioral problems, such as explosive outbursts, tantrums, and physically aggressive or self-injurious behavior. These behaviors are often related to specific frustrating situations that are compounded by a limited ability to communicate and control impulses since older children can be gullible and easily take advantage of them or lead to minor misbehavior.

That is why about 20 to 35% of people with ID also have a mental health disorder. In particular, anxiety and depression that become common, especially in children who are

aware that they are different from their peers or that they are bullied and mistreated because of their disability (Sulkes, 2022).

At the same time, it is important to mention that children with intellectual disabilities can learn and continue learning, like all children, and like all children, they get a lot from being part of the community and from doing activities that make them feel good about themselves. Some children with intellectual disabilities can go to regular school with help. For a child with intellectual disabilities to develop in a normal way, he depends on the support of the community and his family so that in this way the child can grow and reach his goals in adulthood. These can include living in the community, holding a job, and having good relationships with friends and family, resulting in many adults with mild intellectual disabilities managing to live independent lives (Raising Children Network [RCN], 2022).

Children with intellectual disabilities may also have an intellectual development disorder since they have problems with things like learning, communication, rational thinking, judgment making, and planning and often have difficulties in school. In addition to this, they may have problems with friends and daily tasks such as bathing or dressing (Child Mind Institute [CMI], 2021).

7.7 Developmental language disorder

Developmental language disorder (DLD) refers to a condition in which children have trouble understanding and/or using spoken language. It is important to mention that there is no obvious reason for these difficulties. However, these are characterized by impaired development in social interaction, verbal and nonverbal communication, imaginative activity, and a limited number of interests and activities that tend to be repetitive. (Fact Sheet - Pervasive Developmental [FSPDD], 2013)

Thus, it is important to mention that a child can be diagnosed with DLD if their language difficulties:

- They are likely to continue into adulthood.
- Have a significant impact on progress in school or in everyday life.
- They are unlikely to catch up without help (I Can Help [ICH], 2021)

In addition to this, it can be said that there are other developmental conditions, such as dyslexia and autism, DLD is caused by a complex interaction between genetic and environmental risk factors. These risk factors appear to have subtle impacts on the way the brain learns language. As a result, DLD is known to run in families: it is most common for a child or young person. A person has DLD when there is a family history of speech and language difficulties. We also know that DLD is not caused by:

- Another medical condition or diagnosis, even if many childhood conditions (such as autism or
- Down syndrome) are also characterized by language difficulties.
- Poor parenting.
- Emotional difficulties (although it is common for children and youth with DLD to experience challenges related to their social and emotional life welfare).

7.8 How intellectual disability can affect the acquisition of a second language (L2)?

Within this aspect, it can be said that in all societies all children have the right to equal educational opportunities. However, there are incredible changes in the scope of teaching children with intellectual disabilities, there are still nasty comments like 'Why would you want to teach children who cannot learn? (Heward, 2003 as cited in Mohammadian & Dolatabadi,2016). While there is evidence that students with mild delays can develop proficiency in foreign languages (Krapez, 2010).

The first efforts to educate people with intellectual disabilities within institutions were limited, as mentioned by Trent, 1995 cited in Mohammadian & Dolatabadi, 2016 there is a Basic - Habit training focused on teaching student's obedience and punctuality. Whereas later there was a shift towards a more functional curriculum, such as basic money recognition. That is why during the first half of the 20th century there were progressive changes in perspective such as the emphasis on the education of all children with intellectual disabilities.

In this way, learning a second language becomes a rewarding experience as mentioned by Schwarz, 1997 cited in Mohammadian & Dolatabadi, 2016, where it is mentioned that all types of students can be successful in language classes if they receive the appropriate

stimuli and evaluations. This is why there is general agreement among special educators that the general goals of education are the same for retarded children as for other children, but the main differences lie in the means by which these goals are achieved and the degree to which they are achieved (DEMPSSP, 1966 cited in Mohammadian & Dolatabadi, 2016). Therefore, learning a foreign language such as English can give an essence of being part of the mainstream to a person with intellectual disabilities, since it reduces the feeling of being considered different by others since by teaching the required skills to function independently in the community, differences between people with disabilities and their peers could be minimized (Mohammadian & Dolatabadi, 2016).

That is why Downey and Synder (2001) mentioned in Mohammadian & Dolatabadi, (2016) warn that students who exhibit severe deficits in vocabulary, syntax, and memory, in addition to phonological processing problems, will probably not be successful in learning English, but Dufva and Voeten (1999) found that one way to promote foreign language learning is to diagnose mother tongue deficiencies early. According to these statements, Kennedy (2006) found evidence to support a transfer hypothesis, which is that a student's native language reading comprehension has a strong effect on their foreign language reading comprehension.

Although there is plenty of research to support the idea that native language skills weigh significantly on a student's potential to learn a second language, there are many positive reports of successful foreign language learning by people with intellectual disabilities despite their difficulties in acquiring their first language. Thus, in his article on bilingualism in mental retardation, Rondal (2000) cited in Mohammadian & Dolatabadi (2016) reports cases with Down Syndrome who had deaf parents could develop a certain level of both English and sign language. He also claims that children with intellectual disabilities who grew up with bilingual parents can develop some degree of bilingualism.

By looking at many disabled children who could speak and understand more than one language, he concluded that learning a foreign language seems to be well within the capacity of children with intellectual disabilities, where in turn it can be stated that there is no barrier between disability and the learning of a second language as long as the methodologies are applied correctly.

7.9 Strategies for teaching English to students with ID

To carry out a significant teaching and learning process of the English language in students with intellectual disability, it is important that the teacher identifies and analyzes the needs of these students to provide better attention and help them develop effectively both in the educational context and socially (Tahan, 2022). "These students not only require extra time and patience but also, they demand specified education strategies in a well-structured atmosphere that augments and increases their learning perspective to create changes in the lives of these children " (Bawa & Osei, 2018, p.2705).

According to Islam (2019) strategy is the plan or way in teaching of a normative nature that includes structure, instructional objectives and a scheme of planned tactics. In other words, the term strategy implies careful planning to do something. There are several inclusive teaching strategies whose main purpose is to guide a good learning process for students with ID. However, these strategies are not only useful for teaching a group that includes students with intellectual disabilities but can be beneficial for the whole class. Therefore, the Australian disability clearinghouse on education and training (2015), recommends the following strategies:

- Provide an outline of what will be taught: highlight key concepts and provide opportunities to practice new skills.
- Consider adapting reading lists and providing guidance on key texts.
- Whenever your present instructions, procedures, or processes, ensure that the steps or sequences are clear and are explained verbally and in writing.
- Students can benefit from the use of assistive technology.
- Use as many verbal descriptions as possible to supplement the material presented on the board or overhead.
- Use clear, concise, and direct language.
- Reinforce learning through the use of real-life examples and settings.
- Present information in a variety of formats (handouts, worksheets, overheads, videos) to meet a variety of learning styles.
- Use a variety of teaching methods so that students are not limited by the need to acquire information just by reading. Whenever possible, present the material in diagrammatic form: in lists, flowcharts, concept maps, etc.

- Students are more likely to correctly follow the sequence of material in a lesson if they can listen to the material more than once.
- Individual tutoring in subjects can be important; this may include peer tutoring.
- Students may benefit from receiving oral rather than written feedback on their written assignments.

The teacher must have the ability to recognize the needs and individual differences of students with ID to select strategies which will facilitate their teaching work with students in general, and especially with those who present this disability.

7.10 Teaching materials

To obtain better results when teaching, it is essential to use different materials related to the topic and objective of the class. Therefore, Ajoke (2017) explains that instructional materials should be used in the development of student's skills in English as a second language. The instructional materials are necessary significant tools since they are specifically aimed at helping teachers to convey organized knowledge and attitudes towards students to promote teacher efficiency and improve student performance (Adebayo, 2016).

Amusan (2000 as cited in Adebayo, 2016) states that the interest in learning of children with intellectual disabilities is better maintained through the effective use of teaching materials by teachers. For this reason, in this environment the use of instructional materials is considered even more important, this will allow them to keep the interest and participation of the students active. In addition, in certain cases depending on the material, this could be beneficial for the students with ID and for the rest of the class.

In teaching, the instructional materials used in schools are classified into visual materials, audio materials, and audiovisual materials. According to Edu (2022) the materials are classified as follows:

- Visuals Aids: Blackboard, Posters, Flashcards, Presentations, printed textbooks, Graphs and Infographics.
- Audio Aids: Radio, Tape-recorder, and CDs.
- Audio-visual aids: Videos, Video recordings, Films and Documentaries, Virtual Classrooms.
- Language Laboratory.

- Computer-Assisted Learning: Pre-recorded DVDs, CDs, online quizzes, e-books, podcasts, and blogs.

It is important to know that it is possible to modify the classroom material to guarantee the learning of students with ID. Currently, technological advances allow access to a variety of materials technology, which is why it is proposed that digital materials meet the needs of students with different learning styles compared to traditional materials. In addition, digital materials allow both the presentation of audiovisual content and the design of enriched lessons, such as those with audiovisual images that stand out better for students with this disability to learn independently (Deveci Topal et al., 2021).

7.11 Challenges of students with ID in English learning the process

According to Bawa & Osei (2018) currently, any student has the same right to a quality education and equal opportunities. Therefore, the presence of students with intellectual disabilities in ordinary education schools is very common. However, within this inclusive environment that takes place in an educational center, a student with intellectual disabilities is exposed to various experiences and even more so when it comes to language acquisition. For nature "learning English is very challenging for students in foreign language context, because they have very few opportunities to use the target language outside the classroom" (Hilalliyati, 2017, p. 30).

According to the study by Lestari et al. (2021) it is shown that students with intellectual disabilities are in a constant struggle to learn since they face difficulties in understanding new skills and study more slowly than other students. One of the main challenges these students face are underdeveloped grammatical skills, articulation problems, and limited receptive skills such as writing, reading, speaking, and listening.

- Writing challenge: they cannot formulate sentences in English by themselves, since they cannot develop their ideas and do not understand word structures and grammar in English.
- Reading challenge: They take a lot of time to read English words and cannot understand English texts. It also makes it difficult for them to acquire vocabulary in English and they cannot make inferences about unknown words.
- Speaking challenge: it is difficult for them to articulate words in English and even this happens with their mother tongue. Causing unclear pronunciation, but with more practice you can improve your pronunciation.

- Listening challenge: depending on their degree of disability they do not have the same ability to listen as other students, thus I have a low development in this ability.

Each student will face different challenges depending on their level of disability and the context in which they develop, despite the difficulties it is important to take into account that they also have the potential to learn a language.

7.12 Challenges for teachers with students with ID

Similar to students, teachers, being in charge of the English teaching process, also face challenges. Even more if they do not have the knowledge to interact and teach students with intellectual disabilities. In other words, Rodríguez & Serrato (2017) explain that one of the most recent challenges faced by teachers in the modern educational system is: inclusive education. That is, the integration of students with intellectual disabilities into the classroom. That is why English teachers must be aware of the areas that affect the acquisition of a foreign language in students with intellectual disabilities, but the problems of these students are not reduced only to language problems, but also to social issues. Since stopping them it is difficult to comply with the rules of the society where they live, which represents another great challenge for a teacher of English as a foreign language.

Utami et al. (2021) in their research mentions that "the teachers were troubled in teaching due to their lack of training, limited mastery of teaching methods, unfamiliarity with IT, lack of professional development, inadequate facilities and resources, as well as time constraints" (p. 4). In addition, learning in large classes clearly significantly impairs the praxis of teachers when maintaining discipline, and in efforts to implement inclusive teaching methodologies. Finally, the fact that teachers have few hours assigned to their subject makes it a challenge to individualize their teaching or carry out frequent monitoring and evaluation of these students. These factors impair the communication, participation, socialization, motivation and self-esteem of students with ID, likewise affect the attitudes of teachers towards inclusive education (Pérez, et al., 2021).

7.13 Challenges Faced by Parents of Children with ID

Parents of students with intellectual disabilities play a very significant role. They are the ones who have the greatest influence and contact with their children, which leads them,

like the decent ones, and their children to face obstacles and challenges during the process of social and educational inclusion. These challenges are due to the responsibilities that they assume as parents and the conflicts they encounter when helping their child to interact in an environment that is often not receptive, creating a challenge in the correct upbringing of their child which demands more time. than any other child requires, this can lead to consequences such as stress, mental well-being problems, or worry (Resch et al., 2010).

Among the most significant challenges parents face is "accessing information and services to meet the needs of children with disabilities, financial barriers to obtaining needed services, and ongoing efforts to ensure meaningful inclusion in schools and communities are additional challenges associated with parenting children with disabilities. These challenges can place families under stress" (Resch et al., 2010, p. 144). On the other hand, in certain cases, there is a lack of interest on the part of the parents who are not willing to collaborate with their child's disability because they feel that they must give up their daily activities.

When detecting their children with intellectual disabilities, both the student and their families experience a considerable level of stress but face the pressures of managing a child with a disability (Knight, 2012). Difficulties in changing and adjusting to a new lifestyle are necessary to meet the needs of a child with ID resulting in problems for a family's ability to cope. Thus, they may be at greater risk of discord in the parenting relationship, and low economics from the cost of intensive early intervention services, specialized child care, and medical bills. This means that parents of children with ID often face greater challenges than parents of typically developing children (Machalicek et al., 2015).

8. METHODOLOGY

8.1 Research design

To carry out this research project, a qualitative approach was used because it seeks to analyze the teaching and learning process of the English language in a classroom in a student with an intellectual disabilities through and the teacher, mother and a mild intellectual disability student's opinions This approach allows "the study of human behavior that relies on the analysis of narrative data to create an interpretation of the

meaning of these behaviors from the perspective of the participants themselves, within their own social context" (Cobb & Forbes, 2002, p.197). This is also a descriptive research because it describes in detail the participants' opinions about the English teaching and learning process of the English language. Descriptive research has as its main objective to describe the characteristics of the study subject through the collection of qualitative data without any intervention or manipulation of the variables (Nassaji, 2015).

8.2 Research context and participants

The research was carried out in the private Educational Unit "Gral. Eloy Alfaro " located in Salcedo in Cotopaxi province where English is studied as a foreign language. The participants were a girl with mild intellectual disability, her English teacher, and her mother.

The girl (identified as Lucy for ethical considerations) is 9 years old. She is a loving, affectionate girl who likes to talk a lot and builds confidence instantly. She was diagnosed for the first time with mild intellectual disability grade 32 at 7 years old through a psychological evaluation at the hospital Comando Conjunto de las FF. AA in Quito in 2020. The medical report suggested extracurricular activities and permanent pedagogical support during the educational process. In addition, in 2021 in the same hospital, the girl was diagnosed with unspecified speech and language development disorder. She was recommended to undergo speech therapy, but she did not attend.

She is currently in the fourth year of elementary school; however, her intellectual ability is like a second-grade student. According to her mother, she has attended four different schools. Her favorite subjects are robotics, mathematics, and English.

In addition, the English teacher is a woman (identified as Sarah for ethical considerations) who does not have a degree in English language pedagogy. She has a degree as clinical psychologist and a master's degree in psychology mentioned in human behavior and organizational development obtained in 2016. She has been working in the institution for about 5 years, being this her first year teaching the English language. She has a B2 level certificate from a university.

Finally, the mother is a woman (identified as Lauren for ethical considerations) of 42 years old. She is married; her home is located in the city of Latacunga in the "Eloy Alfaro" Parish, San Felipe neighborhood. She is dedicated to domestic chores at home, primary

school, and has three children, Lucy, her last daughter. The research tutor suggested the subject to be studied so a snowball sampling technique of the non-Probability sampling method was used.

8.3 Data collection process

A formal letter to ask for permission to conduct the research in the institution was sent to the main authority (See appendix 1). Before the interview, the adult participants were informed about the research purpose, and they signed an informed consent (See appendix 2). For the data collection, semi-structured interview guidelines were designed for the English teacher (See annex 3), the mother (See annex 4) and the student with intellectual disability (See annex 5). The interviews with the teacher and the student were carried out face to face at the institution. While the interview with the mother was carried out virtually through the Zoom platform. Through the application of the interviews, it was possible to know the participants' opinions about about the teaching and learning process in a classroom with a mild intellectual disability at Eloy Alfaro Educational Unit during the 2022-2023 academic year. "Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to thoroughly understand the answers provided" (Harrell and Bradley, 2009, p.27).

Finally, the information obtained from the interviews on the teaching-learning process in students with ID was analyzed using the thematic analysis method. The quantitative data was analyzed through the six steps, familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and finally producing the report (Nowell et al., 2017). Finally, the use of this method of analysis allowed us to classify the results into categories according to the research question.

9. ANALYSIS AND DISCUSSION OF RESULTS

To keep the identity of the participants private, fictitious names were used for each of them. English teacher (Sarah), girl with intellectual disability (Lucy) and mother (Lauren).

First research question

To answer the first research question about the teacher, mother, and ID student's opinions about the English teaching process in a classroom with a mild intellectual disability student in the Eloy Alfaro Educational Unit, we analyzed the data from the interviews. Regarding these experiences and points of view, the following categories were organized: a) teaching strategies, b) teaching resources, c) curricular adaptation, d) managing a classroom with ID students, and e) teacher's challenges.

Teaching strategies

Excerpts from the English teacher's interview:

Con ella se está trabajando mucho (...) con gráfico y el hablado. [A lot of work is being done with her (...) with graphics and speech.] (Sarah)

Ella tiene que dibujar. [She has to draw] (Sarah)

Lo que vaya aprendiendo en inglés (...) ella relacione con su vida real. [What she is learning in English (...) she relates to her real life.] (Sarah)

las explicaciones se manejan más en español así igual las indicaciones [the explanations are handled more in Spanish, as well as the indications.] (Sarah)

Todo lo que se haga en el aula se califica (...) inclusive la participación [Everything that is done in the classroom is graded (...) including participation.] (Sarah)

Excerpts from the mother's interview:

me dijeron que ella tiene otras maneras de aprender, porque a todos los niños hay que enseñarles diferente [she has other ways of learning, because all children have to be taught differently] (Lauren)

mi hija me ha dicho es que, le pone en el cuaderno y tiene que copiar. [my daughter has told me is that she, she puts it in the notebook and she has to copy it.] (Lauren)

Excerpts from the ID girl's interview:

A veces la teacher escribe en el pizarrón para escribir en el cuaderno. [Sometimes the teacher writes on the blackboard to write in the notebook.] (Lucy)

The teacher mentions that she uses graphics and speech. That is, the student has to draw and the topics she learns are based on her daily life. Likewise, the explanations and instruccions are handled more in Spanish and everything that is done in the classroom, including participation, has a grade. While, the mother mentions that her daughter learns differently from other children. Finally, the mother and the student announce that the

teacher writes on the blackboard, and she must copy it in the notebook. These findings are in line with the Australian Disability Clearinghouse on Education and Training (2015) which mentions that specific strategies for teaching students with ID are presenting procedures and instructions that are explained verbally and in writing, using verbal descriptions as possible to complement the material presented on the board. As well as using clear language and to reinforce the content use examples of real-life environments.

Teaching resources

Excerpts from the English teacher's interview:

> *el material de Lucy es mucho más específico* [the Lucy material, hers is much more specific.] (Sarah)

> *Se va trabajando generalmente con tarjetas.* [Generally working with cards.] (Sarah)

> *ella mantiene solamente su carpeta y su cuadernito.* [She only keeps her folder and her little notebook.] (Sarah)

> *Ella no ocupa texto, el texto pensamos que era un gasto innecesario para ella* [She does not use text, we thought the text was an unnecessary expense for her] (Sarah)

Excerpts from the mother's interview:

> *A ella no le hicieron comprar los libros, ella solo trabaja así con el libro nacho, cuadernos y nada más* [They didn't make her buy the books, she only works that way with the nacho book, notebooks and nothing else.] (Lauren)

> *Ella anda jalando el libro Nacho* [She is pulling the book Nacho.] (Lauren)

The teacher mentions that the material applied is much more specific such as cards. In addition, the student only uses a folder and a workbook. Furthermore, the teacher and mother mentioned that the student with ID did not require the school textbook for the English subject. However, the mother explains that she usually uses the Nacho book. These results are in accordance with Edu (2022), who explains that posters, blackboards, flash cards, presentations, printed textbooks, graphics and infographics should be used, including a radio, CD Videos, Video Recordings, Movies and Documentaries. Moreover, Deveci Topal et al. (2021) explain that if necessary, it is possible to modify the class material to guarantee the learning of students with ID and learn independently.

Curricular adaptation

Excerpts from the English teacher's interview:

DUA es un diseño universal de aprendizaje, ellos nos dicen que los estudiantes deben estar inmerso en el mismo contenido del año que deben estar pero que deben ir aprendiendo de acuerdo a la posibilidad del estudiante [DUA is a universal learning design, they tell us that students must be immersed in the same content of the year that they should be, but that they must learn according to the possibility of the student.] (Sarah)

Las evaluaciones se trabajan personalmente, a ella se le toma la evaluación diferenciada. [The evaluations are worked on personally; she is given the differentiated evaluation] (Sarah)

Con ella íbamos a trabajar un módulo aparte, la misma temática, pero con diferente dificultad de aprendizaje. [We were going to work on a separate module with her, the same theme, but with different learning difficulties. We were going to work on a separate module with her, the same theme, but with different learning difficulties.] (Sarah)

Entonces estamos trabajando con lo que son vocabularios generales y estructuras muy básicas de presente simple [She still can't learn the grammatical structure as such. So, we are working with what are general vocabularies and very basic structures of the simple present.] (Sarah)

se hace otra actividad que ella se pueda integrar a todos, pero ya todos como que con el mismo conocimiento [another activity is done that she can be integrated with everyone, but everyone with the same knowledge.] (Sarah)

At this point, the teacher mentions that they work with the universal learning design, which allows students to be in the same content of the year but learn according to their ability. In addition, she applies a differentiated evaluation for the student. Therefore, a different module was adapted that contains the same content but with a lower level of difficulty. Therefore, she works on vocabulary in general and basic present simple structures, and once everyone has a similar knowledge of the content, an activity is carried out that allows her to integrate with the group. Adding to the above, curricular adaptations refer to efforts to modify the way content is presented so that the student engages and responds to the curriculum, including the implementation of Universal Design for Learning features (Rose & Meyer, 2002; Wehmeyer, Lance et al., 2002 as mentioned in

Lee et al., 2006). Likewise, Alonso (1999) explains that significant curricular adaptations imply changes in objectives, contents, and even imply modifying the evaluation criteria that adjust to the educational needs of children.

Managing a classroom with ID students

Excerpts from the English teacher's interview:

Se busca una educación más personalizada para que pueda tener el tiempo para poder desarrollar su actividad y que no tenga que estar sujeto al tiempo de los demás compañeros.

[A more personalized education is sought so that they can have the time to develop their activity and that they do not have to be subject to the time of other colleagues] (Sarah)

El que nosotros no tengamos tantos niños por aula nos ha permitido esto irle conociendo.

[The fact that we do not have so many children per classroom has allowed us to get to know.] (Sarah)

Trabajamos con todos después a los chicos que no tienen ninguna dificultad se les deja el refuerzo, (...) ese tiempo que son cerca de unos 10 minutos ya nos quedamos solo con Lucy. [We work with everyone, then the reinforcement is left for the boys who do not have any difficulty, (...) that time, which is about 10 minutes, we are left with only Lucy.] (Sarah)

Ellos son 12 estudiantes y esto nos permite estar nosotros al pendiente de todos. [They are 12 students and this allows us to keep an eye on everyone.] (Sarah)

Mientras más pronto se le de ayuda a un niño este niño suele desarrollarse mucho más o sea suele cumplir más las expectativas que se espera. [The sooner a child is given help, this child usually develops much more, that is, he usually meets the expectations that are expected more.] (Sarah)

Excerpts from the mother's interview:

ella necesita un grupito de 10 a 15 niños porque ella necesita mucha atención entonces por eso yo le puse allá donde habían niños de 10 a 15 porque ahí le ponen más atención [she needs a small group of 10 to 15 children because she needs a lot of attention, so

that's why I put her there where there were children from 10 to 15 because they pay more attention there] (Lauren)

Tiene dos veces en la semana, no tiene más a ver tiene el martes inglés solo tiene martes. [She has twice a week, she doesn't have to see anymore, she has English Tuesday, she only has Tuesday.] (Lauren)

Máximo una media hora es bien trabajado con ella después de media hora ella se aburre ya que no es para estar en unas clases de 2, 3, 4 horas, media hora bien atendido. [A maximum of half an hour is well worked with her, after half an hour she gets bored since it is not to be in classes of 2, 3, 4 hours, half an hour well attended.] (Lauren)

Excerpts from the ID girl's interview:

Sí, (me gusta las clases de inglés bastante), y a veces cuando terminamos sabemos jugar.

[Yes, I like English classes a lot), and sometimes when we finish, we know how to play.] (Lucy)

Within this point, the teacher and the mother state that a personalized education allows the student to work at their own pace without being subject to the pace of their peers. In addition, they state that having a reduced number of students helps to have more interaction with the student, which facilitates the distribution of time to meet the needs of the girl with ID. Furthermore, the teacher explains that the sooner help is provided to the girl, she usually develops better and meets the expected expectations. In addition, the mother explains that her daughter can only work a maximum of 30 minutes since after that time she gets bored. On the other hand, the student mentions that she likes English class because when they finish their classes the teacher takes them to play. Adding to the above, it is important to highlight that personalized learning refers to the various educational programs, instructional methods, and academic support strategies that make it possible to meet the different learning needs of each student individually (Information Sciences, Learning [SL], 2018). That is why Pérez et al. (2021) explains that when a teacher has few hours to teach his subject it becomes a challenge to monitor and frequently evaluate these students, which harms the communication, participation, socialization, motivation and self-esteem of students with ID, as well as teachers' attitudes towards inclusive education.

Teacher's challenges

Excerpts from the English teacher's interview:

Es el primer año que estoy trabajando en el área de inglés, aunque es lento, pero vamos recabando más conocimientos en los chicos. [It is the first year that I am working in the area of English, although it is slow but we are gathering more knowledge in the boys.]

(Sarah)

Entonces ha sido una cuestión bastante novedosa si bien es difícil trabajar con niños, pero dentro del idioma es muchísimo más. [So, it has been a rather new issue, although it is difficult to work with children, but within the language it is much more.] (Sarah)

más allá de enseñarles todo lo que tenga que enseñarle en el año, creo que lo principal es enseñarle el amor al idioma. [beyond teaching them everything they have to teach them in the year, I think the main thing is to teach them to love the language.] (Sarah)

Excerpts from the mother's interview:

Ya los docentes ya deben saber cómo tienen que enseñar para eso ellos se han preparado [teachers should already know how they have to teach, for that they have prepared themselves and she will be able to] (Lauren)

hasta el profesor me dijo que, sí un poquito me desespera porque se distrae me dijo. [Even the teacher told me that, yes, I get a little desperate because she gets distracted, he told me.] (Lauren)

el profesor también me dijo yo tengo que estar ahí: "Lucy escúcheme, Lucy ponme atención". [The teacher also told me I have to be there: "Lucy listen to me Lucy pay attention to me".] (Lauren)

yo pongo un poquito de fuerza dijo para que ella me ponga atención [I put a little force, he said, so that she pays attention] (Lauren)

yo le grité, dice, una vez, a dicho "Lucy pon atención" y ella se ha puesto a llorar. [I yelled at her, she says, once, saying "Lucy pay attention" and she began to cry.] (Lauren)

Excerpts from the ID girl's interview:

Aveces (me siento) mal (aqui). [Sometimes (I feel) bad (here)] (Lucy)

In relation to this aspect, the English teacher explains that it is the first year that she is working in English, which is why they are progressing slowly, but the students are

acquiring knowledge. In addition, she mentions that working with children is already difficult and even more so if it is teaching English. However, beyond teaching the content to the students, for her it is essential to teach them the love of the language. On the other hand, the mother mentions that teachers must already have previous knowledge to teach because they have been trained as teachers. However, a former teacher of her daughter told her that sometimes she gets desperate because she is distracted from her, and she must ask her to pay attention and listen. For which she once yelled at the student, and she cried. Finally, the student expresses that sometimes she feels bad. That is why Rodríguez & Serrato (2017) explain that one of the most recent challenges faced by teachers is inclusive education, due to lack of training or knowledge and lack of professional development, as well as time constraints (Utami, et al. to. 2021). Consequently, on many occasions the teacher's lack of patience and tolerance leads them to be ignored and even punished (Kananu, 2007).

Second research question

To answer the second research question about the teacher, mother and ID student's opinions about the English learning process of a mild intellectual disability student in the Eloy Alfaro Educational Unit, we analyzed the data from the interviews of the participants. Regarding these experiences and points of view, the following categories were organized: a) ID students' learning progress, b) ID students' limitations, c) family challenges, d) attitude and motivation, and e) family support.

ID students' learning progress

Excerpts from the English teacher's interview:

Va progresando mucho porque nosotros acá tenemos el pensamiento de que más allá de una nota, es como los chicos se van sintiendo.

[She is making a lot of progress because here we think that beyond a grade, it is how the children are feeling] (Sarah)

Ella es muy funcional para el diagnóstico que tiene, inclusive nosotros decíamos es un porcentaje muy alto para lo que ella ya sabe hacer, por ejemplo, en comunicación, en cuestiones de hablar, en cuestiones de expresarse..

[She is very functional for the diagnosis she has, we even said that it is a very high percentage for what she already knows how to do.] (Sarah)

en un nivel leve, incluso un nivel moderado yo pensaría que sin ningún inconveniente se podría aprender niveles básicos de inglés. [at a mild level, even a moderate level I would think that without any inconvenience she could learn basic levels of English.] (Sarah)

Excerpts from the mother's interview:

matemáticas ella si avanza si entiende; la profesora de matemática me dijo que de una captaba (...) eso es lo que entiende de una; inglés también sí se adapta. [mathematics she does make progress, she does understand; the math teacher told me that she understands (...) that's what she understands; English is also adaptable.] (Lauren)

sí veo que está avanzando poco a poco [I see that she is advancing little by little.] (Lauren)

Excerpts from the ID girl's interview:

Sí (me gusta inglés) [Yes (I like English)] (Lucy)

El inglés es un poco difícil, sí, un poco fácil. [English is a little difficult, yes, a little easy.] (Lucy)

Me gusta la robótica también [I like robotics too] (Lucy)

A la teacher si le entiendo y robótica también. [I understand the teacher and robotics too.] (Lucy)

In this aspect, both the English teacher and the mother state that the girl with a mild intellectual disability is making significant progress in her learning. In addition to this, the English teacher ensures that the girl will be able to acquire basic levels of English without much difficulty since she is very functional compared to her diagnostic level and thus develop her ability in the language. Moreover, the mother and the girl agree that English is one of her favorite subjects, just like robotics and mathematics, since the student comments that English is a bit difficult. Based on the aforementioned, it can be highlighted that there is evidence that students with slight delays have sufficient capacity to develop competence in foreign languages (Krapez, 2010).

ID students' limitations

Excerpts from the English teacher's interview:

si ha sido bastante difícil enseñarles desde la gramática, vocabulario, pronunciación, pero se ha ido trabajando poquito a poquito.

[Yes, it has been quite difficult to teach them grammar, vocabulary, pronunciation, but work has been done little by little.] (Sarah)

lo escrito ella sí trata de hacer, pero muchas de las veces es una escritura muy deficiente [What she has written does try to do, but many times it is very poor writing] (Sarah)

Ella todavía no puede aprender la estructura gramatical como tal. [She still can't learn the grammatical structure as such.] (Sarah)

Si intenta hacer, sabe qué tiene que hacer deberes, sabes qué tiene que hacer todo, sabe que tiene que ordenar las cosas, pero no puede solita ese es el problema de ella. [If she tries to do, she knows what she has to do homework, you know what she has to do everything, she knows she has to put things in order, but she can't do it by herself, that's her problem.] (Lauren)

Va llegar el punto donde tal vez Lucy por la discapacidad ya no pueda adquirir ciertos aprendizajes, pero los que adquiera pueden ser la fortaleza de ella. [The point will come where perhaps Lucy due to the disability can no longer acquire certain learning, but what it does acquire can be its strength.] (Sarah)

Excerpts from the mother's interview:

Ya está en cuarto de básica y aún no avanza a leer todavía. Intenta leer. [She's already in fourth grade and hasn't progressed to reading yet. She tries to read.] (Lauren)

Me dijeron que va aprender a leer a sumar y restar, ella va aprender lo básico, va a acabar la escuela, pero en el colegio no va a avanzar, no tiene esa capacidad. [They told me that she is going to learn to read, to add, to subtract, she is going to learn the basics, she is going to finish school, she is going to go to school but she is not going to advance, she does not have that capacity.] (Lauren)

A ella también le afectó recibir dos años en virtual, entonces eso también creo que le afectó. [She was also affected by receiving two years in virtual, so I think that also affected her.] (Lauren)

Le falta la pronunciación es lo que más se le complica [She lacks pronunciation, that's what makes it more difficult for her] (Lauren)

Ella no avanza a pronunciar la r no avanza a pronunciar la S [She does not advance to pronounce the R does not advance to pronounce the S.] (Lauren)

No podía, lo básico era leer y ella no podía. [She couldn't the basics was reading, and she couldn't.] (Lauren)

Si no le pones atención al rato, se le olvida rápidamente y se pone a llorar. [If you don't pay attention to her for a while, she quickly forgets and she starts crying.] (Lauren)

Tiene irás porque piensa que no puede más y se pone a llorar, entonces ella quiere hacer a su manera. [She has to go because she thinks that she can't take it anymore and she starts to cry, so she wants to do it her way] (Lauren)

Excerpts from the ID girl's interview:

Cuando no entiendo no se pedir ninguna ayuda. [She has to go because she thinks that she can't take it anymore and she starts to cry, so she wants to do it her way.] (Lucy)

Within this aspect, both the teacher and the girl's mother agree that one of the main limitations in the student with ID is in terms of language development, a motor issue, which prevents the girl from pronouncing English correctly, especially since it becomes difficult for him to pronounce the letters r and s. In the same way, a deficiency in writing is reflected, therefore she cannot learn grammatical writing, which is why Patel et al. (2020) in their study explained that these children with ID have difficulties acquiring or developing complex language and academic skills, but with support, these skills can improve. In addition, the mother considers that these difficulties are a consequence of the pandemic since the girl did not learn online because she did not pay attention to her classes. That is, the mother states that Lucy in person performs better. Moreover, the mother mentions that the girl sometimes forgets things and then starts to cry. Furthermore, to this, the mother mentions that her daughter will only acquire basic knowledge that will allow her to function in her environment and possibly she will be able to attend school but with many difficulties. Within this, the teacher mentions that there will be a point where perhaps Lucy due to the disability can no longer acquire certain learning, but what it does acquire may be her strength since "people with mild ID can acquire basic vocational skills as adults, and can be used in jobs that do not require the application of academic or conceptual skills" (Patel et al., 2020), so Bouck, 2014 suggests that students with mild ID receive basic content instruction, that is, a plan of studies academically oriented to their needs.

Family challenges

Excerpts from the English teacher's interview:

Muchas veces los papitos no aceptan un diagnóstico [Many times, the daddies do not accept a diagnosis.] (Sarah)

Generalmente tenemos papitos que no saben el idioma (…) entonces muchas veces el acompañamiento que hacen los papitos, lo hacen de manera negativa, y esto hace que el niño también empiece a ser reacio a este aprendizaje. [Generally, we have daddies who don't know the language and say (...) so many times the accompaniment that the daddies do, they do in a negative way, and this makes the child also begin to be reluctant to this learning.] (Sarah)

Excerpts from the mother's interview:

Un poquito así de como una sorpresa de por qué pasó esto, qué momento sucedió esto, no sabía ni por qué salió así [A bit like a surprise as to why this happened, when this happened, I didn't even know why it came out like this] (Lauren)

No avanza a hacer sola las cosas y a mí me desespera, le mando a traer la pala me trae la escoba, todo trae mal, entonces a todas las cosas hace al revés [She does not advance to do things alone and it makes me desperate, I send her to bring the shovel, she brings me the broom, everything is bad, so she does everything the other way around.] (Lauren)

Es lenta para comer, termina última, no se viste rápido, es muy lenta para todo, hace despacio y con delicadeza. [She is slow to eat, she finishes last, she doesn't dress quickly, she is very slow at everything, she does it slowly and delicately.] (Lauren)

ya es hora que ella se defienda sola porque tiene sus 9 años. [it is time for her to defend herself because she is 9 years old] (Lauren)

ella no puede desenvolverse sola, no avanza a cruzar la calle sola y tenemos que estar tras de ella al pendiente. [she cannot function alone; she does not advance to cross the street alone and we have to be behind her on the lookout.] (Lauren)

Ella lo único que quiere estar con la tele nada más [The only thing she wants to be with is the TV.] (Lauren)

Yo le puse con un curso de Psicotol, pero ya no tuve y le saqué, porque me cobraban 70$ mensuales y ya no alcancé. [I put him on a Psychotol course, but I didn't have any

more and I took him out, because they charged me $70 a month and it was no longer enough] (Lauren)

Excerpts from the ID girl's interview:

Un día me dejaron solita en la casa con la tele, yo se ver la tele [One day they left me alone in the house with the TV, I watch TV.] (Lucy)

In this regard, the English teacher mentions that in many cases parents do not want to accept a diagnosis for their children. In addition, she explains that there are generally parents who do not know the language and the accompaniment they provide is often in a negative way, causing the child to show resistance when learning. On the other hand, the mother explains that it was a surprise not to understand what was happening with her daughter. Besides, the mother argues that her daughter cannot do things by herself. For example, when she sends her to bring the shovel, she brings the broom, in the same way, she cannot dress quickly, or eat quickly, and she does everything slowly, delicately, and even badly. She also mentions that her daughter is 9 years old and she is desperate that she can't even cross the street on her own, so she always requires someone's care. Also, some time ago her daughter was in a Psychotol course that cost 70 dollars a month, but due to the economic situation, she had to withdraw from it. Finally, the girl and her mother mention that one of the things she wants to do is watch TV. Along these same lines, Knight (2012) explains that generally when detecting their children with ID, both the student and her relatives experience a considerable level of stress but are capable of facing the pressures of handling a child with a disability. Since parents assume responsibilities and conflicts when helping their child to interact in an environment that is often not receptive, this can have consequences such as stress, mental well-being problems, or worry (Resch et al., 2010). In other words, these challenges can be too stressful for families (Resch et al., 2010).

ID student's attitude and motivation

Excerpts from the English teacher's interview:

Los niños ya vienen con el prejuicio de que el idioma inglés es muy difícil y que no les gusta. [Children already come with the prejudice that the English language is very difficult and that they don't like it.] (Sarah)

Ellos racionalmente no entienden la cuestión del esfuerzo, pero Lucy ella no, hace algo mal y borra y trata de borrar todo lo que está mal o saca la hoja y dice o yo sí puedo hacer mejor. [They rationally do not understand the issue of effort, but Lucy she does not, she does something wrong and erases and tries to erase everything that is wrong or takes out the sheet and says or I can do better.] (Sarah)

los chicos que presentan alguna discapacidad o alguna necesidad, suelen ellos mismo lastimarse al decirnos que yo no avanzó o es que no yo no voy a poder. [the boys who have some disability or some need, usually hurt themselves by telling us that I did not advance or that I am not going to be able to.] (Sarah)

Es muy admirable en ella el hecho de las ganas que tiene, ella no se queda, busca probar otra cosa, pero ella tiene que estar aprendiendo. [The desire that she has for her is very admirable in her, she does not stay, she seeks to try something else, but she has to be learning.] (Sarah)

Lo bonito de ella es que es ella misma no tiene esa discriminación de alguna cosa, ella no se limita para nada y tampoco por su condición piensa que es menos. [The beautiful thing about her is that she herself does not have that discrimination of anything, she does not limit herself at all and she doesn't think she is less because of her condition.] (Sarah)

Ella considera que el trabajo que ella hace es el mismo que hacen todos los demás y eso se ha tratado que manejen todos los docentes. [She considers that the work that she does is the same as that of all the others and that it has been tried that all the teachers handle it.] (Sarah)

Excerpts from the mother's interview:
La otra hermana que tiene 11 años ella le dice entonces vamos te indico, pero a Lucy no le gusta que le indique si no ella lo que quiere es enseñarnos. [The other sister, who is 11 years old, tells her so let's go, I'll tell you, but Lucy doesn't like me to tell her, otherwise what she wants is to teach us.] (Lauren)

No le importa a ella que saque cero no saque cero [It doesn't matter to her that I get zero, I don't get zero.] (Lauren)

About this aspect, the teacher states that the children already come with the prejudice that the English language is very difficult and therefore they do not like it. In addition to this,

she mentions that children with ID do not understand the issue of effort. However, Lucy is different in that she does something wrong, she erases it and tries to make it better. Some kids have some kind of disability or some need, and they usually hurt themselves by saying that they don't advance or can't do something. Furthermore, the teacher expresses that the girl maintains a desire to learn which makes her an admirable being. In the same way, the teacher mentions that the girl does not have that discrimination of anything, since she is not limited at all and neither does, she thinks that she is less because of her condition.

Moreover, the mother mentions that the sister is the one who tells Lucy some things, but she does not want them to tell her, rather she wants to teach. On the other hand, the mother also mentions that the girl does not care if she gets zero or not. From all of the above, it can be stated that children with MID develop in a similar way to children with typical development concerning phonological processing, language, and reading, although at a slower rate (Barker et al., 2013).

Family support

Excerpts from the English teacher's interview:

Entonces ahora ya hay una preocupación un poco más grande para los papitos de niños con estas necesidades entonces buscan una educación más personalizada. [So now there is a slightly bigger concern for the parents of children with these needs, so they are looking for a more personalized education.] (Sarah)

nosotros no tenemos muchas visitas de la mamita de Lucy acá, pero Lucy siempre llega con todo lo que debe llegar, osea nosotros sabemos que está pendiente mucho la mamita desde casita. [we don't have many visits from Lucy's mommy here, but Lucy always comes with everything that needs to come, that is, we know that mommy is waiting a lot from home] (Sarah)

Nosotros sabemos que en casita Lucy tiene constante seguimiento, al menos dentro de la asignatura [We know that at home Lucy has constant follow-up, at least within the subject] (Sarah)

La misma mamita hace que se esfuerce. [The same mommy makes her make an effort] (Sarah)

Desde su núcleo familiar se ha podido trabajar hay un apoyo bastante fuerte desde casa, y ella no se deja vencer. [From her family nucleus she has been able to work, there is quite strong support from home, and she does not let herself be defeated.] (Sarah)

Excerpts from the mother's interview:

La hermana le da viendo los cuadernos, guardando y le dice que tiene que hacer esto y lo otro, también le guarda las cosas en la mochila. [The sister gives him a look at the notebooks, putting them away and tells him that he has to do this and that, she also puts his things in his backpack.] (Lauren)

La hermana hasta ahorita sabe qué deberes falta, que no falta, ella es la que sabe y está pendiente de ella. [Until now, the sister knows what homework is missing, which is not missing, she is the one who knows and is looking out for her.] (Lauren)

La hermana le da guardando la ropa le digo no le des haciendo y se desespera porque es lenta. Cuando le digo que lave la ropa, ella no avanza y deja ahí tirado, y si es un poquito una preocupación. [The sister gives her keeping her clothes. I tell her not to do it and she despairs because she is slow. When I tell her to do the laundry, she doesn't move forward and she leaves it lying there, I have to go wash and if it's a bit of a concern.] (Lauren)

Excerpts from the ID girl's interview:

a veces yo sé decirle a mi hermana que me ayude en los deberes y a veces mi hermana sabe estar en la computadora y no tiene tiempo. [sometimes I know how to tell my sister to help me with my homework, and sometimes my sister knows how to be on the computer, and she doesn't have time.] (Lucy)

Un día pasé con mi mamita, me fui a jugar con mi mami, a veces mi papi sabe irse [One day I spent with my mommy, I went to play with my mommy, sometimes my daddy to leave (Lucy)

Within this aspect, the teacher mentions that there is already a slightly greater concern on the part of the parents. Therefore, they seek a more personalized education. In addition, the teacher explains that they do not have many visits from Lucy's mother, but she always complies with the things that she must do, and that reveals that the mother is very attentive from home. For this reason, it is known that the girl is constantly monitored at home, at least within the English subject. That is, the mother makes her daughter strive. This means

that from her family nucleus, she can work since there is strong support from home, and this helps her not to let herself be defeated. On the other hand, the mother states that her sister is the one who is most aware of Lucy since she helps her by seeing her notebooks, keeping them in her backpack, and telling her everything she has to do. Also, the mother mentions that the sister sometimes gets desperate because Lucy can't do things fast, she is slow which causes a little concern. Finally, the girl mentions that sometimes she tells her sister to help her with her homework and sometimes her sister is on the computer and she doesn't have time. The girl also mentions that one day she spent with her mother, she went to play but sometimes her father doesn't know how to go with them. For all the aforementioned, Naughton (2004) mentions that although there are many challenges that families must face, the participation of parents in their children's education is a priority among families, regardless of their educational level or socioeconomic level.

10. RESEARCH IMPACTS

This research project would have an educational and social impact due to the information provided about the characteristics of mild Intellectual Disability and the challenges we encounter in the EFL teaching-learning process for both students with this disability and the English teacher. This project could provide support and serve as a guide for those teachers who teach English as a foreign language to students with intellectual disabilities. We also believe that this study could serve as a basis for future research related to the topic. We also emphasize the importance of conducting longitudinal research on the subject, since in the context of our city and country this topic has not had so much openness. Likewise, we emphasize that during the research, several challenges arose that the researchers knew how to face in order to avoid setbacks in the process.

Finally, this research encourages teachers of English as a foreign language to explore the strengths of students with intellectual disabilities who demonstrate that they can learn basic English concepts and develop some skills, contributing to and strengthening inclusive education that is sometimes poorly applied in educational institutions in our country.

11. RESEARCH LIMITATIONS

Throughout the research project there were limitations that did not allow a more concrete investigation. One of the limitations was that the English teacher interviewed did not have pedagogical training in teaching the English language, which limits the relevance of the opinions obtained about the teaching process. In addition, the girl with ID does not have a good development in her language, for which her opinions were limited to obtain more useful information for the development of the study.

12. FURTHER RESEARCH

Once the results obtained have been analyzed, it can be mentioned that the implications of this research, according to our academic point of view, is to provide theoretical bases in the English teaching and learning process in students with mild intellectual disabilities. In addition, this research will be useful to investigate strategies and methods for teaching English to students with intellectual disabilities.

13. CONCLUSIONS

This section presents the conclusions of our study, the same ones that have been obtained through analysis and discussion of the results jointly supported by substantive theories. In addition, the recommendations that will be useful to carry out future research are presented. The recommendations are presented based on each of the specific objectives that allowed the development of the research.

When raising the knowledge about the opinions of the English teacher, the student with ID, and the mother, it was necessary to analyze concepts related to intellectual disability, teaching strategies, materials, and the different challenges they face in the teaching and learning processes. of the English language, to have a clear understanding of how the educational process works in inclusive contexts and how the proper management of the factors involved in this process influences its development.

The process of teaching English has undergone a radical change, especially in an inclusive context, which is why it has become necessary to know the reality of the process of teaching English to a student with mild intellectual disabilities. Thus, the teacher argues that it has been hard work when including children with ID within an educational context

since it is important to identify the needs that a student presents in their learning, therefore it is necessary to apply a teaching curricular adaptation jointly. with the use of appropriate teaching materials and strategies that facilitate the development of basic English skills in students with mild intellectual disabilities. An advantage of having a small number of students, which allows providing more personalized teaching to the student with ID, since the teacher, being a guide and facilitator, looks for possible solutions to impart their knowledge, thus generating significant learning. On the other hand, the mother of the family considers it important that the teacher has previous knowledge of teaching students with ID, likewise agrees that keeping a small number of students allows the girl with ID to better understand and achieve the teaching objectives even if this represents a challenge for teachers.

The process of learning the English language in a student with mild intellectual disabilities is often hampered by various interfering factors. However, effective teaching can lead to educational success. That is why the English teacher argues that the student with mild intellectual disability has made significant progress in the English language in general, although it is difficult to develop all her abilities. For the evidenced progress, the student's attitude and family support have been the fundamental factors for the student to be able to function effectively in learning it despite their difficulties, mainly in writing and pronunciation. For this reason, this also becomes a challenge for the family, because the student requires constant accompaniment to function in her school and daily activities.

14. RECOMMENDATIONS

According to the research work carried out, it is recommended that all members of the educational context such as; managers, authorities, teachers, parents and students, and people in general put the concepts of intellectual disability into practice since this will provide knowledge that allows students with intellectual disabilities to be identified and helped at an earlier age, which It is very important for the development of their skills.

Based on the results, we recommend that English teachers should have a command of English in the same way that they should have prior knowledge of intellectual disabilities to help meet the needs of students. In this way, include students with intellectual disabilities within the classroom and even more so within the institution to prevent them from being excluded or discriminated against by other people, thus achieving an effective teaching process.

All members of the educational community must provide constant support to children with intellectual disabilities through motivation and accompaniment so that the children can acquire fundamental knowledge of both English and other fields. The knowledge that these children acquire will be the primary tools that will allow them to prepare for a better future.

15. REFERENCES

Adebayo, L. (2016). *Effectiveness of instructional materials in teaching children with intellectual disabilities in some selected schools*. https://bit.ly/3Zi1mYU

Ajoke, A. R. (2017). The importance of instructional materials in teaching English as a second language. *International Journal of Humanities and Social Science Invention*, 36–44. https://www.ijhssi.org/papers/v6(9)/Version-3/F0609033644.pdf

Alanazi, A. (Ed.). (2020). *Critical Analysis of the Challenges Faced in Implementing Inclusive Education Practices for Students with Intellectual Disabilities in Saudi Arabia,* The Comprensive and Multidiciplinary Electronic Journal, *3.* https://bit.ly/3EtR7c4

Alonso, J. A. (1999). A differentiated program: Significant curriculum adaptations. *Gifted Education International*, *14*(1), 80–85. https://doi.org/10.1177/026142949901400109

Arwanto. (2021). *English Teaching and Learning Strategies for Students with Intellectual Disabilities in the Inclusive Class of Putra Harapan Junior High School Purwokerto* [Master's Thesis, State Institute on Islamic Studies (IAIN)]. https://bit.ly/3khs2dH

Australian Disability Clearinghouse on Education and Training. (2015, November 15.). Intellectual Disability. https://bit.ly/3m3WoAE

Barker, R. M., Sevcik, R. A., Morris, R. D., & Romski, M. (2013). A model of phonological processing, language, and reading for students with mild intellectual disability. *American Journal on Intellectual and Developmental Disabilities*, *118*(5), 365–380. https://doi.org/10.1352/1944-7558-118.5.365

Bawa, A., & Osei, M. (2018). English Language Education and Children with Intellectual Disabilities. *International Journal of Development and Sustainability*, *7*(11), 2704–2715. https://bit.ly/3ExC1CC

Bouck, E. C. (2014). The postschool outcomes of students with mild intellectual disability: does it get better with time? Mild intellectual disability postschool outcomes. *Journal of Intellectual Disability Research: JIDR*, *58*(6), 534–548. https://doi.org/10.1111/jir.12051

Bray, B., & McClaskey, K. (2013). *A step-by-step guide to*. https://files.eric.ed.gov/fulltext/EJ1015153.pdf

Byrd, F., & Bhandari, S. (2022, September 28). *Intellectual disability*. Grow by WebMD. https://wb.md/3m0nbxX

Chadwick, D., Wesson, C., & Fullwood, C. (2013). Internet access by people with intellectual disabilities: Inequalities and opportunities. *Future Internet*, *5*(3), 376–397. https://doi.org/10.3390/fi5030376

Child Mind Institute [CMI] (2021, July 31) *Quick Guide to Intellectual Development Disorder. Childmind.org.* https://bit.ly/3IO7pis

Cobb, A. K., & Forbes, S. (2002). Qualitative research: what does it have to offer to the gerontologist? *The Journals of Gerontology. Series A, Biological Sciences and Medical Sciences*, *57*(4), 197–202. https://doi.org/10.1093/gerona/57.4.m197

Deveci Topal, A., Kolburan Geçer, A., & Çoban Budak, E. (2021). An analysis of the utility of digital materials for high school students with intellectual disability and their effects on academic success. *Universal Access in the Information Society*, 1–16. https://doi.org/10.1007/s10209-021-00840-0

Djordjevic, M., Glumbić, N., & Memisevic, H. (2020). Socialization in adults with intellectual disability: The effects of gender, mental illness, setting type, and level of intellectual disability. *Journal of Mental Health Research in Intellectual Disabilities*, *13*(4), 364–383. https://doi.org/10.1080/19315864.2020.1815914

Dufva, M., & Voeten, M. (1999). Native language literacy and phonological memory as prerequisites for learning english as a foregin language. Applied Psychlinguistics, 20(03), 329–348. https://doi.org/10.1017/S014271649900301X

Edu, L. (2022, November 24). Teaching-learning material. Leverage Edu Scholarship Worth. https://bit.ly/3KzNTro

FACT SHEET -PERVASIVE DEVELOPMENTAL *DISORDERS [FSPDD] (2013) Pervasive Developmental Disorders-Not Otherwise Specified (PDD-NOS)* Fau.edu. Retrieved February 5, 2023, from https://bit.ly/3YbFxJT

Gresham, F. M., & MacMillan, D. L. (1997). Social competence and affective characteristics of students with mild disabilities. *Review of Educational Research*, *67*(4), 377–415. https://doi.org/10.3102/00346543067004377

Harrell, M. C., & Bradley, M. A. (2009). *Data collection methods: Semi-structured interviews and focus groups*. RAND.

Hayer, C. (2017). *Intellectual disability*. Parentcenterhub.org. https://www.parentcenterhub.org/intellectual/

Hilalliyati, N. (2017). *Teaching English as A Foreign Language for Students with Intellectual Disabilities*. [Doctoral thesis, Universitas Islam Negeri]. Institutional Repository UIN Syarif Hidayatullah Jakarta. Institutional Repository UIN Syarif Hidayatullah Jakarta. http://repository.uinjkt.ac.id/dspace/handle/123456789/36249

I Can Help [ICH], (2021). *Developmental Language Disorder.* https://bit.ly/3lZf8Bq

I Can Help Children's Communicate [ICHCC], (2022) *Developmental Language Disorder* https://speechandlanguage.org.uk/media/3349/ican_dld_guide_final_aug4.pdf

Islam, S. (2019), Overview of Teaching Strategies. *Journal of Advances and Scholarly Researches in Allied Education [JASRAE], 16*(6), 2844-2852. http://ignited.in/I/a/303769

Kananu, L. (2007). *Problem faced by teachers teaching mentally retarded children Kairaa primary school Abogeta* [Distance Studies Kampala International University]. *https://ir.kiu.ac.ug/bitstream/20.500.12306/11926/1/img-0008.pdf*

Katz G., & Lazcano-Ponce E. (2008). Intellectual disability: definition, etiological factors, classification, diagnosis, treatment and prognosis. *Salud Publica de Mexico*, *50 Suppl 2*, s132-41. https://doi.org/10.1590/s0036-36342008000800005

Kennedy, T. (2006). Language learning and its impact on the brain: Connecting language learning with the mind through content_based instruction. Foreign Language Annals, 39(3), 471–486. https://doi.org/10.1111/j.1944-9720.2006.tb02900.x

Knight, K. (2012). The changing face of the 'good mother': trends in research into families with a child with intellectual disability, and some concerns. *Disability & society*, *28*(5), 660–673. https://doi.org/10.1080/09687599.2012.732540

Kovács, K. (2020). Inclusion of intellectually disabled children in early childhood education in Hungary in the light of the law. *International Dialogues on Education*, *7*(2), 70 – 79. https://doi.org/10.53308/ide.v7i2.38

Krapez, S. (2010). Second Language Comprehension and acquisition in mentally disabled children-illusion or reality. IBS Newsletter Porocevalec.

Lee, K., Cascella, M., & Marwaha, R. (2022). *Intellectual Disability*. StatPearls Publishing.

Lee, S.-H., Amos, B. A., Gragoudas, S., Lee, Y., Shogren, K. A., Theoharis, R., & Wehmeyer, M. L. (2006). Curriculum augmentation and adaptation strategies to promote access to the general curriculum for students with intellectual and developmental disabilities. *Edu.sa.* https://bit.ly/3m1MKyE

Lestari, Sartika, E., & Lestari, I. (2021). View of the practices and obstacles of English language teaching in an intellectual disability classroom: A case study at special school (SLB) in Palembang. *PANYONARA: Journal of English Education*, *1*(3), 1–18. https://doi.org/10.19105/panyonara.v3i1.4319

Lundberg, I., & Reichenberg, M. (2013). Developing reading comprehension among students with mild intellectual disabilities: An intervention study. *Scandinavian Journal of Educational Research*, *57*(1), 89–100.

https://doi.org/10.1080/00313831.2011.623179

Machalicek, W., Lang, R., & Raulston, T. J. (2015). Training parents of children with intellectual disabilities: Trends, issues, and future directions. *Current developmental disorders reports*, 2(2), 110–118. https://doi.org/10.1007/s40474-015-0048-4

Manual Consumer Version [MCV] (2019). Table: Levels of intellectual disability. https://msdmnls.co/3INffJa

May, M. E., & Kennedy, C. H. (2010). Health and problem behavior among people with intellectual disabilities. *Behavior Analysis in Practice*, *3*(2), 4–12. https://doi.org/10.1007/BF03391759

McLennan, D., & Hawkeswood, J. (2015). Intellectual disability. *ADCET*. https://bit.ly/41lnoM7

Modula, M. J., & Sumbane, G. O. (2022). Families' experiences on safety needs of children with intellectual disability. International Journal of Environmental Research and Public Health, 19(22), 15246. https://doi.org/10.3390/ijerph192215246

Millcreek Behavioral Health (MBH, 2018) *Intellectual disability signs, symptoms, & causes*. https://bit.ly/41lnvav

Mohammadian, A., & Dolatabadi, S. (2016). View of the effect of affection on English language learning of children with intellectual disability based on total physical response method of language teaching. *International Journal of English Language and Literature Studies _ AESS*, *5(2)*, 92–103. https://archive.aessweb.com/index.php/5019/article/view/579/1029

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, *19*(2), 129–132. https://doi.org/10.1177/1362168815572747

Naughton, S. (2004). *English Language Learners, Immigrant Children and Preschool for All The Importance of Family Engagement*. Children Now.

https://files.eric.ed.gov/fulltext/ED486411.pdf

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, *16*(1), 160940691773384. https://doi.org/10.1177/1609406917733847

Parmenter, T. R. (2011). What is Intellectual Disability? How is it Assessed and Classified? *International Journal of Disability, Development, and Education*, *58*(3), 303–319. https://doi.org/10.1080/1034912x.2011.598675

Patel, D. R., Cabral, M. D., Ho, A., & Merrick, J. (2020). A clinical primer on intellectual disability. *Translational Pediatrics*, *9*(1), 23–35. https://doi.org/10.21037/tp.2020.02.02

Pérez, C., Ruiz, R., Medina, L., & Guijarro, J. R. (2021). Coping with challenges in teaching foreign languages to children with mild intellectual disabilities: Stakeholders' perspectives. *Mathematics*, *9*(8), 906. https://doi.org/10.3390/math9080906

Raising Children Network [RCN] (2022, September 9) *Intellectual disability*. https://raisingchildren.net.au/guides/a-z-health-reference/intellectual-disability

Resch, J. A., Mireles, G., Benz, M. R., Grenwelge, C., Peterson, R., & Zhang, D. (2010). Giving parents a voice: A qualitative study of the challenges experienced by parents of children with disabilities. *Rehabilitation Psychology*, *55*(2), 139–150. https://doi.org/10.1037/a0019473

Rodriguez, F., Gutiérrez de Blume, A., & Soto, C. (2022). Effects of reading motivation and meta-comprehension on the reading comprehension of students with intellectual disabilities. *Electronic journal of research in educational psychology*, *20*(58), 469–494. https://doi.org/10.25115/ejrep.v20i58.4806

Rodríguez, Y., & Serrato, D. (2017). *Teaching students with intellectual disability to use English through pragmatics*. [Archivo PDF]. file:///C:/Users/hp/Downloads/admin,+7+(1)%20(3).pdf

Roy, A., Roy, M., & Clarke, D. (2018). *The psychiatry of intellectual disability*. CRC

Press. https://doi.org/10.4324/9781315378909

Science of Learning [SL] (2018) *A brief introduction to personalized learning* https://bit.ly/3XQn05n

Selvianiresa, D., & Prabawanto, S. (2017). Contextual teaching and learning approach of mathematics in primary schools. *Journal of physics. Conference series*, *895*, 1–7. https://doi.org/10.1088/1742-6596/895/1/012171

Shree, A., & Shukla, P. C. (2016). Intellectual Disability: Definition, classification, causes and characteristics. *Learning Community-An International Journal of Educational and Social Development*, *7*(1), 9. https://doi.org/10.5958/2231-458x.2016.00002.6

Soto, C., Rodríguez, F., & Gutierrez, A. (2018). Exploring the Meta-Comprehension Abilities of Students with Intellectual Disabilities. *International Journal of Special Education, 33*(2), 233 –247. https://eric.ed.gov/?id=EJ1185620

Tahan, R. (2022). *Teaching methods for students with intellectual and mental disabilities*. Unpublished. https://doi.org/10.13140/RG.2.2.13881.03688

Taub, D., & Foster, M. (2020). Inclusion and intellectual disabilities: A cross cultural review of descriptions. *International Electronic Journal of Elementary Education*, *12*(3), 275–281. https://doi.org/10.26822/iejee.2020358221

Utami, R. P., Suharyadi, S., & Astuti, U. P. (2021). EFL teachers' problems and solutions in teaching English to students with Intellectual and Developmental Disability. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *6*(1), 173-188. https://doi.org/10.21093/ijeltal.v6i1.912

West Virginia State Department of Education (WVSD, 2014) *Intellectual Disability.* (pp. 1- 3) http://wvde.state.wv.us/osp/Fact_Sheet_Intellectual_Disability.pdf

16. APPENDAGES

Appendix 1: Formal letter

UNIVERSIDAD TÉCNICA DE COTOPAXI

Formulario de Solicitud

Annex 1

12 de enero del 2023

Sr. Rector
Mg. Francisco Paredes
Unidad Educativa Gral. Eloy Alfaro

Presente. -

De mi consideración:

Luego de expresarle un cordial y afectuoso saludo, por medio del presente me permito solicitar se digne autorizar el desarrollo de una investigación titulada ***Discapacidad Intelectual en el proceso de enseñanza y aprendizaje del inglés/Intellectual disability in English teaching and learning process,*** el cual tiene como objetivo identificar los desafíos que enfrentan la docente y la estudiante con discapacidad durante el proceso de enseñanza y aprendizaje del idioma inglés.

Dicha investigación será dirigida por mi persona y desarrollada por las señoritas Lissette Guanín y Cyntia Martínez, estudiantes del octavo ciclo de la carrera de Pedagogía de los idiomas nacionales y extranjeros como parte de su proyecto de titulación. Las principales actividades que se requieren es brindar la facilidad y espacio para desarrollar una entrevista a la Mg.   y la niña   .
Cabe mencionar que los datos proporcionados serán únicamente utilizados con fines investigativos y toda la información extraída tanto de los participantes como de la institución se mantendrá en absoluta confidencialidad y anonimato, como se menciona en los formularios de consentimiento informado.

Por la atención que se dé al presente anticipo mi más sincero agradecimiento.

Atentamente,

Fabiola Soledad Cando Guanoluisa
Correo electrónico: fabiola.cando@utc.edu.ec
Teléfono: 0999865286

Firma:

Adjunto consentimiento informado

Latacunga - Ecuador

Av. Simón Rodríguez s/n Barrio El Ejido / San Felipe, Tel: (03) 2252 346 - 2252 107 - 2252205

Appendix 2: Informed consent

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

CONSENTIMIENTO INFORMADO

Yo, ██████████ autorizo que mi hija ██████████, sea entrevistada sobre sus experiencias en el aprendizaje del idioma inglés.

Para lo cual conozco que:

- Los datos proporcionados serán utilizados para una investigación sobre la discapacidad intelectual en el proceso de enseñanza y aprendizaje del idioma inglés
- La presente entrevista servirá únicamente para el desarrollo de una investigación.
- Los autores de dicho proyecto son los estudiantes del octavo ciclo paralelo "A":

● **Nombre**	● **C.I**
● Guanín Chasi Lissette Estefanía	● 185023478 - 0
● Martínez Mallitasig Cintya Nataly	● 050385772 - 4

- Los datos personales de mi hija se mantendrán en absoluta confidencialidad y no serán divulgados por ningún medio.
- La docente coordinadora de esta investigación es la Mgs. Fabiola Cando con C.I. 0502884604, docente tutora asignada para el Proyecto de Investigación del octavo ciclo.

Para lo cual firmo:

Firma: _____

Nombre: _____

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS: INGLÉS

CONSENTIMIENTO INFORMADO

Yo, ████████, aceptó participar en la investigación titulada: ***Intellectual disability in English teaching and learning process***; misma que tiene como objetivo: ***Proveer información sobre las experiencias en el aprendizaje del idioma inglés de la niña*** ████████

Para lo cual conozco que:

Los autores de dicho proyecto son los estudiantes del octavo ciclo paralelo "A":

Nombre	C.I
Guanín Chasi Lissette Estefanía	185023478 - 0
Martínez Mallitasig Cintya Nataly	050385772 - 4

La docente coordinadora de esta investigación es la Mgs. Fabiola Cando con C.I. 0502884604, docente tutora asignada para el Proyecto de Investigación del octavo ciclo.

Mi participación consiste en proporcionar información a través de una entrevista sobre mi hija ████████ y su experiencia en el proceso de enseñanza y aprendizaje del idioma inglés.

La presente entrevista servirá únicamente para el propósito de esta investigación

Mi nombre no será revelado en ninguna parte de la investigación.

Para lo cual firmo:

Firma: _____

Nombre: _____

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

CONSENTIMIENTO INFORMADO

Yo, ███████ acepto participar en la investigación titulada: ***Intellectual disability in English teaching and learning process***; misma que tiene como objetivo: ***Proveer información sobre el proceso de enseñanza-aprendizaje del idioma inglés de la niña*** ███████

Para lo cual conozco que:

Los autores de dicho proyecto son los estudiantes del octavo ciclo paralelo "A":

Nombre	C.I
Guanín Chasi Lissette Estefanía	1850234780
Martínez Mallitasig Cintya Nataly	0503857724

La docente coordinadora de esta investigación es la Mgs. Fabiola Cando con C.I. 050288460 - 4, docente tutora asignada para el Proyecto de Investigación del octavo ciclo.

Mi participación consiste en proporcionar información a través de una entrevista sobre la discapacidad intelectual y los desafíos en el proceso de enseñanza y aprendizaje del idioma inglés.

La presente entrevista servirá únicamente para el propósito de esta investigación

Mi nombre no será revelado en ninguna parte de la investigación.

Para lo cual firmo:

Firma: _____

Nombre: _____

Appendix 3: Teacher interview

GUIDELINES FOR A SEMI - STRUCTURED INTERVIEW
Guía de Entrevista Dirigida al Docente de Inglés

Entrevistado: _____ **Fecha:** _____

Entrevistadores: _____

Objetivo: El objetivo de la siguiente entrevista es obtener información útil acerca del proceso de enseñanza y aprendizaje del idioma inglés de los estudiantes con discapacidad intelectual.

Instrucciones: Escuche detenidamente cada pregunta y formule sus respuestas en base a sus experiencias reales y opiniones sinceras.

Parte 1: Datos demográficos

1. Hábleme de su trayectoria como educador en el área de inglés ¿Cuántos años lleva laborando? ¿Qué títulos posee? ¿Tiene certificaciones de inglés, por ejemplo, FCE, TOEFL u otros?

Parte 2: Conocimiento sobre la discapacidad intelectual y la enseñanza del idioma inglés a estudiantes con discapacidad intelectual

2. ¿Qué conocimiento tiene sobre la discapacidad intelectual?
1. ¿Cómo identificar si un alumno de su clase padece de discapacidad intelectual?
2. ¿Ha recibido una capacitación previa que le ayude a impartir clases a estudiantes con discapacidad intelectual?

Parte 3: Experiencia sobre la enseñanza a estudiantes con discapacidad intelectual

Hábleme un poco de ██████████

3. ¿Cómo es el comportamiento y el rendimiento académico del estudiante con discapacidad intelectual?
4. ¿Cómo distribuye el tiempo de clases entre su grupo de estudiantes y el alumno que padece DI?
5. ¿Utiliza los mismos contenidos, materiales y métodos para ██████ y toda la clase?

6. ¿Usted realiza adaptaciones curriculares para enseñar el idioma inglés al estudiante con discapacidad intelectual?

7. ¿Considera usted que es posible desarrollar las 4 habilidades del idioma inglés en el alumno con DI?

8. ¿Cómo es la relación que mantiene con la estudiante que tiene discapacidad Intelectual (DI) en el aspecto comunicativo?

9. ¿De qué manera incentiva a su estudiante con Discapacidad Intelectual para aprender inglés?

Parte 4: Desafíos en el proceso de enseñanza y aprendizaje de la niña ▮▮▮▮

10. ¿Considera usted que su estudiante con ID está progresando en el aprendizaje del idioma inglés?

11. ¿Cómo afecta la discapacidad intelectual en el aprendizaje del idioma inglés?

12. ¿Cuáles han sido los desafíos que enfrenta usted como docente al impartir clases a niños con ID?

13. ¿Se realizan tutorías a estudiantes con discapacidad intelectual?

14. ¿En qué medida, los padres de familia de la alumna con discapacidad Intelectual están pendientes del rendimiento académico de sus hijos?

15. ¿Cuál debe ser el aporte de los padres de familia para lograr un buen aprendizaje en los hijos que tienen discapacidad intelectual?

Parte 5: Otros: si no menciona qué contenido, metodología usa, materiales

16. ¿Qué metodología o estrategias utiliza para integrar al alumno con Discapacidad Intelectual a las aulas normales?

17. ¿Considera usted que el uso exclusivo de materiales didácticos mejora el aprendizaje del alumno con DI? ¿Cómo cuáles?

Appendix 4: Mother interview

Guía de Entrevista Dirigida a la Madre de Familia

Entrevistado: _____ **Fecha:** _____

Entrevistadores: _____

Objetivo: El objetivo de la siguiente entrevista es obtener información útil acerca de la niña EYGC y sus experiencias en el aprendizaje del idioma inglés.

Instrucciones: Escuche detenidamente cada pregunta y formule sus respuestas en base a sus experiencias reales y opiniones sinceras.

Datos demográficos:

1. ¿Cuáles son sus nombres y apellidos?
2. ¿Cuál es su estado civil?
3. ¿A qué actividad se dedica usted? ¿En dónde y en qué horario trabaja?
4. ¿Cuál es el nivel de estudio que tiene usted?
5. ¿Dónde se encuentra ubicado su domicilio?
6. ¿Su casa o domicilio está lejos o cerca de la escuela de ███?
7. ¿En cuántas instituciones ███ se ha desempeñado?
8. ¿Cuántos hijos tiene, cuáles son sus edades y cuántos de ellos estudian?
9. ¿De todos sus hijos qué lugar ocupa su hija?
10. ¿Cuál es el lugar y fecha de nacimiento de su hija?
11. ¿Podría describirse detalladamente un día cualquiera de su hija entre semana, desde que se levanta hasta que se acuesta?
12. ¿Cómo es su hija?
13. ¿Cómo es la relación que mantiene con su hija?
14. ¿Cómo detectó que su hija padece discapacidad intelectual?
15. ¿Cómo fue su reacción al saber que tenía un familiar con discapacidad intelectual?
16. ¿Ha recibido algún tipo de capacitación para entender correctamente esta discapacidad?
17. ¿Usted cree conveniente y necesario que en la escuela de ███ se impartan capacitaciones que hablen acerca de esta discapacidad?
18. ¿Su hija toma algún tipo de tratamiento o asiste a terapia?
19. ¿Cómo se desenvuelve diariamente su hija dentro y fuera de casa?

20. ¿Tuvo que acondicionar su casa para poder garantizar la seguridad de su familiar con discapacidad intelectual?

21. ¿Cuáles han sido los desafíos que enfrenta usted como madre de █████?

22. ¿Su hija tiene dificultades para relacionarse con las demás personas?

23. ¿Cómo le va a su hija en la escuela?

24. ¿Cómo es su relación con la maestra de inglés de su hija?

25. ¿Su hija ha presentado dificultades en el aprendizaje del idioma inglés?

26. ¿Cuándo su niña tiene alguna duda o problema para hacer su tarea de la escuela, cómo lo resuelve o qué hace usted?

27. ¿Quién controla los deberes de su hija?

28. ¿Considera usted importante que los maestros reciban capacitaciones acerca de la discapacidad intelectual para así lograr un desarrollo integral de su niña?

29. ¿Considera usted que el docente de inglés adapta contenido, material y maneras de enseñar a su hija?

30. ¿Considera que su hija está obteniendo un aprendizaje significativo del idioma inglés?

Appendix 5: Student interview

Guía de Entrevista Dirigido a la Alumna

Entrevistado: _____ **Fecha:** _____

Entrevistadores: _____

Objetivo: El objetivo de la siguiente entrevista es obtener información útil acerca de la niña ███████ y sus experiencias en el aprendizaje del idioma inglés.

1. ¿Cómo te llamas y cuantos años tienes? ¿En qué grado te encuentras?
2. ¿Te gusta asistir a la institución?
3. ¿Cómo te llevas con tus compañeros?
4. ¿Te gustan las clases de inglés?
5. ¿Cómo te sientes durante las clases de inglés?
6. ¿Consideras que la asignatura de inglés es difícil?
7. ¿Te gustan las actividades que realizas durante las clases de inglés?
8. ¿Consideras importante que se hagan más actividades dinámicas para aprender inglés?
9. ¿Recibes ayuda de algún compañero para entender la asignatura de inglés?
10. ¿Tu maestra vuelve a explicarte cuando algo no entiendes?
11. ¿Consideras importante el aprendizaje de este idioma?
12. ¿De qué manera te gustaría aprender el idioma inglés?
13. ¿Qué es lo más difícil que te resulta en la clase de inglés?
14. ¿Quisieras aprender mucho más acerca del idioma inglés?