UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE OF THE PROJECT

Pedagogical strategies used in teaching English to students with special educational needs

Trabajo de Titulación para optar al título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros

Autor:

Lliquin Flores Janneth Rocio

Tutor:

Mgs. María Mercedes Gallegos Núñez

Riobamba, Ecuador. 2023

DECLARATION OF AUTHORSHIP

I, Janneth Rocio Lliquin Flores, with citizenship card 060508571-1, author of the research work entitled: "Pedagogical strategies used in teaching English to students with special educational needs.". I certify that the production, ideas, opinions, criteria, contents, and conclusions expressed are my sole responsibility.

Likewise, I assign to the Universidad Nacional de Chimborazo, in a non-exclusive way, the rights for its use, public communication, distribution, disclosure, and/or total or partial reproduction, through physical or digital means; in this assignment, it is understood that the assignee will not be able to obtain economic benefits. The possible claim of third parties regarding the copyright of the referred work, will be my entire responsibility; ridding the Universidad Nacional of Chimborazo of possible obligations.

In Riobamba, on April 20, 2023

_____

Janneth Rocio Lliquin Flores
C.I:0605085711

FAVORABLE OPINION OF THE TUTOR PROFESSOR

The undersigned, Maria Mercedes Gallegos Nuñez, professor attached to the Faculty of Ciancias de la Educacion Humanas y Tecnologias by means of this document I certify that I have advised and reviewed the development of the research work entitled: Pedagogical strategies used in teaching English to students with special educational needs, under the authorship of Janneth Rocio Lliquin Flores; Therefore, it is authorized to execute the legal procedures for its support.

It is everything that informs in honor of the truth; in Riobamba, on the 20 of the month April of the 2023

María Mercedes Gallego Núñez
C.I:0601665839

CERTIFICATE OF THE COURT MEMBERS

Those of us who subscribe, appointed professors Members of the degree Tribunal for the evaluation of the research work **Pedagogical strategies used in teaching English to students with special educational needs** presented by Janneth Rocio Lliquin Flores with the identity card number, 0605085711, under the guidance of Mgs. Maria Mercedes Gallegos Nuñez; We certify that we recommend the APPROVAL of this for titling purposes. Previously, the research work has been evaluated and the author's support has been listened to; having nothing more to observe.

In accordance with the applicable regulations, we signed, in Riobamba on April 20, 2023

Mgs. Daysi Fierro
Presidente del Tribunal de Grado

Mgs. Eduardo Heredia
Miembro del Tribunal de Grado

Mgs. Magdalena Ullauri
Miembro del Tribunal de Grado

Mgs. Mercedes Gallegos
Tutor

Dirección
Académica
VICERRECTORADO ACADÉMICO

SGC
SISTEMA DE GESTIÓN DE LA CALIDAD
UNACH-RGF-01-04-08.15
VERSIÓN 01: 06-09-2021

CERTIFICACIÓN

Que, **LLIQUIN FLORES JANNETH ROCÍO** con CC: **0605085711** estudiante de la Carrera **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS** Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado "**Pedagogical strategies used in teaching English to students with special educational needs**", cumple con el **9 %**, de acuerdo al reporte del sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 31 de Mayo de 2023

Mgs. Mercedes Gallegos
TUTORA

DEDICATORY

I would like to dedicate this thesis to God and to my little angels in heaven, then I dedicate wholeheartedly to my mother, my sister, and my husband since they supported me and put up with me all the time. Likewise, to my family, and classmates who shared their words of advice and encouragement to finish this study. And lastly, we dedicated this book to my friends especially Melissa who helped me to pass some semesters and improved my English.

Janneth Lliquin

ACKNOWLEDGEMENT

GENERAL INDEX

RESUMEN

El uso de estrategias pedagógicas es vital para la enseñanza del inglés en las unidades educativas, por esta razón, debido a la falta de creatividad para el aprendizaje de los estudiantes con necesidades educativas especiales, existe la necesidad de que los docentes apliquen estrategias, métodos y herramientas que les permitan trabajar con este tipo de estudiantes para satisfacer sus requerimientos.

En base a esto, el propósito de esta investigación fue observar y analizar el uso de estrategias pedagógicas en la enseñanza del inglés a Estudiantes con Necesidades Educativas Especiales como discapacidad visual, auditiva, intelectual y TDAH en el Noveno Año en la Unidad Educativa "Fernando Daquilema", ubicada en la Ciudad de Riobamba. La investigación se desarrolló bajo el enfoque cualitativo. Se utilizó como instrumentos la entrevista y la guía de observación, se evidenció en base a la entrevista que la docente a pesar de no haber sido debidamente capacitada para la enseñanza de estudiantes con NEE, optó por autoformarse y obtener los conocimientos para desarrollar su clase de manera efectiva con la aplicación de métodos, estrategias, actividades y recursos propuestos por la guía de adaptaciones curriculares a los estudiantes con NEE, lo que dio como resultado la comprensión de las instrucciones y desarrollarse plenamente en la clase de inglés. Asimismo, a través de la guía de observación, se evidenció que tanto la profesora como los alumnos en el aula apoyan y ayudan a los alumnos con discapacidad en el proceso de enseñanza y aprendizaje.

Palabras claves: Necesidades Educativas Especiales, estudiantes, enseñanza, estratégias pedagógicas, adaptaciones curriculares.

ABSTRACT

The use of pedagogical strategies is vital for teaching English in educational units, for this reason, due to the lack of creativity for learning to students with special educational needs, there is a need for teachers to apply strategies, methods, and tools that allow them to work with this type of students to meet their requirements.

Based on this, the purpose of this research was to observe and analyze the use of pedagogical strategies in teaching English to Students with Special Educational Needs such as visual, hearing, and intellectual disabilities, and ADHD in the Noveno Año at the "Fernando Daquilema" Educational Unit, located in the City of Riobamba. The research took place under the qualitative approach. We used as instruments the interview and the observation guide, it was evidenced based on the interview that the teacher even though she has not been properly trained for teaching students with SEN, opted for self-training and obtain the knowledge to develop her class effectively with the application of methods, strategies, activities and resources proposed by the curricular adaptations guide to the SEN students, which resulted in understanding instructions and fully develop in the English class. Likewise, through the observation guide, it was evidenced that both the teacher and the students in the classroom support and help the students with disabilities in the teaching and learning process.

Keywords: Special Educational Needs, students, teaching, pedagogical strategies, curricular adaptations.

Reviewed by:

Mgs. Mónica Noemi Cadena Figueroa
Degree's Director
C.C. 0602935926

CHAPTER I. INTRODUCTION

The teaching of English in countries where it is not the mother tongue has been a case of growing debate regarding the globalized use of English in different parts of the world, and there are fundamental pillars for the development of society, and taking into account its importance as a key element of society, and also its importance as a dynamic element in the world, It is therefore important to evaluate the pedagogical strategies that are being implemented in an educational institution for the learning of a second language from the basis of academic knowledge. In this way, it is necessary to analyze the transformations over time in the didactic of teaching a second language, which has allowed not only the evolution of educational models in terms of teaching, but also the implementation of these models aimed exclusively at the learning, which demands a fundamental change in the roles involved and their role in the development of the language (Padurean, 2014).

Thus, pedagogical strategies will help to transform the learning and knowledge of students with Special Educational Needs (SEN), in order to establish relationships between the interest and motivation for learning each one, also so that students with Special Educational Needs (SEN) can enrich their knowledge. It is therefore important to analyze the different pedagogical strategies that help the English teaching-learning process for students with Special Educational Needs (SEN).

The purpose of presenting this research about the application of pedagogical strategies for teaching English to students with Special Educational Needs at "Fernando Daquilema" Educational Unit is to analyze which are the most relevant factors of pedagogical strategies in the teaching of English since it is here where pedagogical strategies will allow students to develop their abilities through active didactic processes, which would improve the quality of the teaching and learning processes of this language.

1.1 PROBLEM STATEMENT

Pedagogical strategies are an essential tool to favor the teaching process and promote the full participation and learning of students. On the other hand, they are considered an alternative to support, facilitate and optimize the daily work of the teacher. Also, it is the planning of the teaching and learning process for which the teacher chooses the techniques and activities to be used to achieve the proposed objectives and the decisions to be made in a conscious and reflective way, and they aim to promote self-learning, interactive learning, and collaborative learning process (Hilbert Martin, 2017).

According to the Ministry of Education, the pedagogical strategies to address special educational needs in regular education, created by the Vice-Presidency of the Republic of Ecuador and the Ministry of Education, Learning disorders are evidenced

when the person presents "difficulties in one or more of the basic psychological processes involved in the understanding or use of language, spoken or written, which may manifest themselves in an imperfect ability to listen, speak, think, read, write, spell "(UNESCO, 2014).

This research will focus on the application of teachers' strategies in the process of teaching and learning English oriented to students with Special Educational Needs In Riobamba at "Fernando Daquilema" Educational Unit, the presence of eight students with Special Educational needs, which information was provided by Departamento de Secretaria Estudiantil (DECE) are visual, hearing, and intellectual disabilities, and ADHD in the Noveno Año was detected through observation, after monitoring it was noted that students with Special Educational Needs show a low performance in learning English Language. Consequently, their teacher stated that the lack of training on how to teach students with different disabilities is a big challenge, then, the teacher has investigated the most effective ways to work with these students, Therefore, it has been considered to identify different pedagogical strategies and specific resources for the students to better understand and analyze the topics discussed in class because it is relevant to know how these students manage to obtain or fulfill the objective set by the teacher through the resources available to them.

1.2 PROBLEM FORMULATION

How does the pedagogical strategy improve the development of English teaching in students with special educational needs of the Educational Unit "Fernando Daquilema" located in the City of Riobamba, Chimborazo province, in the academic period 2022-2023?

1.3 JUSTIFICATION

Currently time, pedagogical strategies are the most important in teaching English. Thereby, we define that as a didactic strategy, techniques, procedures, and methods to enhance the teaching process for students to approach in a wide, deep, and significant way the knowledge in the process of acquisition of English as a foreign language. However, the same one encompasses those students with special educational needs can learn English to get a way of communicating with people in different places.

This study is important because a new approach must be adopted with different pedagogical strategies that have to use in the Ecuadorian educational system for the teaching and learning process by incorporating critical, inventive, and communication abilities. As well as Strategies in learning English are one of the important factors of the skills that should be considered not only by students without special educational needs but also by teachers and students with disabilities. Furthermore, Students' strategies for learning to speak English should be in balance with teachers' techniques in teaching (Navarro & Piñeiro, 2012).

Evidently, the rates of people students with special educational needs around the world are worrying, so, it is essential to analyze the teaching practice in the classroom with the Disabilities student at Noveno Año de Educación Básica Paralelo "A, B y C" of the Unidad Educativa "Fernando Daquilema ", emphasizing the use of pedagogical strategies and curricular adaptation guide proposed by the Ministerio de Educación, the interest of this research appears from the need to know if the pedagogical strategy it agrees for the students with special educational needs learn and improve English

1.4   OBJECTIVES

1.4.1   GENERAL OBJECTIVES

To analyze the use of strategies applied to students with Special Educational Needs (SEN) of Noveno Año at "Fernando Daquilema" Educational Unit of Riobamba city in the province of Chimborazo during 2022-2023 academic period.

1.4.2   SPECIFICS OBJECTIVES

➢ To know the curriculum, resources, methodology and strategies for teaching English to students with Special Educational Needs (SEN).
➢ To identify the results of curricular adaptations applied to students with Special Educational Needs (SEN).
➢ To describe the results of pedagogical strategies used by English teachers in teaching students with Special Educational Needs (SEN).

CHAPTER II. REFERENTIAL / THEORETICAL FRAMEWORK.

2.1   INVESTIGATIVE BACKGROUND

In relation to the research theme proposed, has been revised thesis topic in the library de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Universidad Nacional de Chimborazo, UNACH, and has found a similar research called: English teaching language to children with dyslexia: an analysis based on the curricular adaptations guide which Author is Michelle Sofia Flores Rojas. This research work is carried out with objective to analyze the usage of curricular adaptations guide in English teaching language to child with dyslexia, and consequently to know how the teacher works with her dyslexic student, this research is a case study and has a qualitative approach. The interview and the observation guide were used as instruments, and evidences are based on the interview that even though the teacher has not been properly trained on the content about the curricular adaptations guide, she chose to train herself and obtain the knowledge to develop her class effectively with the application of methods, strategies, activities and sources proposed by the guide of curricular adaptations to the

dyslexic student, which resulted that dyslexic student understood instructions and developed effectively in the English class. Therefore, the objective proposed by the teacher and the activities planned in this subject were achieved effectively. Likewise, the observation guide evidenced that both the teacher and the classmates supported the dyslexic student in the teaching learning process of the dyslexic student (Rojas, 2022).

Another investigation which is related in teaching to Special Educational Needs students is Estrategias pedagógicas para la enseñanza del Inglés a estudiantes con discapacidad visual en el contexto de la educación inclusiva, which Author is Carlos Parra Dussan from Instituto Nacional para Ciegos (INCI). The idea for this research on pedagogical strategies for teaching English to student with visual disability, has as its primary purpose to support the work of teachers who in this area have in their classrooms with blinds students and with irreversible low vision, so that they have sufficient pedagogical tools to provide better care for these students. In the process of teaching and learning a second language, his purpose is not to formulate a recipe book to be followed to the letter for the fulfillment of specific tasks, but rather, than from the strategies that we suggest here, others can be generated that could even be much more effective, based on the great creative capacity that English teachers can develop from their recursion and pedagogical knowledge (Parra, 2020).

2.2 THEORETICAL FOUNDATION

2.2.1 PEDAGOGICAL STRATEGY

According to (Toala, 2016) the Pedagogical Strategies are a series of procedures that the teacher carries out the purpose of facilitating the information and learning of the students by means of the implementation of didactic methods that help to improve the student`s knowledge in a way that stimulates the creative and dynamic thinking. And also, the pedagogical strategies require the identification and characterization of two components: the task of teaching and learning situation both focused on creating an optimum environment designed to offer children the opportunity to achieve a specific operational objective.

In the same way, pedagogical strategies are those actions that the teacher performs in order to facilitate the formation and learning of disciplines in the students in order to organize or integrate knowledge, taking into account the motivational state of the student. Although, this is not the only possible definition of pedagogical strategy, but it is believed it is the most adequate to avoid confusion between strategy and methodology.

On the other hand, (Antanas, 1984) said the pedagogical strategies is a Learning Strategy. The author claims that understanding learning techniques, permit the students improve their self-knowledge, allow them to take ownership or possession of their own

learning by raising awareness of the processes they employ to learn. This increases control over those processes.

2.2.2 PEDAGOGY

Defining literally, pedagogy is known as the science or art of instructing children. Nowadays, especially in academic texts, it is used as a synonym for teaching or education. Scholars and philosophers have debated about many pedagogical methods throughout history, and many theories and methods have been put forward. The difficulty of adopting new technologies into their teaching methods frequently confronts educators as they develop their particular pedagogy using a range of research and discussions regarding learning theories. For all students to receive a successful education, teachers must be able to embrace both the art and science of pedagogy, acting as parents who comprehend the needs, aptitudes, and experiences of their students while also being trained in the best communication techniques and the presentation of pertinent materials (Shah, 2021).

2.2.3 STRATEGY

The strategy is, in the strictest sense, a planned, codified process that is directed to achieving a definite, stablished goal. The teacher is in charge of carefully selecting and designing the methods and techniques that must be improve for use in everyday practice. Therefore, a strategy is a planned method that may be used to a series of activities to accomplish a goal. Therefore, when there is a purpose to direct the activities toward, it is impossible to discuss which tactics are utilized.

On the other hand, the strategy is flexible and may take several forms depending on the objectives of where you want to go. The strategy must be founded on a technique. The strategy might employ a variety of tactics in its applications to fulfill the goals it sets out to seek (Alvaro & Guerra, 2016).

2.2.4 CURRICULAR ADAPTATIONS

These are modifications made to the elements of the curriculum, such as objectives, skills, methodology, resources, activities, time to complete the task, evaluation, as well as access conditions, in order to respond to the Special Educational Needs SEN of each student. The main responsible for carrying out the curricular adaptations is the teacher, who has the support of Departamento de Secretaria Estudiantil (DECE) and the area chiefs. The competent authority will be in charge of validating the plan and the parents will provide important data with the support of the DECE and will have to and must state in writing, in a letter of acceptance, their agreement with the curricular adaptation implemented to their child (Julka, 2009).

2.2.5 SPECIAL EDUCATIONAL NEEDS (SEN)

Special Educational Needs refer to children with learning difficulties or disabilities that make it difficult for them to learn, that is, they are those people who have a special educational need associated to a disability and not associated to disability. Special Educational Needs (SEN) are defined when a child or an adult has a disadvantage or a greater learning difficulty than the rest of their peers because they require additional help to achieve optimal educational development, therefore, a child or a young person who has special educational needs or has a learning difficulty or a disability requires to have special educational measures adopted to them (Ballantyne , 2015).

2.2.6 HEARING DISABILITY OR DEAF

Hearing disability is defined as a diminished or defective sense of hearing, for instance, the difficulty that some people have to participate in activities of daily life, which arises as a result of the interaction between a specific difficulty to perceive through hearing the sounds of the environment and, depending on the degree of hearing loss, the sounds of spoken language, and the barriers present in the context in which the person develops. Hearing impaired children face difficulties in acquiring language. Language is a way of conceptualizing the world, understanding and explaining it. A person with hearing loss who fails to develop language will have a very difficult time acquiring knowledge and understanding the events around him/her (Bodet, 2010).

2.2.7 VISUAL DISABILITY

Visual disability refers to a vision impairment that, even with correction, adversely affects a student`s educational performance. A condition that directly affects the perception of images in whole or in part. Sight is a global sense that allows us to identify to a distance and the same time objects already known or presented to us for the first time. Students with visual impairment should be introduced to the discovery and construction of the world through partial sensations, such as smells, tastes, sounds, touch, and perhaps segmented images of objects. The support they receive at school and the home will have an important influence on this construction, because to the extent that they discover their possibilities and capabilities, they will be able to develop a positive self-image, which is essential for their school and social integration (Kopecky, 2020).

2.2.8 INTELLECTUAL DISABILITY

The term intellectual disability can be used to refer to a significantly reduced ability to understand new or complex information. Intellectual disability is a term used when a person has certain limitations in mental functioning and in skills such as communication, self-care, and social skills. These limitations cause the person learns and develops more slowly than a typical someone. People with intellectual disabilities may take longer to learn to talking, walk, the learning about self-care skills such as dressing

or eating. They are likely to have problems in school. They will need more time. They may not be able to learn more things (Shree & Shukla, 2016).

2.2.9 ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental disorder that affecting to school age children. ADHD is characterized by developmentally inappropriate levels of inattention, impulsivity and hyperactivity. Individuals with ADHD can be very successful in life. However, without identification and proper treatment, ADHD may have serious consequences, including school failure, family stress and disruption, depression, problems with relationships, substance abuse, delinquency. Treatment to ADHD is extremely important to support to these individuals (Visser, 2014).

CHAPTER III. METHOLOGICAL FRAMEWORK

1.1   APPROACH

The qualitative approach will be used for the development of this research. Indeed, according to (Blasco & Perez, 2007)qualitative research focuses on knowing and investigating the reality of those involved. For instance, it provides a better understanding of the phenomenon and how it affects the people around it. On the other hand, the qualitative research sees its participants as a whole, which will be analyzed within their environment. All this information is very useful for this research since at the end of it will have a better understanding of how the pedagogical strategies act in teaching English to students with Special Educational Needs.

3.2 RESEARCH MODALITY

Field and interpretative research are selected, since field research is that which consists of the collection of all data directly from the subjects under investigation, or from the reality where the facts occur. In this case, the researcher does not begin with concepts that are determined a priori but instead conducts research from experiences in fieldwork for instance, with an emergent design which are sampling, data collection, coding, and analysis. Likewise, in interpretative research, the researcher has to make sense and to give order to his observations. In addition, data collection and interpretation often have to occur simultaneously in this type of research. In this research project, the usage of different pedagogical strategies to students with Special Educational Needs will be observed in the classroom (Quinlan, 2017).

3.3 LEVEL OR TYPE OF RESEARCH

The research is exploratory because it increases knowledge about a subject that is little known or studied. In addition, it allows for defining concepts, prioritizing people's

points of view, and focusing on the knowledge that one has of a topic (George, 2021). Through this researching project will be explored the usage of different pedagogical strategies developed by the English teacher in the process of teaching and learning to students with Special Educational Needs (SEN)which will be observed during the classes.

3.4 STUDY POPULATION

The population is composed by 8 Students with Special Educational Needs, of Noveno Año in "Fernando Daquilema" Educational Unit, and 1 English teacher. A sample is not needed because it will be worked with all population, in this case an English teacher and eight SEN students.

3.5   SAMPLE SIZE

Because the study population is extremely small, no sample is needed.

3.6   DATA COLLECTION TECHNIQUES AND INSTRUMENTS

Interview: The interview is a conversation; it is the art of asking questions and listening to answers. I t also refers to understanding the life experience of people, their ideas, perceptions, and interest. For this reason, the interview will be used to ask the English teacher about several doubts related to Special Educational Needs as well as the usage of pedagogical strategies, resources, and curricular adaptation guides, with the objective to collect information to develop this research project(Frances 2022).

Observation: It is a sequential technique that selects, records, observes and analyzes the behavior or characteristics of induvial who are part of the phenomenon under investigation. As a result. In this researching, the performance of the teacher and student should be examined through the usage of an observation guide. In other words, the observation would serve mainly to analyze and confirm that all data obtained from the teacher's interview which are applied during the class(Ciesielski, 2018).

Observation guide: It will be used to describe the way in which the teacher and students with Special Educational Needs relate to each other, as well as the classroom environment, to know effectiveness of pedagogical strategy applied in class.

3.7   TECHNIQUES OF ANALYSIS AND INTERPRETATION

Once the techniques and instruments were applied in Noveno Año de Educación General Básica at Educational Unit "Fernando Daquilema", en los paralelos "A, B,y C", in the city of Riobamba, Chimborazo province, it proceeded to analyze and describe the information assembled in a deep and comprehensively manner upon pedagogical strategies used in teaching English to students with special educational needs.

The analysis of information collected was developed the result according to the fact and educational reality of students with special educational needs, in this research project participated the English teacher of Noveno año de Educación General Básica, and the disabilities students who were taken as a basis, they collaborated in this research project and in the application of the interview and observation guide.

Interview:

The interview refers to important data gathering technique involving verbal communication between the researcher and the subjects, this instrument in one of the most used for qualitative research (Mathers et al., 2020). The interview will be used to know the knowledge that the teacher has about pedagogical strategies and how she develops her English class to students with special educational needs.

Observation guide:

Observation guide has been considered a tool for collecting data, and also it is useful to describe places or people (Kawulich, 2019).The observation guide will be used to describe the way in which the teacher and students with special educational needs relate to each other, as well as the classroom environment, to know how the teacher used pedagogical strategies for teaching English.

CHAPTER IV. RESULTS AND DISCUSSION

1.2   INTERVIEW

The interview was done face to face the English Teacher Erika Olmedo, at the Unidad Educativa "Fernando Daquilema" in the Noveno año de Educación General Básica , paralelos "A , B y C". She answered 10 questions in the interview whose purpose was to know about the teaching process fos Students with disabilities and to complish the objective that is to know the effectiveness of the pedagogical strategies applied in the classroom to students with Special Educational Needs and fulfill the objective of identifying the results of curricular adaptations applied to students with Special Educational Needs (SEN).

TEACHER'S INTERVIEW

1.   What do you know about student with special educational needs?

Teacher's answer: Students with special Educational Needs are defined as having mental disabilities or maybe other kinds of illnesses that students have.
Analysis: Special Educational Needs are students with disabilities and learning difficulties that interfere with a student's learning process, making it more complex than that of most children of the same age(National Institute of Special Needs, 2012).

2.   Have you been trained to work with students with special educational needs?

Teacher's answer: I remember that I have no special training, but in high school with former teachers, we had to research or look for information about the techniques that we can use for each special situation, also, with my friends we had to research that why

have an independent education in order to achieve more knowledge about this kind of disabilities.

Analysis: This program recognized that training teachers to work in a changing reality requiring them to meet pupils' unique needs in the general school setting must be based on practice and on the collaborative work of experts from general and special education (Shani, 2016).

3. Do you consider the pedagogical strategies based on curricular adaptations are effective with your students?

Teacher's answer: I think that the strategies based on curricular adaptation it's not good for all special cases, the individual person is a kind of entire world, so you have to use or you have to look for more techniques, more things because for example if you can, if you want to develop a kind of skill, you have to think about the necessities of every student and try to change and adapt these kinds of skills or this kind of content or methodological strategies for everyone.

Analysis: The significance of English teachers knowing about their beliefs and perceptions of Curricular Adaptations for students with special educational needs is to establish the necessity of mastering inclusion concepts and strategies that several teachers of this establishment do not know. This knowledge would help teachers to implement them in their classes. Thus, teachers need to master inclusion pedagogical tools that allow them to identify accommodations that improve the teaching-learning process. Certainly, teachers could use the curricular elements to adapt in their curriculum planning.(Adewumi et al., 2017)

4. Do you consider that students with special educational needs are included in the school environment?

Teacher's answer: The teachers may try that the students with educational needs are included in the activities. for instance, when they take place in a game although, the other students say is difficult to work with them but, the teachers try to involve the student with the rest of the students

Analysis: Our government acknowledges that children with special educational needs should be included as far as possible within the general education environment commonly

referred to as inclusive education(Mauricio, s. f.).

5. What kind of activities do you think were most effective for students with special educational needs?

Teacher's answer: It depends on the condition of everyone because for example, if you have a student with a mental disability, you have to try to look for a student with more knowledge who may be more patient in order to can help the other student. But for example, if you have a student with a physical disability you have to look for another kind

of help in order for another student can help to move from one place to another, and something it depends on the disability that the students have.

Analysis: The teacher knows about activities to work with all students for involving students with special educational .(Education Department, 2010) consider that syllabic awareness activities are a great option to work with dyslexic students as they allow the student to develop the activities in a more dynamic way. Child with dyslexia needs to develop activities that are dynamic so that in this way learning is more entertaining and he can develop his skills in an effective way. Teachers may arrange for students to participate in activities games, videos, collaborative groups as and competitions to enhance their communication with students' disabilities, and also students can enhance their knowledge

6.   Do you agree to work with students with special educational needs? Yes/No Why?

Teacher's answer: I disagree because it is hard work since it's not easy to try to develop the same skills as others, also you have to investigate a lot. You have to have a lot of techniques where students can enjoy the activities.

Analysis: The teacher knows about the different special educational needs, so she is aware that working in the classroom presents difficulties in the teaching learning process. For this reason, There needs to be discussion and decision-making on the knowledge and skills which are considered essential or desirable in teachers working with students of all ages with special needs.(latimer, 2019)

7.   Have you ever been trained to serve students with disabilities?

Teacher's answer: I think that I haven't trained but before we must investigate for this purpose. For instance, a student with special educational needs, so I think it's very important that that the teacher involved with the student try to know a lot of the situation with the student or maybe the kind of disability that the students have in order you can help and try to go ahead with the student.

Analysis: The teacher has general knowledge about special educational needs, their definition, and characteristics, but she does not have knowledge regarding the form of development in terms of education for this reason, she considers that teachers' lack of preparation to work with children with special educational needs to be notorious since many of them have stated that personalized education is required to work with these special cases. Teacher training is scarce in terms of working with children with special educational needs, there are documents that define this topic and disorders, but personalized attention to these children in the class is not applied.

8.   Do you consider the training received was effective? Yes/No/ Why?

Teacher's answer: It was not effective, since the Ministry of Education defined what are special educational needs, but it did not train us to work with them, for that reason we had to investigate ourselves to be able to work with this kind of student.

Analysis: The teacher explained about your experience with the training that received at the university and she considered that was not appropriate training to work with children with special educational needs, so she expresses her disagreement. Niketan, (2017) Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. In addition to the basic training required for a trade, occupation, or, profession observers of the labor market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

9.   Do you think it is convenient for all students to work in groups?

Teacher's answer: Yes, Because, in my groups, when I have special educational needs, I try to join this student with another student that can help these students to achieve maybe a little of a skill or a little of knowledge, maybe because, for example, I have a student that he can write. He can write better, but maybe they can copy. They can copy. What the other student writes is a good technique that for the student almost copy or write down the things that the other students do.

Analysis: Children with disabilities can access freely the school environment since the educational institutions are willing to work with them. (Burke, 2011) Students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college.

10.   Do you use the same evaluation rubric for students with disabilities?

Teacher's answer: No, it's impossible that you have to evaluate with the same kind of evaluation from the normal ones, maybe with special educational needs because you have to think about the special requirements.

Analysis: The teacher makes another type of rubric since she is aware that students with special educational needs must be evaluated differently from their classmates. Wendling, (2017)Rubric elements for new applicants focus on indications of the group's understanding of the challenges and requirements of serving students with disabilities in a charter setting; those for schools seeking to replicate focus on the track record already established by the organization.

1.3   OBSERVATION GUIDE

The observation guide was done face to face with students visual, hearing, and intellectual disabilities, and ADHD, at the Unidad Educativa "Fernando Daquilema" in the Noveno año de Educación General Básica , paralelos "A, B y C", in order to observe how Students with special educational needs work with activities of the pedagogical strategies usage teachers for teaching English, and to perform the objective to observe and describe the results of the pedagogical strategies used by English teachers in teaching students with special educational needs (SEN).

ITEM	RESULT	OBSERVATION	ANALYSIS
Teacher develops appropriated activities according to Special Educational Needs students based on the pedagogical strategies from curricular adaptations.	Sometimes	English Teacher did not used different activities for involving to students with special educational needs. She worked with traditional methods such as Grammar translation. For instance, the teacher traduces some words, expressions and sentences.	**Analysis:** The activities that are present in the curricular adaptations are the most important for improving students' knowledge. Knight, (2018) consider that, Curricular Adaptation is an important topic that motivated the teacher for developing in her classes because inclusive education provides better opportunities to students with special needs.
Good teaching learning environment	Sometimes	In the different parallels, the environment of the class was not appropriate because the students with disabilities are not calm and did not pay attention to the teacher, and also, they interrupted the attention of the others students.	The environment of the class in which the teaching English is developed for the student with special educational needs should be favorable.(Chizmar, 2021) Considers that, Classroom environment depends on the actions of students within classrooms and the creation of a safe and productive learning environment since these are important for many schools and can be a challenging dimension of teachers' work.
The students participate actively.	Sometimes	During the classes, some students raise their hands and participate more than others,	The teacher explains classes in an appropriate manner, as a result, the students should participate

		obviously the students with special educational needs were trying to participate. For example, when the teacher says, what is the meaning of this? Or how to say hacer los deberes in English? Furthermore, the teacher is in charge of that all students participating and, in this way, they felt included in the class.	and interact during the class. Abdullah et al., (2012) Consider that, there are two communication behaviors, that is verbal and nonverbal. Verbal or oral participation refers to behaviors of speaking or giving opinions in the classroom. In contrast, nonverbal participation is associated with behavioral responses during the class, raising their hands, body movements, and eye contact
Technological tools are used by the teacher to interact with the students with SEN and their classmates.	Rarely	The teacher applies interactive technological tools, which facilitates the student's learning, since these tools attract his attention and learning is more effective.	The use of technological tools shows that students with special educational needs pay more attention in English classes. Costley, (2014) Consider that, Technology has a positive impact on student learning because there are a lot of tools. Furthermore, students are more engaged thus, students often retain more information.
Classmates support to SEN students in the classroom activities and they allow them to participate in groups.	Often	While the teacher presents and explains the class content, it could notice many effective factors in students, for example, the students with disabilities do not understand what their English teacher says about the topic, and the rest of the students help them. For instance, the other students explain each part of teacher says, and help to write the annotations in the notebook.	According(Garrote et al., 2017) consider that, "Classmates support is an strategy to solve social problems and help pupils with SEN". For this reason, students with special educational needs are feel supported and helped by their classmates, and they will feel motivated to carry out the activities in a better way without fear of making mistakes.
The activities are according to the level of intellectual disability.	Rarely	The teacher uses activities that have curricular adaptations, but these activities do not involve all students, for this reason, the	The activities are important to use in de classroom because help students with intellectual disabilities. (Abrahamsson et al., 2016) said that, participate in

		teacher creates others activities in which all students participate. For example, in this case, the teacher uses music and the students should sing and dance. This activity is useful for students with intellectual disabilities as they can record the lyrics of the song.	activities outside of school is vital when it comes to the promotion of the child's development of social relationships, essential skills, and competencies, as well as mental and physical health and well-being.
The activities are according to the level of visual disability.	Rarely	During the classes, teacher puts in practice the activities that have curricular adaptations in which all students participate. For example, the teacher uses activities such as collage, art forms and so on. This activity is useful for students with visual disabilities because they can enjoy.	Students with visual disabilities need to carry out entertaining activities. (Kummar, 2016)consider that, visually impaired students have a special needs and fulfill their special needs in regular classes teachers should make specific planning and create activities or teaching strategies according to their learning problem or special needs
The activities are according to the level of hearing disability.	Rarely	The teacher does not use activities that have curricular adaptations. She creates other activities in which all students participate. For example, in this case, the teacher uses videos and the students with disabilities will repeat a mimic, and she creates work groups where the classmates help students with disabilities. This activity is useful for students with hearing disabilities as they can repeat the mimic about the video.	The use of the activities as a video is most effective for students with hearing disabilities. (Khasawneh, 2023) consider that, In learning for hearing students is necessary to adopt the use of video in the classroom, the following measures must first be taken: an environment that is peaceful must be produced by avoiding an atmosphere of stress. This may be accomplished by creating an environment that is conducive to learning.
The activities are according to the level of ADHD.	Rarely	When teacher explain the class content, the student with ADHD does not put attention and all the time he disturbs his classmates and disrupts the class. That is why the teacher	while working with this kind of activity, learners are more confident and motivated to participate since students with ADHD are easy to distract. (August, 2018) considers that try to help to structure the time

		create an activity that have not in curricular adaptations. For example, in this case, the teacher uses games such as "Simon say", "hangman" and so on. These activities are effective for students with ADHD.	during the class where each student with ADHD can participate in activities and clubs that the high school performs.
During the class, the teacher uses different activities to involved all students.	Sometimes	It was noticed that the teacher uses seldom activities where all students interact for example, when teacher develops the activity, she gives some extra points to the best team. Besides, she used phrases such as "Good job", "Very good", "excellent" and so on.	The activities should be present in the classroom at all times since it helps students' motivation. (Anwar, 2019) considers that the activity's interaction between teachers and students plays a crucial role in the motivation of students. Teaching through interaction could broaden students' thinking horizons, especially in discussion methods to develop reflective journals. Such classes reflect a positive impact on student's achievement and motivation and help teachers to control disruptive behavior more smartly.
Interaction between peers	Sometimes	During the classes there was an interaction between all students, because they are supportive and empathic with SEN students, for instance, when an activity is carried out and the student with a disability cannot, his classmates tell him not to worry that everything is fine and they teach him with his teacher how is the correct way to carry out it.	Tobin, (2012) Consider that the interaction between students is one of the most challenging for the teacher since during the activity she should use cooperative learning carefully because each student with disabilities must have your trust group still accomplishing her learning outcomes.

CHAPTER V. CONCLUSIONS AND RECOMENDATIONS

5.1 CONCLUSIONS

- It was concluded that the pedagogical strategies are a basis that helps the teacher to work effectively with SEN students. Thus. pedagogical strategies are very useful methods in the teaching process in English. It is important to mention that the preparation and knowledge of the strategies that teachers use are so important since in this way the teacher and student can work effectively in the classroom.

- It was identified that the strategies that have been worked to teach students with special educational needs have not been as successful as expected, in addition, certain activities motivated trainees for a short time, for example. the use of technology, so these strategies need to be improved for students' knowledge, that is why, it is necessary that the teacher continues to investigate more about this tool, since over time there will be modifications in it, with the aim of improving the education for students with special educational needs.

- Students do not comfortable when the teacher applies activities that have curricular adaptations, because these activities prevent the participation of all students. So, the teacher should create diverse activities for the students with special educational needs, That is why she maintains his motivation day by day, which is important since in this way, everyone does not feel bored.

5.2 RECOMENDATIONS

- The activities in the curricular adaptations guide must be created by the teacher because she plans their class, and also uses different methods for their classes such as stories with pictures and colors, letter recognition, memory and orientation games, videos, and so on. In addition, the teacher can use the curricular adaptations guide to base in what are the appropriate techniques and methods where the student can understand the instructions without difficulty.

- Today, there are several methodologies and educational strategies that help students with special educational needs to participate and lose their fear in the classroom. These strategies should be improved by teachers so that they can apply these activities within the institution.

- It is necessary that the teacher has knowledge about the activities in the curricular adaptations guide, so the teacher needs to put into practice a lot of activities for the teaching process of children with special educational needs, such as Hearing, visual, intellectual disabilities, and ADHD, in this way the required knowledge will be achieved because this kind of disabilities is common in our classroom.

REFERENCES

©Education Department. (2010). *Understanding and Help Students with Special Educational Needs A Guide to Teaching.* https://webcache.googleusercontent.com/search?q=cache:IXCLehgK224J:https://www.edb.gov.hk/attachment/en/about-edb/publications-stat/publication/sen_guide_e.pdf&cd=6&hl=es-419&ct=clnk&gl=ec

Abdullah, Mohd. Y., Bakar, N. R. A., & Mahbob, M. H. (2012). Student's Participation in Classroom:What Motivates them to Speak up? *Procedia - Social and Behavioral Sciences*, *51*, 516-522. https://doi.org/10.1016/j.sbspro.2012.08.199

Abrahamsson, S., Palmberg, H., & Elgmark, E. (2016). *Children with Intellectual Disabilities and Their Perceived Participation in Everyday Life Activities*.

Adewumi, T. M., Rembe, S., Shumba, J., & Akinyemi, A. (2017). Adaptation of the curriculum for the inclusion of learners with special education needs in selected primary schools in the Fort Beaufort District. *African Journal of Disability*, *6*. https://doi.org/10.4102/ajod.v6i0.377

Anwar, F. (2019). Activity-Based Teaching, Student Motivation and Academic Achievement. *Journal of Education and Educational Development*, *6*(1), 154-170. https://doi.org/10.22555/joeed.v6i1.1782

August. (2018). *ADHD*:* https://webcache.googleusercontent.com/search?q=cache:wyOoHvgxtTkJ:https://www.adhdfoundation.org.uk/wp-content/uploads/2022/03/Teaching-and-Managing-Students-with-ADHD.pdf&cd=7&hl=es-419&ct=clnk&gl=ec

Blasco, & Perez. (2007). *ENFOQUES CUANTITATIVO, CUALITATIVO Y MIXTO*. https://www.eumed.net/tesis-doctorales/2012/mirm/enfoque_cualitativo.html

Burke, A. (2011). Group Work: How to Use Groups Effectively. *Group Work*, *11*(2).

Chizmar, J. (2021). *Creating Effective Teaching and Learning Environments: First Results from TALIS*.

Ciesielska, M. (2018). *(PDF) Métodos de observación*. https://www.researchgate.net/publication/321806239_Observation_Methods

Costley, K. C. (2014). *The Positive Effects of Technology on Teaching and Student Learning*.

Frances, R., Coughlan, M., & Cronin, P. (2022). Interviewing in qualitative research. *International Journal of Therapy and Rehabilitation*, *16*, 309-314. https://doi.org/10.12968/ijtr.2009.16.6.42433

Garrote, A., Sermier Dessemontet, R., & Moser Opitz, E. (2017). Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of school-based interventions. *Educational Research Review*, *20*, 12-23. https://doi.org/10.1016/j.edurev.2016.11.001

Hilbert Martin. (2017). *Pedagogical Strategy*. 52.

Kawulich, B. (2019). *Puerta de la investigación*. https://www.researchgate.net/publication/257944783_Collecting_data_through_observation/link/5550ba0b08ae739bdb91fa02/download

Khasawneh, M. A. S. (2023). The use of video as media in distance learning for deaf students. *Contemporary Educational Technology*, *15*(2), ep418. https://doi.org/10.30935/cedtech/13012

Knight, B. A. (2018). Towards Inclusion of Students with Special Educational Needs in the Regular Classroom. *Support for Learning*, *14*(1), 3-7. https://doi.org/10.1111/1467-9604.00091

Kummar, hermant. (2016). *Puerta de la investigación*. https://www.researchgate.net/publication/353013224_Strategies_for_Teaching_Students_with_Visual_Impairment/link/60e3fcaa92851ca944ae4483/download

latimer, D. (2019). *Puerta de la investigación*. https://www.researchgate.net/publication/253314534_Working_with_students_with_special_educational_needs_in_Greece_Teachers'_stressors_and_coping_strategies/link/0deec5341ca6857189000000/download

Mathers, N., Fox, N., & Hunn, A. (2020). *Using Interviews in a Research Project* (pp. 113-134).

Mauricio. (s. f.). *SPECIAL EDUCATION NEEDS AND INCLUSIVE EDUCAT I O N IN MAU R I T I U S*. Recuperado 20 de marzo de 2023, de https://webcache.googleusercontent.com/search?q=cache:9OfFUIQkWQkJ:https://planipolis.iiep.unesco.org/sites/default/files/ressources/mauritius_incusive_education_policy.pdf&cd=14&hl=es-419&ct=clnk&gl=ec

National Institute of Special Needs. (2012). *CX3.1 Special Educational Needs (SEN) Definitions and methodology Key Findings.* https://webcache.googleusercontent.com/search?q=cache:ZAs_ccRbXpkJ:https://www.oecd.org/els/family/50325299.pdf&cd=1&hl=es-419&ct=clnk&gl=ec

Navarro, D., & Piñeiro, M. (2012). *DIDACTIC STRATEGIES FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN SEVENTH AND EIGHT GRADES IN SECONDARY SCHOOLS IN COSTA RICA.*

Niketan, B. (2017). *A STUDY ON TRAINING EFFECTIVENESS.* https://webcache.googleusercontent.com/search?q=cache:dRkBMY_tN4sJ:https://www.ijrti.org/papers/IJRTI1705037.pdf&cd=2&hl=es-419&ct=clnk&gl=ec

Padurean, A. N. (2014). *Teaching English Language to Children with Special Educational Needs.* *3*(4), 6.

Quinlan, M. (2017). *Interpretive Research* (pp. 1-2). https://doi.org/10.1002/9781118901731.iecrm0122

Shani, M. (2016). *Educating towards Inclusive Education: Assessing a Teacher-Training Program for Working with Pupils with Special Educational Needs and Disabilities (SEND) Enrolled in General Education Schools.*

Tobin, R. (s. f.). *Interactions and Practices to Enhance the Inclusion Experience.*

UNESCO. (2014). *Guia-de-estrategias-pedagogicas-para-atender-necesidades-educativas-especiales-en-el-aula.pdf.*

Wendling, H. (2017). *RUBRIC FOR ASSESSING SPECIAL EDUCATION IN CHARTER SCHOOLS.* https://webcache.googleusercontent.com/search?q=cache:O9GAiHvuUS0J:https://www.centerforlearnerequity.org/wp-content/uploads/RubricPartofLEA.pdf&cd=2&hl=es-419&ct=clnk&gl=ec

©Education Department. (2010). *Understanding and Help Students with Special Educational Needs A Guide to Teaching.* https://webcache.googleusercontent.com/search?q=cache:IXCLehgK224J:https://www.edb.gov.hk/attachment/en/about-edb/publications-stat/publication/sen_guide_e.pdf&cd=6&hl=es-419&ct=clnk&gl=ec

Abdullah, Mohd. Y., Bakar, N. R. A., & Mahbob, M. H. (2012). Student's Participation in Classroom:What Motivates them to Speak up? *Procedia - Social and Behavioral Sciences*, *51*, 516-522. https://doi.org/10.1016/j.sbspro.2012.08.199

Abrahamsson, S., Palmberg, H., & Elgmark, E. (2016). *Children with Intellectual Disabilities and Their Perceived Participation in Everyday Life Activities*.

Adewumi, T. M., Rembe, S., Shumba, J., & Akinyemi, A. (2017). Adaptation of the curriculum for the inclusion of learners with special education needs in selected primary schools in the Fort Beaufort District. *African Journal of Disability*, *6*. https://doi.org/10.4102/ajod.v6i0.377

Anwar, F. (2019). Activity-Based Teaching, Student Motivation and Academic Achievement. *Journal of Education and Educational Development*, *6*(1), 154-170. https://doi.org/10.22555/joeed.v6i1.1782

August. (2018). *ADHD*:* https://webcache.googleusercontent.com/search?q=cache:wyOoHvgxtTkJ:https://www.adhdfoundation.org.uk/wp-content/uploads/2022/03/Teaching-and-Managing-Students-with-ADHD.pdf&cd=7&hl=es-419&ct=clnk&gl=ec

Blasco, & Perez. (2007). *ENFOQUES CUANTITATIVO, CUALITATIVO Y MIXTO*. https://www.eumed.net/tesis-doctorales/2012/mirm/enfoque_cualitativo.html

Burke, A. (2011). Group Work: How to Use Groups Effectively. *Group Work*, *11*(2).

Chizmar, J. (2021). *Creating Effective Teaching and Learning Environments: First Results from TALIS*.

Ciesielska, M. (2018). *(PDF) Métodos de observación*. https://www.researchgate.net/publication/321806239_Observation_Methods

Costley, K. C. (2014). *The Positive Effects of Technology on Teaching and Student Learning*.

Frances, R., Coughlan, M., & Cronin, P. (2022). Interviewing in qualitative research. *International Journal of Therapy and Rehabilitation*, *16*, 309-314. https://doi.org/10.12968/ijtr.2009.16.6.42433

Garrote, A., Sermier Dessemontet, R., & Moser Opitz, E. (2017). Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of school-based interventions. *Educational Research Review*, *20*, 12-23. https://doi.org/10.1016/j.edurev.2016.11.001

Hilbert Martin. (2017). *Pedagogical Strategy*. 52.

Kawulich, B. (2019). *Puerta de la investigación*. https://www.researchgate.net/publication/257944783_Collecting_data_through_observation/link/5550ba0b08ae739bdb91fa02/download

Khasawneh, M. A. S. (2023). The use of video as media in distance learning for deaf students. *Contemporary Educational Technology*, *15*(2), ep418. https://doi.org/10.30935/cedtech/13012

Knight, B. A. (2018). Towards Inclusion of Students with Special Educational Needs in the Regular Classroom. *Support for Learning*, *14*(1), 3-7. https://doi.org/10.1111/1467-9604.00091

Kummar, hermant. (2016). *Puerta de la investigación*. https://www.researchgate.net/publication/353013224_Strategies_for_Teaching_ Students_with_Visual_Impairment/link/60e3fcaa92851ca944ae4483/download

latimer, D. (2019). *Puerta de la investigación*. https://www.researchgate.net/publication/253314534_Working_with_students_ with_special_educational_needs_in_Greece_Teachers'_stressors_and_coping_st rategies/link/0deec5341ca6857189000000/download

Mathers, N., Fox, N., & Hunn, A. (2020). *Using Interviews in a Research Project* (pp. 113-134).

Mauricio. (s. f.). *SPECIAL EDUCATION NEEDS AND INCLUSIVE EDUCAT I O N IN MAU R I T I U S*. Recuperado 20 de marzo de 2023, de https://webcache.googleusercontent.com/search?q=cache:9OfFUIQkWQkJ:https ://planipolis.iiep.unesco.org/sites/default/files/ressources/mauritius_incusive_ed ucation_policy.pdf&cd=14&hl=es-419&ct=clnk&gl=ec

National Institute of Special Needs. (2012). *CX3.1 Special Educational Needs (SEN) Definitions and methodology Key Findings*. https://webcache.googleusercontent.com/search?q=cache:ZAs_ccRbXpkJ:https:/ /www.oecd.org/els/family/50325299.pdf&cd=1&hl=es-419&ct=clnk&gl=ec

Navarro, D., & Piñeiro, M. (2012). *DIDACTIC STRATEGIES FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN SEVENTH AND EIGHT GRADES IN SECONDARY SCHOOLS IN COSTA RICA*.

Niketan, B. (2017). *A STUDY ON TRAINING EFFECTIVENESS*. https://webcache.googleusercontent.com/search?q=cache:dRkBMY_tN4sJ:https: //www.ijrti.org/papers/IJRTI1705037.pdf&cd=2&hl=es-419&ct=clnk&gl=ec

Padurean, A. N. (2014). *Teaching English Language to Children with Special Educational Needs*. *3*(4), 6.

Quinlan, M. (2017). *Interpretive Research* (pp. 1-2). https://doi.org/10.1002/9781118901731.iecrm0122

Shani, M. (2016). *Educating towards Inclusive Education: Assessing a Teacher-Training Program for Working with Pupils with Special Educational Needs and Disabilities (SEND) Enrolled in General Education Schools*.

Tobin, R. (s. f.). *Interactions and Practices to Enhance the Inclusion Experience*.

UNESCO. (2014). *Guia-de-estrategias-pedagogicas-para-atender-necesidades-educativas-especiales-en-el-aula.pdf*.

Wendling, H. (2017). *RUBRIC FOR ASSESSING SPECIAL EDUCATION IN CHARTER SCHOOLS*.

7 ANEXOS