

UNIVERSIDAD HISPANOAMERICANA

ENSEÑANZA DEL INGLÉS PARA I Y II CICLO

**TESIS PARA OPTAR POR EL GRADO DE
LICENCIATURA EN ENSEÑANZA DEL
INGLÉS PARA I Y II CICLO DE LA
EDUCACIÓN GENERAL BÁSICA**

**DIDACTIC APPROACH FOR ENGLISH
TEACHERS TO WORK WITH STUDENTS WITH
CENTRAL AUDITORY PROCESSING DISORDER
AND OTHER AUDITORY PROBLEMS IN I AND II
CYCLES IN ESCUELA SAN RAFAEL DE
CORONADO, 2018**

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Febrero, 2019

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DECLARACIÓN JURADA

DECLARACIÓN JURADA

Yo, Laura María Carmona Zamora, mayor de edad, portador de la cédula de identidad número 1-1007-0967 egresado de la carrera de Enseñanza del Inglés para I y II Ciclo de la Educación General Básica de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de Tesis para optar por el título de Licenciatura en Enseñanza del Inglés para I y II Ciclo de la Educación General Básica, juro solemnemente que mi trabajo de investigación titulado: DIDACTIC APPROACH FOR ENGLISH TEACHERS TO WORK WITH FOR STUDENTS WITH CENTRAL AUDITORY PROCESSING DISORDER AND ANOTHER AUDITORY PROBLEMS IN I AND II CYCLE, IN THE ESCUELA SAN RAFAEL DE CORONADO, 2018, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los veintiséis días del mes de Febrero del año dos mil diecinueve.



Firma del estudiante

Cédula: 1-1007-0967

TUTOR'S LETTER

CARTA DEL TUTOR

San José, 26 de febrero de 2019

**Departamento de Registro
Facultad de Educación
Enseñanza de Inglés
Universidad Hispanoamericana**

Estimado señor/señora encargada:

El estudiante Laura María Carmona Zamora, cédula de identidad número 1-1007-0967, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado DIDACTIC APPROACH FOR ENGLISH TEACHERS TO WORK WITH FOR STUDENTS WITH CENTRAL AUDITORY PROCESSING DISORDER AND ANOTHER AUDITORY PROBLEMS IN I AND II CYCLE, IN THE ESCUELA SAN RAFAEL DE CORONADO, 2018, el cual ha elaborado para optar por el grado académico de Licenciatura.

En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	18%
	TOTAL		98%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Nombre: Ana Carolina Ramírez Guerrero
Cédula identidad NO. 1-573-152

READER'S LETTER

CARTA DE LECTOR

Heredia, Lunes 22 de Abril de 2019

Universidad Hispanoamericana
Sede Heredia

La estudiante Laura María Carmona Zamora, cédula de identidad #1-1007-0087 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "DIDACTIC APPROACH FOR ENGLISH TEACHERS TO WORK WITH STUDENTS WITH CENTRAL AUDITORY PROCESSING DISORDER AND OTHER AUDITORY PROBLEMS IN I AND II CYCLES IN THE ESCUELA SAN RAFAEL DE CORONADO, 2018", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés para I y II Ciclo.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



Firma

Nombre: Isaac Mora Chavarría

Cédula: 1-0922-0154

PHILOLOGICAL LETTER

San José, 17 de mayo 2019

Universidad Hispanoamericana

Carrera Enseñanza del Inglés

Estimado Señor/a

La estudiante Laura Carmona Zamora, cedula de identidad numero 1-1007-0967, me ha presentado para efectos de corrección de estilo, el trabajo de investigación denominado:

Didactic Approach for English Teachers to Work with Students with Central Auditory Processing Disorder and other Auditory Problems in I and II Cycles in Escuela San Rafael de Coronado, 2018.

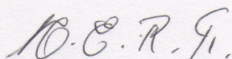
El cual ha elaborado para optar por el grado de Licenciatura en la Enseñanza del Inglés en I y II ciclo, Educación General Básica.

He revisado, de acuerdo con los lineamientos de la corrección de estilo señalados por la Universidad, los aspectos de estructura gramatical, acentuación, ortografía, puntuación, y los vicios de dicción, que se trasladan al escrito, y he verificado que se

han realizado todas las correcciones indicadas en el documento.

Por consiguiente, doy fe de que este trabajo se encuentra listo para ser presentado oficialmente a la Universidad.

Atentamente:



M.Ed. Marta Eugenia Rojas F.

Ced. 1-0330-0145

Came Colegio Licenciados y Profesores numero, 018279

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San José, 01 de Agosto, 2019

Señores
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Estimados señores:

La suscrita, Laura María Carmona Zamora, con número de identificación 1-1007-0967, autora del trabajo de graduación titulado **DIDACTIC APPROACH FOR ENGLISH TEACHERS TO WORK WITH STUDENTS WITH CENTRAL AUDITORY PROCESSING DISORDER AND OTHER AUDITORY PROBLEMS IN I AND II CYCLES IN ESCUELA SAN RAFAEL DE CORONADO, 2018**, presentado y aprobado en el año 2019 como requisito para optar por el título de **LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS EN I Y II CICLO**; SI autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

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Cordialmente,

Laura Carmona Zamora
Cédula identidad 1-1007-0967



DEDICATION

There are persons who have been with me all these years, they have given me the most important heritage that a person can give to another; the faith, the values, their love. They have taught me that perseverance and responsibility could take you far away. They are my parents, Luis and María, persons who always will be my strength and desire of being a good person, for them my effort is higher every day.

Also, I dedicate this job to my husband, Claudio, because he has been always by my side, telling me how the fruits which we pick up tomorrow, are just from the sacrifice and effort that we plant today, a person that drives me every day with love and dedication to finish what I started many years ago.

I want to dedicate this job to my classmates Floribeth, José Luis, Mau, Laura M., Cata, Natasha, MaryLu who were my classmates of thousand battles, from them I learned too much, they were my teachers every moment.

GRATITUDE

A special gratitude, firstly, to God, my Endless Father, who has been in each of my battles, and says to me “I do, what you cannot, trust”.

Thanks to all my teachers, who taught me that to be a teacher is not just a career to get money, it is a vocation, it is something which is born from the heart, thank you, Ana Beatriz, Lawrence, Aida, Jeannette, Giovanna, Zoilamerica, Tena and specially thanks to my tutor, Carolina, for guide me and be patient with me, she was a big support for me during this process.

Thanks to my husband, for his support, and love, to my parents for his lovely teaching of every day, for my brother and sisters, to understand my sacrifice, for my community which prays for me as true brothers and sisters.

CHAPTER I. RESEARCH PROBLEM

1.1 PROBLEM APPROACH

1.1.1 Background of the problem

The curricular and the access accommodations have been a long process which includes a series of changes, not only in the educational system of primary schools, high schools and universities, but also in the population in general. It means, parents, neighbors, public services, and all the persons who can have contact with people with special needs.

One of the areas with the most changes has been the education sector, because since the children start the school, they begin to be prepared and formed to a society with challenges. In some cases, the change has been abrupt, because some teachers have not received educational support from the government or from universities.

The implementation of the curricular and access accommodations has been a developed work for more than twenty years. However, there is a lot of work to do. It has been a process of some successes, and also failures; many teachers have felt frustrated and have thought that their work was not effective. For that reason, it is important that the future teachers feel the curricular and access accommodations as part of their daily work and their desire to progress and to innovate. They should also include this population without fear.

Many teachers have talked about curricular accommodation the last years, with the purpose of improving day by day and also learning a new method to be more efficient teachers with these children. Although, there are many kinds of curricular and

access accommodations, this job is focused on students with Central Auditory Processing Disorder or any kind of hearing problem even without diagnosing.

In a recent research about this kind of disorders and problems Fletcher (2017) affirmed;

Auditory processing disorder (APD) occurs in an estimated 5-10% of the population, yet many educators are unaware it even exists, let alone have confidence in how to support students in their classroom with this disorder. With a shortage of professional resources and training for teachers about APD, many educators struggle to understand the disorder and know what strategies and interventions to implement to help students with APD. (p.2)

And not only this disorder presents ignorance, the great problem faced by teachers today is the lack of knowledge in all kind of special needs that some students have. The problem is, that their lack of knowledge sometimes makes teachers feel frustrated and the teaching process inefficient. In some cases, also, although the teacher is aware of the special need, and he or she has all the information about it, until the teacher is in front of the student, he or she realizes that most of the information they have, cannot be put into practice because all the students and situations are different and only meeting deeply the student can give the appropriate strategies to help him or improve the process.

A student with a special need, requires more attention than the other students, and in this case of hearing problems, the curricular accommodation would require just an access accommodation. As Loaiza (2014) explains "Access Adaptations...are

modifications or when a professional gives the materials and special accessories in order to facilitate the learning process” (p.44). Some of these adaptations include the student’s location inside the classroom, give the student more time and opportunities to hear the repetition, the correct equipment, etc.

According to Patrusky (2013) the students with CAPD should have a good intervention. It is important to improve the classroom environment in listening activities to get better results. Although that research “did not specifically mention intervention in relation to CAPD and its implications” (p.4). She also concluded “that a multi-disciplinary effort is needed to provide clinical decision and effective intervention for the CAPD population” (p.4). The previous statement is difficult to fulfill without the parent’s support. They are responsible for the health and progress of their children. They also require the correct information about how their child works. The teacher or special education teacher has to talk with tact, their support is just an extra help. The students already look at their own way to learn with this difficulty without any assistance. These students sometimes look their own way to survive in the class.

The colleague Rosa Céspedes (2016) made an investigation about a topic very similar to CAPD, she researched about the speech and articulation problems. Those problems are a consequence of the CAPD. In her study, she confirmed all the below observations, but also explained that although the years of experience of a teacher, sometimes the circumstances make difficult to work with interesting strategies for that population. She also explained that the difficulty that those students present is not noticeable at the first moment. She explained that this process takes a series of observations and evaluations to be taken into account as a special need in a student

(Céspedes, 2016). Also, she considers, that there are more difficult special needs in the classroom which require more attention at the moment of teaching than students with CAPD, for a teacher with thirty students, sometimes she has to make an election for the student who requires more assistance (Céspedes, 2016).

Medical and Educational implications around CAPD

The information around this topic has medical and also educational issues; the Central Auditory Processing Disorder is a disorder that affects the 5% of the population in classrooms, and people, in general, know very little about it. As it is expressed in the research published in March, 2016 by Beck, D., Clarke, J., and Moore, D.

“The definition, etiology, signs, symptoms, treatment, and outcomes of auditory processing (AP) and Auditory Processing Disorders (APDs) have been reasoned and debated for more than 80 years. Despite a well-attended history, there is little agreement on the definition, diagnosis or treatment of APDs in 2016. Indeed, despite almost a century of analysis and more than 1.3 million citations on Google (January 2016), APDs remain universally ill-defined and poorly understood”

People in general, maybe have not read much about it because they do not see this disorder like a problem that affects the children’s learning, but it really affects their learning, but not in the same way that other disorders.

As the medical and the educational field are connected in relation to the growth and development of the children, these two fields together can be a good guide for teachers who help students to face society and its barriers.

Medical information about the issue:

There is a clinic or scientific explanation about this disorder, although the specific cause is not defined already, there are hypothesis and studies which state this topic. Tomling & Range (2016) states CAPD as

“Neurodevelopmental delay has been proposed as the underlying cause of the majority of cases of auditory processing disorder (APD). The current study employs the cortical auditory evoked potential (CAEP) to assess if maturational differences of the central auditory nervous system (CANS) can be identified between children who do and do not meet the diagnostic criterion for APD.”

The majority of investigations around this topic have been scientific, scientists have worked with several tests with children with CAPD and children with normal hearing, students have been exposed to different hearing levels to establish the capacity of the brain to different sound levels. In certain articles, they refer to the P1 N1 P2 Complex, which is auditory cortex evoked potentials. The “cortical auditory evoked potentials have the potential to be a tool for the assessment of auditory functions, providing information on the functionality and integrity of central auditory structures.” (Cañete, 2014)

According to the tests, Tomling & Range (2016) explained that the P1-N1 complex of the Cortical Auditory Evoked Potentials (CAEP) has previously been used

for tracking the development of the central auditory nervous system (CANS) in children with hearing impairment. On the other hand, some children among ages of 7 to 12 years old who failed an auditory processing disorder behavioral test battery were age-matched (within 3 months) to children who had passed the same battery. According to the density of the test, the responses of the Cortical Auditory Evoked Potentials (CAEP) to 500-Hz tone burst stimuli were recorded and analyzed for latency and amplitude measures.

Educational information about the issue:

The Central Auditory Processing Disorder is present for the entire life in people who have it. So, all the children learn to deal with it especially in childhood where they are learning more. They start to create strategies for getting all the information efficiently or not, because some of them present latency in their performance.

People with CAPD also have memory problems and linguistic difficulties. The Special Educations News (2018) explains what a child with CAPD lives:

“Children with this disorder also have Auditory Memory problems and are more visual learners. Visual aids in the classroom can help the child learn or know what steps to do next in class. Poor organizational skills are not uncommon with Auditory Processing Disorder in Children. These children may need a buddy or help from an aide in the classroom when organizing schoolwork to bring home in their backpacks. Children who have this disorder may also suffer from Auditory Attention Problems, especially if there is a lot of background noise in the home or classroom.”

A student with CAPD is always going to look for ways to understand what the teacher is explaining or the other classmates are saying because the time of processing the information in their brains is slower than on the others. Also, they used to confuse the words and letters in a sentence, which makes them understand a different message that the teacher or classmates are saying. For that reason, this problem can produce in the students; frustration, loss of interest, and incomprehensible sense, and teachers can think that the student with CAPD is not paying attention or is calling the attention.

In some countries this disorder has great support from the educational system or the government, one example is as states (Chermak, Musiek and Weihing), (2017)

“Children with CAPD are entitled to receive services in schools under the category of “other health impaired” (OHI), and that audiologists are the professionals qualified to diagnose CAPD, the legitimacy of CAPD diagnosis for children is extremely well -supported and established for a population who has long been underserved in our schools, as well as for adults seeking help for CAPD.”

A country with the necessary tools to work with all the needs of an educational system will bring more prepared persons to society. These students do not have a special need like other more severe, although, they require some help, support and comprehension from their teachers, classmates and parents. When their parents realize of this need, sometimes, they demand a significant accommodation, but this kind of disorder is an insignificant one.

The department of Individuals with Disabilities Education Act (IDEA), the U.S. Department of Education and the U.S. Department of Justice, constitute that an

auditory processing disorder is an “other health impairment” so children have rights to be treated under the children’s eligibility in public school system due to their condition. However, some states of the United States disagree with this regulation, as McCarty, J., (2014) explained in the following text;

“Some states contend that because CAPD is not one of the disability categories outlined in IDEA, a student diagnosed solely with CAPD is not eligible for special education services. This court decision may help children with the disorder access needed services through an individualized education program. Some states and jurisdictions, however, successfully review IDEA eligibility for CAPD under “speech or language impairment” or “specific learning disability.”

Any disorder has its high and low range, but the teacher or people involved have to know if the children could be suffering other disorder linked to auditory ability, for that reason the studies for a diagnostic have to be done and analyzed for an expert in the field.

The knowledge that English teachers handle about Central Auditory Processing disorder is a lack, but not just in Costa Rica. CAPD is a topic that is unknown by many teachers around the world. As Fletcher, D. (2017) mentioned in her thesis of “Based on a study by Ryan and Logue-Kennedy (2013) exploring the awareness and knowledge of APD among mainstream primary teachers in the Republic of Ireland”, they found the majority of participants had “very poor” awareness regarding APD.

Fletcher, D. (2017) explained also in her thesis about the importance to know about it.

Teachers’ knowledge and awareness of auditory processing and disorders affiliated with it should be just as important as a medical professionals’,

although this knowledge does not need to be nearly as extensive. The teacher is a vital component in supporting a child with APD to be successful. They would be able to notice gaps in a child's language acquisition, communication abilities, reading comprehension levels, phonemic awareness, etc. Once they recognize these deficits, and accurate diagnosis of APD is made, teachers can provide interventions to help the child be successful in their learning and everyday coping skills. (p.9)

Central Auditory Processing Disorder in Costa Rica

The information around this topic in Costa Rica is very poor, there are not specialists who contributed with this specific disorder neither education nor therapy, there are clinics and health centers that can analyze the level of the audition in a child, but those specialists have not contributed for the education of those kids.

The information from the Ministerio de Educación Pública (MEP), is very general. They give recommendations and guidelines to follow in the curricular accommodations, but they do not focus on specify this auditory disorder.

The final report of the Estado de la Educación (2012) detailed the curricular accommodations and the inclusiveness in the Costa Rican classroom for students with special needs. The MEP offers specialists in special education in all the areas. The specialist who could study the students with auditory problems without diagnosing could be the Language Therapist, because some of the students have bad articulation because they hear something different to the real world.

1.1.2 Problematization

The problem which faces students with Central Auditory Processing Disorder or any other auditory problem without diagnosing and their teachers is complex, sometimes because of lack of information, support or disinterest.

One of the problems that students face is the lack of comprehension from the teachers, parents, and classmates producing low self-esteem, frustration and rejection to the studies, schools, etc. Another problem is the poor education students receive from the educational system because their education will be deficient for receiving only a percentage of the information given. The students do not have a reward for their effort, it means, do not receive motivation to go ahead.

On the other side, regular teachers are not trained for this kind of students, they have to research about it independently of their regular work so the approach for this kind of disorder could be handled in a wrong way.

Also, the institutions or the educational system do not give to the students extra educational support such as language therapy, support classes, tools for a better developing during the time in class.

1.1.3 Justification

One special reason to do this research is to facilitate information to the teachers who do not know really about the Central Auditory Processing Disorder (CAPD) or any auditory problem without diagnosing, and do not know the way to teach or to approach the learning in students with this disorder, also because they sometimes do not use the appropriate methodology. A teacher can make a big difference in a student who has CAPD, because the teacher builds the tools for the learning of each student; sometimes, teachers have the correct activities and materials, but the way to work with them is incorrect because this kind of students are affected by the sounds and environment during their learning.

The intention of this study is to investigate all the characteristics, weaknesses and strength areas of this disorder and its development in the students, it helps teachers understand better the disorder and to develop better strategies, methods and activities that help the learning process in the students.

Other reason is to find the way to recognize this population of students with CAPD, among the students in the classroom. These students are not ease to recognize because they are like the other classmates the only difference is that for them it is more difficult to understand what the audio, teacher or classmates are saying, they have to do an extra effort to hear correctly. The idea is to apply techniques that help the teacher to identify these students.

1.2 PROBLEM FORMULATION

Which teaching strategies can a teacher work in class, despite the problems or difficulties presented during a class, to improve the learning process of the acquisition of a second language as English in students who have Central Auditory Processing Problem or any other auditory problem without a diagnosis?

1.3 OBJECTIVES

1.3.1 General Objective

Estimating didactic choices for English Language teachers which can be developed, during the lesson, to students of II Cycle who present the Central Auditory Processing Disorder or any auditory problem without diagnosis.

1.3.2 Specific Objectives

- 1. Identify teaching strategies in the acquisition of English as a second language in students with auditory problems.**
- 2. Describe the factors or elements which determine the teaching process of students with Central Auditory Processing Disorder or any auditory problem in students of II Cycle in the teaching of English.**
- 3. Analyze the proposals of accommodation which the public educational system offers for the approach with students who present the Central Auditory Processing Disorder or any auditory disorder in the acquisition of a second language.**

1.3 SCOPE AND LIMITATIONS

1.4.1 Scope

The research includes all the students of Fourth Level of Escuela San Rafael de Coronado during the last term of the year 2018. This research benefits all the students, especially those who present Central Auditory Processing Disorder or any auditory problem which is not diagnosed by a specialist. Also, it would benefit English teachers of I and II Cycle of all the public schools of Costa Rica. If the teachers investigate any difficulty they have with a student or the teaching process, the student's learning would be effective, but many are limited to applying what they already know. This is the beautiful purpose of education, that teachers must be updated every day, because every year new challenges, new cases and new groups arise, and they force teachers to be updated whenever is possible.

One of the findings during the study that was not taken into account in the objectives is the way in which the students with CAPD or auditory problems learn by their own with the presented difficulty. This topic is contemplated in the theoretical framework but it is not in the objectives. The way in which the students learn, also determines some interesting strategies for the teacher, the student's opinion is very important in these cases, because they can explain what works for them and what methods are useless in the process.

1.4.2 Limitations

One limitation in the process is the difficulty of diagnosing the auditory processing disorders in I and II Cycle students, if it had been possible to investigate specific cases of CAPD, the teaching strategies can be more tangible. Finding students with this difficulty involves a more specialized process and the collaboration of specialists in the area, and this study is focused on teaching strategies.

Other limitation is the formulation of the questions in the instruments, because the ways to find students with auditory problems require a more specific test, the questions made in the instruments are more general, and the answers can show students with other disorders and not necessarily auditory ones. The CAPD is joined with attentional deficit cases because the students get bored in the class because they do not understand what the teacher is saying and look for other things to do, for that reason the collection of information can be confused in some instruments. It is important to mention that the listening activities require that the students pay more attention than normal without exception, but if the students are not interested in paying attention, the teacher can be confused about the real reason they do not get the information.

Another limitation is the time out that teachers have because of the strike of teachers against the Fiscal Plan from September to December, the months of the research, that reduced the possibility of interviewing groups of I Cycle.

CHAPTER II. THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

2.1.1. Background of the organization or community

Organization

This research was developed in the Escuela de San Rafael of Coronado, a public educational center, supervised by the Ministerio de Educación Pública. It is located in the county of Vásquez de Coronado, in the district of San Rafael, 200 meters from the Catholic church of San Rafael, it is on the main road. It is a semi-rural school, the population that attend to the school are from several places, some students live in milk farms, most of their parents work in those farms, others work in stores and commercial business of the same area, others have professional parents and also attend some teacher's children.

About the Escuela San Rafael of Coronado, the field on which the school was built measures 5,929.55 m² with a total of 3 848.73 m² built actually. The original building was built in 1906 with four classrooms and 50 students. The actual building of the school was built in 1936-1937. Then, there were renovations during the school year in the years of 2010, 2011, 2012, 2017 and 2018 where new classrooms for special educations teacher and complementary teacher were remodeled. The Escuela de San Rafael is a Direction 4, it takes part of the Circuito 6 of the Dirección Regional San José Norte. The school has 665 students, distributed in the following levels, Maternal, Interactive I, Transition, and I and II Cycle. They work in an alternate schedule from 7 a.m. to 5:40 p.m. The students are from San Rafael, Patio

de Agua, San Pedro of Coronado, center of Coronado, Guadalupe and Dulce Nombre; some parents prefer this school for the supporting and quality services of the teachers. (Escuela San Rafael, 2013)

In the administrative area, the school is integrated by a General Principal, and Principal' assistant, a secretary, a librarian, four teachers relocated for some special condition, five janitors, four cooks and one security guard. In the teaching area the school has twenty-three regular teachers, three English teachers, five special education teachers (mental retardation, language disorder, learning problems and emotional problems), two teachers for the computer lab, a music teacher, a religion teacher, and a physical education teacher. The annual evaluation for each teacher and worker of the institution is strictly governed by the parameters indicated in the "Reglamento de Evaluación de los Aprendizajes" of the MEP. The teachers are organized by several commitments, the two more important are Evaluation and Supporting.

According to the infrastructure, the school has fourteen classrooms, one dining room, one Computer Lab, one Assembly Hall, a teachers' room, a Main Office, one restroom for girls, other for boys, one for teachers, and other for the principal. Also, there are four classrooms for the individual attention of students with special needs. Other classroom for the Complementary Subjects (English, Physical Education, Religion, and Music), and a dentist's office. Finally, the school has a multipurpose gym, a soccer field and two areas of playground for pre-school.

The Escuela de San Rafael of Coronado receives funds from the Ministerio de Educación Pública, Junta de Educación and the Patronato Escolar. They constantly,

are organizing food sales for building and classroom maintenance. Also, the school has the support from the Municipalidad de Coronado for garbage collection, recycling, and pipe or streets cleaning.

The didactic material that the school offers to the students is; white boards in each classroom, television and overhead projector in the Library, speakers, device for CDs, when some teacher needs it and the next project would be a television for each classroom, the Main Principal has programmed it for the year 2019.

School Objective

The San Rafael de Coronado School is an educational center projected to change and also to the innovation, strengthening the creative, pedagogical capacity thus achieving a significant learning applicable to the social life of our students. (L.Carmona, Free Translation)

Mission

Educate girls and boys who love their country, who apply their creativity, their values and reflect a comprehensive and inclusive education, with which they are able to assert their rights and fulfill their duties to improve their quality of life in society where they are immersed. (L.Carmona. Free translation)

Vision

In accordance with the National Educational Policies and the purposes of Costa Rican Education, our institution aims to respond to social changes, to form independent, productive, aware and competitive citizens, respectful of values and peaceful coexistence. (L.Carmona. Free translation)

Community

San Rafael is located in the province of San José, the canton of Vásquez de Coronado, its boundaries are with San Isidor (West), Cascajal (Northwest), Dulce Nombre de Jesús (Northeast), and the canton of Goicoechea (South). The district of Rafael was founded in 1910, according to decree No. 17 of the Congreso Constitucional de la República de Costa Rica. Among the historical facts, it is important to mention that in the region there were several native populations which were part of the cacique Toyopán, of the Reino Huetar Occidental. This region was conquered by Juan Vásquez de Coronado, when the cacique Yoruti was the owner of Toyopán. Now, San Rafael has approximately 8.500 inhabitants, its altitude is 1.510 meters over the sea level. (Municipalidad Coronado, 2013)

The main activities in the area are business, agriculture, cow breeding, milk production, and some restaurants. One of the main attractions of Coronado is its beautiful church with its modern architecture, it was built with the effort of the community, people from all the country visit this church. Other attraction is the beautiful mountains around Coronado, the inhabitants offer restaurant and some activities to do there.

The families of San Rafael have low schooling, there is a big percentage that attended to High School, but didn't finish it. The university level is low. The students who attend to the school have low economical resources; they have economical limitations. Most of their mothers are dedicated to their families, they do not receive a salary, it is another reason of the low economic income. But in the community, there

are big differences of families, there are some with a lot of money and others with low incomes.

The community has a sport commitment, a Parque Recreativo with an area of games for all the families. Also, it has a Community Building where people of the community can take courses, especially the housewives. (Municipalidad Coronado, 2013)

2.2 CONCEPTUAL THEORETICAL FRAMEWORK

2.2.1 English teaching as a second language

Through the years the importance for acquisition of a second language has increased greatly, especially English language, because it is a language spoken all around the world. Also, the market's needs around this language are higher year by year, the factories, trade business, technology and communication require daily people who speak English to be successful in their purpose and process. For that reason, the education area reinforces yearly their plans and programs for the requirements and demands of the society. As it is explained in the Bloombury International (2013):

Learning a second language helps you to communicate across cultures and to conduct business in lands you may never have previously considered viable markets. It also helps you to address customers in the language that they understand best and in which they are most comfortable communicating. Additionally, the importance of learning a second language is emphasized every day when we see the diversity of the earth's cultures and the amazing array of people that make up our global community. (p.2)

English teaching opens work options; at this time to study English is not a plus, it is a requirement to have a good job and to survive in a global society.

English teaching also helps students to understand different cultures and how the world works, it expands their minds and their limits, for that reason, the teacher should let a student to have the opportunity to understand other cultures or

communicate with people from another country, if a teacher does not do that, it could be a mistake in the future.

Students have many opportunities to be in contact with a second language, specifically English, if they want. They can have contact with English language through a television program or a film with native audio. Also, with music in English, native speakers, teachers who speak English all the time, even with play station games. Nowadays there are many possibilities to learn English.

On the other hand, the teachers play a prior role in this procedure, they have to be conscious that their students be good in the way the teacher is excellent, for that reason he has to research about the last tendencies in education to fulfill the demands of the society. A teacher can do the difference for a student, and if this student has a difficulty for learning English, the reward and goal is greater, but the teacher and the student have to do an extra-effort to achieve this.

2.2.2 Educational Paradigms

The paradigms come to explain the way in which the educational system works at this moment, according to the tendencies and demands of the present.

Technology and society play an important detail in this topic that is because those two points are in constant change, the Systemic Paradigm, Complexity and Transdisciplinary is leading the students, teacher and the society, in general, to change the way of thinking, to reason, to create knowledge. This paradigm reaches

from the logical structures of the minds to the way to conceptualize the reality. Mr. Martinez (2011) explains in his article about the Systemic Paradigm

...this problem challenges our way of understanding, challenges our logic, demands an alert, asks for greater intellectual sensitivity, demands a constant critical attitude, and all this under the threat of leaving our knowledge considered as the safest for being “scientists” without direction and without meaning. (p. 7) (L.Carmona. Free Translation)

This paradigm gives teachers the guidelines to create new methodologies to progress in the learning of each student especially to those who require more attention and effort. However, the low effort of the human being, the low potentiality of the human mind, avoid the exploration of new practices and discovers.

This paradigm comes to change the way of the fundamental thinking, because some people and students are guided to follow rules, they are not prepared to create them, also this paradigm comes to change the way to perceive things and concepts and the way of appreciate everything around us, that is a systemic paradigm. (Martinez, 2011)

With this paradigm all the students are called to make an effort to creating knowledge from the tools and activities that the teacher creates from a reasonable thinking with sense. Human beings are exposed to a series of factors that motivate them to know themselves and, in this way, to build and create knowledge.

The epistemological gives sense, projection to a concept to produce knowledge, because to know is to learn. To learn something of a fact is to learn its function,

relation and structure, and all this is immersed in the paradigm. (Martinez, 2011). According to the previous information, in a systemic paradigm, teachers have to research, to create new ideas and projects for their students. These materials guide their students to discover new ways to do the tasks and how to achieve the goal. They deserve that a teacher be able to guide them without dependency to do something. They have to be able to create and be guided through this society to get knowledge and not only a requirement.

Sometimes teachers stay in the way they learned when they were in school or university, or they think the students learn as they learned so many years ago, but that is not true. It is difficult to change something you grow up with, but it is necessary. The teacher has to change when a new generation of students need it. For that reason, the following quote is important to take into consideration; "the mature judgment of our age does not want to continue contenting itself with an apparent knowledge and demands of reason the most difficult of its tasks, namely: that it again undertakes its own knowledge (p.121)" (Kant, 1787, quote by Martínez, M.) (L.Carmona. Free translation).

Referring to the previous quote, sometimes teachers feel their development in their jobs is the best, and they feel very happy about that but the students are bored and they are not activating the learning zone.

2.2.3 Theories for the acquisition of a second language

The theories for the acquisition of a second language come to explain the way in which people learn a second language, some of them depend on the age or the exposition to the language.

The most common theories are; the Behaviorism, the Universal Grammar, the Cognitivism and finally the Sociocultural Theory.

2.2.3.1. The Behaviorism

This theory was created in 1940's and 1970's, it was developed especially in North America. It is based in the imitation, practice, reinforcement and habit formation. (Aravena et al. 2015).

For the characterization of this theory, Aravena says “the repetition of patterns takes a fundamental role in the acquisition of structures”. For that reason, one of the main characteristics for this theory is the learning for repetition through similar activities, that is what many teachers especially in public schools in Costa Rica do through the years. Ministerio de Educación Pública (MEP) achieves the objectives especially with the repetition of contents, adding every year new vocabulary and structures.

This theory helps the students with auditory problems because they feel comfortable and relax with familiar topics, they can process the new information easier.

2.2.3.2. Universal Grammar

Noam Chomsky proposed this theory in 1980, it basically explains that the human being has a series of mental structures which are innate to the linguistic, in other words “Universal Grammar permits all children to acquire the language of their environment during a critical period of their development” (Lightbown & Spada, 2006, p. 35 cited by Aravena et al. 2015). One of the main acquisitions for this theory is the mother language, because children learn during the critical period the language without rules, principles or properties of the language.

However, this theory is not functional at all, especially to those children or persons who have already passed the critical period. There are students who have not been exposed to a second language completely, and the only way they can learn in most of the cases is through rules, principles, procedures and methodologies.

The Universal Grammar theory, works in students with auditory problems only if their parents have practiced English in specific moment of their life; the perception of a second language after the critical period would produce frustration.

2.2.3.3. Cognitivism

This theory explains that English learning is just like any other subject, such as math, art, music, Spanish, etc. The student will create associations in the process of learning given by the teacher or the environment, but the student won't be able to learn alone without exposition.

There are several theories around the Cognitivism, but all of them around the mental structures for learning. They could be, thought the memory, and about this there are different kinds of memory structures according to the Adaptive Control of Thought theory, as explain Aravena et al. (2015)

...the Adaptive Control of Thought (ACT) theory, declares that there are three intertwined memory processes: *declarative*, which works by associations, linking propositions, images and sequences; *procedural or long-term*, which corresponds to the knowledge used during the performance of a procedure; and *working memory*, which is in charge of the activation of the long-term memory. (p.43)

This theory continues up today in the classrooms, for good or bad, the memory plays an important role in the learning process, but it cannot be productive at all, because if students apply the memory only for passing a test or make an activity, it cannot become a meaningful learning.

For students with auditory problems, this theory can be applied because most of the association of learning is through the memory, visual aids and processing of the information.

2.2.3.4. Sociocultural Theory

In the sociocultural theory the development of the language is based on the social interaction. The theory was investigated by Lev S. Vygotsky who studied the social behavior and the relationships. He researched that for human beings to learn a new

language it is necessary to interact and a social mediation between the receptor and the transmitter (Cook, 2008b, cited by Aravena et al. 2015)

As mentioned Aravena et al. (2015) “sociocultural theorists assume that the cognitive processes begin as an external socially mediated activity, and then they are eventually acquired”, if students are exposed to this kind of activities even in the mother language, they increase their vocabulary, fluency and social relations.

For students with auditory problems, the situation changes a little because any kind of auditory disorder can retract the development of children, with this theory the attention to the student has to be progressive and individualized to have better results and motivate the student to find out more abilities to confront the disabilities that the disorder can produce.

The following table gives a brief explanation of the theories with the main authors, methods and approaches that teachers can use in classrooms.

Table 1
Theories of Second Language Acquisition.

Theory	Year	Models-Hypothesis	Methods and Approaches	Authors
Behaviorism	1940-1970	<ul style="list-style-type: none"> • Contrastive Analysis Hypothesis 	<ul style="list-style-type: none"> • Audio-Lingual Method • Total Physical Response 	<ul style="list-style-type: none"> • Skinner
Universal Grammar	1980	<ul style="list-style-type: none"> • Direct Access Model • Indirect Access Model • Monitor Model 	<ul style="list-style-type: none"> • Communicative Approach • The Natural Approach 	<ul style="list-style-type: none"> • Krashen
Cognitivism	1990 onwards	<ul style="list-style-type: none"> • Information-Processing Model • Connectionism Model • Competition Model 	<ul style="list-style-type: none"> • The Silent Way • Suggestopedia 	<ul style="list-style-type: none"> • Mc Laughlin • Rumelhart and McClelland • Mac Whinney
Social Cultural	1985 onwards	<ul style="list-style-type: none"> • Acculturation • Socio Educational 	<ul style="list-style-type: none"> • Task-Based Language Teaching • Whole Language Approach • Content-Based Instruction • Competency-Based Instruction • Community Language Learning (CLL) or Counseling-Learning Method 	<ul style="list-style-type: none"> • Vygotsky • Landtolf

Source: E.Silvino et al, Universidad de Chile, Facultad de Filosofía y Humanidades (2015)

2.2.4. Teaching Method: Constructivism

It is important to refer to the constructivist theory in this research because this theory not only contributes to the student's knowledge but also to the teacher's development. When a teacher chooses a theory to be applied in the classroom it is because that is the way the teacher sees the learning process, for that reason, it is very difficult to change the way in which many teachers work.

Some teachers think that the constructivist theory is the one in which the students construct their own knowledge, in their own way and time. Some people think also that in the constructivist theory the teacher is only a facilitator and the person who provides the material and the activities, but it is not totally true.

According to Ortiz (2015), the constructivist theory;

...is an interaction between the teacher and the students, a dialectical exchange between the knowledge of the teacher and of the student, in such a way that can be reached to a productive synthesis for both and, consequently, the review of the contents to achieve meaningful learning. (p.3) (L.Carmona. Free translation)

For that reason, in this theory the teaching and the learning walk together to a specific objective. The teacher learns what and how the students learn and students have the mediation strategies to work with, in a clear and concrete way.

The students cannot learn by their own, they require to be exposed to the environment and to the reality of the things around them to look for a sense of being. They work, organize and construct their knowledge with those things around them, but everybody does that in a different way. Some students need more guide than others, for some of them, it is easier the perception of the things and persons around them. Everybody constructs their knowledge but everybody constructs it in a different way, this happens because of the different physical, intellectual, emotional and economic capacities that each individual possesses. Other important aspect to take into consideration is the way in which this knowledge is constructed by the person, it depends on the teacher, and the capacity of the student. For that reason, the

learning is a process. As explains Ortíz (2015) "...learning is not a fact, it is a series of concatenated steps that lead to the integration and organization of certain contents, setting up a professional identity." (p.6) (L.Carmona. Free translation), a teacher cannot introduce all the contents at once, the teacher can do a previous analysis of the cognitive situation of the student, and how the student gets the new information.

Three contributions of three big researchers and gentlemen of the education are: The first one, Jean Piaget, in his constructivist model explains this process as assimilation and accommodation. Piaget explains that when a person acquires new information, the student would be in the stage of assimilation. The stage of accommodation comes until this information getting in the stage of assimilation breaks with new information. David Ausubel, the second one, has his theory of meaningful learning, and Ortiz (2015) explains it in this way "the subject relates the new ideas that he receives with those the student previously had, from that combination a unique and personal significance emerges." (p.8) (L.Carmona. Free Translation). And finally, Lev Vigotsky, with his theory of social learning, very similar to what was explained at the beginning of this section, the persons cannot learn alone. They require the interaction with the medium to learn.

Student with CAPD or any other auditory problem construct their knowledge more independently than the rest of the class. This kind of students look for their own strategies to be in the level of the rest of the students. If they are really interested in the subject, they look for the way to get the information, and they do it through these theories of these great men.

Also, the previous information explains to all the teachers how they can work in their classroom and especially with students who require an additional support and how the students can learn. If a teacher applies the constructivist theory, as Ortiz (2015) explains, “will promote the active participation of students, will enter into dialogue with them, to achieve an environment of collaboration, in which it is possible, to reach the construction of knowledge.” (p.9) (L.Carmona. Free Translation). Based on the previous information, the teacher can propose strategies to design effective methodologies for their students

2.2.5 Central Auditory Processing Disorder in students

The Central Auditory Processing Disorder (CAPD) is a disorder that affects the process of the information that the person heard, this person changes some words or sounds because his brain processes something different.

2.2.4.1. Definition of Central Auditory Processing Disorder

The Central Auditory Processing Disorder (CAPD) is a disorder that can affect the 5% of school-aged children, it can affect the learning capacity but they can learn everything like any other student. To accomplish this objective, the student with CAPD has to work harder than the rest of students, but the student can achieve it.

As the psychiatrist Dr. Michael Cheng (2009) defines; “(C)APD is a condition where someone has normal hearing, but the brain is unable to properly process the information it has heard, and thus the person ends up having trouble understanding what is heard.” (p.2). People who are affected with this disorder are called “poor

listeners”, and that is because they cannot remember long statements because their brain cannot process all the information at one time.

This problem sometimes can be the tip of the iceberg, the students with this disorder sometimes develop other problems linked to CAPD, or present other disorders related to this. In his definition about CAPD DeBonis (2015) defines it as:

...difficulties in the perceptual processing of auditory information in the central nervous system as demonstrated by poor performance in one or more of the following areas: auditory discrimination, auditory pattern recognition, temporal aspects of audition, auditory performance in competing acoustic signals, and auditory performance with degraded acoustic signals. (p.125)

This information leads us to the fact that there are many auditory problems linked to CAPD that have not been diagnosed either because the parents do not know them, or because they are not perceptible to the behavior of a student. Other problems linked to CAPD are, dyslexia, speech disorders, Attention-Deficit (AD), Hyperactivity Disorder (HD), and finally, problems in communication, learning, and social skills. This kind of disorder starts affecting all these other skills indirectly, if the student does not receive the correct approach those problems could affect the student in a deeper way.

2.2.5.2. Causes of CAPD

The causes of this disorder are not established yet, but the scientists have investigated that it is a disorder which comes from the brain, some of them are

inherited or acquired by problems in the birth or ear infections when they were too young. (Chen, M., 2009, p.2)

2.2.5.3. Symptoms of CAPD

People who suffer this disorder can present some symptoms, for example; misunderstanding or do not follow more than two instructions, ask for information to be repeated, analyze more the answer they say, ask repetition when a person speaks low or confused, although they pay a lot of attention they cannot understand some statements, memory problems when it is a lot of information, may have speech or language “delays”, or poor receptive and expressive language skills, troubles learning, especially in large noisy classrooms and homes, and difficulty repeating words and numbers in sequence, if these symptoms are frequent, the person suffers Auditory Processing Disorder (Chen, M., 2009, p.3)

Among the emotional symptoms the person feels insecure, low self-esteem, become defensive or argumentative for no apparent reason, anxiety due to auditory overload that can cause Attention Deficit Disorder, they can jump from one topic to another when talking. (Chen, M., 2009, p.3)

When a parent or a person thinks that it can be possible an auditory problem, the first thing to do is to visit the professional in this area, an audiologist, to diagnose a specific problem, or not. Because in some cases the person believes they have an auditory processing disorder and it can be an auditory disability.

2.2.5.4. Learning Difficulties

During the learning process the students who have CAPD suffer a series of difficulties which they try to solve by themselves. They have difficulty to keep all the information that teacher gives in an explanation or instruction, and also give delayed response to verbal requests or instructions. They have difficulties in the phonics and speech sound discrimination, following and understanding instructions, also for them it is difficult to pay attention if there is noise and distractions in the class. They suffer from memory problems, they do not remember what the teacher said, and when the teacher says several instructions at the same time, they only remember the first and second one, also they may not remember how to pronounce letters and words. When they have to make associations, they may have problems in conceptualizing the words with the meaning, they could have difficulties classifying objects and ideas presented verbally, they require visual aids for this. About the sound localization, they could have difficulties to know where in the space, the sound is. (Chen, M., 2009, p.4)

Students with CAPD struggle with phonetic awareness, because the sounds are similar or confusing most of the time, it is complicated to follow instructions and listen in class, they struggle with phonics in general and reading exercises, because they will read as they listen, it means, different. They struggle to maintain the attention and effectively the use of the executive skills like the memory, to understand different points of view, and control of the emotions. They usually have problems with language comprehension, sometimes they have to read more than once to understand, because auditory processing is an integral part of being able to

understand and communicate language in both skills, spoken and written. (Fletcher, 2017, p.7)

About the phonics and sounds they could confuse the sounds and words which are similar, for them it is difficult to distinguish between sounds such as “tack” and “track”, or a sequence of sounds, or blend sounds to make words, like a song or a rhyme. (Fletcher, 2017, p.8). For these students, in general, the phonics and phonemes are difficult, most of the time they need the written part, to make connection sound-word and identify the sounds better.

The students with auditory problems have difficulty in listening activities, especially in places with noise and distractors. Also, this kind of students like to read in low voice, but when they read aloud, they present the same problems as with the listening activities, they pronounce the words as they listen to them. The same problem appears in writing because they write with many spelling and word mistakes. These are other specific learning difficulties that students with CAPD present.

2.2.6 Teaching strategies for students with auditory problems

Sometimes, the ways in which teachers teach, are not the appropriate for all the students. Sometimes a teacher has a terrible elocution, does the activities fast or uses too small flash cards, those are mistakes that affect all the students. For that reason, some of the teaching strategies for students who have CAPD are good for all the students, in general. The following information gives some strategies that a teacher can follow:

- Speak clearly and rephrase information.
- Provide written instructions or a homework list.
- Provide additional aids for studying like a way to record their voice, photocopies of another student's notes, or assign the student a "homework buddy."
- Use visual tools like a whiteboard or computer to support spoken lessons
- Use images and gestures to enhance the student's understanding.
- Check if the student has understood by asking them to repeat your message or summarize the main ideas. (Ministry of Education, British Columbia, 2011)

When a teacher is talking, it is important she looks at the student, in any circumstance, the student watches her mouth and can see the articulation, in that way the student would learn how to pronounce a word better. Also, the teacher can arrange the desk in the shape of a half-moon where all the students can see the others.

Although physical adaptations refer to the curricular accommodation, it is important to mention some tips for teachers, to be applied in class, for example; keeping doors and windows closed to reduce outside noise, sit the students with auditory problems closer, to use the appropriate speakers, headphones or sound devices would help a student with hearing deficits. Also, it is important to raise awareness about the silence inside the class to all the students while a listening activity is presented or when the teacher is speaking. (Fletcher, 2017, pp.14-16)

Planning

During the planning process, it is important that the teacher looks for some vital information to plan the mediation strategies. The teacher can consult with the parents of the students, they know a lot about them and can tell the teacher about the student's strengths and learning needs. If the parents do not have this kind of information, it is important also to explain to them, their child's condition, in that way they can help from home with the same strategies applied in class. Also, the teacher can consult to the Supporting Committee about the students who present some learning difficulty, this committee also can provide some strategies or supports for the activities planned by the English teacher. Another support can be provided by other English teacher with more experience, they sometimes have had this kind of situations and the experience is like an opened book, it gives many ideas and strategies. (Ministry of British Columb, 2011)

2.2.7 Curricular Accommodations in Costa Rica

The inclusion of the students with special needs started in 1978 with the Warnock Inform, it would help not only the students with a disability but also those students who would require a special support. In Costa Rica, the special education starts with the principle and proclamation that the education is free and mandatory. Since that moment, the government acquired the compromise to support the special education with the appropriate public educative services for all the students with disabilities. Some years later, specifically in 1994, the Resource Classrooms and Integrated Classroom, started working in all the country, with an individual planning for the

specific characteristics of each student, but it would be applied only for the support teacher. On 1997, the MEP in order to apply the educative transformations and with the support of other national organization worked in the promulgation of a Law of the Republic to guarantee the rights for people with disabilities and the same opportunities as a common citizen. (Meléndez et al. 2012)

The special education in Costa Rica is, according to Meléndez (2012);

advised, supervised and financed by the Ministry of Public Education, where the Department of Special Education, as a dependency of the Curriculum Development Direction, has the functions of studying, planning, advising, disseminating, researching and evaluating what is related to the national educational curriculum in this field. (p.12) (L.Carmona. Free Translation)

The MEP has the responsibility for the fulfillment of all the procedures related to curricular accommodation, and it refers not only to special education teachers, but also to regular and English teachers, because they have also responsibilities in the process of the student.

The Centro Nacional de Recursos para la Educación Inclusiva (CENAREC) was created to support the work of the MEP, it is in charge of giving information, orientation, advice, training and research about specific disorder, problems, disabilities that students could present, CENAREC gives support in the process of education attention and inclusion to all the population with disabilities. (Meléndez, 2012)

The Supporting Services are attended for special education teachers in the specific areas where they are required according to the student's disability. The work developed in the Supporting Services, according to MEP (2018) should, "promote full participation of all the members of the educational community, through work collaborative, and ensuring that the educational process of the student with disability is given on the basis of equality and fairness of opportunities." (p.15) (L.Carmona. Free Translation)

According to the most recent publication of the MEP (2018) about the line of action for special education teachers who give support to all the students with disabilities or special needs. MEP establishes that these teachers should approach their work to the achievement of the auto determination of the student with special needs in the inclusive education. For that reason, since the year 2018, the MEP asks to the teachers that they should have a dialogue among colleagues and they have to define actions for the benefit of the student. Also, they should create or recommend, to all the teachers and all the students in the school, strategies for an active participation of the group. The special education teachers should work with all the group to develop activities that promote the group participation of all the students. And finally, they must encourage autonomy of the students with special needs, giving them the most natural supports possible. (MEP, 2018)

CENAREC in its document "Políticas, Normativa y Procedimientos para el Acceso a la Educación de los Estudiantes con Necesidades Educativas Especiales" published on 2005 define the accommodations as following; (CENAREC, 2005, quoted by Meléndez, Estado de la Nación)

Curricular Accommodation: It is the accommodation or adjustment of the educational offer to the characteristics and needs of each student, in order to meet the individual differences of these.

Access accommodations: Modifications or provision of special resources, materials or communication addressed to some students (especially those with motor, visual and auditory deficiencies) to facilitate access to the regular curriculum or, where appropriate, the adapted curriculum.

Non-Significant Accommodations: These refer to those which do not substantially modify the programming of the official curriculum. Constitute the actions that teachers perform to provide appropriate learning situations, in order to meet the educational needs of students. These actions include the prioritization of objectives and contents, as well as methodological and evaluative adjustments according to the needs, characteristics and interests of the students.

Significant Accommodations: Those that consist mainly in the elimination of essential contents and general objectives that are considered basic in the different subjects and the consequent modification of the evaluation criteria. The application of this type of adjustments requires an exhaustive analysis since it is not a question of simple adaptations in the methodology or in the evaluation, but they represent substantial modifications of the official curriculum. (pp. 9-10)

The accommodations for Central Auditory Processing are Access accommodations, the changes that the teacher has to do, are good not only for students with auditory problems but also for all the students. The teacher must

provide more additional material, especially visual material to reinforce what she says and pronounce, also, she should care for the quality of the audios and voice tone during the listening activities, and speech. The teacher must care the place where the students seat, in order that they can listen better.

Some of those accommodations for a person with auditory problems, would be:

(Sonic Learning, n.d.)

- Provide a quiet area for independent work
- Do not penalize the student for spelling errors
- Arrange for a classmate to share notes with the student
- Provide extended time for testing.
- Seat the student near the teacher and away from doors and windows
- Allow the student to use an assistive listening device to make it easier to hear the teacher's voice (p.1)

It is also important to provide extra visual material during the listening activities in order that he can match what the audio is playing and the words.

Most of the auditory problems like the Central Auditory Processing Disorder are not diagnosed. The teacher should take care of certain details that the student requires during the lesson, aspects that are mentioned below. But also, it is necessary to work daily in the curricular accommodations, sometimes it is difficult to

attend all the students, but there are strategies to do it, because their progress depends on the teacher. Barrantes & Díaz (2016) comment something important.

In order to help students to become autonomous, curricular accommodations are not enough. Instructors should be sensitive to diversity as well as flexible in order to make changes when needed, especially when the adaptations do not work well. A negative attitude towards the difficulties encountered in the process constitutes a barrier when working with students with disabilities. Each class is a trial and error opportunity to grow personally and professionally by making improvements. (p.354)

2.2.8. Teacher's competences about special needs

The training for teachers who work for students with special needs is established in the Ley 7600 in the article 22 "To accomplish with the established in this chapter, the Ministry of Public Education will provide the support, advice, resources and training required" (p.16) (L.Carmona. Free Translation). For the above, the MEP is the institution in charge of teacher's training, but the institution which assumes this task is CENAREC, they offer free training to teachers with flexible schedule, joined with the Colegio de Licenciados y Profesores (COLYPRO). Besides Fontana et al (2009) established

In order to promote the quality of education for students with educational needs, the National and Regional Advisors and Directors of institutions will include in the institutional planning as a priority, strategies for their updating and training, as well as that for the teaching and administrative personnel of Regular

Education and Special Education with regard to the attention of students with educational needs. (p.50) (L.Carmona. Free Translation)

A teacher is a mortal weapon in a student's mind, he can transform or destroy a person, for that reason, the universities and the Ministerio de Educación has the obligation to review the studies plan in the universities and give more training during the teaching process to improve the accommodations in students who really need them. About this aspect Goodwyn, Reid & Durrant (2014) said;

...to remove the influence of universities from teacher education. Individual countries vary at present, but the overall impetus is clear, to make teacher preparation much more of an 'apprenticeship model'. The outcome of this will certainly be to impoverish the nature of teacher preparation and it will erode the research base for English which principally resides in university departments.
(p.6)

The universities and government have to be aware of the preparation of the future teacher especially in the unknown areas or areas where the knowledge is unexplored, like the special needs. They have to teach to new teachers more about to be outstanding in their functions, in achieving their purpose of teaching no matter what. Universities are in charge to teach students how to deal these with students with special needs in the classroom and help those kids to enter in a new world. Teachers, nowadays, do not complicate their job's responsibilities doing extra functions or tasks, they do what they can do during the lesson time.

Another issue that the teachers, universities and institutions have to recognize is, that internet is immersed in daily routines, so a teacher has to know how to use it and apply activities which really help these students for their benefit. The listening activities and practices reinforce the knowledge they need, but sometimes the teacher does not know how to use it properly, or the school does not have the devices, software or hardware to use it.

2.3 HYPOTHESIS

The hypothesis can be so important according to the purpose of the investigation, because “Hypotheses are formulated when the research wants to prove an assumption and not only show the characteristic features of a certain situation” (Torres, 2010, p.136) (L.Carmona. Free Translation)

The hypothesis for this research is

If the teacher applies the appropriate didactic strategies to the students with CAPD, the lesson will be more interesting and beneficial for the student and the teacher would not have to spend time reinforcing with additional activities, exercises and she could advance with new topics.

This hypothesis expresses the desired result of an appropriate teaching process of every teacher, sometimes a teacher does not analyze that the work well done, reduces the unproductive time. It is important to analyze all the aspects about the teaching process of the students and especially to ones who require more attention and effort from the teacher.

2.3.1 Independent Variable

Factor A of this study is “Didactic approach for English teachers”, for that reason it is important to define what didactic is. As explain Navarro and Piñeiro (2012)

...we define didactic as the discipline that studies techniques, procedures, strategies, 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. (p.234)

Another approach for didactic is given by Aravena et al (2015)

teachers have to be able to fulfill their managerial function in the classroom; that is, creating the right conditions for the learning environment. Therefore, teachers should be able to explain their own field in a didactic way. Besides, they have to be self-evaluative since they have to be constantly analyzing their own role. (p.90)

Also, to understand the meaning of approach or acquisition of the language, (Navarro and Piñeiro 2012, cited by Frabonni, E.Datos), write;

asserts that regarding school curriculum, didactic is in charge of elaborating the ideal teaching procedures to promote the alphabetization process or the acquisition of knowledge of subject matters; it refers also to metacognition strategies, such as being able to understand, to apply, to analyze, to make synthesis, to perceive, and of course to create. (p.234)

One of the purposes of this research is to reconsider the importance that all teachers have to improve day by day with new techniques, strategies, ideas, etc. for the benefit of their students, the teacher's job is reflected in their students. For that reason, this quote of Navarro and Pineiro (2012) is so important;

...we define didactic as the discipline that studies techniques, procedures, strategies, 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. (p.234)

Also, it is important to take into account that each year the students, ages, surroundings, or demands, change and it is a task for the teacher to accommodate to those changes in order to accomplish her goal. Sometimes the work charge does not let the teacher look for new strategies but it is something necessary.

2.3.2. Dependent Variable

According to Darouie, Zamiri, Joulaie, and Ahmadi (2017) the Central Auditory Processing Disorder is defined as;

(Central) auditory processing disorder (C)APD refers to the auditory information processing difficulties in the central nervous system. It is indicated by poor performance in one or more of the auditory skills: sound localization and lateralization; auditory discrimination; auditory pattern recognition; temporal aspects of audition, including temporal integration, temporal discrimination (e.g., temporal gap detection), temporal ordering, and temporal masking; auditory

performance in competing acoustic signals (including dichotic listening); and auditory performance with degraded acoustic signals. (p.2)

Also, the influence that this topic has in the professional development of the teachers is significant, as Fletcher (2017) explains;

With a shortage of professional resources and training for teachers about APD, many educators struggle to understand the disorder and know what strategies and interventions to implement to help students with APD. (p.2)

Some of the approaches that the teacher should think about is around the Central Auditory Processing Disorder, only knowing about it, they can plan and put into practice an effective approach. As Patrusky (2013) explains;

In regards to the context of CAPD intervention, bottom-up or pathway model theory may include acoustic signal enhancement, auditory training, direct skills remediation, and environmental modifications. Environmental modifications for individuals with CAPD are preferential seating, visual aids, reduction of competing signals, reverberation time, and assistive listening systems. These modifications can be implemented in the classroom. (p.18)

The handle of the information about this topic is important, how much a teacher knows about this disorder and other disabilities some children have, their interventions will be more efficient.

The application of didactic strategies for these students is determined in the progress, motivation and interest of each student. Some students hate the English

Subject, but it is because they do not understand the information, vocabulary and the listening part. It is a teacher's task to change that.

2.4 OPERATIONALIZATION OF HYPOTHESIS

The idea of a hypothesis is that it helps the researcher to follow the line of investigation, for that reason, "...operationalizing the hypothesis is to divide it into its basic segments to treat them separately, in such a way that they guide the most important indicators. These indicators are the ones that allow measuring the variables through instruments" (Gonzalez, et al, 2018, p.24) (L.Carmona. Free Translation)

Table 2
Operation of Hypothesis

HYPOTHESIS	CONCEPTS	VARIABLES	INDICATORS
To more understanding of the of the language in a student with Auditory Processing Disorder	Understanding of the Second language	Understanding of the Second language	<ul style="list-style-type: none"> • Auditory Processing Disorder • Acquisition of a second language • Didactic approach
less will be the activities the teacher will have to do to reinforce the topic	Teaching strategies and effectiveness	Teaching strategies and effectiveness	<ul style="list-style-type: none"> • Teaching strategies • Planning • Activities • New topics • Time Exploitation

Source: Laura Carmona, Universidad Hispanoamericana

CHAPTER III. METHODOLOGICAL FRAMEWORK

3.1 TYPE OF INVESTIGATION

3.1.1 Purpose

The purpose of the research is to give teachers options to work efficiently with students who have an auditory problem without diagnosing. For that reason, this study had an applied research purpose. According to (Ariñez, Brenes, Zanolí, Ramírez and Gonzalez), (2018), who explain

The applied investigation mostly looks to solve problems that most likely are common and evident that can occur in a country, company, institution, community, study field or group of people, through actions and concrete measures taking into account data bases and information produced by the investigation. (p.27)

This research is made because it contributes teachers with ideas, strategies, and methodologies which support their work with students who have an auditory processing disorder, or any kind of auditory problem to understand especially English Language. Teachers have be able to find students in their classroom and plan the appropriate activities for their students' comprehension. Also, it helps the students to feel more comfortable and motivated to study every day.

3.1.2 Temporal Dimension

The delimitation of this research is the transversal because it is developed in students in Fourth Grade of the Escuela de San Rafael de Coronado who can have some difficulties in comprehension of the English language. The transversal research,

according to Barrantes (2013), “studies parts of the development of the subjects and the topics in a certain point” (P.64). The transversal studies elements which benefit the functions of the people involved, specially the students.

Also the transversal research is applied during a specific period of time because the objective is to investigate a specific problem which is happening in this moment with the students, as explained Ariñez et al, (2018) “The most important aspect for the transversal research is to analyze and comprehend in depth the topic, this means in detail, more than just analyze the behavior of the topic in long term” (p. 28).

This study applies the transversal research because the Central Auditory Processing Disorder is something that is affecting 5% of the educational population. The teachers do not know how to work with it and other auditory problems because teachers are not faced in the universities or educational centers to this reality. It is important to analyze this disorder deeply at this time, in each of the classrooms of the schools to find an appropriate mediation for the student’s benefit. The students have to understand English better as a second language.

3.1.3 Framework

The framework of the research is about the size and range of the area in which the research was developed, it is where it is applied, in this case, it was in only one school of Coronado with fifty students of fourth grade. The framework is also about the place where the research was carried out and it depended on the availability of all the elements in that place. This framework can be classified by its size in mega (a country), macro (a province), or micro (a town). (Ariñez et al, (2018)

In the case of this research the framework was micro and is defined by Ariñez et al. (2018) as “the micro space of the investigation means a part or subtopic in which the investigator will make his research” (p.29). For example, one group of 25 students of First Level of one school.

This research was in a micro framework, because it was carried out in a school of Coronado, during the English class, with students of II Cycle, specifically fourth grade. The idea was to apply the research for students who have been studying English for some years for two reasons, one because they have already a criterion of how they comprehend the language and second because they can analyze themselves to find their disabilities and weaknesses in the process of acquiring the language.

3.1.4 Nature

The nature refers to the focus of the investigation, and it could be qualitative, quantitative or mixed.

a) Quantitative

This research is based on data, numbers, statistics, values, etc. and all the research is analyzed with those numbers, also with graphics, tables, percentages, or statistics produced during the research.

According to Hernandez, et al (2014), in his text of Methodological Research, “the quantitative research: uses the gathering of data to prove the hypothesis based on numerical basis and statistical analysis, in order to stablish guidelines of behavior and to prove the hypothesis” (p.4).

A good instrument can give an interesting statistic that explains the study that the researcher wants to demonstrate.

b) Qualitative

Qualitative comes from the word quality about a thing or a situation and when the researcher wants to study the quality of something, the qualitative research must be applied. In the qualitative research according to Hernandez, et al (2014);

...there is a variety of conceptions or frames of interpretation, which have a common denominator: every individual, group or social system has a unique way of seeing the world and understanding situations and events, which are constructed by the unconscious, transmitted by others and through experience, and through research, we must try to understand it in its context. (p.9) (L. Carmona. Free translation)

The qualitative analyzes opinions, behaviors, attitudes, through the points of view of people around a specific problem. The researcher has to analyze that collected information through an instrument and give the results with new proposals.

c) Mixed

According to Ariñez, et al (2018) the mixed research “It mixes both approaches throughout the process, which becomes more complex” (p.32). (L. Carmona. Free translation). It means, the researcher applied both numbers and opinions, because the proposal depends on both natures.

This research is developed in a mixed nature because it has both approaches. It is necessary in the quantitative approach to find that percentage of the students who

present the Auditory Processing Disorder or difficulties for listening and understand the information gotten. This information is possible through questions and tests applied to all the population. The qualitative approach is necessary, because the information which reinforces the research and the proposals is collected from people who are involved in the teaching process of a second language. Some of them were; the students who apply the activities given by the teacher and the institution which is behind the program and the methodologies that the teacher works with the students.

3.1.5 Character

The character of this research is exploratory, and explicative.

➤ Exploratory

An research is exploratory when the researcher wants to go deeper in a topic because it has not been studied deeply. According to Hernandez et al (2014) "Exploratory studies are carried out when the objective is to examine a little-studied subject or research problem, or in which there are many doubts or has not been addressed before" (p.91). (L. Carmona. Free translation)

An exploratory research can reinforce a previous study who someone has researched superficially.

➤ Explicative

To explain a phenomenon requires a deep investigation to know how it is developed or produced. As Hernandez et al (2014) ; mention

Explanatory studies go beyond the description of concepts or phenomena or the establishment of relationships between concepts; that is, they are aimed at responding to the causes of events and physical or social phenomena. As the name implies, its interest is focused on explaining why a phenomenon occurs and under what conditions it manifests or why two or more variables are related. (p.95) (L. Carmona. Free translation)

The idea of this type of research is to explain the causes, reasons, or facts which lead to the point of the study, this type of research is more structured and makes understandable the phenomenon.

Particularly, this research about the Central Auditory Processing Disorder or other auditory disabilities to listen to new phonemes, and the strategies for teachers to apply in the classroom, require an exploratory research too, because, there is a lot of information about this disorder or auditory problems and the methodological approaches in the classroom, but the reality is different, because teachers sometimes do not know to design the correct activities for these students. This disorder (CAPD) is unknown for the majority of teachers and students, and sometimes the bad grades in the listening exercises are due to this. But also, this research could have part of the explicative study because it is going to explain the causes, reasons and methods with which the students with this disorder can learn better in order to give a correct guide to the teachers to develop the activities in class.

3.2 SUBJECTS AND INFORMATION SOURCES

3.2.1 Units of analysis

The unit of analysis according to Ariñez, et al (2018) refers to “The elements of the universe of the research or set of individuals in which are measure or study the variables or topics of interest of the research” (p.37).

Although the researcher is calculating to apply the instrument to a specific quantity of persons, the real number was the persons to whom the instrument was applied. It is important to analyze the population the researcher is going to work with because it must have a range of conditions to apply the instrument and be appropriated for that population, in order to be productive for the collection of data.

Ariñez, et al, (2018)

The research was done with the opinion of 48 students of II Cycle, Fourth Grade, four teachers of special education (2 Support Educational teacher, 1 Learning Problems teacher and 1 Language Disorder teacher) and two English teachers. The opinion of the students was important to inquire how they learn the language; the opinion of the special teacher was essential to understand better the difficulty of the auditory problems in the students and the English teachers' contribution expressed the real way how they actually work with these kinds of situations. All these opinions and references were important to analyze in a better way the didactic strategies for a good teaching.

3.2.2 First Hand

First Hand sources are those sources which the researcher consults first. They are important because they give the researcher an idea about what has been investigated about the topic in mention. According to Ariñez et al. (2018) the First Hand sources are;

All of the documents like University thesis that are online and research works from known organizations. The author or authors must be indicated, the university or organization, country, year, should be displayed in a chart like the following. A minimum of 5 research papers should be displayed as follows: 2 national and 3 international. (p.39)

For that reason, the five theses analyzed in this research were; two national theses from the Universidad Hispanoamericana and the three international are from universities in the United States, England and Canada, as detailed below.

Table 3
First Hand Sources

Author or authors	University or organization	Country	Year
Lency Loaiza Barahona	Universidad Hispanoamericana	Costa Rica	2014
Rosa Lucrecia Céspedes Solano	Universidad Hispanoamericana	Costa Rica	2016
Danielle M. Fletcher	University of Western Ontario	Canada	2017
Hooi Yin Jenny Loo	University College London	England	2012
Lauren Patrusky	University of Central Florida	United States	2013

Source: Laura Carmona. Universidad Hispanoamericana, 2018.

3.2.3 Second Hand

All the books and bibliographic documents consulted during the research correspond to the sources of second hand. According to Ariñez et al. (2018) the Second hand sources are “The books used during the research as well as the bibliographic sources. In this part could be included documents taken in Web as long as they have the author, title, and year of publication.” (p.40)

The main books and documents analyzed and consulted to elaborate the research were about regulations, statements, guides, etc. in education in Costa Rica, but also international.

Table 4
Second Hand Sources

Author or authors	University or organization	Country	Year
MEP	Ministerio Educación Pública	Costa Rica	2017
Unesco 2030	Unesco 2030	Corea	2015
Investigadores y colaboradores de escuelas y colegios, facultades, centros y programas de las universidades públicas, organismos privados, comisiones del Conare, en especial la Comisión de Decanas y Decanos de Educación	Estado de la Educación	Costa Rica	2015

Source: Laura Carmona. Universidad Hispanoamericana, 2018.

3.2.4 Third Hand

Third hand sources are those articles with bibliographic information that could contribute to the research. According to Ariñez et al. (2018) the Third Hand sources are “Scientific articles from known and un-index magazines, expert articles. It is established the name of the article, and the number of the year. Books and documents related with the developed subjects” (p.40).

The main documents used as Third hand were the articles published in Scholar Google about Central Auditory Processing disorder and different strategies in teaching English as a Second Language to children in early ages.

Table 5
Third Hand Sources

Author or authors	University or organization	Country	Year
Jayeeta Bhattacharjee	International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS)	India	2015
Daniela Barrantes Torres y Natalia Díaz Soto	Universidad de Costa Rica y Colegio Metodista	Costa Rica	2016
Ministry of Education and the British Columbia School Superintendent's Association in collaboration with educators who have expertise in special education,	Ministry of Education, British Columbia	Canada	2011
Dorys Ortiz Granja	Pontificia Universidad Católica del Ecuador	Ecuador	2015
Dunia Navarro y Milagro Piñeiro	Universidad de Costa Rica	Costa Rica	2012
Alena Juvova, Stefan Chudy, Pavel Neumeister, Jitka Plischke, Jana Kvintova	Faculty of Education, Palacky University in Olomouc	Czech Republic	2015

Source: Laura Carmona. Universidad Hispanoamericana, 2018.

3.3 SAMPLE SELECTION

The sample selection refers to the persons who were the point of the research, according to Hernandez et al (2014) “focuses on "what or who", that is, on the participants, objects, events or collectivities of study (the sampling units), which depend on the approach and scope of the research” (p.172) (L. Carmona. Free translation)

3.3.1 Population

According to Ariñez et al (2018), the population “Constitutes the total universe in which the research is made and can be shaped by communities, groups, people, situations, and organizations.” (p.40)

In this research the population would be all the students of I and II Cycle of the Escuela de San Rafael de Coronado, among girls and boys from the ages to 6 and 10 years old. However, the research is based on a sample of this population.

3.3.2 The Sample

The sample refers to that population whom the researcher is going to work with, Ariñez et al (2018) defines the sample as;

It is a representative subgroup of the population, identical in their extremes, the size does not imply that a research is better because is held with large groups, the quality of the research is determined by the characteristics of the sample this with the purpose of not having ambiguities and confusions. (p.41)

The sample of this research was the 48 students of fourth grade of the Escuela de San Rafael de Coronado, two English teachers and four teachers of special education who can contribute with ideas and essential information for improving the English teaching in the schools

3.3.3 Probabilistic

The probabilistic sample is among those 48 students, any of them present any auditory problem, in this research the sample has the same possibility to have any auditory difficulty. According to Gonzalez et al (2018) it refers to “It is when all the subjects that make up the subgroup have the same possibility of being chosen by means of a mechanical selection” (p.38). (L. Carmona. Free translation)

The percentage of children with any auditory difficulty without diagnosing is the 5% according to the international statistics, the idea of this research is creating effective strategies to work with this population to increase their learning in English which is not their native language.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION

When the design and the focus is established, the researcher continues with collecting the information, according to Hernandez et al (2014), this process is

...it consists of collecting the pertinent data on the attributes, concepts or variables of the sampling / analysis of units or cases (participants, groups, phenomena, processes, organizations, etc.). Collecting data involves developing a detailed plan of procedures that will lead us to gather data for a specific purpose. (p.198) (L. Carmona. Free translation)

The research point to choose three main options to make this data collection are; the observation, the questionnaire and the interview.

3.4.1 Observation

The observation helped the researcher analyze the reality of the teacher, the students and the environment in which the students learn. The observation is defined by Barrantes (2013) as “It allows us to obtain information about the phenomena or events as they occur ... it is the product of the perception of the observer, it includes the goals, prejudices, the frame of reference, the skills, as well as an instrument” (p.202) (L. Carmona. Free translation)

The instrument used for the observation is the checklist, and it took into account all the important aspects; such as objectives, variables, or indicators.

3.4.1 Interview

The interview is another instrument to get selective information about the investigated topic. It is important to consider some points about it, according to Barrantes (2013) “there are aspects to be considered about the interviewer-interviewee relationship, the formulation of the questions, the collection and recording of the answers and the finalization of the contact between both parties.” (p.208) (L. Carmona. Free translation)

There are some types of interview according to the purpose of the information; non-structured, in deeply, or ethnographic. (Barrantes, 2013). The most common instrument for the interview is the questionnaire.

The information in this research is collected by the two ways, observation and interview with a questionnaire. It was necessary to get information from the field work with the observations, but also it was important to get the opinion of teachers involved in the process, through the questionnaire. It was important to know, how they work, and what tools they have, to work with all the students, in order that they can guarantee, at the same time, that the learning process is effective in all the students including the ones who have some auditory or special need. It was necessary to analyze also how the teachers applied the listening activities to the students and how they worked. The interview was applied also to the students because it was important to analyze the way in which they learn.

3.5 OPERATIONALIZATION OF VARIABLES

The operationalization of the variables is the operation of the research, how it works and goes through the information and application of instruments. The best it can work is taking the variables and indicators to go to the point of it. According to Hernandez et al (2014), "The change from a theoretical variable to verifiable and measurable empirical indicators and items or equivalents is called operationalization." (p.211) L. Carmona. Free translation

Also Ariñez et al (2018) explain this process as following;

The variable is taken from an abstract concept to a concrete view. This process is called operationalization in order to make a more precise concept that is given to the variable. Concepts, definitions, and indicators are made to explain the way the variables are going to be contrasted. The operationalization of variables is divided in three parts: (p.44)

3.5.1 Independent Variable

Conceptual definition

The conceptual definition refers to the theoretical information about the investigated topic and objectives purposed. According to Ariñez et al (2018) the conceptual definition "refers to the theoretical clarity of the variable and is extracted from the theoretical framework, it is indicated which is the definition used in the research" (p.45).

The dimension of this concept, according to Ariñez et al (2018) “refers to the category of analysis of the variables that are known as the specific variables that can be measured; these are extracted from the specific objectives.” (p.45)

The best way to define these variables is selecting them by factors. For that reason, the Factor A of this investigation is “Didactic approach for English teachers”, for that reason it is important to define what didactic is. As define Navarro and Piñeiro (2012)

...we define didactic as the discipline that studies techniques, procedures, strategies, 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. (p.234)

Another approach for didactic is given by Aravena et al (2015)

teachers have to be able to fulfill their managerial function in the classroom; that is, creating the right conditions for the learning environment. Therefore, teachers should be able to explain their own field in a didactic way. Besides, they have to be self-evaluative since they have to be constantly analyzing their own role in the broader Chilean context. (p.90)

The didactic approach for English teachers is the key of this research, to give teachers new strategies and ideas to approach the interest and learning of each student is the objective of this thesis. Teachers, sometimes, become a routine and forget to innovate with new practices and activities.

Operational definition

The operational action is what the indicator achieves from the instrument that the researcher chooses in the investigation, as Ariñez et al (2018) explain, the operational definition,

refers to translate the indicators that allow the direct observation of the variable; this means the empiric observation where the measuring is made through concrete aspects. A graphic scale is indicated in which is established through a positive value, that is given previously. (p.45)

For this variable the operational definition was;

Si lo logra/hace	No lo logra/hace

Instrumental definition

The instrumental is all the ways to get the information of what is really happening to translate it in numbers, statistics, results or theories. According to Ariñez et al (2018) the instrumental definition refers to “the techniques and instruments to use to gather information according to the studied variables and the results expected, the questions that measure indicators and variables is used” (p.45).

For this variable the technique the researcher uses is the observation with the check list as the instrument, the points to observe in this variable are from 1 to 16 for

the teacher and 17 to 22 for the student. The other instrument that the researcher chose was the interview with a questionnaire for the students and one for teachers.

3.5.2 Dependent Variable

Conceptual Definition

The dependent variable is the special need that the student has, in this study, the main difficulties the researcher is studying is about auditory problems like the Auditory Processing Disorder. According to (Darouie, Zamiri, Joulaie, and Ahmadi) (2017) the Central Auditory Processing Disorder is defined as;

(Central) auditory processing disorder (C)APD refers to the auditory information processing difficulties in the central nervous system. It is indicated by poor performance in one or more of the auditory skills: sound localization and lateralization; auditory discrimination; auditory pattern recognition; temporal aspects of audition, including temporal integration, temporal discrimination (e.g., temporal gap detection), temporal ordering, and temporal masking; auditory performance in competing acoustic signals (including dichotic listening); and auditory performance with degraded acoustic signals. (p.2)

Operational definition

For this variable the instrumental definition was the interview to the students with closed questions.

Instrumental Definition

For this variable the technique the researcher uses is the interview with the closed questionnaire as the instrument, the points to ask in this variable are from 1 to 8 for the teacher and questions 1, 5 and 9 for the expert.

Operationalization Matrix

The operationalization of the variables is easier using a matrix, where it is established the specific objectives, hypothesis, variables, and also reminds the definition of the parts of the operationalization. For this research, the matrix is the following;

Matrix for the operationalization process.

Table 6
Operationalization Matrix

SPECIFIC OBJECTIVE	HYPOTHESIS	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION	
Identifying teaching strategies in the acquisition of English as a second language in students with auditory problems.	If the teacher applies the correct and appropriate didactic strategies to the students with CAPD, the class will be more interesting and profitable for the student and the teacher won't have to spend time reinforcing with additional activities, exercises and she could advance with new topics	FACTOR A	Navarro and Piñeiro (2012) define didactic as the discipline that studies techniques, procedures, strategies, 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. (p.234)	The scale for this variable is Yes (done/achieved) No (done/achieved)	For this variable the technique the researcher will use is the observation with the check list as the instrument, the points to observe in this variable are from 1 to 9 for the teacher and 10 to 13 for the student	
Describing the factors which determine the teaching process to students with Central Auditory Processing Disorder in students of I and II Cycle in the teaching of English.		FACTOR B	Central Auditory Processing Disorder and auditory problems in students of I and II Cycle	According to Cheng (2009) (C) Auditory Processing Disorder is a condition where someone has normal hearing, but the brain is unable to properly process the information it has heard, and thus the person ends up having trouble understanding what is heard. (p.2)	Fist Scale Always Sometimes Usually Never Second Scale Yes Something A little Nothing	For this variable the technique the researcher will use is the interview with the closed questionnaire as the instrument, the points to ask in this variable are from 1 to 8 for the teacher and questions 1, 5 and 9 for the expert.
Analyzing the proposals of accommodation which the public educational system offers for the approach with student who present the Central Auditory Processing Disorder or any auditory disorder in the acquisition of a second language						

Source: Laura Carmona. Universidad Hispanoamericana, 2018.

CHAPTER IV.
DATA ANALYSIS AND INTERPRETATION

4.1 DESCRIPTION AND ANALYSIS OF THE INFORMATION

The compiled information has the objective to improve the tasks that teachers develop during the class with the students with auditory processing disorder and any other auditory disorder. The purpose is to face what the teachers are doing actually and how much their techniques can improve the development of students learning.

4.2 DESCRIPTION OF THE SUBJECTS WHO PARTICIPATED IN THE METHODOLOGY

The most relevant subjects in this research were the teachers and the students. The teachers because they are in contact with students all the time especially those who work in Special Education. Also, the English teachers who can explain the way in which they work in class. And finally, the students of Fourth Level, who could be exposed to suffer any auditory disorder without knowing, but deeply they know that some exercises are difficult for them.

One English teacher is an almost retired teacher, she is 59 years old, she is an experienced teacher the other teacher has eight years of experience, she is 34 years old. The Special Education teachers have a lot of experience in their fields, all of them have more than 15 years of working in Special Education.

The students are 10 years old and are in Fourth Grade. They live in a rural place some of their parents did not finish the high school, some students do not have family support with homework or studying for tests, some of them look for their own help respecting to the studies. In most of the cases both parents work and do not have the

time to do with them homework or English activities; the care of the students are in their grandparents and the support is less.

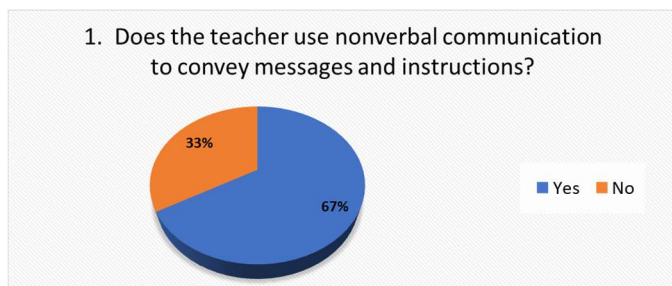
4.3 MAIN FINDINGS

The analysis of the main findings is grouped according to the objective proposed. In each instrument some questions are more than two for each objective, so for a best analysis these findings were sub grouped by instrument.

Objective: Identify teaching strategies in the acquisition of English as a second language in students with auditory problems

Observation

The first instrument is the observation, the information is collected through a checklist of twenty-two questions (16 questions for the development of the teacher and 6 questions about the development of the students inside the classroom) and there were three observations. The first four questions of this instrument are based on the development of the teacher about this first objective, and questions 17, and 18 for the students.



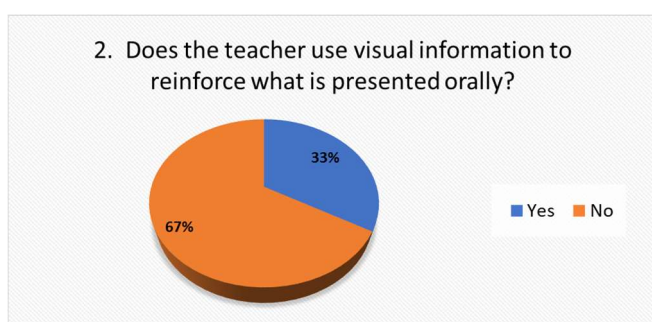
Question	Linkert Scale	
	1	Yes 2

Graphic 1

Instrument: Observation

Question No. 1. "Does the teacher use nonverbal communication to convey messages and instructions?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



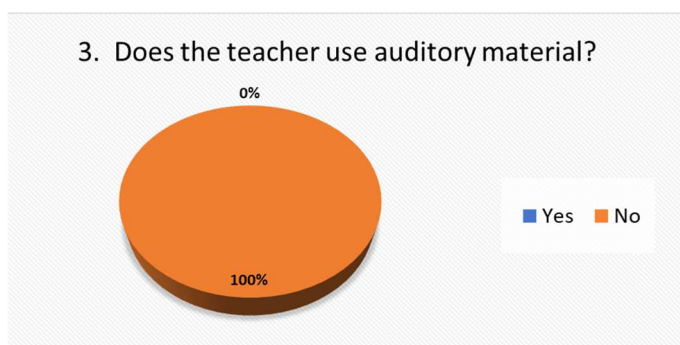
Question	Linkert Scale	
	2	Yes 1

Graphic 2

Instrument: Observation

Question No. 2. "Does the teacher use visual information to reinforce what is presented orally?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



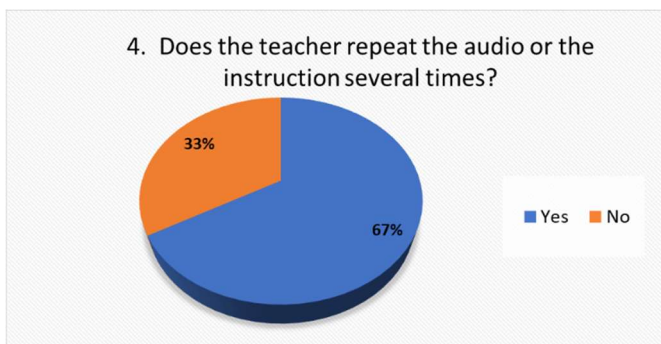
Question	Linkert Scale	
	3	Yes 0

Graphic 3

Instrument: Observation

Question No. 3. "Does the teacher use auditory material?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



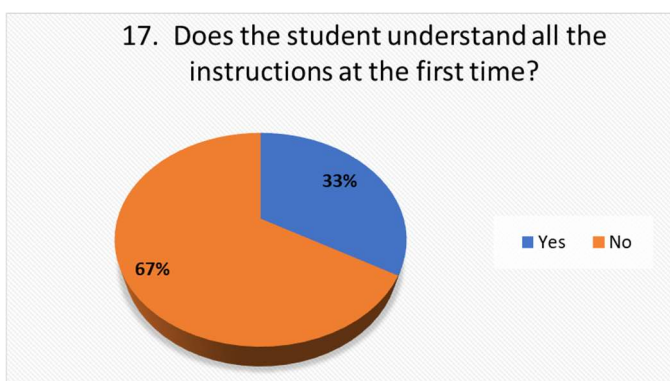
Question	Linkert Scale	
	Yes	No
4	2	1

Graphic 4

Instrument: Observation

Question No. 4. "Does the teacher repeat the audio or the instruction several times?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



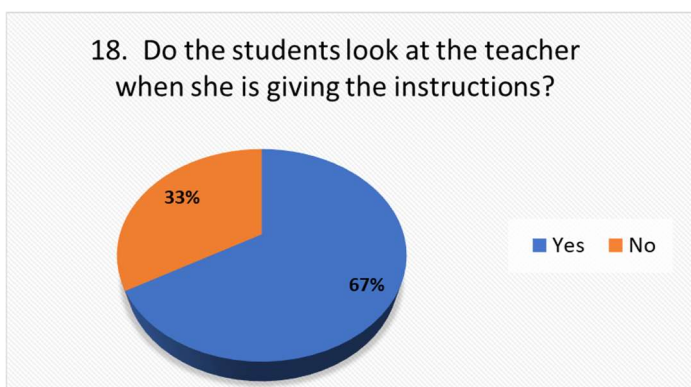
Question	Linkert Scale	
	Yes	No
17	1	2

Graphic 5

Instrument: Observation

Question No. 17. "Does the student understand all the instructions at the first time?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale	
	Yes	No
18	2	1

Graphic 6

Instrument: Observation

Question No. 18. "Do the students look at the teacher when she is giving the instructions?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

During the three observations, the 67% concluded that it is necessary to use nonverbal communication for teaching a second language because the students match the movement with the vocabulary of the pronounced word or sentence. Sometimes the nonverbal communications are the only way students understand certain words, for that reason, it is very important that the teacher uses this technique.

In Graphic No. 2, the 67% of the observations show that the teacher did not use visual material to reinforce what she said, as well as the nonverbal communication, the use of flashcards and visual material are clues for students to understand what the teacher is saying, especially with the new vocabulary.

The use of auditory material is not used, according to Graphic No. 3, in those three occasions, the teacher did not use auditory material, unfortunately, but she commented that sometimes she goes to the library to play a video about something they are studying. The students get used to hear only the teacher's voice, and it is not good, the native speakers are good for the reading and listening exercises, if the teacher looks for a good book with listening activities included, it would help learners to improve their pronunciation and speaking

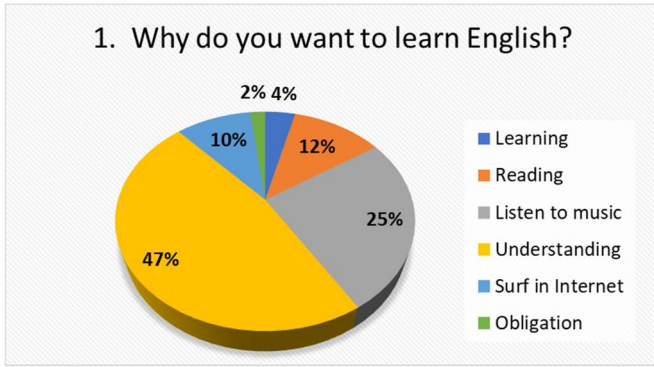
According to the Graphic No. 4, the repetition of sentences or instructions is fundamental for those students who did not get the idea at the first one. The observed teacher used this technique in the 67% of the observations because in some cases a student requested it, or because the noise was high and some students did not hear the instruction correctly.

About the questions which refer to the students in Graphic No. 5, the 67% of the time they do not understand the instruction at the first time, and in Graphic No. 6, the 67% of the time the students looked at the teacher when she was giving the instruction.

The teacher took care that all the students got the idea of the instruction, but in some cases, although they do not ask repetition or the teacher had repeated several times the instructions, there were students who did not understand. It was noticed because some of the students stood up from their seat to ask to the teacher about what they must do. Although, students pay attention to the teacher when she is talking, some of them do not understand when the teacher talked, it is necessary to reinforce it with visual aid.

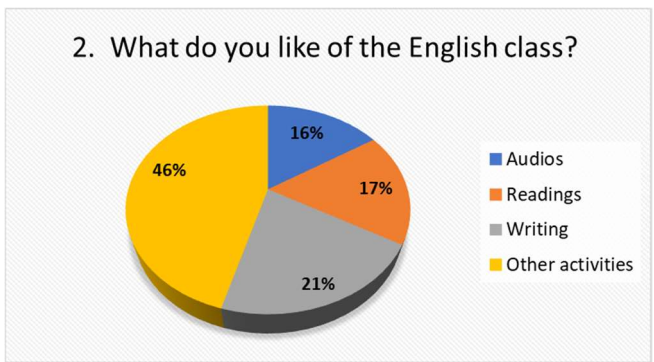
Student's Questionnaire

The second instrument was the student's questionnaire, it was applied to forty-eight students of Fourth Level. The first seven questions were based on the first objective of this research, below is the analysis of the main findings of these seven questions with its graphics.



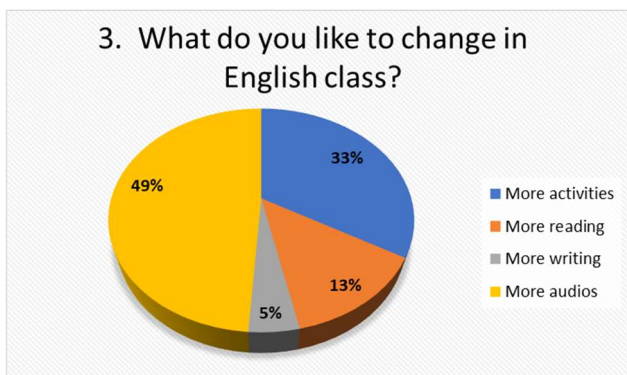
Question	Linkert Scate					
	Learning	Reading	Listen to music	Understanding	Surf in Internet	Obligation
1	2	6	13	24	5	1

Graphic 7
 Instrument: Student's Questionnaire.
 Question No. 1 "Why do you want to learn English?"
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale			
	Audios	Readings	Writing	Other activities
2	9	10	12	26

Graphic 8
 Instrument: Student's Questionnaire.
 Question No. 2 "What do you like of the English class?"
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



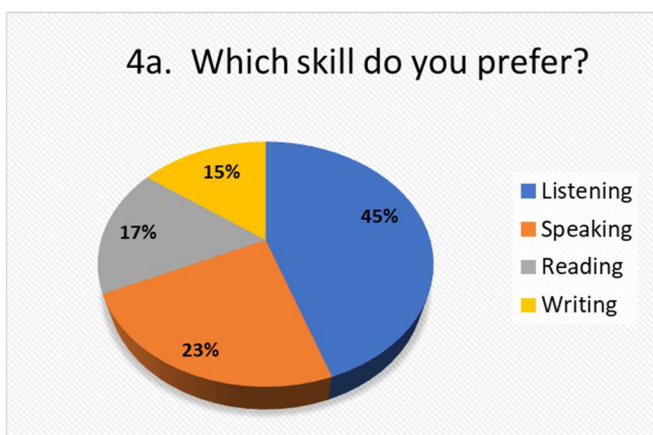
Question	Linkert Scale			
	More activities	More reading	More writing	More audios
3	15	6	2	22

Graphic 9

Instrument: Student's Questionnaire.

Question No. 3 "What do you like to change in the English class?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



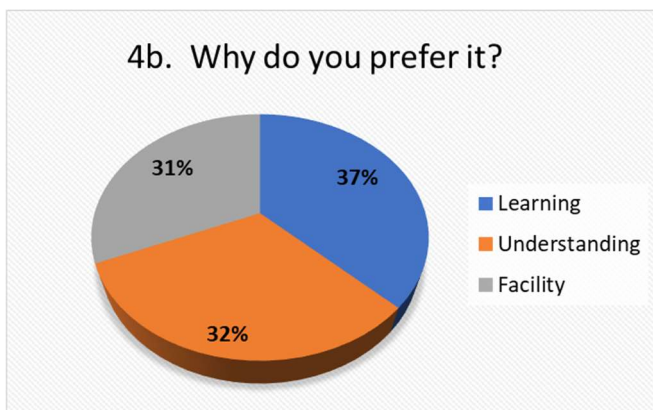
Question	Linkert Scale			
	Listening	Speaking	Reading	Writing
4a	21	11	8	7
4b	Learning	Understanding	Facility	
	13	11	11	

Graphic 10

Instrument: Student's Questionnaire.

Question No. 4a "Which skill do you prefer?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

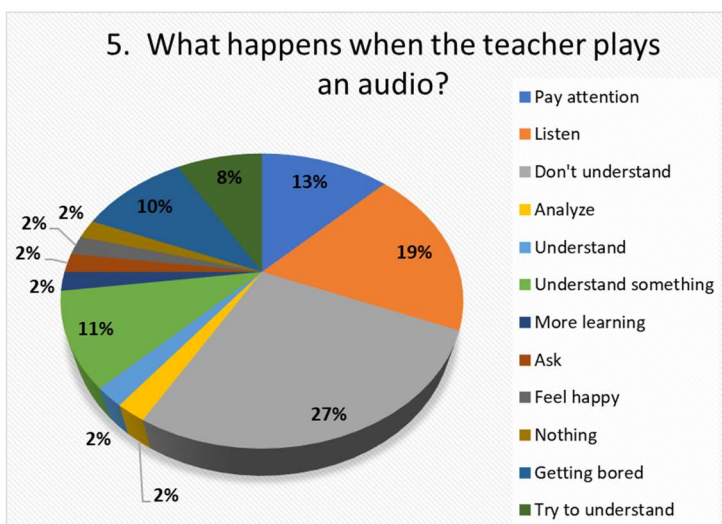


Graphic 11

Instrument: Student's Questionnaire.

Question No. 4b "Why do you prefer it?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale	
5	Pay attention	6
	Listen	9
	Don't understand	13
	Analyze	1
	Understand	1
	Understand something	5
	More learning	1
	Ask	1
	Feel happy	1
	Nothing	1
	Getting bored	5
Try to understand	4	

Graphic 12

Instrument: Student's Questionnaire.

Question No. 5 "What happens when the teacher plays an audio?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

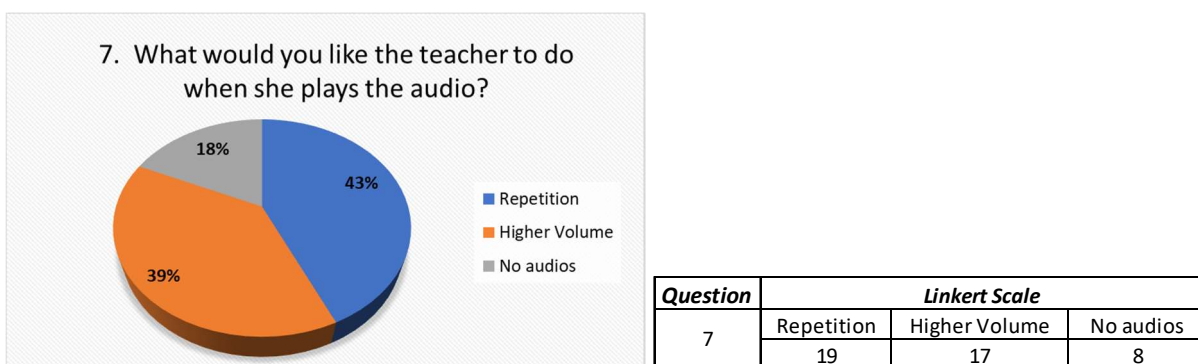


Graphic 13

Instrument: Student's Questionnaire.

Question No. 6 "What do you feel when you do not recognize what you are listening to?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Graphic 14

Instrument: Student's Questionnaire.

Question No. 7 "What would you like teacher to do when she plays the audio?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

Relating to the first objective of the research (Identifying teaching strategies in the acquisition of English as a second language in students with auditory problems), the students gave some ideas that teachers can put into practice, they are constantly exposed to the language, for that reason, they are conscious that English is important for the future. The main reason they gave why they want to learn English was because they want to understand it. That is because they listen to music, watch

videos, surf in internet and they need to understand what they are listening, watching and reading all the time. On the other hand, in Graphic No. 8 of the questionnaire 46% of the students expressed that they like other activities related to learning English, that can be because they are tired of the same things, what calls their attention are new strategies, innovations, and methods from the teacher. The teaching is immersed in any strategy that teachers use, if a teacher can use it in a proper way.

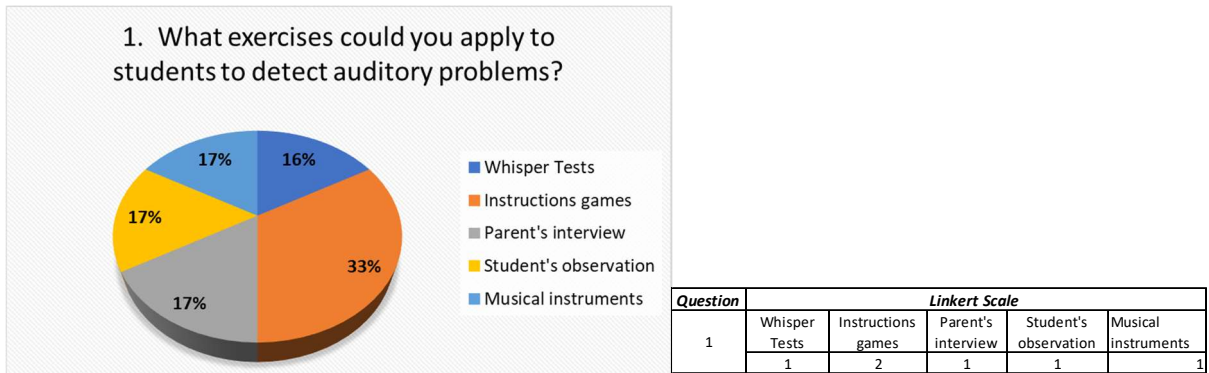
According to Graphics No. 9, No. 10 and No.11 the students supported the idea of more auditory material because they learn more in that way, also they expressed that the skill that they like more is listening. So, in this case, English teachers have to look for better and more listening exercises as well as the best devices to have a good auditory quality.

The Graphic No. 12 is an open question about the reaction of listening to an audio, the higher percentage (27%) answered that they do not understand, but according to Graphic No. 13 they make an effort and try to listen again until they get the information. On Graphic No.14, 43% of the students require a repetition of the audio for better understanding, nearly with a 37%, the students request a higher volume when the teacher plays an audio.

Interview for Special Education Teachers

This interview was applied to four Special Education teachers who work in the Escuela de San Rafael, their answers give a more professional opinion about the

approach and strategies the English teachers can use in their classroom. The teacher's specialties are Language Disorder, Supporting, and Learning Problems.

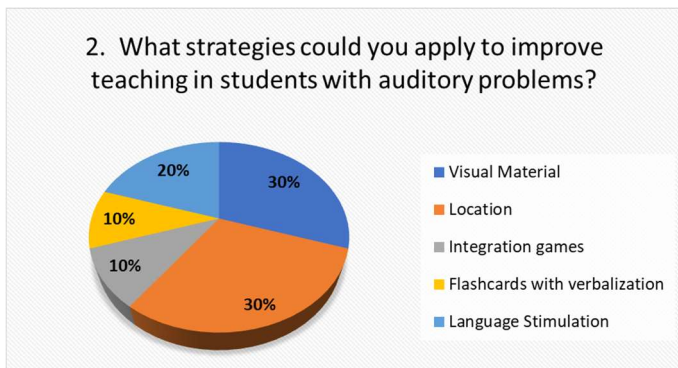


Graphic 15

Instrument: Interview to the Special Education teachers.

Question No. 1 "What exercises could you apply to students to detect auditory problems?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



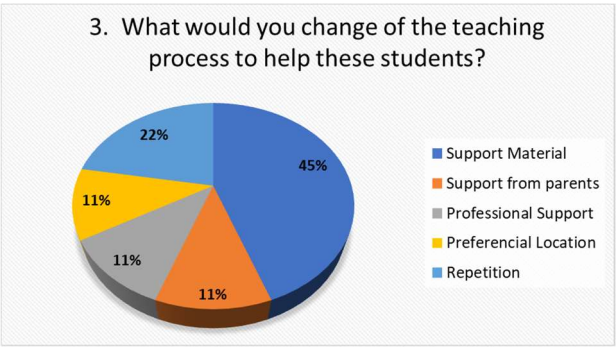
Question	Linkert Scale				
	Visual Material	Location	Integration games	Flashcards with verbalization	Language Stimulation
2	3	3	1	1	2

Graphic 16

Instrument: Interview to the Special Education teachers.

Question No. 2 "What strategies could you apply to improve teaching in students with auditory problems?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



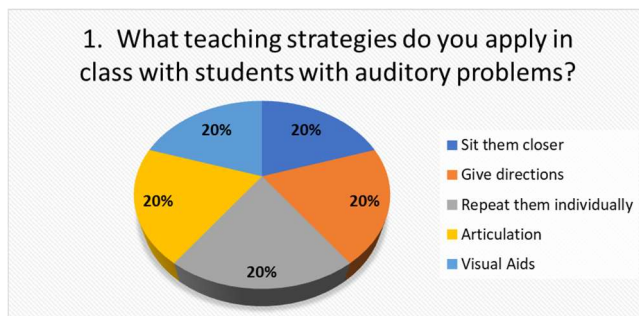
Question	Linkert Scale				
	Support Material	Support from parents	Professional Support	Preferencial Location	Repetition
3	4	1	1	1	2

Graphic 17
 Instrument: Interview to the Special Education teachers.
 Question No. 3 “What would you change of the teaching process to help these students?”
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

The Special Education teachers explained that it is necessary to pay more attention to students with special needs, because they have a lot of potential for many tasks, the only thing teachers have to do is to motivate their learning with the correct activities. About the first objective, they gave some ideas about how to approach these students with the correct mediations. If teachers have a suspicion of a student in the classroom with some auditory problem, they suggested several options that teachers can apply to study the case deeply. Among the options, they expressed whisper test as first option, then as it is shown in Graphic 15, the teacher can apply instruction games, use musical instruments during the activities, and do observations to the students all the time. Other option they expressed was to talk to the parents about the behavior of their son or daughter at home, in order to compare and analyze their behaviors. In Graphic No. 16 teachers expressed that visual material and any other support material are important in the education of students with some auditory problem, also they commented that, the location of the students inside the classroom and the verbalization. In Graphic No. 17 teachers explained the support from a professional, and parents improves the education of these children.

Interview for English Teachers

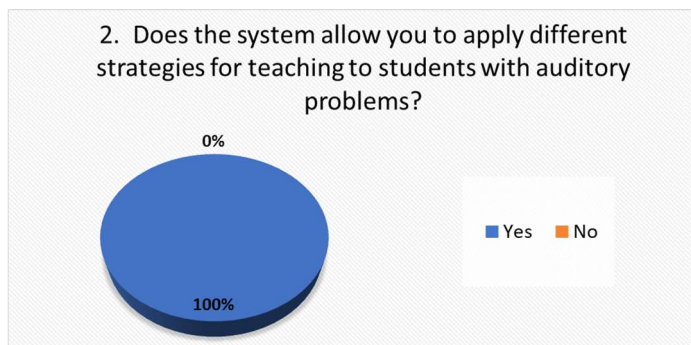
This interview was applied to two English teachers who work in public schools in both cycles, they have more than 10 years of experience and they have worked with students with different special needs. Only the first two questions of the interview were about the first objective of this study (teaching strategies for the acquisition of English as a second language).



Question	Linkert Scale				
	Sit them closer	Give directions	Repeat them individually	Articulation	Visual Aids
1	1	1	1	1	1

Graphic 18

Instrument: Interview to English teachers.
 Question No. 1 "What teaching strategies do you apply in class with students with auditory problems?"
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale	
	Yes	No
2	2	0

Graphic 19

Instrument: Interview to English teachers.
 Question No. 1 "Does the system allow you to apply different strategies for teaching to students with auditory problems?"
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

According to Graphic No. 18 and the questions about the strategies they used for students with any auditory problems they coincided about using visual aids as well as the location of the students inside the classroom, and the use of articulations, repetitions and instructions games. One question about if the system allows to apply different strategies, they answered “yes”, that means they can use any strategy they consider appropriate for any students of the group.

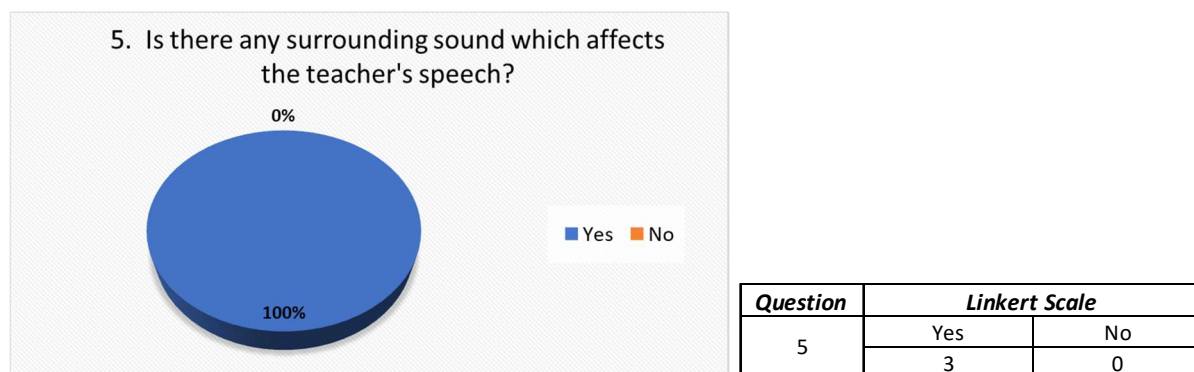
In general, to this first objective, the criteria in the observations concluded that it is necessary to use nonverbal communication, that sometimes teachers do not use all the resources and material that they should, and teachers have to do an effort to look for new strategies every day to improve their teaching. During the student's questionnaire they expressed their desire for knowledge they want to learn English to understand it. The motivation exists in the students, teachers have to take advantage of it to design how they can learn in a better way. Also, they express that the audios and the listening part are important for their learning, they also like the activities which are different and increase their interest in looking ways to find out the thing they do not know yet. They like the teacher to understand them and support them all the time, with repetition of the audios and good volume to understand better. In the teacher's interview the use of mediations to find out if there is a student with auditory problems was very assertive, such as the use of games, musical instruments, or instruction games. On the other hand, they reinforced that it is necessary the use of visual material all the time, and the location of them inside the classroom is also important. Other point, that sometimes teachers forget is the parent's support, it is essential to increase the self-esteem of the students. Finally, during the interview to

the English teachers they expressed that the system allows them to apply any strategy they consider effective for the student or the group, also they recommend use of visual material, repetition, articulation, game of instructions and the appropriate location of the student inside the classroom, to help the students who have any auditory problem.

Objective: Describe the factors which determine the teaching process to students with Central Auditory Processing Disorder or any auditory problem in students of II Cycle in the teaching of English.

Observation

About this objective, the questions 5, 6, 7, and 8 are focused on the teacher and the questions 19 and 20 on the students. The main idea is to research factors which become difficult teaching.

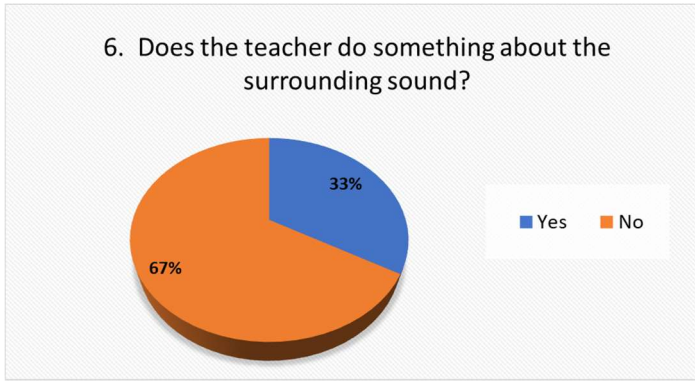


Graphic 20

Instrument: Observation

Question No. 5 "Is there any surrounding sound which affects the teacher's speech?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



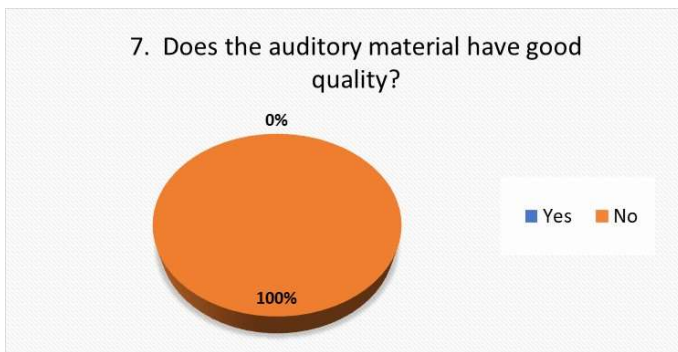
Question	Linkert Scale	
	6	Yes
	No	2

Graphic 21

Instrument: Observation

Question No. 6 "Does the teacher do something about the surrounding sound?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



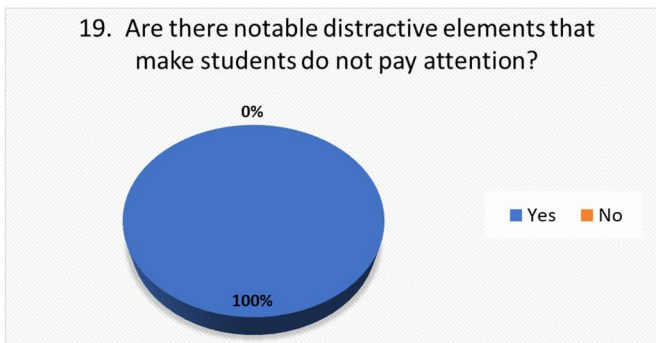
Question	Linkert Scale	
	7	Yes
	0	3

Graphic 22

Instrument: Observation

Question No. 7 "Does the auditory material have good quality?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



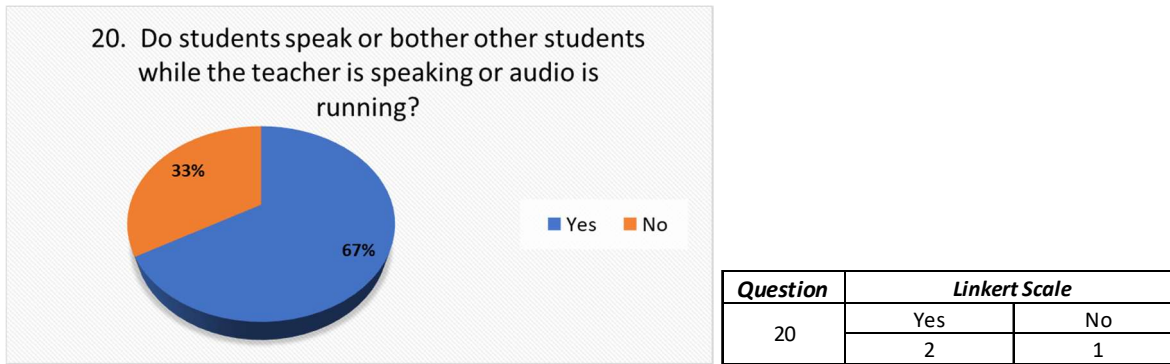
Question	Linkert Scale	
	19	Yes
	3	0

Graphic 23

Instrument: Observation

Question No. 19. "Are there notable distractive elements that make students do not pay attention?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Graphic 24

Instrument: Observation

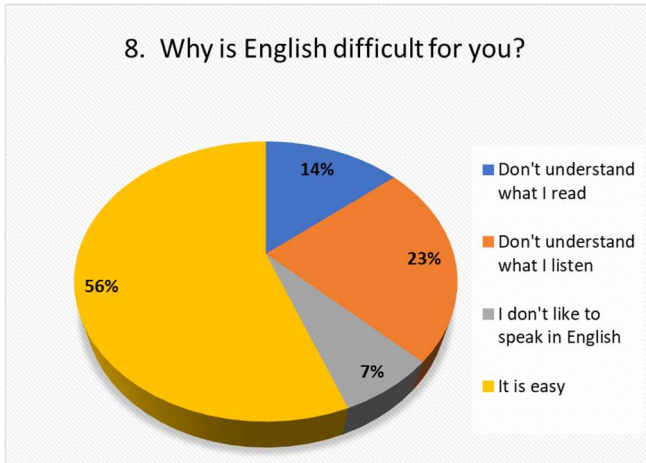
Question No. 20 "Do students speak or bother other students while the teacher is speaking or an audio is running?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

It is a fact, and based on the graphics, there were a lot of surrounding sounds that affect teaching, in some cases, the teacher cannot do anything to avoid it, in other occasions, she closed the door, or did other kind of activities as writing, but the noise continued in the classroom. According to Graphic No. 22, during the three observations, there was not opportunity to listen to an audio, the teacher did not use audios or songs during those three observations, however, she commented that the devices are not good and the audios either, she prefers to play a video in the Library School where it is more silent. On the other hand, students felt annoying about all the noise, some of them wanted to pay attention and listen but the noise and other students talking did not allow it as it was shown in Graphics No. 23 and 24.

Student's Questionnaire

The purpose of the questions in this instrument was to research about the inconvenient students have to learn every day, to achieve listening to the teacher and to the audios she played during the class. The questions related to this objective are questions 8, 9, 10, and 11.



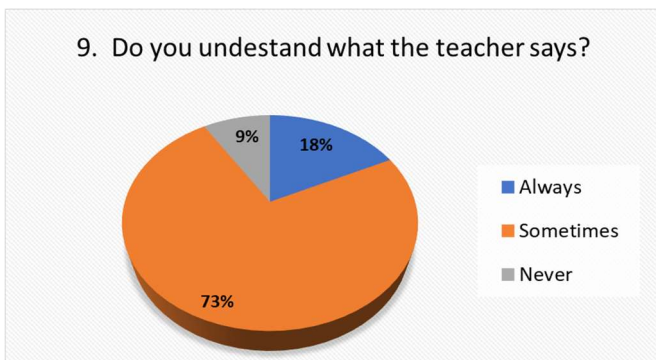
Question	Linkert Scale			
	Don't understand what I read	Don't understand what I listen	I don't like to speak in English	It is easy
8	6	10	3	24

Graphic 25

Instrument: Student's Questionnaire

Question No. 8 "Why is difficult English for you?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



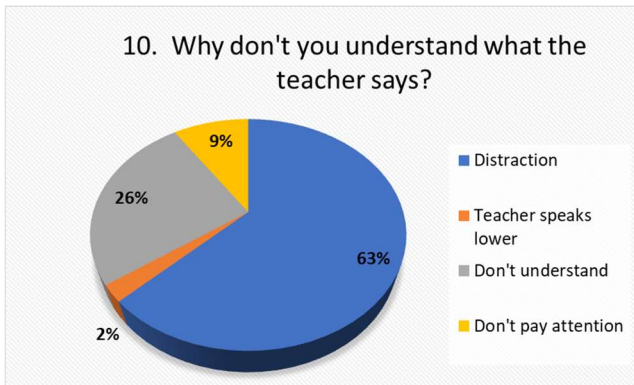
Question	Linkert Scale		
	Always	Sometimes	Never
9	8	33	4

Graphic 26

Instrument: Student's Questionnaire

Question No. 9 "Do you understand what the teacher says?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



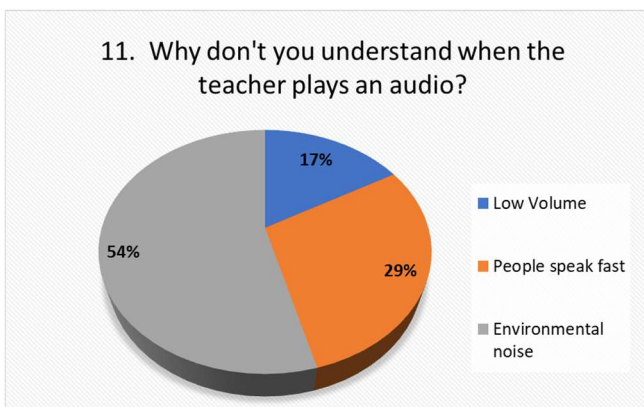
Question	Linkert Scale			
	Distraction	Teacher speaks lower	Don't understand	Don't pay attention
10	27	1	11	4

Graphic 27

Instrument: Student's Questionnaire

Question No. 10 "Why do not you understand what the teacher says?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale		
	Low Volume	People speak fast	Environmental noise
11	8	14	26

Graphic 28

Instrument: Student's Questionnaire

Question No. 11 "Why do not you understand when the teacher plays an audio?"

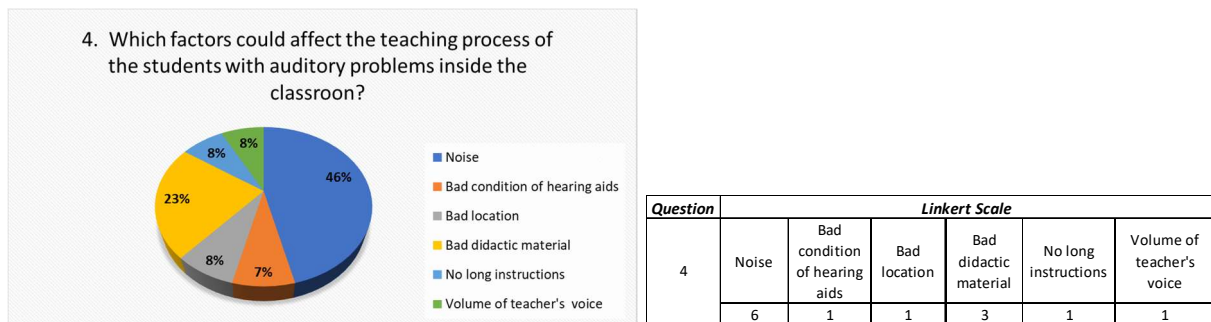
Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

The information of Graphic No. 25 shows that for 56% of the students, English is an easy subject, they do not have difficulty for learning English, but 23% of the students answered that they do not understand what they listen, and this can happen because of many reasons. As it is shown in Graphic No. 26 the 18% of the students always understand what the teacher says, the rest of the students only understand sometimes or never, it is necessary to research the causes of the low percentage and change that percentage with new strategies. The Graphics No. 27 and 28, show

several causes of why students do not understand what they listen to. The main causes are the environmental noise, and the distraction among others such as the speed of the speech, and the volume.

Interview for Special Education Teachers

The special education teachers gave an agreement about the situations or factors which affect the learning process especially in students with auditory problems. The answers that contribute to determine those factors according to the second objective are number 4, 5, and 6.

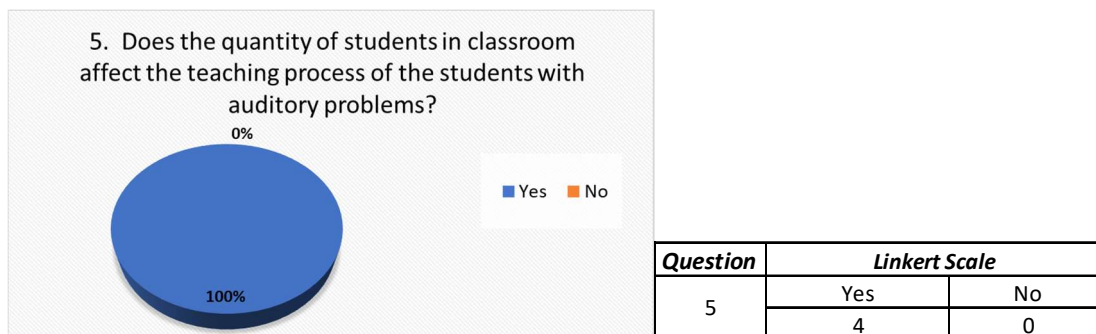


Graphic 29

Instrument: Interview to the Special Education teachers.

Question No. 4 "Which factors could affect the teaching process of the students with auditory problems inside the classroom?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

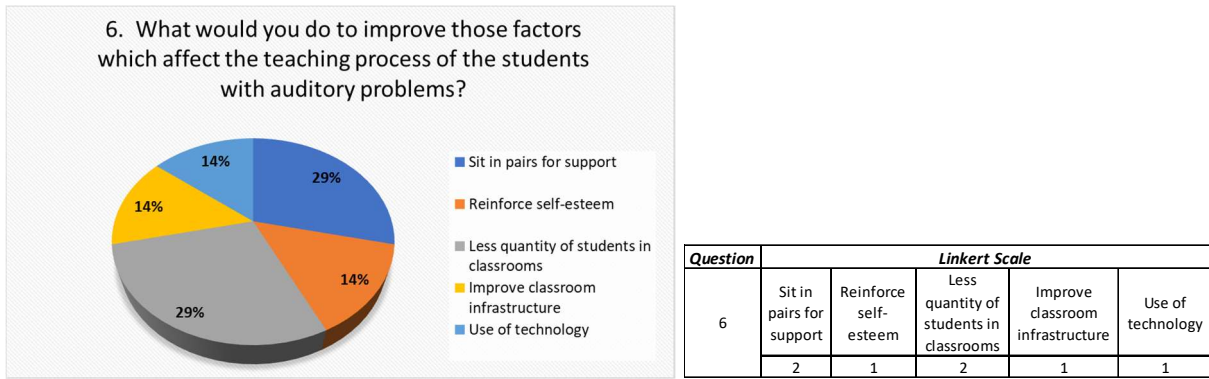


Graphic 30

Instrument: Interview to the Special Education teachers.

Question No. 5 "Does the quantity of students in classroom affect the teaching process of the students with auditory problems?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Graphic 31

Instrument: Interview to the Special Education teachers.

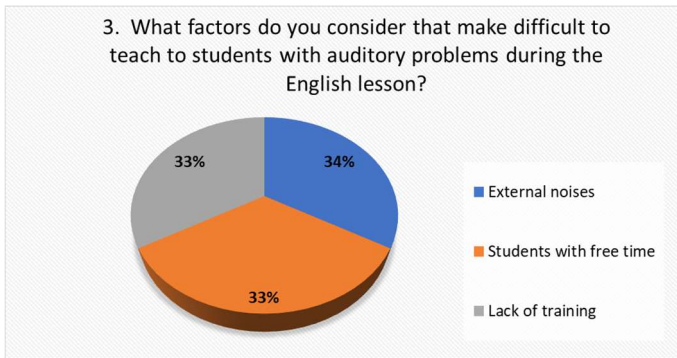
Question No. 6 “What would you do to improve those factors which affect the teaching process of the students with auditory problems?”

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

According to Graphic No. 29 the 46% of the time the main factor which affects the learning process in the students is the noise, the other factors are bad location, bad didactic material, and low teacher’s voice. Another factor is the quantity of students per group, because it is a barrier for listening. Taking in to consideration the way in which actually teachers work, the special education teachers gave some options to improve the learning process in students with auditory problems, the options are shown in Graphic No. 31, and two of the main reasons are to reduce the quantity of students per group, and sit the students in pairs for supporting.

Interview for English Teachers

In this instrument, the answers 3 and 4 correspond to the second objective. The answers are short but they give real situations and proposals of what is happening in the classroom and how they can improve their techniques of the learning process every day.



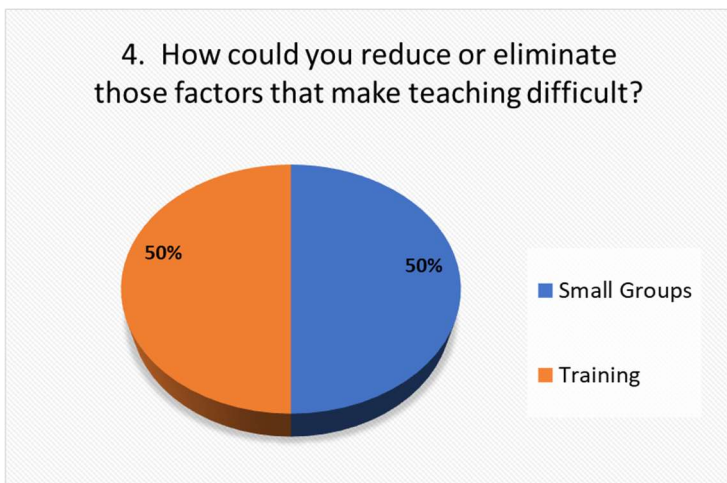
Question	Linkert Scale		
	3	External noises	Students with free time
	1	1	1

Graphic 32

Instrument: Interview to English teachers.

Question No. 3 "What factors do you consider that make difficult to teach to students with auditory problems, during the English lesson?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale	
	4	Small Groups
	1	1

Graphic 33

Instrument: Interview to English teachers.

Question No. 4 "How could you reduce or eliminate those factors that make teaching difficult?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

Two teachers were interviewed, gave different questions, the answers showed the factors that affect the teaching process. There was one factor which was expressed in all the instruments, that was, the noise, it became the most notorious aspect, that was because the study disorder is the auditory problems, for that reason, one of the solutions they exposed, is to reduce the quantity of students per group. Other

important point they said is more training for English and regular teachers, to work in an appropriate way with the students with auditory problems.

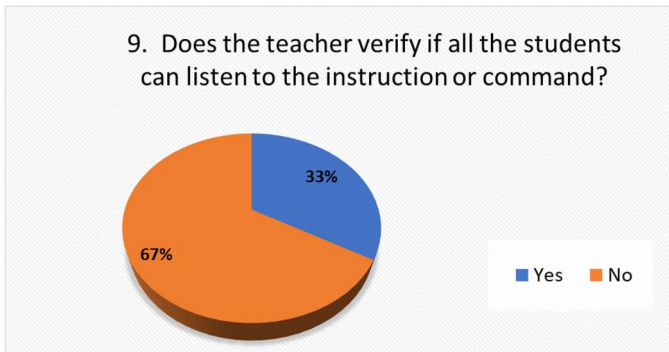
Objective: Analyze the proposals of accommodation which the public educational system offers for the approach with students who present the Central Auditory Processing Disorder or any auditory disorder in the acquisition of a second language.

The last objective has the purpose to inquire about the options and tools that Ministerio de Educación Pública (MEP) gives actually to teachers in order to improve day by day and work in an appropriate and effective way with students who have some auditory disorder.

This objective is also about the support that the MEP gives about accommodations for the students, the tools and services, that MEP offers to improve the learning of the students and the correct development of the teacher's tasks in their job.

Observation

The observation shows the real life, what is happening in the classroom, for that reason, they are important in an investigation. For this objective, the questions from 9 to 16 are about the teacher's work and the questions 21, and 22 for the students.



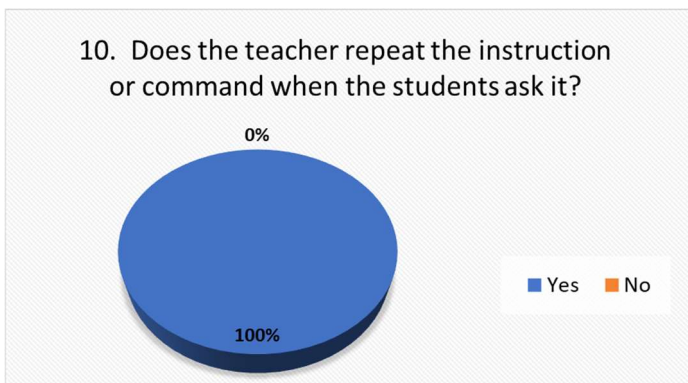
Question	Linkert Scale	
	Yes	No
9	1	2

Graphic 34

Instrument: Observation.

Question No. 9 "Does the teacher verify if all the students can listen to the instruction or command?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



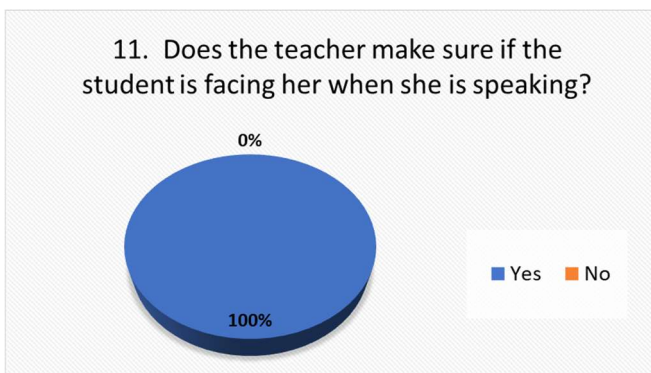
Question	Linkert Scale	
	Yes	No
10	3	0

Graphic 35

Instrument: Observation.

Question No. 10 "Does the teacher repeat the instruction or command when the students ask it?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



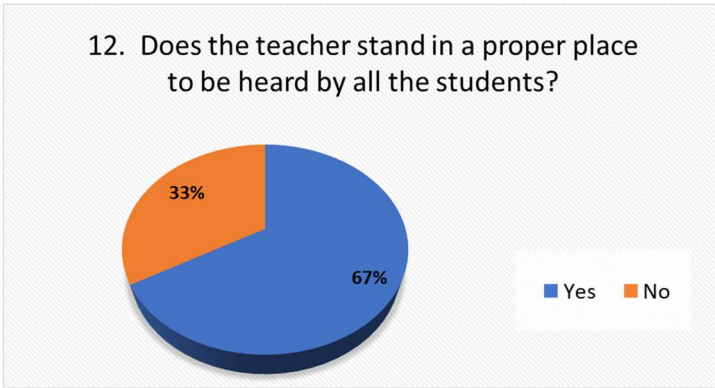
Question	Linkert Scale	
	Yes	No
11	3	0

Graphic 36

Instrument: Observation.

Question No. 11 "Does the teacher make sure if the student is facing her when she is speaking?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



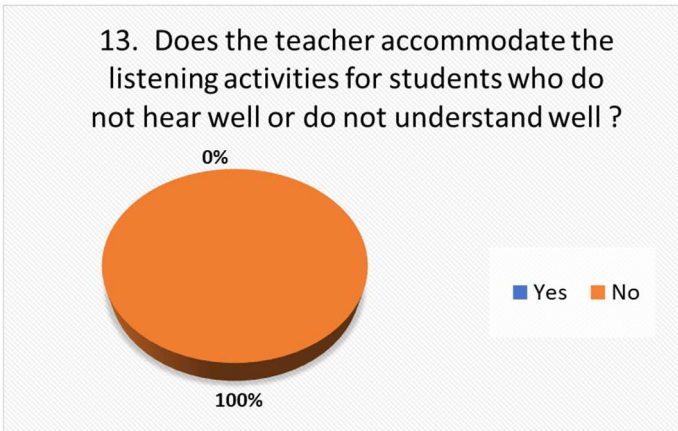
Question	Linkert Scale	
	Yes	No
12	2	1

Graphic 37

Instrument: Observation.

Question No. 12 “Does the teacher stand in a proper place to be heard by all the students?”

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



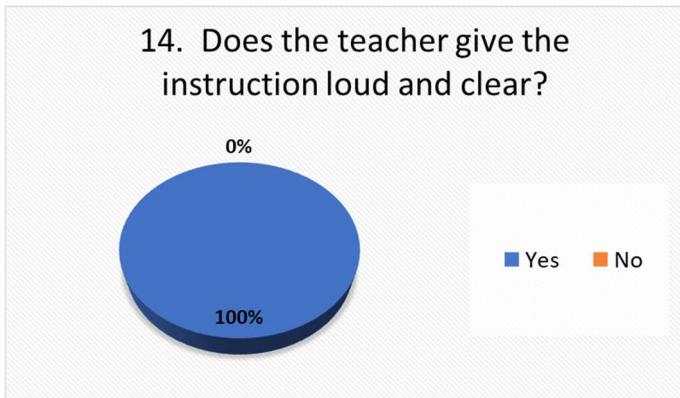
Question	Linkert Scale	
	Yes	No
13	0	3

Graphic 38

Instrument: Observation.

Question No. 13 “Does the teacher accommodate the listening activities for students who do not hear well or do not understand well?”

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



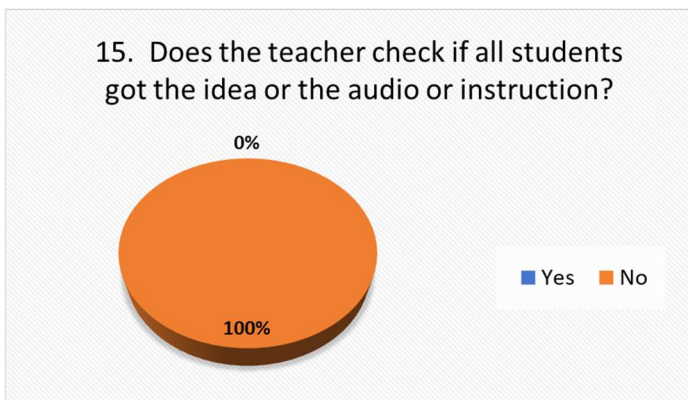
Question	Linkert Scale	
	Yes	No
14	3	0

Graphic 39

Instrument: Observation.

Question No. 14 "Does the teacher give the instruction loud and clear?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



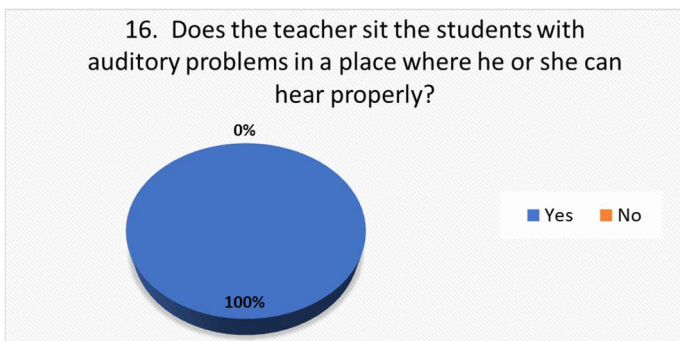
Question	Linkert Scale	
	Yes	No
15	0	3

Graphic 40

Instrument: Observation.

Question No. 15 "Does the teacher check if all students got the idea or the audio or instruction?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



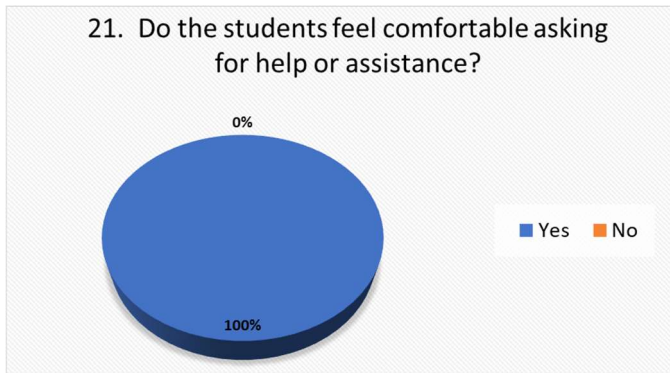
Question	Linkert Scale	
	Yes	No
16	3	0

Graphic 41

Instrument: Observation.

Question No. 16 "Does the teacher sit the students with auditory problems in a place where he or she can hear properly?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



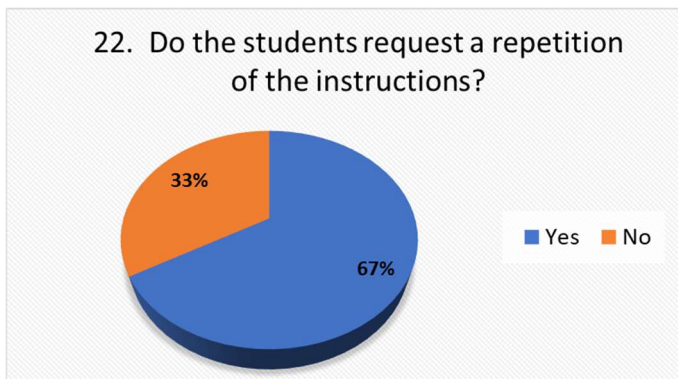
Question	Linkert Scale	
	Yes	No
21	3	0

Graphic 42

Instrument: Observation.

Question No. 21 "Do the students feel comfortable asking for help for or assistance?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale	
	Yes	No
22	2	1

Graphic 43

Instrument: Observation.

Question No. 22 "Do the students request a repetition of the instructions?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

It is difficult as a teacher to pay attention to all the students at the same time, but teachers have to build methods to do it possible. In the Graphics No.34, 36 and 40, although all the students are paying attention to the teacher, she cannot verify if all the students got the information all the time. During the observations only one time she asked to some students who she did not believe they had listened what she was talking about. In Graphic No 35, it is shown that the teacher repeats the instructions

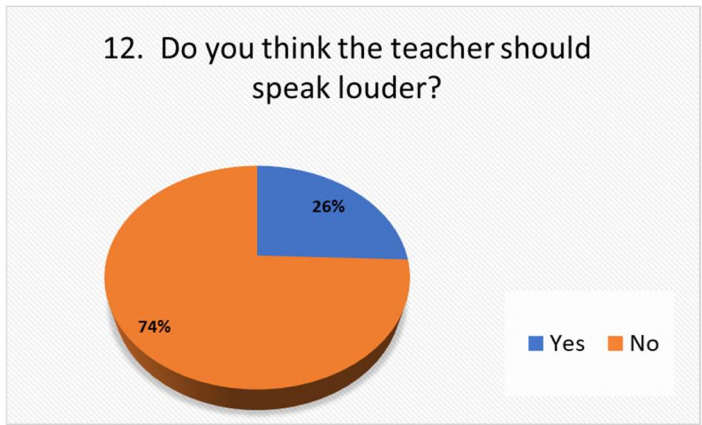
several times when the students ask for it. In Graphic No 37 during the three observations the 67% of the time, the teacher located herself in a proper place to be heard, the other 33% she reminded in her desk. The Graphic No. 38 did not have information because during the observations, the teacher did not play any audio. The teacher had a good tone of voice, so she always gave the instructions loud and clear as it is shown in Graphic No. 39. Graphic No. 41 shows all the students with auditory problems were sitting in the correct place, that is because they are students with special and specific accommodations already defined by the Support Committee, so the other teachers have to follow the instructions for each student.

About the points observed in the students, Graphic No. 42 shows that all the students feel confident to ask to the teacher, she has been their teacher for several years and they know each other, how and when they can ask. In Graphic No. 43, it can be seen that 67% of the time the students requested the repetition of the instructions.

In general, the accommodations are seen in the classroom, the teacher cannot receive all the training about it, but they have professional support most of the time.

Student's Questionnaire

This questionnaire reveals the opportunity to know the perception of the students about the accommodations they need or they require, and if the ones teachers use actually are working. The questions in this instrument which correspond to the third objective are the questions from 12 to 15.



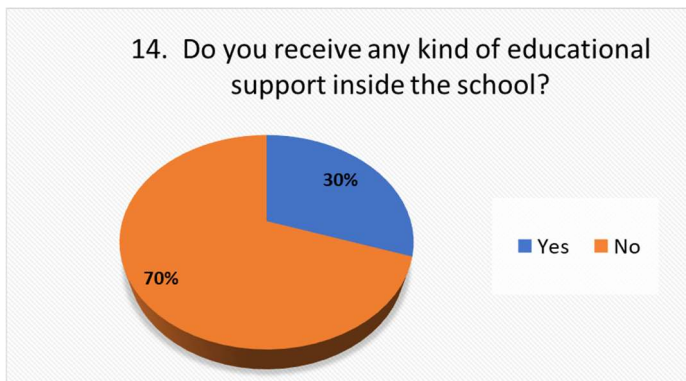
Question	Linkert Scale	
	Yes	No
12	11	32

Graphic 44
 Instrument: Student's Questionnaire.
 Question No. 12 "Do you think the teacher should speak louder?"
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



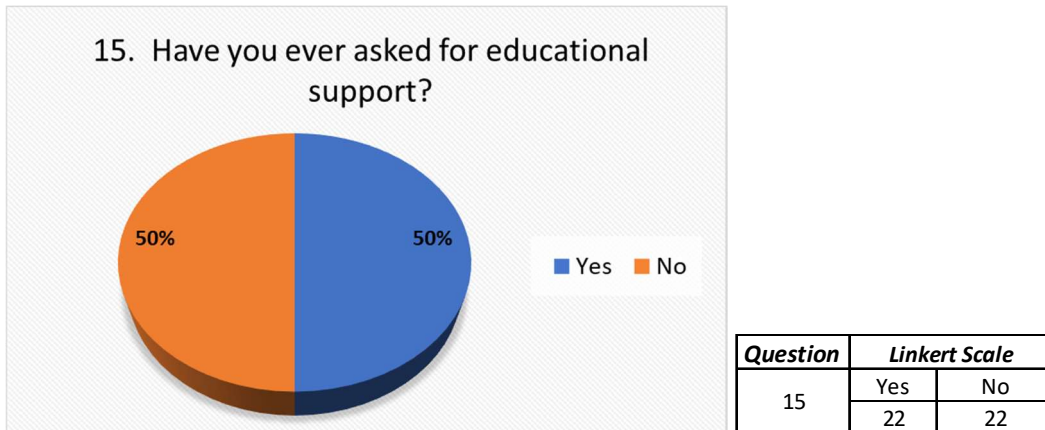
Question	Linkert Scale			
	Better audio	I place in another	Ask for silence	Ask for help
13	3	6	23	14

Graphic 45
 Instrument: Student's Questionnaire.
 Question No. 13 "What would you improve when the teacher speaks or plays an audio?"
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale	
	Yes	No
14	13	30

Graphic 46
 Instrument: Student's Questionnaire.
 Question No. 14 "Do you receive any kind of educational support inside the school?"
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Graphic 47

Instrument: Student's Questionnaire.

Question No. 15 "Have you ever asked for educational support?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

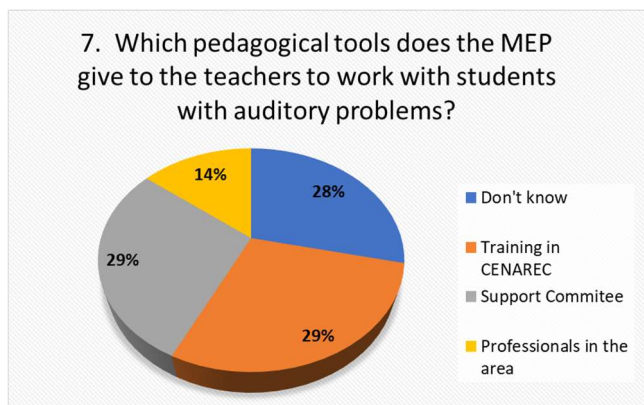
According to Graphic 44, the teacher has an appropriate tone of voice, so the 74% of the class can hear her well, the other 26% have some difficulty for understanding her. In Graphic 45, it is a 54% who think the noise is a big factor for a listening activity because they cannot listen well and there is a 30% of the class that asks for help, that is the population that require some attention in listening activities.

About the help the students receive in the school, 70% did not receive any kind of help in English, according to Graphic 46, the other 30% received some kind of help, from teachers. However, according to Graphic 47, the 50% of the students who answered the questionnaire said that they have asked for help to the teachers in the school, that means, although the 50% have requested some help as it was explained in the Graphic 48 only the 30% received that help according to Graphic 47; there is a 20% that teachers could not cover.

Interview for Special Education Teachers

The topic of this research in a few words is, “strategies for teachers who work with students with an auditory problem”, because of that the special education teacher, can orient the way in which English teachers work, in a more appropriate way.

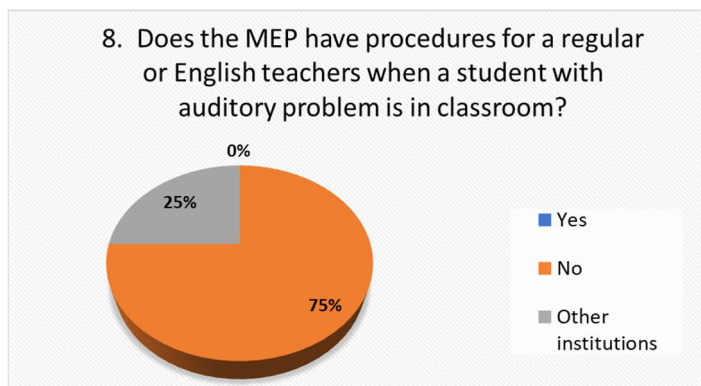
The questions 7, 8, 9, 10 and 11 of this instrument, correspond to the third objective of this research.



Question	Linkert Scale			
	Don't know	Training in CENAREC	Support Committee	Professionals in the area
7	2	2	2	1

Graphic 48

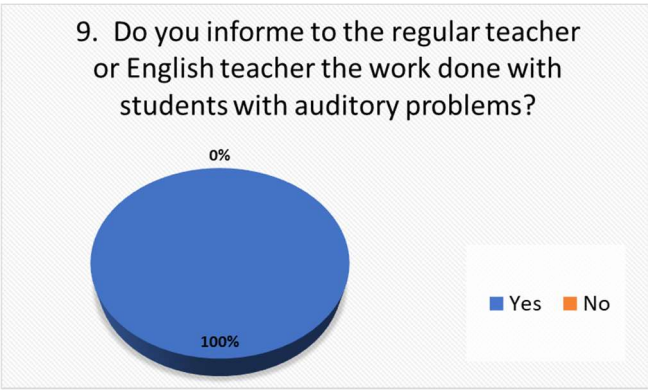
Instrument: Interview to the Special Education teachers.
 Question No. 7 “Which pedagogical tools does the MEP give to the teachers, to work with students with auditory problems?”
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale		
	Yes	No	Other institutions
8	0	3	1

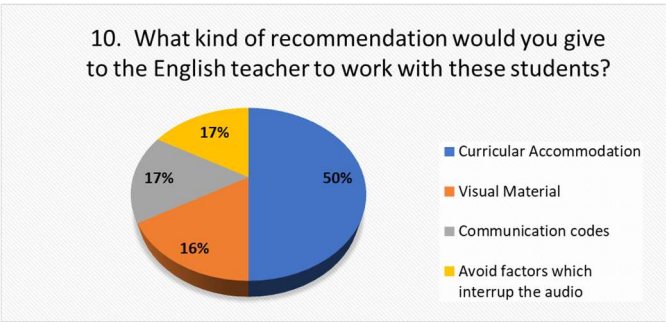
Graphic 49

Instrument: Interview to the Special Education teachers.
 Question No. 8 “Does the MEP have procedures for a regular or English teachers when a student with auditory problems is in classroom?”
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



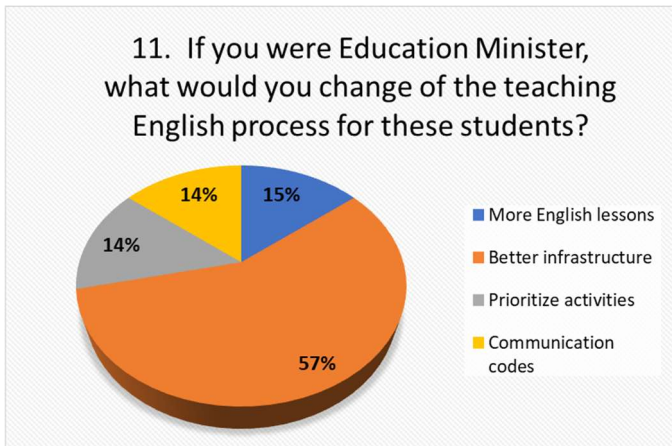
Question	Linkert Scale	
	Yes	No
9	4	0

Graphic 50
 Instrument: Interview to the Special Education teachers.
 Question No. 9 “Do you inform to the regular teacher or English teacher the work done with students with auditory problems?”
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale			
	Curricular Accommodation	Visual Material	Communication codes	Avoid factors which interrupt the audio
10	3	1	1	1

Graphic 51
 Instrument: Interview to the Special Education teachers.
 Question No. 10 “What kind of recommendation would you give to the English teacher to work with these students?”
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale					
11	More English lessons	Better infrastructure	Prioritize activities	Communication codes	Training	Less students per group
	1	4	1	1	1	1

Graphic 52

Instrument: Interview to the Special Education teachers.

Question No. 11 "If you were Education Minister, what would you change of the teaching English process for these students?"

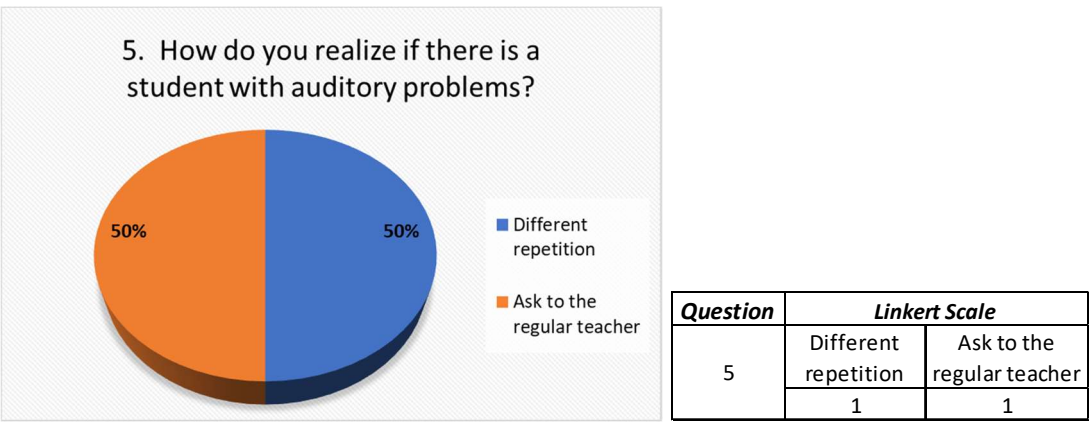
Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

Ministerio de Educación is the institution which guides and supervises all the teachers and the resources in the public section, and it observes that the main objectives be fulfilled, for that reason, it is important to research if it is true. In the Graphic 48, teachers explained that the tools are the following; training from CENARE, support commitment and professionals in the area, but there was a 14% that do not know any tool that MEP gives to teachers, it is important as a teacher to know all the resources available for teachers. Related to this information in Graphic 49 the 75% of the facilitators did not know about methods or procedures that MEP offers to teachers as support and guide in their work with students with auditory problems, of all the teachers interviewed only one who represented that 25% knew that CENARE offers procedures for the learning process in students with auditory problems.

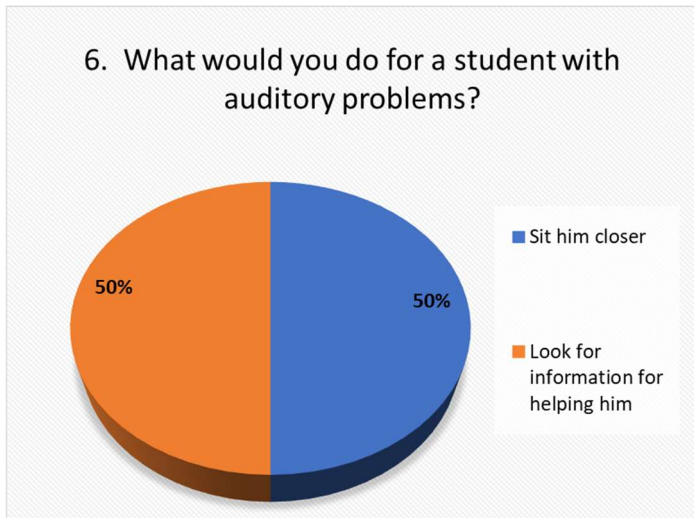
As it is indicated in Graphic 50, the 100% of the teachers communicated what they worked with students with special needs, specially to the regular teacher. In Graphic 51, the 50% of teachers gave as recommendations to work with different curricular accommodation, for example; access, no-meaningful, the other 50% recommended visual materials, avoid distractors, and communications codes. And finally, in Graphic 52, the 57% teachers proposed if they were Education Minister they would work for a better infrastructure, and the rest proposed more English lessons, prioritize activities, communication codes, more training, and less students per group.

Interview for English Teachers

In the interview for English teachers the questions from 5 to 9 correspond to the third objective, the purpose of those questions is to know what are the tools that MEP gives to English teachers; if they know about them, and how they can work with students with special needs.



Graphic 53
 Instrument: Interview to the English teachers.
 Question No. 5 "How do you realize if there is a student with auditory problems?"
 Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



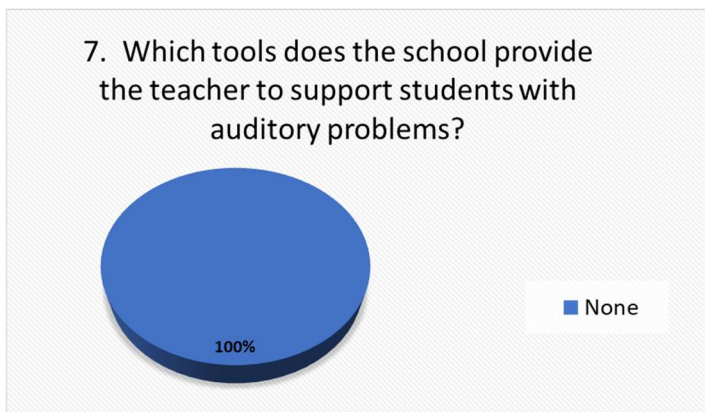
Question	Linkert Scale	
	6	Sit him closer
	1	1

Graphic 54

Instrument: Interview to the English teachers.

Question No. 6 "What would you do for a student with auditory problems?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



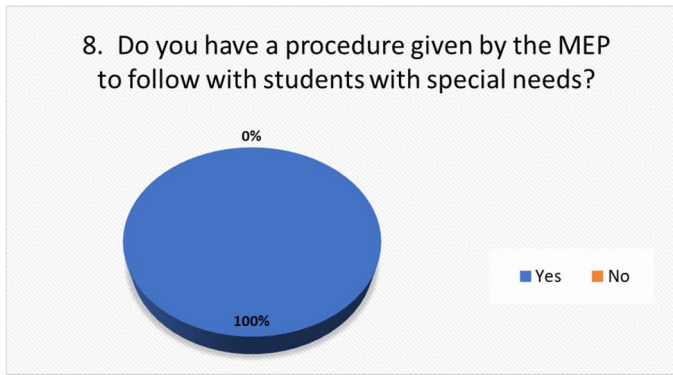
Question	Linkert Scale
7	None
	2

Graphic 55

Instrument: Interview to the English teachers.

Question No. 7 "Which tools does the school provide the teacher to support students with auditory problems?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



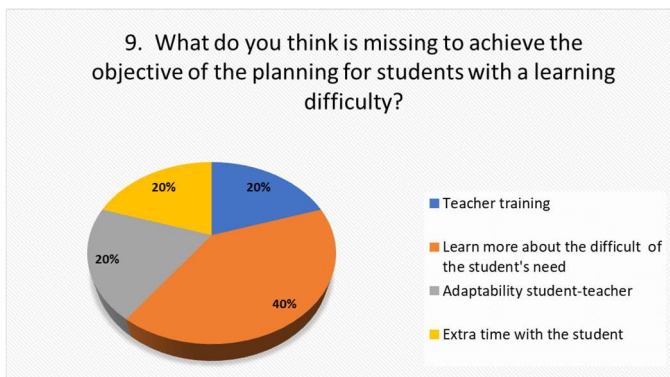
Question	Linkert Scale	
	8	Yes 2

Graphic 56

Instrument: Interview to the English teachers.

Question No. 8 "Do you have a procedure given by the MEP to follow with students with special needs?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018



Question	Linkert Scale			
	9	Teacher training 1	Learn more about the difficult of the student's need 2	Adaptability student-teacher 1

Graphic 57

Instrument: Interview to the English teachers.

Question No. 9 "What do you think is missing to achieve the objective of the planning for students with a learning difficulty?"

Source: Carmona Zamora, Laura. Universidad Hispanoamericana, 2018

The first thing a teacher has to do is to know her students. Also, the teacher has to research about the curriculum and the students' conditions. The Graphic 53 shows what a teacher has to do if she thinks a student with auditory problems is in the classroom. The 50 % answered that she has to ask to the regular or guide teachers, they have to have information about the student, and the other 50% answered that

they can apply repetition tests to analyze if there is some auditory problem. The Graphic 54 shows how, the teacher proceeded when there is a student with auditory problems, the 50% answered she has to apply an accommodation of access and the other 50% said to look for information to help the student, it is important to follow the two options one is complement of the other one.

In Graphic 55, the English teachers answered that they did not know any tool the school offers to English teachers to confront these students, the fact is that some teachers do not look for information and ways to help them. In Graphic 56, both teachers answered that they had a procedure to follow with students with some special needs, they referred to the curricular accommodation of each case.

Finally, in Graphic 57, about what is missing to achieve the objective with students with auditory problems, the 40% of the answers was about more training for teachers in regards to accommodations, or special education, a 20% referred that they require more time with the students, sometimes the time in class is unproductive for them because of the noise. Other 20% answered that in some cases the student's need is very difficult to carry out, neither the accommodations nor all the inclusiveness that the school can give to them can make their learning process possible. And the last 20% of the answers was about the adaptability of the student-teacher or student-school, for some students the change is difficult, and when they have to change a teacher or school the time of adaptability is long.

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

Sometimes teachers try to use the best strategies for teaching, when they have a difficult situation in the classroom. Every year, the teachers have new challenges, cases, and students, for that reason; it is important to know all the information about the student that makes the work easier and more effective. Sometimes, their years of work, it means, their experience, let them to work with a new case, but sometimes, it does not happen, and they have to research about how that student can learn, but they rarely research, they prefer to ask for some information about specific cases to the special education teacher.

The conclusions of this research respond to each of the specific objectives, and the general objective, for that reason, the conclusions are explained according to each objective.

Specific Objective: Identify teaching strategies in the acquisition of English as a second language in students with auditory problems.

According to this objective and the previous research, it is important to mention that most of the time the students express to their teachers what helps them and what does not, giving them the correct strategies to follow, the only thing teachers have to do is to hear them and study the options.

There is a desire from the students to learn, they like English for a communication principle, they want to understand it, because it is around them all the

time, in music, videos, movies, and publicity, they know that it is important to learn English, that is the reason why it is an easy subject for most of them.

All the students require good strategies but those students with some auditory problem, require more specific strategies, they require good visual aids followed by instructions, new vocabulary, commands; to make a match with the oral part, sometimes teachers do not use enough visual material. They like the listening activities but they have to be appropriate for the level, constant during the year, and have good quality. During the listening activities, the teachers have to take care of the quality of the audio, volume, silent inside the classroom, and also, the teacher has to consider the repetition of the audio as many times as the teacher considers it necessary, and when the students ask for it. Sometimes, the teachers do not use audios in their activities, and it is important, because the students have to be in a constant contact with the native language.

The students love all the innovation, for that reason every new method, activity, strategy that the teacher uses, calls their attention and interest. The teacher has to take into account the difficulty of the activities because if they are so difficult, students become frustrated and if the activities are easy, they are not motivated enough, so the balance is important.

English teachers use some strategies as good articulation with visual material, also they work with some accommodations established for each case, the educational system allows them to use the strategies they consider good for teaching, so they can research about new methods and apply them in class every time they consider it necessary.

The support that special education teachers can give to English and regular teacher can be amazing for the progress of the student, in most of the cases they know many strategies in which the students can learn better and more, but sometimes this information do not come to the English and regular teachers, but it is there. The special education teachers commented that if a teacher has doubt if a student is presenting an auditory problem, the teacher can use a whisper test, instruction games in order to identify if they can follow or not the idea, also analyze if they follow the music as the others classmates, the teacher has to observe the students, their movements, and their interest in the class. And finally, the teachers can talk to the parents for supporting and a tracing of their activities during the day, some students have an auditory problem and they are not diagnosed.

Specific Objective: Describe the factors which determine the teaching process to students with Central Auditory Processing Disorder or any auditory problem in students of II Cycle in the teaching of English.

The barriers are obstacles which do not allow to follow an objective, and the teachers have a lot of them in the classroom and outside, in the students with auditory problems the barriers become more complicated for learning because their progress sometimes is zero.

For students, sometimes, it is difficult to understand what the teacher says, this is due to the tone voice, its volume and the position of the teacher in the classroom, the research, determined that sometimes the teachers talk from the desk and it is not good for students who present auditory problems. The teacher who was observed

had good speech, but sometimes she was talking from the desk, this is a practice that has to be avoided.

The noise inside of the classroom sometimes is terrific, and some students cannot listen to what the teacher said. The external noise is also a factor, during the observations, there were men remodeling the school, they made very difficult to hear the teacher sometimes. Students commented also that sometimes the quality of the audio and the volume is bad, they cannot listen and less understand what is in the audio. The quality of the devices and audios is other barrier for the students.

English teachers say, that for them, a big barrier is the lack of training, that make impossible to progress in the teaching process, but they are conscious that they need to look for information about new cases all the time, although they do not do that because of time and resources. Also, they mention that external noises made sometimes teaching an impossible task, noises such as cars, factories, and students on the corridors in free time, they mentioned that one way to avoid it, is with small groups where the contact with the students can be closer.

The special education teachers say that some factors which make difficult to teach are all kind of barriers such as; internal and external noises, bad conditions of the auditory devices, and when the access accommodations are not applied, it means that some students with auditory problems are not located in a good way to listen.

Other factor that affects the teaching process is the quantity of students in the class, in this particular case, in the observed groups there were thirty students per

group, and during the rainy season sometimes it is impossible that the teacher can be heard.

Specific Objective: Analyze the proposals of accommodation which the public educational system offers for the approach with student who present the Central Auditory Processing Disorder or any auditory disorder in the acquisition of a second language.

There are three kinds of accommodations; significant, no-significant, and of access. Students with auditory problems that are not diagnosed, teachers can work with no-significant and access accommodations, the students sometimes need that the teacher speaks louder, and that their classmates be quiet and keep silence. They usually ask for help to their teacher when they do not understand something and the teacher is always with a good aptitude to help them.

During the research, it was notorious the support from the special education teacher to the students, however there was not communication with the regular or English teacher, the students mentioned that they receive support from the school but that support is from the English teacher, no from the special education teacher. They do not receive support from a special education teacher in English only in basic subjects like mathematics. The help that students received from the English teacher is what the teacher has to do during the class, but they do not receive support outside the classroom.

The English teacher takes care of her position to speak in front the class, she tries to speak loud and clear, in other words care of the accommodations aspects she

has to apply. On the other hand, the students feel comfortable to ask the teacher when they need. During the observations, the teacher does not show, to have a special treat with any student in special, she only takes care of all of them as well as she can.

English teachers know that, each special need declared in the curricular accommodation report made by the regular or special educations teacher, has a line to follow, she knows the cases and accommodations that she has to make in tests and some activities, but she does not know if these accommodations are really helping the student. Some English teachers know that they can ask the regular or special education teacher some doubts about a student, but if she wants to fulfill a content or an objective, she has to look for information by her own means.

Facilitators know that they need more training in the area of auditory problems and special needs in general, because MEP does not give this kind of training to them. They are conscious that every case can be difficult and all of them are different but depends on the teacher how much help the student receives. They only know the necessary aspects of the accommodation, if they want to go deeply, they have to research on their own.

The special education teachers know more about the cases and they are the professional part in this process, they know the MEP does not train the teachers but the Centro Nacional de Recursos para la Educación Inclusiva (CENAREC) does. MEP gives the Support Committee in almost all the public schools and professional staff like the itinerants in the auditory area who can give a more specific guide in the area.

MEP does not offer a specific procedure or method that an English teacher can follow because each case is different but the MEP offers the guidelines about the curricular accommodation in the all the schools as an inclusiveness principle.

Estimate didactic choices for English Language teachers to develop in the class with students of I and II Cycle who present the Central Auditory Processing Disorder

According to the objectives, and the research done, it can be concluded that the majority of the teachers do not know concepts about the Central Auditory Processing Disorder. Their knowledge is about auditory difficulties in general, not too specific as the CAPD. Also, the strategies they use are in general too, they use strategies which are taught in the university and which the experience of each year and case has given them.

According to the factors which determine the teaching process to students with CAPD, the research affirms that there are many factors that affect the teaching process, but most of them do not depend on the English teacher, they are external factors and institutional factors where the teacher's opinion is sometimes null, for example the external noise and the infrastructure.

Also, the Ministerio de Educación Pública (MEP) refers to the curricular accommodations in general and specifically to the regular subjects, the accommodations for English or any second language are not included in the document. The teachers do not know how to apply very specific accommodations for

the English class, they just apply general accommodation, and they just make activities and exams easier for these students.

5.2. RECOMMENDATIONS

For each objective there are some recommendations not impossible to fulfill.

Specific Objective: Identify teaching strategies in the acquisition of English as a second language in students with auditory problems.

- To use visual material is one important strategy. Each school should have a bank of images and flash cards, but they have to be big and colorful, the library of the school can keep them for the use of all the teachers. Teaching strategies have to be improved day by day, the students require new methods all the time.
- Do not forget to speak always in front of the students specially to those who have some auditory problem. Try to speak with good tone voice, using non-verbal communication, and flashcards or objects when she is introducing new vocabulary, or giving instructions or telling a story.
- To use games of instructions, songs, whisper tests with words they already know, if the English teacher suspects a hearing problem in a student exists.
- To locate them in V or semi-moon, in that way all the students can hear the others, the location of the group can be something to take into account always.
- To have the support from the parents, with monthly meetings to know any change in their students learning process is other strategy teachers can use. The parents can be more involved about the difficulties the student has, and their self-esteem can increase considerable, improving their strategies of learning.

Specific Objective: Describe the factors or elements which determine the teaching process of students with Central Auditory Processing Disorder or any auditory problem in students of II Cycle in the teaching of English.

The factors which make difficult to teach, most of the time, are not easy to avoid, but there are some recommendations to improve it.

- To place the students in the first line, sitting them in couples, so they can help each other when there is external noise.
- To use short sentences and commands.
- To change the activity for example; writing, if the noise is too loud.
- To improve the infrastructure, doing the classroom against noise, or invest in auditory system in which all the students can hear through headphones what the teacher is playing. The school can invest in better auditory devices such as sound equipment and speakers of good quality, but these strategies require an investment, and some schools do not have the money for it.
- To take training in the field of accommodations and the way how the students with special needs learn better. All this training can increase the teachers' strategies to help those students and cover in a correct way the objectives and contents.
- To suggest the access to one apart lesson per week, only for those students who require individual assistance. It can be, as an extra support for them, similar to the support that other students receive in the other subjects, or when they receive language therapy or learning problems support.

- Finally, to justify to the MEP that the quantity of student per group make difficult to teach to those students with auditory problems, but that require more documentation and it is very difficult to fulfill because it can produce a change in the educational system.

Specific Objective: Analyze the proposals of accommodation which the public educational system offers for the approach with student who present the Central Auditory Processing Disorder or any auditory disorder in the acquisition of a second language

- To offer a specific guideline to follow with specific cases of accommodations like auditory problems, the MEP can elaborate it. Now, the MEP offers professionals in each field, and it helps a lot, but it is necessary a guideline especially for those schools that do not have professionals in each area.
- To take advantage of the experience and suggestions of the special education teachers. Those teachers are available to give information they know, visual material, some advices, strategies they know to work with this population.
- To talk in front of the students, it means, never talk when you are writing on the board or do not turn the back, it is an accommodation that MEP suggests to teachers to work with students with auditory problems.
- To illuminate the classroom is another recommendation from the MEP, the classroom has to have good light
- Be in contact with CENAREC for trainings they provide during the year to take some of them., also they have important material and documents to encourage the previous knowledge teachers have.

- To keep a good communication through reports, meetings, or e-mails, the special education teachers with the regular and English teachers. A good communication can avoid unnecessary work or the elaboration of activities more appropriate for the students.
- To do the correct activities in the classroom, in that way, the students improve in all the subjects.

Estimate didactic choices for English Language teachers to work with students of I and II Cycle who present the Central Auditory Processing Disorder

According to the findings of the research, it is necessary;

- To interpose bases in the Ministerio de Educación to promote more training in curricular accommodation to all the teachers, because around this topic the Ministerio can arrive to many areas and to many students.
- To include better classroom and devices for listening activities is part of the access accommodations too. The education quality for all the students and especially to those who have some learning disability is vital, for that reason the infrastructure of the classroom has to be taken in to consideration.
- To reduce the quantity of students per group because a less quantity of students in a group makes that the education quality improve.
- To reduce the workload, especially in documentation and bureaucracy that reduce the real work of the teacher to teach properly, because sometimes the custom and the excessive workload makes that the teacher cannot be proactive,

- To investigate more about special needs to get effective information and create effective activities and plans for the classes for the benefit of the student. Nowadays the teachers do not read about the new approaches in education and the importance to teach well.

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GLOSSARY

Acquisition	All the new information a student can get from a new topic
Approach	Work with the major efficient in the class
Auditory	Hearing function
CAPD	Central Auditory Processing Disorder
CENAREC	Centro Nacional de Recursos para la Educación Inclusiva
Class	Group of students in which teacher develop her planning
Didactic	Resources to work with the class about a new topic
MEP	Ministerio de Educación Pública
Regular teacher	Guide teacher of a group

ANNEX

Annex 1

**CHECKLIST FOR THE OBSERVATION ABOUT CLASSROOM AND ENGLISH
TEACHER**

Objective	Criteria	Observation # 1 (4th Grade)		Observation # 2 (4th Level)		Observation # 3 (5th Level)	
		Si	No	Si	No	Si	No
	For the teacher						
1	1. Use nonverbal communications to convey the messages and instructions						
1	2. Use visual information like flashcards, or pictures to reinforce what is presented orally						
1	3. Use auditory material such as songs, videos, audios, etc.						
1	4. Repeat the audio or the instruction several times.						
2	5. Is there surrounding sound which affects the teacher's speech?						
2	6. Does the teacher do something about the surrounding sound?						
2	7. The auditory material has good quality.						
2	8. Nobody speaks while the audio is running or the teacher is speaking						
3	9. Does the teacher verify if all the students can listen to the instruction or command?						
3	10. Repeat the instructions or command when the students ask it						
3	11. Assure if the student is facing the teacher when she is speaking						
3	12. Stand in a proper place to be heard for all the class.						
3	13. Accommodate the listening						

	activities for the students who do not hear well or do not understand well.						
3	14. Does the teacher give the instruction loud and clear?						
3	15. Review if all students got the idea or the audio or instruction						
3	16. Sitt the students with auditory problems in a place where he or she can hear properly.						
	About the student						
1	17. Understand all the instruction at the first time.						
1	18. Everybody look at the teacher when she is giving the instructions.						
2	19. Are there notable distractive elements that make students do not pay enough attention.						
2	20. Some students speak or bother other students while teacher is speaking or audio is running.						
3	21. Do students feel comfortable asking help or assistance?						
3	22. Request the repetition of the instructions.						

Annex 2



Carrera: ENSEÑANZA DEL INGLES I Y II CICLO

Estudiante: Laura Carmona Zamora

Agradezco su colaboración completando el siguiente documento, el cual tiene como objetivo recolectar información para elaborar un estudio sobre situaciones auditivas que presentan los estudiantes dentro del aula y que afectan el aprendizaje, como parte del proceso formativo para optar por el grado de licenciatura. Agradecemos su completa sinceridad.

Muchas gracias por su colaboración.

CUESTIONARIO PARA ESTUDIANTES

Fecha: Mes _____ Año _____ Sexo: M F Edad: _____

Instrucciones. Escriba la respuesta que se le solicita en cada uno de los espacios.

1. ¿Por qué quiere aprender inglés, para leer, escuchar música y entender lo que dicen, para navegar en internet o porque te obligan?

2. ¿Qué le gusta de la clase de inglés, los audios, las lecturas, escribir, las actividades diferentes?

3. ¿Le gustaría cambiar de la clase de inglés, que haya más actividades diferentes, que lean más, que escriban más, que pongan más audios?

4. ¿Cuál destreza es la que le gusta usar más en clase de inglés, la de escuchar, hablar, leer o escribir en inglés? ¿Porqué, porque aprende más, porque lo comprende mejor o porque es más fácil?

5. ¿Qué sucede cuando su profesora pone un audio en inglés?

6. ¿Cómo se siente cuando **no** reconoce lo que escucha? ¿Se enoja, lo intenta otra vez, o no lo intenta más?

7. ¿Qué le gustaría que hiciera la profesora? ¿Que repita el audio, que le ponga más volumen, o que no ponga audios?

8. ¿Para usted es difícil inglés por qué no comprende lo que lee, porque no comprende lo que escucha, porque no le gusta hablarlo, o para usted es fácil?

9. ¿Cuándo la maestra habla en inglés en la clase, usted comprende lo que ella dice siempre, algunas veces o nunca?

10. ¿Porqué cree usted que le cuesta escuchar lo que dice la maestra dice en inglés, porque hay mucha distracción, porque ella habla muy bajo, porque no le comprende o porque no pone atención?

11. ¿Cuándo la maestra pone un audio en inglés, que problemas se presentan para que usted no reconozca lo que se dice; el volumen es muy bajo, la persona habla muy rápido o hay mucho ruido ambiental?

12. ¿Cree que su profesora debería hablar más alto o fuerte en inglés para entenderle, o usted le entiende bien?

13. ¿Si usted pudiera mejorar algo cuando la teacher habla inglés o pone un audio, qué haría; mejoraría el audio, se colocaría en otro lugar, pediría silencio o le pediría ayuda?

14. ¿Usted recibe algún tipo de apoyo o ayuda dentro de la escuela, cuando no escucha bien en clases de inglés?

15. ¿Le ha pedido ayuda a alguien o le ha comentado a alguien que no escucha bien?

Annex 3



Carrera: ENSEÑANZA DEL INGLÉS I Y II CICLO

Estudiante: Laura Carmona Zamora

Agradezco su colaboración completando el siguiente documento, el cual tiene como objetivo recolectar información para elaborar un estudio sobre situaciones auditivas que presentan los estudiantes dentro del aula y que afectan el aprendizaje, como parte del proceso formativo para optar por el grado de licenciatura. Agradecemos su completa sinceridad.

CUESTIONARIO PARA DOCENTES EN ENSEÑANZA ESPECIAL

1. ¿Qué ejercicios se pueden aplicar dentro del aula para detectar con facilidad problemas auditivos en los estudiantes que no estén diagnosticados?
2. ¿Cuáles estrategias aplicaría usted como profesional para mejorar la enseñanza en inglés en estudiantes con problemas auditivos dentro del aula?
3. ¿Qué cambiaría del proceso de enseñanza actual para que los estudiantes con alguna dificultad comprendan mejor la materia de inglés desde su área?
4. ¿Cuáles factores afectan el proceso de enseñanza en estudiantes con dificultad para escuchar bien, dentro del aula especialmente en clases de inglés?
5. ¿Cree usted que la cantidad de estudiantes por aula afecta mucho, poco o nada la enseñanza, en especial cuando hay niños con alguna dificultad auditiva o de otro tipo?
6. ¿Si usted pudiera hacer algo para mejorar estos factores que afectan la enseñanza de los niños con dificultades, que haría?

7. ¿Cuáles herramientas pedagógicas le brinda el Ministerio de Educación Pública para trabajar y mejorar el proceso de aprendizaje en estudiantes con problemas auditivos?
8. ¿Tiene el Ministerio de Educación algún instructivo para que una maestra regular o de inglés pueda hacer frente a algún problema auditivo que presente un estudiante?
9. ¿Lo que trabaja usted con el estudiante se lo comunica a la docente de inglés o regular para que la ayuda al estudiante sea continua?
10. ¿Qué tipo de recomendación o tipo de adecuación sugiere usted a una docente de inglés que trabaje con estudiantes con problemas auditivos?
11. ¿Si usted fuera la Ministra de Educación cuáles cambios generales propondría usted para mejorar la enseñanza del inglés en estudiantes con dificultades auditivas?



Annex 4

Profession: ENSEÑANZA DEL INGLÉS I Y II CICLO

Student: Laura Carmona Zamora

I appreciate your collaboration, filling the follow document, whose objective is to collect information to elaborate a study about auditive situations that students present inside the classroom and affect the learning as the formative process to get the title of Bachelor degree. I really appreciate your complete sincerity.

QUESTIONNARY FOR ENGLISH TEACHER

1. What teaching strategies do you apply in English class with students with auditory problems?
2. Does the system allow you to apply different strategies for teaching to students with auditory problems?
3. What factors during the English lesson do you consider that make difficult to teach to students with auditory problems?
4. How could you reduce or eliminate those factors for a better teaching process in your class to students with auditory problems?
5. When you are teaching, how do you realize if there is a student with an auditory difficulty?
6. How do you proceed, when you realize there is a student with auditory problems?
7. Which tools does the school give to the teacher to support students with this difficulty?
8. Do you have a procedure to follow with students with some special need?
9. What do you think as a teacher is missing to fulfill the objective of the content with students with a differentiate capacity?