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OF SANTIAGO DE GUAYAQUIL**

**OFFICE OF GRADUATE STUDIES
MASTER'S DEGREE PROGRAM IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**TITLE
EXPLORATION OF COGNITIVE SPECIAL NEEDS AT THE
FACULTY OF ADMINISTRATION OF THE UNIVERSITY OF
GUAYAQUIL FOR THE DESIGN OF A VIABLE EFL TEACHER
TRAINING PROPOSAL**

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SANTIAGO DE GUAYAQUIL**

**OFFICE OF GRADUATE STUDIES
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CERTIFICATION

We certify that this research project was presented by Elena Patricia Aguilar Echeverría as a partial fulfillment of the requirements for the Degree of Master in Teaching English as a Foreign Language.

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I, Elena Patricia Aguilar Echeverría

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ABSTRACT

To research the aspects of special needs in the Faculty of Administration at the University of Guayaquil to identify possible weak elements. For this purpose, this study uses a quantitative method to describe and analyze the needs of professors about intellectual disability in the students' population. The research confirmed the importance of applying pedagogical strategies as an essential means of improving teaching practices. The participants consisted of 42 professors from the English department of the Science Administration Faculty at the University of Guayaquil. There were both male and female participants based in Guayaquil in Ecuador during the academic year 2018-2019. Fourth main instruments were used to gather the data, a survey, a test, two semi-structured interviews, and a questionnaire (5 sources). Finally, an online training course was designed that delivers several cutting-edge resources by utilizing a website to enhance professors' teaching practice with special needs students.

Keywords: (cognitive, disability, training, professors, online, strategies)

INTRODUCTION

It is prescribed in the Ecuadorian constitution that classrooms and classes must be inclusive, and professors must apply those regulations, which also govern higher education. According to the Ecuadorian Laws, such as The Ecuadorian Constitution and the Organic Law of Higher Education and Good Living, people have the right to study without any discrimination in the classroom.

In other words, the Ecuadorian Constitution affirms that people's right is to obtain education throughout their whole life (Ecuadorian Const. art. XXVI).

Moreover, it is a right to have education at each level, and education is mandatory in school and high school. The law expresses that "...education will be participative, mandatory, intercultural, democratic, inclusive and diverse ..." (Ecuadorian Const. art. XXVII).

1. "To foster social and territorial equality, cohesion, inclusion, and equity in diversity" (Good Living, 2013).
2. "To guarantee true equality in access to quality health-care and education services for people and groups requiring special consideration because of inequalities, exclusion and discrimination persist" (Good Living, 2013).
3. "To foster social inclusion and cohesion, peaceful coexistence and the culture of peace, eradicating all forms of discrimination and violence" (Good Living, 2013).

On the other hand, disabled students are taking different programs in different semesters, and the professors are not able to identify students who have a cognitive disability. According to the experts, cognitive or intellectual disabilities are one of the most challenging disabilities to identify among the stakeholders. There is a classification of cognitive disability, which consists of mild, moderate, severe, and profound (APA, 2000). That is why professors are required to be well prepared.

Despite a master's degree, most of the higher education professors consider they are not prepared to face this issue because they have not received any training to deal with this reality.

For that reason, this study aims to examine the professors' knowledge about special cognitive needs, identify teacher's weaknesses in their teaching practices, and design a proposal to foster understanding and skills regarding the cognitive disability for the English professors at the University of Guayaquil.

STATEMENT OF THE PROBLEM

This research exploration is going to take place in Administration Faculty from the University of Guayaquil, where there is a population of 3000 students enrolled in EFL courses for each semester. There are 35 ELF teachers working in the English department, they have courses lasting three hours per course over five months, and they work morning, afternoon, and evening shifts. There are also four- hour-intensive courses on Saturdays.

Students present various difficulties in a regular class. Firstly, they are not able to write a coherent paragraph because of their lack of vocabulary and structure. Secondly, they have a lot of difficulties in pronunciation because they cannot reproduce the sounds correctly. Thirdly, they show some learning problems such as dyslexia and dysphasia. Apart from that, teachers must face other types of special needs in their classes, such as intellectual disability (ID), which is a task because they do not seem capable of recognizing this particular need.

On the other hand, students with intellectual special needs characteristics who lack social skills, have low scores because they have shown low scores as a result of the term exams applied during the module according to the professors' response. Consequently, they develop low self-esteem—all these results in high failure rates and an insecure attitude towards the target language production.

Although higher education scholars are well prepared to manage regular students, they may lack knowledge about special needs teaching strategies. They have not been trained to face this difficulty at the university. The researcher of this project conducted a survey and revealed that 100% of teachers are willing to be trained in the area of special needs since there are students who have been left

behind in acquiring language and comprehension skills. Moreover, every semester it is noticed that there is a percentage of students with various disabilities and most educators said that they do not know how to tackle with this condition.

The following study is going to explore the teachers' methods used in EFL classrooms because teachers confront a few students every semester with cognitive condition which is revealed through an intellectual disability carnet and they are shown as an evidence of the teacher's limitation related to their special needs teaching practices. For instance: The problem is related to the teachers' knowledge concerning teaching strategies of intellectual disability that they have to confront students with cognitive disabilities, as evidenced by low grades and performance obtained during the classes that revealed their condition and the disability carnet confirmed their condition. These difficulties limit teachers' teaching practice because of their lack of knowledge.

JUSTIFICATION

This study will be useful for students who have cognitive disabilities since they confront difficulties when learning. It is essential to learn things to their majoring, but they do not accept that they have an intellectual disability (ID). In some cases, in their high schools, they did not receive support or overcome their condition; even worse, they were not diagnosed as special needs students by a psychologist. For that reason, it is vital to diagnose their condition through a psychology test to enhance their strengths during all classes.

Also, this study will be useful for English staff to apply a new approach, a technique, and strategies, and they will also be able to increase their effectiveness by utilizing these special needs methodologies for everybody in class to create an inclusive environment. It is crucial to improve special needs students' self-esteem in front of peers. Finally, English staff is going to develop these methodologies to fulfill their curriculum goals.

This study is going to contribute to the enhancement of knowledge in three ways in the context of higher education. The first one is about the improvement of the teachers' knowledge regarding special needs. The second one is related to the development of teaching skills for disabled students. The third one is regarding the acceptance of the condition in their teaching practice and the necessity to face it professionally.

Firstly, this research attempts to examine professors' knowledge about special cognitive needs in an EFL classroom through a survey, a test and semi-structured interviews to identify teachers' weaknesses in teaching practices. Applying these two data collection instruments will foster knowledge and skills for the English teaching staff at the University of Guayaquil to deal with students with special cognitive needs to provide teaching strategies, a method, and an approach that might be required. Also, it aims to design an online training course to apply teaching strategies for special cognitive needs in an EFL classroom through e-learning.

Moreover, the law for disabled people is mandatory when it refers to obeying regulations in educational settings. A stakeholder of an institution must know their obligations to teach their students with special needs (cognitive disability) in a regular class because it is part of their work as a professional.

Professors are required to learn about knowledge and skills to be applied in their teaching practices because most of them are regular teachers and may not have received this knowledge in their initial training. It would be helpful to be part of an online training course whose topic is cognitive disabilities regarding the best approach, method, and strategies to face this fundamental issue in their classes. As a consequence of this, students will learn the content of the classes more adequately.

The online training course application will be innovative for the stakeholders and students at the University of Guayaquil, as this solution has not been proposed before. This course was a result of the study carried out at the Faculty of Science

Administration. Specifically, this study puts forward the following research questions.

1. **Research questions**

RQ1. What is the teachers' level of knowledge of the theoretical foundations of the special needs and intellectual disability field and their experience to date in teaching students with disabilities? (See Appendix 1 & 3) (Instrument 1, 2)

RQ2. What are the perceptions of the UG authorities of the current state of University's policies and teaching strategies towards students with intellectual disabilities? (See Appendix 2)(Instrument 2)

RQ3. How is the teachers' choice of teaching strategies informed by their understanding of students with special needs? (See Appendix 4) (Instrument 3)

RQ4. How do teachers' needs in the field of Special Needs & ID affect the design of the online training course? (See Appendix 5)? (Instrument 4)

1. **General Objective**

To determine professors' EFL teaching strategies for students with special needs at the Faculty of Administration of the University of Guayaquil.

2. **Specific Objectives**

To measure professors' knowledge about special cognitive needs in an EFL classroom.

To identify teachers' weaknesses in teaching practices with cognitive disability students.

1 THEORETICAL FRAMEWORK

1.1 Social Inclusion

1.1.1 Inclusion

Inclusion in education consists of providing all students' equal opportunities in an institution, which is linked to the quality of education and how each education system provides for individual rights at all levels of formal education, i.e., children, teenagers, and adults. According to UNESCO (2009), "...improving the quality of education is for all..." (p. 11). Also, the quality of education is based on two assumptions: the learner's role and the cognitive development of the learner. Also, equity is exceptionally relevant in educational inclusion because it eliminates discrimination UNESCO (2009) indicated that "quality and equality are thus central to ensuring inclusive education" (p.10).

There are several conditions to consider, such as medical conditions, learning, and physical disabilities. "Inclusive education is about putting the right to education into action by reaching out to all learners, respecting their diverse needs, abilities, and characteristics and eliminating all forms of discrimination in the learning environment" (UNESCO 2013, p.1).

Medical disabilities are related to health problems; for example, students who have Cancer, AIDS, alcohol, and drug addictions require appropriate methodology and strategies to improve their learning in a semester. Physical disabilities are based on limited mobility, deafness, visual and hearing impairments. Teachers must be aware of the need to use appropriate strategies by presenting a class in front of students who have these types of disabilities. Learning disabilities consist of having difficulties in understanding and processing information accurately. These can be two conditions, such as are Attention Deficit Disorder (ADD) and Acquired Brain Injury (ABI) (UNC-CH Center for Teaching and Learning, 1997).

1.2 Demands of the Law: International organizations and documents.

During the last decades, it was observed a tendency which is related to special needs rights because international globally organizations have already worked on

them. Additionally, these organizations provide essential information by researching several parts of the world. Appropriate instructions on how to deal with this subject in the community involve parents, teachers, and students. Some institutions have dedicated enormous amounts of time to applying and achieving several projects and laws; for example, UNESCO and The Organization for Economic Co-operation and Development (OECD) are focused on improving special needs in a class without any discrimination among educators and learners. Besides, they strive to uphold special education in regular classrooms with specific methods, strategies, and techniques. UNESCO (1994) wrote one of the most relevant documents, "The Salamanca Statement and Framework for Action on Special Needs Education." (p.1). This document demonstrates the importance of providing an excellent education for all. It emphasizes providing quality education, so those who have physical or mental disabilities take part in a regular class.

Apart from UNESCO, there is another institution. OECD has worked on an array of educational projects and promoted several policies around the world. Relevant studies are based on ICT devices for people with special needs to foster their skills by using digital devices, and some objectives have been drawn to fulfill the goals of their policies and projects.

- At the earliest stages of conception, it is improving awareness of ICT products and services compatible with and adaptable to the requirements of those with special needs.
- Including and engaging special needs people and their organizations in the design of public policies.
- Ensuring governments lead by example and incorporate into their day-to-day routine ICT products and services appropriate for special needs. Requirements take into account the needs of people with special needs in public procurement are a crucial tool for promoting inclusion and developing a robust market of accessible ICT products and services.

(OECD, 2016, p. 20).

According to OECD (2004), students should not be excluded due to their disabilities, learning difficulties, and disadvantages. These learners enhance their skills because of developing programs that support them to take part in society and work (p.15).

There are two relevant international documents that are taken into consideration from this subject in the American continent. The Convention on the Rights of Persons with Disabilities and Inter- American Convention on the elimination of all forms of discrimination against persons with disabilities.

The former is related to the right to lifelong education at all levels without discrimination. “The development by persons with disabilities of their personality, talents, and creativity, as well as their mental and physical abilities, to their fullest potential” (Guernsey, Nicoli, & Ninio, 2007, p. 36). Moreover, the state will provide an educational system. People with disabilities have the right to study in higher education with the same condition as the other learners who do not have any disabilities. Similarly, the state will facilitate their studies with suitable accommodations in a tertiary institution without discrimination. “... access to tertiary education, vocational training, adult education and lifelong without discrimination” (Guernsey K. et al., 2007, 40).

The latter is referred to as the states’ obligations concerning discrimination in different settings against disabled people. According to Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities (OAS) (1999), states must support disabled people to design resources and promote autonomy and self-reliance. Hence, they take part in society and in the same conditions of equality to people without disabilities (Article, 4).

Finally, the Irish Government has established policies, specifically for disabled learners, through an act whose name is The Education for Persons with Special Education Needs (EPSEN). It is one of the first Acts that contributes in a great way to supporting and providing several recommendations and suggestions for

stakeholders, students, and parents. For instance, “...to assist the child in continuing his or her education or training on becoming an adult...” (EPSEN Act, 2004, 90).

1.3 Inclusion in Education Policies

Educational inclusion is an essential part of the law in many countries because governments are members of international agreements to improve learning. According to UNESCO (2013), “...international legal frameworks and normative instruments promote inclusion by laying down the international legal obligations for the right to education...” (p. 1). Moreover, inclusion is useful for education because it refers to all types of problems and people’s conditions in a classroom. UNESCO (2013) pointed out that “inclusion respects learners’ needs, abilities, and characteristics and eliminates all types of discrimination in the learning environment” (p.1). Specifically, educational inclusion is divided into four areas such as policy development, curriculum reform, teacher training, promoting inclusive practices in communities and societies. International organizations, such as UNESCO, work to implement measures to prevent the exclusion of disabled learners based on these areas.

1.4 National Law: Inclusion policies in Ecuador

Inclusive education in Ecuador is prescribed in the Organic Law. Inclusion consists of identifying and including special needs for all the learners, so they participate more actively during the process of learning about their culture and communities. Furthermore, inclusive education is based on constitutional principles, national legal and international instruments regarding its promotion and functioning. Also, the Ecuadorian regulation states several goals about inclusion (LOEI, 2011).

1. Promote a culture of respect for the difference, tolerance, solidarity, dialogue practice, living in harmonic and conflict resolutions.
2. Eliminate the barriers of learning which are associated with facilities, institutional functioning, communication systems, resources, curriculum, educators, geographical and cultural context.

3. Form autonomous and independent learners who can act actively, and partake of the social and labor areas.

Notably, the objectives are the best way to provide “high-quality education for all” (UNESCO, 2008). In distinct levels of Ecuadorian education, the Ecuadorian Constitution determined that people have a right to obtain education throughout their whole life (Ecuadorian Const. art. XXVI).

1.4.1 Teachers’ perspective related to inclusion in Ecuador.

Ecuador is one of the South American countries developing inclusion in various settings due to the law and regulations. In reality, the Ecuadorian Constitution and Organic law of Higher Education set out a variety of articles or regulations which have not been socialized among stakeholders in most educational institutions. Therefore, learners were not accepted to attend classes in regular schools or high schools and universities in the past; but nowadays, this issue is different. According to the Organic Law of Higher Education (2016), students with disabilities have the right to develop activities, potentialities, and skills (Article, 13). And students deserve similar opportunities “guaranteeing all the stakeholders of the Higher Education system with the same possibilities to access, remain, mobilize, enter in the system without discrimination of gender, creed, sexual orientation, ethnic group, culture, political preference, socioeconomic condition” (Organic Law, art. LXXI).

On the contrary, the Ecuadorian government developed a national plan called Good living. It has several objectives and policies based on economics, quality of life, national identity, citizenship, and judicial system. Although the laws are developed and published on the official gazette, teachers are not aware of them because the laws are not taught to the stakeholders through the training course in all the education levels.

Finally, another law to cite in this research is the Organic Law on Disabilities which is based on giving support to disabled people in different aspects such as grants, rights, technology, human resources, curricular adaptation, and overall facilities. (Organic Law on Disabilities, 2012) The educational authorities along with the

Major of each city will be aware of the private and public institutions count on the adequate infrastructure, "...universal design, physical adaptations, technical aids and technology for people with disabilities; curricular adaptation ...” (Organic Law on disabilities, art. XXXIII). Furthermore, this law refers to education to ensure all students' equality without discrimination in higher education institutions such as private and public universities. Also, people with disabilities can access higher education studies and obtain grants according to the law. On the other hand, the authorities will be in charge of the design and application of special programs needed for the development of the human resources to deal with students with special needs (Organic law on disabilities, art. XXX).

1.5 Students with Special Needs

Lastly, the University of Guayaquil has established a student Welfare regulation with plenty of laws from different sources, for example, the Organic Law of Superior Education, the Ecuadorian Constitution, the Organic Law on Disabilities, and several rules of the University of Guayaquil statutes. Those rules or regulations are mentioned on this document in which provide a clear idea regarding the obligations of the Vice-rector of Student Welfare who has to be involved in students' inclusion in the academic and extracurricular activities, which is cited in Organic law of Higher Education (Student Welfare Regulation, 2017). Special needs students must be identified in a class because they have differences and difficulties in learning. This often results in learners with disabilities tending to assume a marginal role and be undervalued by the peers because of their impaired intellectual capacity to solve tasks in a group or be accepted as members of the group. This is owing to the fact that students with special needs require a particular role or task to fulfill the goal among peers. (e.g., a mix between skillful peers and students with special needs can be an excellent option to overcome their issues) (Macmaster, 2012). They need to develop with their peers in a regular institution because they have the right to integration and inclusion in class (Ashman & Conway, 2017). Consequently, learners with special needs must develop their knowledge and skills in a specific time in an educational institution. According to the Salamanca Statement (1994), the “world conference

establishes decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs” (p.10).

1.6 Special Needs education

Special Needs means a learner who has learning difficulties in understanding regular content in an educational institution (OECD, 2004). That is why there was a necessity to improve this issue. Special education was replaced by the term “Special needs education” (Centre for Educational Research and Innovation & Organization for Economic Co-operation and Development, 2007). According to the Public Law 94-142 of the United States of America, enacted on November 29th, 1975. Children with disabilities are implied to have special education to develop their unique needs. This law was crucial for disabled people so as to improve their weaknesses in class. Similarly, there was an act passed into law in July 2004 by The Education for Persons with Special Education Needs. EPSEN established that Special educational needs must be focused on these core areas of disabilities (2004).

1. Mental health
2. Sensory
3. Physical
4. Learning disabilities.

According to this classification, special education established who is unique and reasonable because it is political (Macmaster, 2012). Lastly, Special Needs Education is vital to “meet individual needs to be successful” (Hannell, 2013).

1.7 Types of Special Needs

There are thirteen types of special needs in the American Educational Department, and they follow the state’s educational department. (Reid, Lienemann, & Hagaman, 2013).

1. Specific Learning Disabilities (SLD)
2. Speech or Language Impairments (SI)
3. Mental Retardation (MR)

4. Emotional Disturbance (ED)
5. Multiple Disabilities (MD)
6. Hearing Impairments (HI)
7. Orthopedic Impairments (OI)
8. Other Health Impairments (OHI)
9. Visual Impairments (VI)
10. Autism (AU)
11. Deaf-Blindness (DB)
12. Traumatic Brain Injury (TBI)
13. Developmental Delay (DD)

Otherwise, disabled children would not be attended to foster their needs and would not receive any benefits or rights related to the type of special needs. Additionally, the EPSEN Act (2004) raised another way to represent these special needs into mental health, physical, sensorial, learning disability (p. 6).

1.7.1 Mental health

Mental health disabilities are characterized by low intellectual disability and adaptive behavior. Also, it can cause several problems, for example, “including impacts on educational attainment and social relationships, as well as affecting life chances and physical health” (Annual Report of the Chief Medical Officer, 2013). This problem requires specific treatment, the use of a range of methods and approaches, specialist assistance, and teaching equipment. (Ireland, 1993). Apart from this issue, the Equality Act defined (2010) a disability is when a person has a long-term effect on his or her typical day-to-day activity (p.4). The most common mental health problems are dementia, schizophrenia, conduct disorders, anxiety, and depression.

1.7.2 Physical disability

A physical disability is “a permanent and or protracted disability” (National Council for Special Education, 2014). Namely migraine, epilepsy, muscular dystrophy, dyspraxia, spine bifida, and congenital deformities. Furthermore, several

disabilities require the use of mobility aids, for instance, wheelchair, mobility or seating aids, or technological support. In other cases, the person presents severe oral communication problems, especially “oral articulation” (Ireland, 1993). Mainly, there is a lack of muscular control, for example, severe dyspraxia (NCSE, 2014). Also, severe and minimal physical disabilities are subtypes of these disabilities, and they have a difference among them.

1.7.3 Sensorial disability

This disability is divided into two impairments, which are deafness and blindness. Hearing Impairment implies anomalies in the hearing capacity. As a result of this issue, students must use a particular hearing aid which is “sensorineural,” and it can be “conductive” because of the treatment (Singapore & Ministry of Education, 2012). This impairment causes a person to not interact with their peers (NCSE, 2014).

The Special Education Review Committee (SERC) reports (1993) loss of hearing can be measured by decibels; namely, it has four categories which are mild, moderate, severe, and profound (SERC as cited in NCSE, 2014).

Blind/Visual Impairment is about a low capacity to see resources, namely visual aids and texts in classes. It affects the capacity to do several or many tasks due to partial sight or blindness (Singapore & Ministry of Education, 2012). Additionally, if a person is partially sighted, they will be assisted by a low vision aid, and if a person who is completely blind, they will read and write using braille (Ireland, 1993d). Several illnesses cause this disability, such as congenital blindness, cataracts, albinism, and retinitis pigmentosa (NCSE, 2014).

1.7.4 Learning disabilities

Learning disabilities are an extended group of special needs in which students can demonstrate various difficulties in academic, behavioral, social-emotional areas. In addition, students demonstrate several aptitudes during the process of learning; for instance, their skills can be numeric or verbal-linguistic. In addition,

these disabilities often result from neurologically-based processing problems, which causes with higher level skills such as time planning, abstract reasoning, long and short-term memory, attention, and organization (LDA, 2018). Learning disabilities are subdivided into two groups, which are called General Learning Disabilities and Specific Learning Disabilities. However, the former is not considered as a special need by the law even though the students' performance tends to be a little slower and their capability to do the tasks is somewhat impaired. (Public Law 94-142, 1975, p. 795).

1.7.4.1 General Learning disabilities,

General Learning disabilities are divided into three sub-categories such as mild, moderate, and severe. The disabled learner will be presented with challenges to learn, understand, and perform activities and his pace is slower than other learners who are the same age as him or her (NCSE, 2014).

1.7.4.2 Specific Learning disabilities

Those with Specific Learning disabilities have difficulty in specific learning areas such as Math, reading, writing, spelling, and “organizing the information” (Singapore & Ministry of Education, 2012). There is a subtype of this disability, which includes disabilities such as dyslexia, dysgraphia, and dyscalculia.

Dyslexia is related to the difficulty in reading, dyscalculia is about a difficulty with numbers, and dysgraphia is based on writing and spelling difficulties (NCSE, 2014).

Hannell (2013) proposed a list of types of special needs, which has been added two more categories, such as emotional & behavior disabilities and autism spectrum disorder (p.1).

1.7.5 Disorders

1.7.5.1 Emotional & behavior disorders

These disorders are foremost because they require treatment from a psychologist and psychiatrist as so to foster their behavior and emotions. They are diagnosed as an "...abnormality of behavior, emotions, and relationship and prolonged to cause handicap in the individual..." (Ireland, 1993). Consequently, a learner presents certain difficulties towards peers and teachers, for example, a lack of social skills and learning skills. Examples of these disorders include neurosis, childhood psychosis, hyperactivity, attention deficit disorder, attention deficit hyperactivity disorder, and conduct disorders (NCSE, 2014).

1.7.5.2 Autism Spectrum Disorder (ASD)

Autism belongs to developmental disabilities, and this affects the communication and interaction with others. There are three areas in which people with autism cannot develop properly: namely communication, social interaction, impairments in interest activities, and other behaviors (Singapore & Ministry of Education, 2012). For example, an individual with Autism has "a ritualistic and obsessional behavior such as an obsessive insistence on the preservation of sameness concerning how objects are arranged or action performed" (Ireland, 1993). Asperger's and autism are the most common disabilities in this special needs category.

1.7.5.3 Communication and Interaction: Language and speech disorders

Language and speech disorders are based on meaning. To illustrate with an example, a person who does not understand and express the message with their body language and words in dialogue is called "expressive language issue" (Koslo, 2014). Moreover, speech disorder focused on the sounds and how they are produced accurately and adequately; that is why it is identified as a "receptive language issue" (Koslo, 2014). This problem can emerge in childhood or by accident in adult life. Lastly, the cause of this disability is related to several

conditions. For instance, “defective hearing, emotional, behavioral disorders or physical conditions” (Ireland, 1993).

1.7.6 Intellectual or Cognitive disability

Intellectual disability is considered a neurodevelopmental disorder; this type of incapacity tends to appear at an early age (SERU, 2012). Moreover, there are several terms which are known as “mental retardation, learning disability, cognitive impairment, intellectual developmental disorder, and cognitive disability” (Hannell, 2013, 40). Intellectual disability has many definitions, but the following is the most suitable:

“Intellectual disability is a condition of arrested or incomplete development of the mind, which is especially characterized by impairment of skills manifested during the developmental period, contributing in the overall level of intelligence, i.e., cognitive, language, motor, and social abilities” (as cited in Harris, 2006). Typically, this disability is distinguished by several issues, such as a lack of thinking, problem-solving, abstract reasoning, planning, academic learning, and learning through experience. Similarly, it demonstrates a deficiency in three particular aspects, which are daily living, social, and self-care skills (Hannell, 2013).

1.7.7 Classification

Intellectual disability presents an extended classification. For example: Chromosomal syndromes are developed from conception such as Down Syndrome or X fragile Syndrome. There are also issues that arise during pregnancy that can cause disabilities. These include infections, pre-eclampsia, placental insufficiency, the use of toxins such as alcohol or drugs causes a syndrome called Fetal Alcohol Syndrome. Another cause of this disability is premature birth, low birth weight, and infection whose name is herpes simplex type 2, and birth traumas. Head injuries, infections such as meningitis, brain

tumors may also be contributing factors. It may be caused by a risk of birth intellectual disability (Hannell, 2013).

1.7.8 Intellectual disabilities in accordance with IQ

Intellectual disabilities are divided into four categories concerning intelligence quotient and employ a “standardized IQ test” (Harris, 2006). This abnormality is calculated through a formula, which is “IQ score=MA (Metal Age) / CA Chronological Age) *100” (Bearce, K.H., 2009). It provides a specific range or equivalence in terms of deficit of intelligence according to the percentage of each category, which is a clinical view without evaluating the person’s abilities (Intellectual Disabilities Rights Service Inc., 2009).

Level of disability	% of people with intellectual disability	IQ
BORDERLINE		70-75
MILD	75%	55-70
MODERATE	20%	30-55
SEVERE	5%	under 30

Table 1: The level of intellectual disability (Intellectual Disabilities Rights Service Inc., 2009, p. 3).

There is a specific IQ test for adults, which was created by APA, whose name is DSM-IVTR. (APA, 2000). This table presents the names of the level of intellectual disability and its ranges of intelligence quotient test. This IQ test shows four types of intellectual disability, and they are called mild, moderate, severe, and profound.

Level of disability	IQ
Mild	50-55 to approximately 70
Moderate	35-40 to 50-55
Severe	20-25 to 35-40
Profound	Below 20-25

Table 2: The level of intellectual disability of DSM-IVTR (Harris, 2006, p. 51).

1.7.8.1 Mild Intellectual Disability

Mild Intellectual disabilities consist of several characteristics at the moment of evaluating a person who has a disability. In adulthood, a person demonstrates a deficit of language and speech; they can develop social and vocational language to be independent in their workplace and life, even when they are emotionally and behaviorally immature. They usually have problems with learning in academic work (Harris, 2006).

1.7.8.2 Moderate Intellectual Disability

Moderate Intellectual disabilities are made up of individuals who have particular difficulties in terms of visuospatial and language skills. Another characteristic is their communication and social interaction with proper assistance. Moreover, this group can develop language with basic communication, and some intellectually disabled persons can understand simple instructions because they do not learn a language. Furthermore, these individuals are able to employ a specific device or learn sign language so as to improve his or her communication difficulties. This person can take part in uncomplicated and doable work (Harris, 2006).

1.7.8.3 Severe Intellectual Disability

Severe Intellectual disabilities present several characteristics of moderate Intellectual disability, particularly “clinical picture” and “the presence of brain abnormality.” Also, people with this abnormality are noted with motor impairment and other “associated deficits,” and they required supervision to assist them in class and at home. In some instances, specialized nursing care is needed for associated disabilities (Harris, 2006).

1.7.8.4 Profound Intellectual Disability

Several characteristics refer to this group, including presenting limited language comprehension, comprehending basic instructions, and making necessary requests. Besides, guidance and supervision are required for practical activities

and home routines in childhood or adulthood. It is necessary to create a structured setting where people with these disabilities may develop self-care, communication skills, and motor abilities. People affected by neurological and physical disabilities have visual, hearing, and mobility impairment (Harris, 2006).

1.8 Special needs in College

In the United States, students with disabilities are interested in studying at higher education to obtain a degree because of new job opportunities in the labor market and getting out of poverty. The number of students with disabilities gaining a degree has increased during recent years; for that reason, universities are designing applied courses and giving financial aid to obtain successful results. (O'Neill, Markward, & French, 2012).

On the other hand, students have the possibility to select the subjects in a high school to improve their skills by applying for a job or a college. Additionally, the institutions are obligated to design several courses for intellectual disabled students to support them. (Grigal & Hart, 2010). For example, the University of Massachusetts provides a number of courses for its students with intellectual disabilities.

Using the college campus as the platform for their education, students can learn how to access education as an adult, learn how to connect this education to a paid job, and learn how to navigate between jobs like all other adults. (Grigal & Hart, 2010, p. 2).

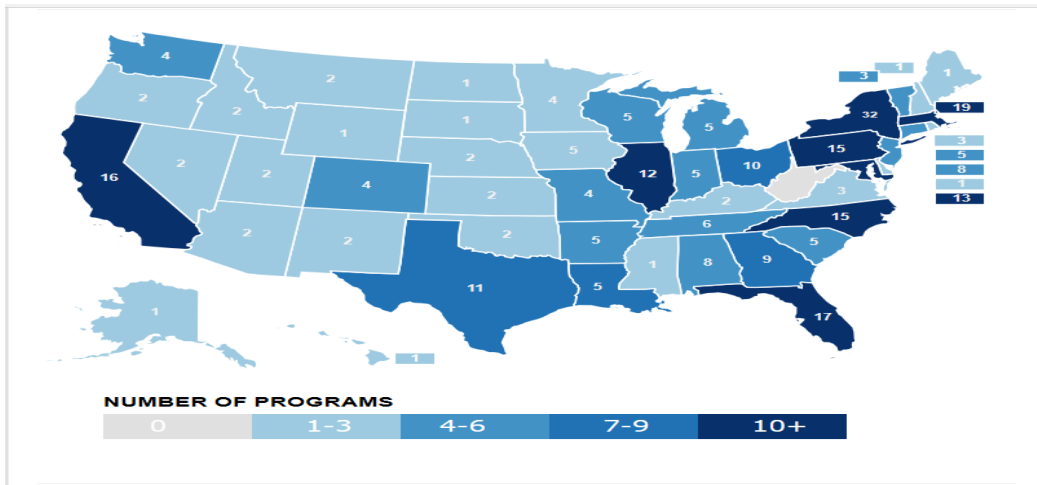


Figure 1: Programs for Intellectual disabilities in the USA (Think College, 2020).

Think College offers a directory related to intellectual disability, and there are 288 programs in colleges throughout all the states. Each program mentions their names, location, financial support, housing, type of school or planned length of the program, etc. (Think College, 2019).

2 LITERATURE REVIEW

This section will review the academic literature available in the field of teaching strategies, approaches, and methods which are widely regarded as effective with learners with a spectrum of Intellectual Disabilities (hereinafter-IDs). Specifically, I will discuss practical aspects of applying the three most common teaching strategies with ID learners, namely Universal Design for Learning (UDL), Cognitive Strategy Instruction, and Mnemonics.

2.1 Teaching strategies

According to researchers, there are several ways in which instructors can facilitate learning for students with IDs. Professors can learn approaches, methods, and strategies to enhance students' learning, attention, and memory. They can also apply these, as Universal Design for Learning, Mnemonics, and Cognitive Strategy Instruction.

Universal Design for Learning is based on three steps, namely; 1. Provide Multiple Means of Representation; 2. Provide Multiple Means of Action and Expressions; 3. Provide Multiple Means of Engagement, one of which is Provide Multiple Means of Action and Expressions is supported by the use of technology, The approach facilitates learning by offering multiple inputs and scaffolding options for ID learners. It is a vital way of improving their knowledge because it minimizes distractions and supports higher education success (Higbee et al., 2010 as cited in Dell, C. A., Dell, T. F., & Blackwell, T. L., 2015).

According to Odeyemi (2014), mnemonics strategies are the single effective way to "...relate new information to information student have already locked in long term memory..." (p. 7). Additionally, it must be employed in a slow pace, well-structured explanation, and small content. It consists of four strategies: the keyword strategy, the pegword strategy, the letter strategy, and the picture strategy (Mitchell, 2014).

The cognitive strategy instruction sets out several activities to be practiced in class or as a part of homework because this one must be repeated several times until learners can build their hypothesis by themselves for a particular activity. The process will be useful if students put phase 1, phase 2, and phase 3 into practice (Mitchell, 2014).

2.2 Cognitive Strategy Instruction

Cognitive strategy instruction consists in developing a student's thinking because he lacks cognitive skills. According to Richards, Brady, & Taylor (2014), students' performance presents various memory problems when they work on their tasks. These are more common in short-term memory than in long-term memory. For example, cognitively disabled students have several difficulties with their short-term memory when resolving their tasks by themselves. This strategy suggests that students must practice several times to improve their memory and progress their way of thinking by doing distinct activities. Cognition involves several skills such as collecting, interpreting, remembering, understanding and analyzing (Mitchell, 2014).

These learners need to have knowledge about their limitations, which are associated with their cognitive abilities. Despite the recognition of various characteristics of the students' difficulties in a class, learners must utilize particular techniques by providing specific activities.

Cognitive ability is defined as a general mental capability involving reasoning, problem-solving, planning, abstract thinking, complex idea comprehension, and learning from experience (Gottfredson as cited in Ispas D. & Borman W. C., 2015). As a consequence of this fact, the main characteristics of the cognitive skill are as follows: constructing thoughts by using complex cognitive functions, understanding events, interacting with others' thoughts and ideas (Piaget & Vygotsky as cited in Richards et al., 2014).

On the other hand, this strategy consists of doing several steps to overcome the weakness linked to the lack of knowledge due to their short-term memory. As

Mitchell suggested, by repeating steps, students are able to remember more. The process will be useful if students put the following instructions into practice.

2.2.1 Phase 1: Think ahead and prepare for learning.

Activate and review background knowledge, compare new information to this knowledge.

Form hypotheses concerning the nature of new information.

Develop goals, purposes for the learning task.

Analyze the problem.

Predict the best way to solve the problem.

2.2.2 Phase 2: Think during

Work to confirm predictions or hypotheses.

Raise questions to form new predictions.

Seek for understanding.

Use a process such as questioning, anticipating, comparing, and summarizing.

2.2.3 Phase 3: Think back

Understand the information as a whole.

Consolidate on what was learned, integrate new ideas with prior knowledge in the memory.

Understand how the information or skill could be applied in other settings.

Summarize and synthesize.

This process is beneficial because students who have special needs employ it to study a specific topic or subject, organize their ideas, make hypotheses, and summarize them. This one can be used in any domain, although it is more effective in writing and reading.

2.3 Memory

One of the most significant weaknesses of learners with an intellectual disability is memory; Memory deficiencies are one of the characteristics that is most noticeable while performing an activity in class or learning. Thus, it is critical to

enhance students' memory by using a set of specific strategies, which must be followed after the teacher's instructions.

There are four strategies to improve memory in disabled students with outstanding success with all types of mild or severe special needs (Mitchell, 2014). For example, intellectual disability is a physical disability and presents several degrees of disability because of these factors, this strategy is called Mnemonics, and it has very effective strategies. According to (Akinsola & Odeyemi, 2014) mentioned that Mnemonics strategies are the single effective way to "...relate new information to information students have already locked in long term memory..." (p. 7). Additionally, it must be employed at a slow pace, well-structured explanation, and minor content. However, it consists of four strategies: the keyword strategy, the pegword strategy, the letter strategy, and the picture strategy (Mitchell, 2014).

2.3.1 The keyword strategy

The keyword strategy was developed by Atkinson in 1975 (as cited in White, 2014). This strategy enables learners to remember several pieces of information, for instance, years, names, and abstract vocabulary. The target word must be recoded by a word with the same sound as the target word (the keyword), and it must also be associated with a printed image (Mitchell, 2014). In simple words, it is associated with a word that helps the learner to recall the target word. To illustrate the strategy, I will give an example. Amygdala, the target word, uses the keyword MIG, and a student will have a picture of a Russian fighter aircraft as a reference (Smith & DeFrates-Densch, 2016).

This strategy is considered vital for students who have special needs because it offers the possibility to ensure the enhancement of the memory by using resources in an auditory and visual way, and its characteristics are concrete and meaningful.

2.3.2 The pegword strategy

This strategy relies on remembering the list of words and their order. What is more, the strategy employs numbers in order to make a relation between the word and the number. Namely, these words have rhythms with the cardinal number, as in the example below. They can be concrete nouns or abstract nouns, and it is important to rehearse the words to remember them. This activity consists of utilizing visual images to make students interact spatially (Nickerson, 2014). Students can also interact with each other, this strategy is used to remember the sequential order of the nouns, and their response must be given as soon as possible. Mitchell affirmed this strategy is utilized to remember ordered and numbered information (2014).

Number	Pegword
One	Bun
Two	Shoe
Three	Tree
Four	Door
Five	Hive
Eight	Gate

Table 3: (Memory and Instruction, Baine, 78) as cited in AdLit.org, 2019

2.3.3 The letter strategy

This strategy is helpful and efficient for students who have intellectual and developmental disabilities (Bakken, 2017). It gives support when remembering lists and steps for completing action by using letters such as acronyms and acrostics. As a result, they are good ways to recall detailed information. Students write down a word containing the first letter of each word they want to remember. That word must be written horizontally and in capital letters. To illustrate, students are required to recall the great lakes of the United States of America. They write down the word HOMES; this acronym means each lake's first letter as a sample

- Huron, Ontario, Michigan, Erie, and Superior- (Mitchell, 2014). Finally, this word can be an accurate word or a nonsense word.

Additionally, the latter is formed by utilizing acrostic with sentences to record information or steps of a particular task or process. The following graphic represents the way how to use the strategy.

First Letter Mnemonic strategic	
F	<u>F</u> orm a word.
I	<u>I</u> nsert a letter (s).
R	<u>R</u> earrange the letters.
S	<u>S</u> hape a sentence.
T	<u>T</u> ry combinations.
L	<u>L</u> ook for clues.
I	<u>I</u> nspect the items.
S	<u>S</u> elect a mnemonic device using FIRST.
T	<u>T</u> ransfer information to a card.
S	<u>S</u> elf-test.

Figure 2: first-letter mnemonic strategy (Methods and strategies for teaching students with mild disabilities, Boyle & Scanlon, 2009, p. 336 as cited in Dell, C. A., Dell, T. F., & Blackwell, T. L., 2015).

2.3.4 The picture strategy

This strategy is compelling because it enables students to remember the information and it is associated with the context and illustration. For example, the letter C is represented with a picture which is a coat. In that way, students with special needs are able to observe the context and the illustration to make associations and improve their memories. In other words, this strategy facilitates the power of associating of visual images with verbal constructs (Mitchell, 2014). Additionally, it provides support with phonemic awareness through the association

with keyword picture and letter. As a result, learners learn the alphabet much better and faster than other techniques (Kilpatrick, 2015). In most cases, teachers can obtain the material through the internet, or educators can create them by themselves according to their students' needs (Pressley & Allington, 2014).

2.4 Approach

2.4.1 Universal Design Approach

This approach was developed by the architecture paradigm because it was necessary to improve public buildings for all people. That is why it was implemented to improve the facilities for people who have disabilities mandated by state and federal legislation. This same idea was taken into an educational setting in which provide several principles are provided to teach classes for all the students, either non-disabled people or disabled people. It is said that Universal design was introduced in higher education because of the number of disabled people on courses, and it shows that those courses increased (Jenner as cited in Mole, 2013).

This strategy is divided into Universal Design for Instruction, UD-IL models, Universal Instructional Design, and Universal Design for learning. This study will be focused on Universal Design for Learning. The latter is based on three steps, and it refers to technology. Additionally, this strategy supports the students with intellectual disabilities, and this is a vital way of improving their knowledge because it minimizes distractions and it gives support to succeed in higher education (Higbee et al., 2010 as cited in Dell, C. A., Dell, T. F., & Blackwell, T.L., 2015)

Practical Implementation of UDL course design aligned with UDL Principles.

UDL Principle	Practical Steps for Implementation
Presentation	<ul style="list-style-type: none">• Create content first-then design• Provide simple and consistent navigation• Include an accommodation statement• Use color with care• Choose fonts carefully
Action and Expression	<ul style="list-style-type: none">• Model and teach good discussion board etiquette
Engagement and Interaction	<ul style="list-style-type: none">• Choose content management system (CMS) tools carefully• Provide accessible document formats• Convert PowerPoint to HTML• If the content is auditory make it visual• If the content is visual make it auditory

Figure 3: Ten Simple Steps toward Universal Design of Online Classes (Dell, C. A. et al., 2015).

This chart shows the steps for implementing the UDL principles in class, and teachers must follow them to be effective with their disabled or non-disabled students in their classes.

The principles of Universal Design Learning are outlined below (CAST, 2008).

1. Provide Multiple Means of Representation
2. Provide Multiple Means of Action and Expressions
3. Provide Multiple Means of Engagement

The first guiding principle is based on three characteristics 1. Provide options for perception; 2. Provide options for language and symbols, and 3. Provide options for comprehension. The first principle is about the way the materials are presented to the students. The professor, especially, must take into consideration these recommendations. To cite several examples, standard printed text, in large print, as in Braille or digitally. Particularly, students require a specific form to present the material due to their disability, e.g., “A novel available also as a film becomes immediately perceptible to many more students” (CAST as cited in Foreman, 2009). The second aspect is the lack of comprehension and the syntax's complexity or structure for the students. These learners require extra explanation or clarification. For example, a complex concept needs clarification

through a flow chart or diagram to be more definite and precise for the learners (CAST as cited in Foreman, 2009). The third characteristic is related to the curriculum. This one must offer several options for all the students to be accessible for knowledge and development of skills and levels of thinking such as: activating and providing background knowledge, highlighting critical features, emphasizing essential ideas and relationships guiding information, processing, supporting memory, and transfer. (CAST as cited in Foreman, 2009).

The second principle presents three guidelines, which are the following:

1. Provide options for physical actions;
2. Provide options for expressive skills and fluency,
3. Provide options for executive functions.

The first guideline is how the student responds towards technology and how it is accessed, and it is a connection between the curriculum and technology. The essential activities are identifying and improving during this process: switching options, adapted keyboards, touch screens, or voice-activated commands (CAST, as cited in Foreman, 2009). This second guideline provides options to improve oral or written weaknesses, which can be improved through media use. To name just a few: enhancing communication, composition, problem-solving, and supporting practice and performance (CAST, as cited in Foreman, 2009). The latter establishes executive functions, which are at the minimum levels of ability required to skillfully perform several activities such as: setting goals, planning strategies, and monitoring outcomes. Additionally, it must include embedded prompts, checklists, self-monitoring questions, and progress graphs (CAST, as cited in Foreman, 2009).

The third principle mentions three procedures to foster engagement and motivation, namely, providing options for recruitment interest, providing options for sustaining effort and persistence, and providing options for self-regulation. The first procedure involves increasing motivation to distinct students with various aspects such as age, personality, and interest. Also, it could be helpful if learners are provided with numerous options to enhance autonomy and individual choice, and this strategy avoids the threads and distraction in class. There are a few

examples of this, real-life activities concerning their age and ability (CAST, as cited in Foreman, 2009).

The second procedure is about sustained attention and effort. Most students can regulate these aspects, but it could be an arduous task for students with an intellectual disability. Therefore, it is recommendable to foster collaboration and communication, use prompts and scaffolds, and increased mastery-oriented feedback (CAST, as cited in Foreman, 2009)

The third procedure states that students must control their motivation and emotion by developing intrinsic motivation. There are several alternatives to obtain this goal, for instance; scaffold coping skills and strategies, development self-assessment and reflection, provide mentors and tutors, using charts to monitor changes, and provide a variety of sources of feedback (CAST, as cited in Foreman, 2009)

3 METHODOLOGY

3.1 Methodology

The research design selected for this research work is a case study. As Creswell & Creswell (2017) mention, the case study focuses on developing and generating cases on quantitative and qualitative results and integration. A case study is related to “an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real-world context” (Yin, as cited in Hollweck, 2016). Besides, according to Creswell (2013), the features of a case study are based on real-life cases, and it requires the collection of several pieces of evidence such as documents, reports, interviews, observations, and audiovisual materials to support and draw a conclusion at the end of the research (p.98).

The research approach to be used is a mixed-method, which shows two variants, deductive and inductive approach. The first one is related to the differences between documents and studies in the cases.

“The mixed-methods case study design involves the use of one or more core designs (i.e., convergent, explanatory sequential, exploratory sequential) within the framework of a single or multiple case study design. One is the deductive approach, where researchers establish the cases through the qualitative and quantitative data. A second is more of an inductive approach where the researcher collects and analyzes both quantitative and qualitative data and then forms cases - often multiple cases – and then makes comparisons among the cases.” (Creswell & Creswell, 2017, p. 50).

In addition, within the mixed methods approach, there are the Convergent parallel mixed methods, which is:

“A form of mixed design in which the research converges or merges quantitative and qualitative data to provide a comprehensive analysis of the research problem. In this design, the investigator typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results.” (Creswell, 2014, p. 44).

It is essential to look at the specific objectives from which the emphasis on special needs in the Faculty of Administration at the University of Guayaquil is considered in an attempt to explore professors' teaching strategies for special intellectual needs of students in higher education.

Moreover, this study focuses on intellectual disabilities (IDs), which demonstrate specific characteristics such as a deficit of language and speech, learning difficulties in academic work, emotional and behavioral immaturity (Harris, 2006). Due to these facts, it was used the mixed methods that are social, critical, descriptive, and it means that the study was full of interaction among stakeholders. It is necessary to observe that this work is going to rely more on qualitative data. Freebody (2003) mentioned that qualitative research means daily real-life behavior of the participants to be observed by a researcher who is going to validate that data through various qualitative instruments (p. 55).

3.2 Data collection instruments

Regarding the specific objectives outlined at the beginning of this work, for the purpose of my research I have used a combination of quantitative and qualitative research tools, which added up to four instruments (5 sources) in total: a survey, two semi-structured interviews, a multiple choice test and a questionnaire.

RQ1. What is the teachers' level of knowledge of the theoretical foundations of the special needs and intellectual disability field and their experience to date in teaching students with disabilities? (See Appendix 1 and 4) (Source 1, 4)

RQ2. What are the perceptions of the UG authorities of the current state of the University's policies and teaching strategies towards Students with intellectual disabilities? (See Appendix 2)(Source 2)

RQ3. How is the teachers' choice of teaching strategies informed by their understanding of students with special needs? (See Appendix 3) (Source 3)

RQ4. How do teachers' needs analysis in the field of SSNN & ID affect the design of the online training course? (See Chapter 5) (Source 5)

The first and fourth research questions are to measure professors' knowledge about special cognitive needs in an EFL classroom. The second one is to identify the authorities' perceptions of the policies and teaching strategies towards students with Intellectual Disabilities. The third one is to identify teachers' weaknesses in teaching practice with cognitive disability students. The fourth one is to affect the design of the proposal related to the online training course.

The data will gather through the use of four instruments (5 sources): a teachers' survey, a test for teachers, and two semi-structured interviews for teachers and authorities. All of them were retrieved from specific sources adapted according to the objectives of the study.

1) The first instrument (first source) to be utilized is the **survey**, which was taken from the work of Monroy (2012). It contributes to recommendations, attitudes, or points of view for improvements; that is why it is unique (Khan, 2009). The purpose of this survey is to establish teachers' knowledge about inclusion in higher education. The work of Monroy contains 15 multiple-choice questions (See Appendix 1) It collects information about demographics and professional experience with disability or special needs, availability of services for students with special needs like assistive technology, faculty cooperation/training, finding/hiring qualified disability support staff. The second part holds a scale survey about the educative environment, professional competence barriers; the need for training on inclusive education; and Inclusive education policy awareness. The survey is going to be distributed through Google Forms. (See Appendix 1)

2) The second instrument (second source) is a semi-structured interview addressed to the Faculty of Science of Administration authorities at the University of Guayaquil. It was retrieved and adapted from a doctoral thesis prepared by

Humphrey (2014), (See Appendix 1); the aim was to gather information regarding the authorities' point of view about the subject. These instruments were applied on a "face to face interview" to set up a "rapport and relationship with the participants" (Fortune, Reid, & Jr, 2013). It was a guided interview with thirteen open questions about methodology, regulations, and intellectual disability students. (See Appendix 2)

3) The second instrument (third source) is a semi-structured interview for the English Teachers of the Faculty of Science of Administration at the University of Guayaquil to identify teachers' weaknesses in teaching practice with cognitive disability students. Humphrey (2014). This instrument was made up of seven open questions and one close question. They were retrieved and adapted from Humphrey's doctoral thesis (2014) (See Appendix 3)

4) A fourteen-question test was the third instrument (fourth source) chosen because it represented the professors' intellectual part and aimed to assess professors' knowledge on definitions of special needs types and intellectual disability. This kind of test is well known as an achievement test, and it is used to measure the performance of a skill, knowledge, and understanding of a specific subject. (Ary, Jacobs, Irvine & Walker, 2018). Additionally, parts of the tests were obtained from the website Online Learning Center and the website Blackwell Publishing.

The first one was taken five questions from chapter one and a question from chapter 5. They were sourced from a book named "Exceptional Students: Preparing Teachers for the 21st Century" written by Taylor Ronald, Smile, Lydia, & Richards Stephen (2018).

The second source for the test was a website called Blackwell Publishing (2018) in connection with inclusion, special needs, and intellectual disability. Eight questions were taken from this source. Those questions were designed by Graham Davey (2008) from a book called "Psychopathology: Research, assessment, and treatment in Clinical Psychology." This test was done through Google Forms. (See Appendix 4)

5) Needs analysis questionnaire is the fourth instrument (fifth source). (See Chapter 5)

3.3 Population and sample

The individuals researched were students of the Faculty of Business at the University of Guayaquil and professors. The population of this Faculty is around 3000 students. The Faculty of Business has seven majors that are Business Engineering, Authorized Public Accounting, Administrative Systems Engineering, Marketing Engineering, International Commerce, Tax and Finance Engineering, and Business Management Engineering. Students must study and approve general English and Business English modules because this is a requirement for presenting their thesis projects. English modules are mandatory under Ecuadorian Educational Law. That is why students must study six, eight or ten modules depending on the major.

However, students have a different background because of their social status which is closely linked to their high school English formation. The students selected for this research (as pieces of evidence of the problem) will be two men and one woman with cognitive special needs. Their ages range from 21 to 25 years old. The students are in the third semester of the different majors that were mentioned above. In this study, they show three types of cognitive disabilities: the 1st student that is going to be called JA has 33% of cognitive disability (moderate level), the 2nd student that is going to be called FT has 35% of cognitive disability (severe level), and the 3rd student that is going to be called CA has 50% of cognitive disability (profound level). The Ministry of Health card demonstrates their Intellectual disability. (See Annex 1)

Evaluation for special education. The admission or referral to educational establishments notable for people with disabilities will be justified only and exclusively in those cases, in which after carried out the comprehensive assessment, upon request or approval of parents or legal representatives, by the multidisciplinary team specialized in disabilities certify, through a

comprehensive report, that it is not possible inclusion in educational institutions regular. (Organic Law on Disability, Art. 29, p. 11)

Secondly, other participants in this research work were EFL teachers and college students. Among teachers, there were 18 men and 24 women from the English Department at Business Administration Faculty, some of them are experienced teachers, and their ages are between 26 to 60 years old. Additionally, half of the teaching population have done their master's degree program, the rest of them have a degree with a major in Education and in other fields of study, for example, Medicine, Law, Architecture, Psychology, Business Administration, Authorized Public Accounting and Journalism.

On the other hand, this research required creating several documents related to forms, letters for authorization to the Dean of the Faculty of Administration (from August to December in 2018) to conduct the interviews for the authorities and teachers, send the survey, questionnaire, and test through Google Forms to their professors' emails. (See Annex 2)

Also, there is a petition letter about the information of the training courses that the institution offers to its professors. This letter was given on August 27, 2018 and the document was delivered on December 17, 2018. The Coordination of Welfare Student at the Faculty provided a document supporting the number of training courses from 2018 to 2020. Professors attended four courses about the following topics from May to August in 2018. (See Annex 3)

1. Learning disabilities and Special Educational Needs associated or not to disability.
2. Educational Inclusion and Organic Law on Disabilities.
3. How bullying affects the teaching process.
4. Improving the levels of self-esteem and communication in students.

Finally, there was a letter that it addressed to Dr. Ruben Barberán Torres, the Integral Attention Direction director on January 21st, 2019. The document was

delivered on February 6th, 2019. The required information was the Disability Census of the University of Guayaquil in 2017 and 2018. These documents mentioned Faculty of Administration has one student with Intellectual disability in Census II (2017) and four students with Intellectual disability in Census III (2018) (Annex 4)

4 DATA ANALYSIS

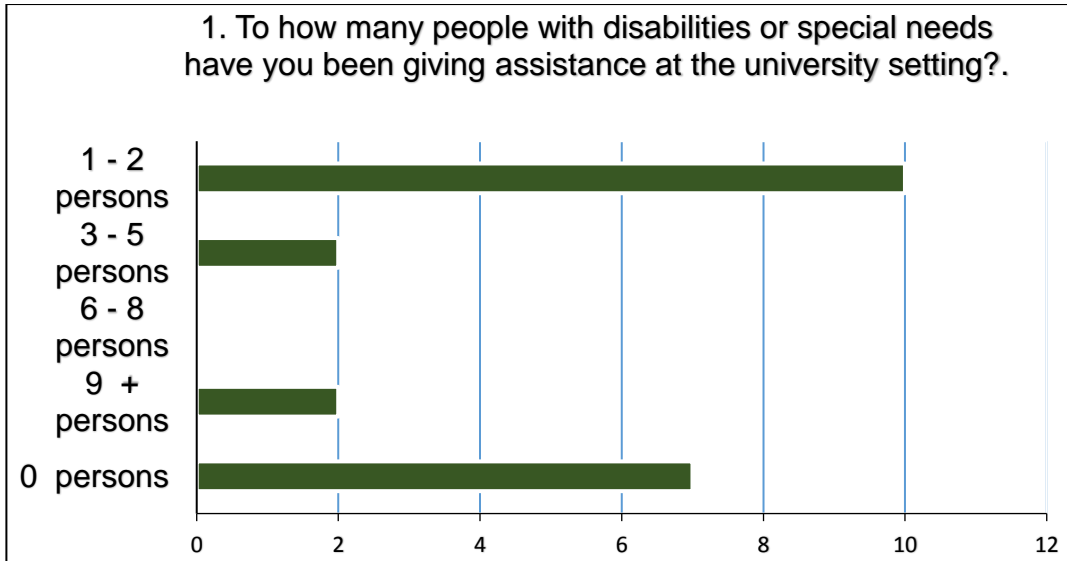
The general objective of this research is to determine the EFL professors' teaching strategies for students with special needs at the Faculty of Administration of the University of Guayaquil, for this objective is going to be measure professors' knowledge about special cognitive needs in an EFL classroom, and the teachers' weaknesses in teaching practice with cognitive disability.

First of all, data were analyzed in the function of the research questions that are explained below. Here is an analysis of the documents about students with disabilities collected during 2018-2019. It was taken from the work of Monroy (2012). This survey was applied to the English staff at Science Administration Faculty. This instrument consisted in fifteen multiple-choice questions related to cognitive disabilities; availability of services for students with special needs like assistive technology, faculty cooperation/training, finding/hiring qualified disability support staff, professional competence barriers; the need for training on inclusive education; and Inclusive education policy awareness. The survey was administered through Google Forms. (See Appendix 1)

The first and third instruments answered this research question:

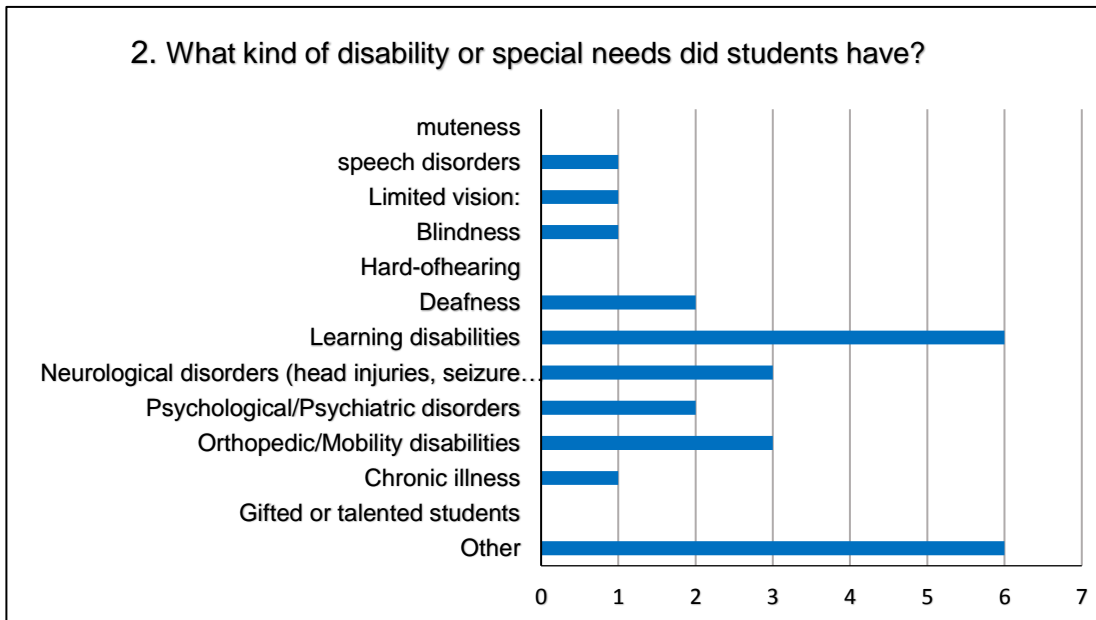
RQ1. What is the teachers' level of knowledge of the theoretical foundations of the special needs and intellectual disability field and their experience to date in teaching Students with disabilities? (See Appendix 1, 4) (Source 1, 4)

4.1 Questionnaire for academic staff. Demographics and professional experience



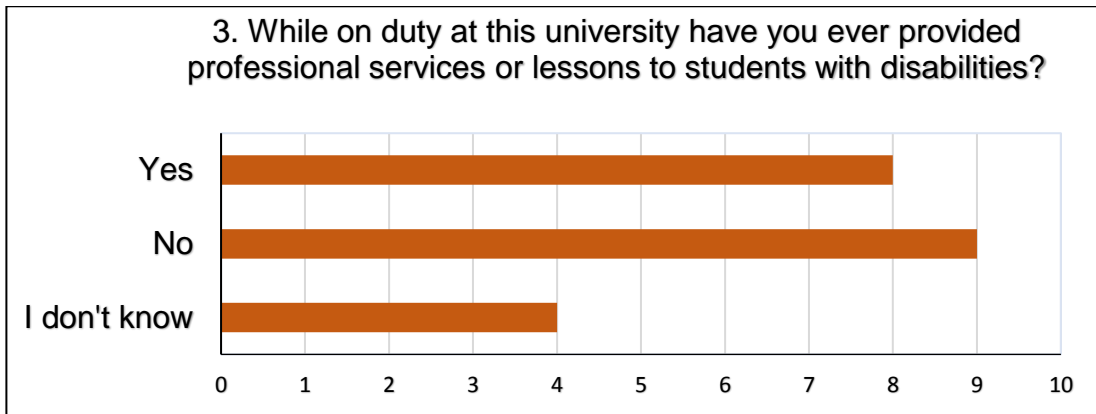
Graph 1: Assistance to people with special needs at university setting. Elaborated by the author.

Graph 1 shows most teachers said that they have been assisting to some, a few, and a lot of students with special needs in their classes. On the other hand, several teachers indicated that they have never had to do this in their classes.



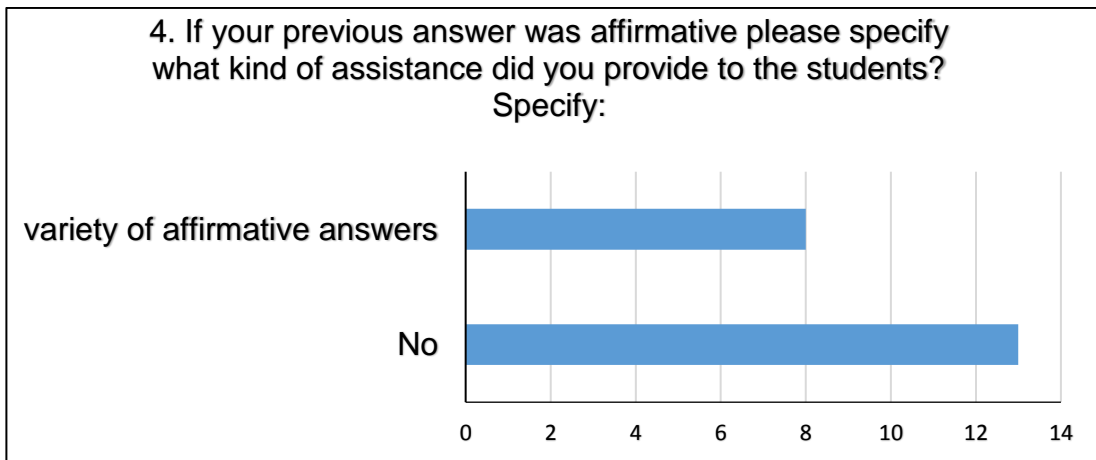
Graph 2: What kind of disability or special needs. Elaborated by the author.

As shown in Graph 2, teachers were asked what type of disability they had dealt with in their classes, and most of teachers said they have had students with hearing disability, many teachers have had students with a mobility disability, and other teachers had different choices.



Graph 3: Professional services or lessons to students with disabilities. Elaborated by the author.

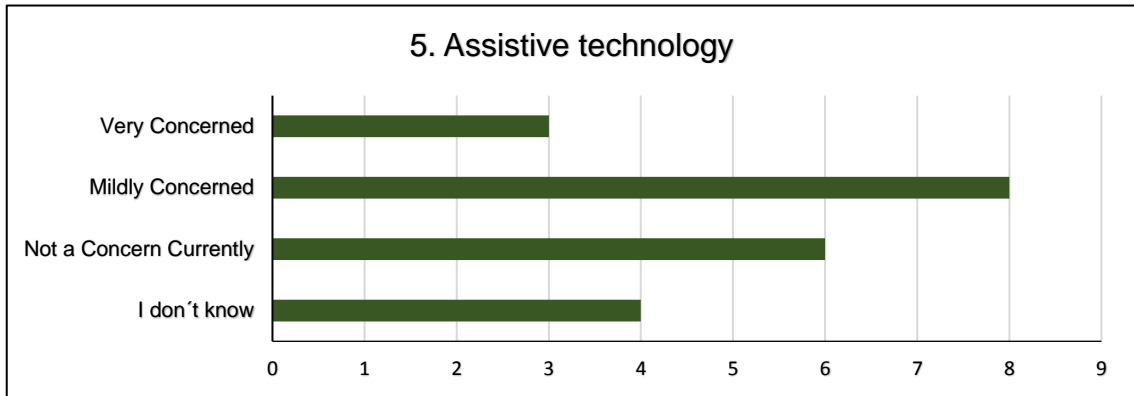
Graph 3 shows that a lot of professors said they have provided professional services or lessons to students with disabilities. Also, the majority of professors reported that they have not done it. Some professors mentioned “they did not know” about the topic.



Graph 4: What kind of assistance did you provide to the students? Elaborated by the author.

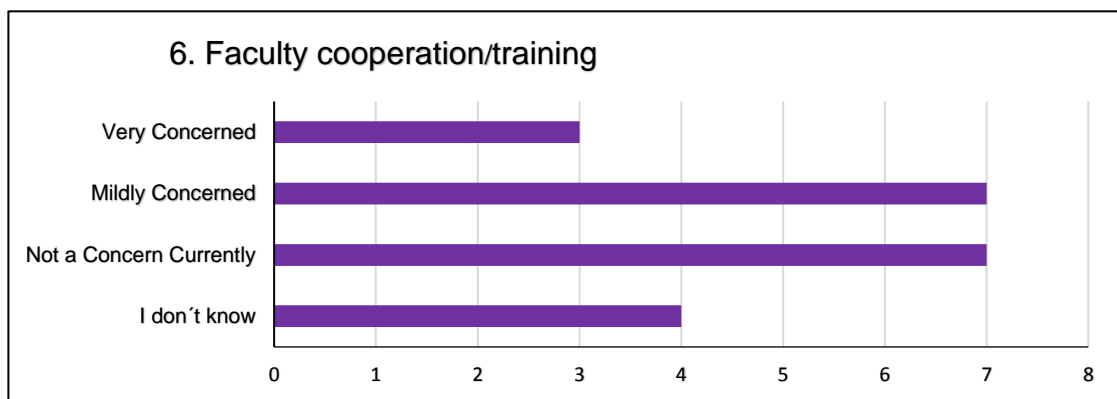
As shown in graph 4, several professors have provided assistance to their students, with a variety of answers like: individual classes, extra work or activities, visual aids, special exams, or quizzes for providing some help to their students.

Graph 5: Questionnaire for academic staff. Elaborated by the author.

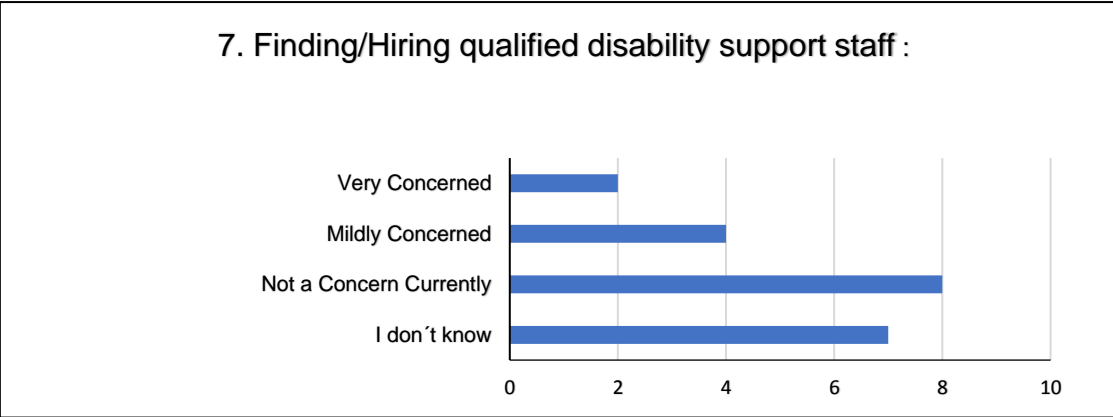


Graph 5 outlines that some teachers answered “to very concerned” about assistive technology on campus, most of teachers answered “to a mildly concerned”, many interviewees reported “not a concerned currently, and some of them answered, “I do not know”.

Graph 6: Faculty cooperation/training. Elaborated by the author.

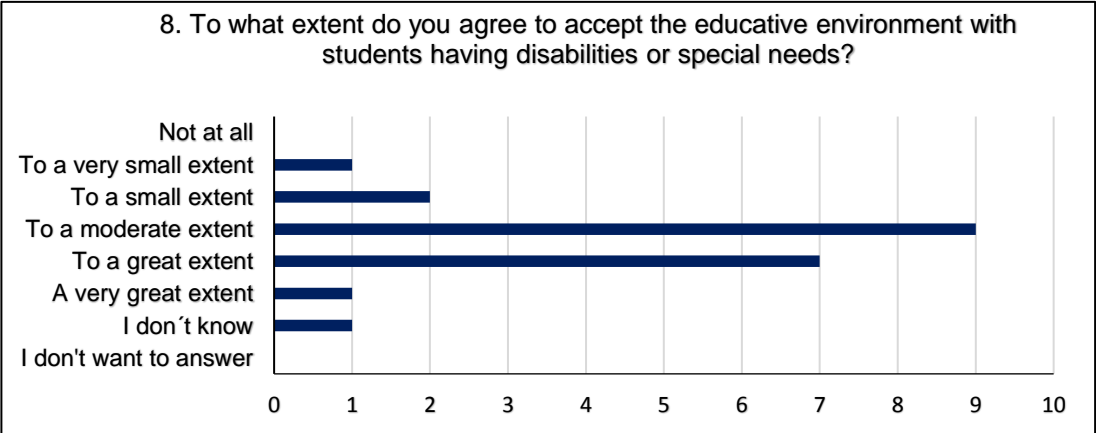


Graph 6 shows that some participants answered “very concerned” regarding faculty cooperation/training, a lot of professors replied “a “mildly concerned”, an equal number said “not concerned currently, and some of them answered, “I do not know”.



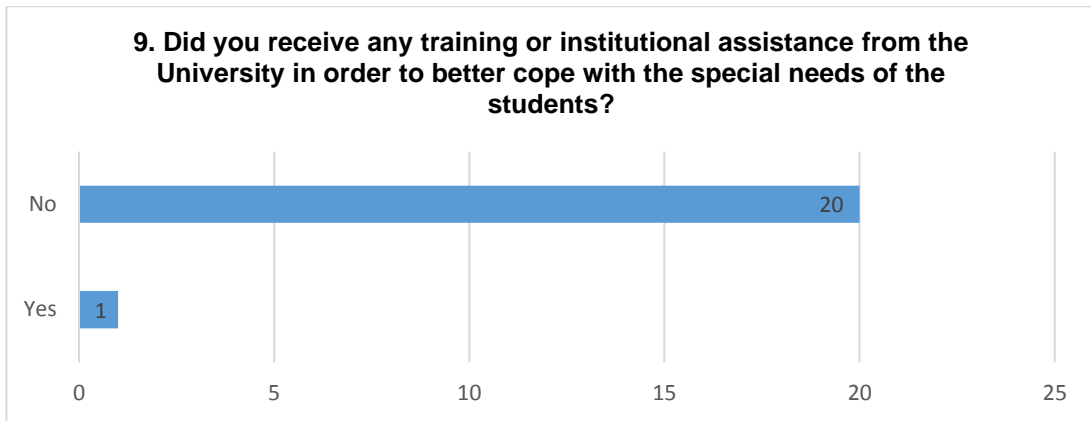
Graph 7: Finding/Hiring qualified disability support staff. Elaborated by the author.

Graph 7 details that some professors answered “very concerned” about finding/hiring qualified disability support staff, many professors answered “a mildly concerned”, the majority of professors said “not a concerned currently, and a lot of them answered, “I do not know”. An estimated 10% of the participants were concerned about finding and hiring qualified support staff because of the demand for students with special needs or disabilities.



Graph 8: To share the educative environment with students having special needs. Elaborated by the author.

Graph 8 details that the majority of professors agreed “to a moderate extent” to accept the educational environment with students who had special needs or disabilities, several professors’ responses were “to a great extent” and some teachers have differing opinions.



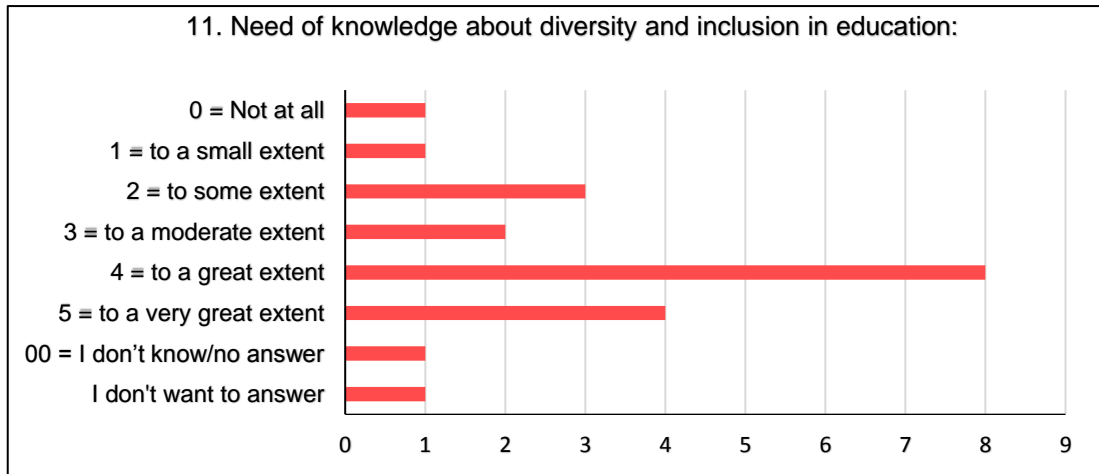
Graph 9: Training or institutional assistance from the University. Elaborated by the author.

In graph 9 outlined that almost all the participants declared that they did not received any training concerning coping with the unique necessities of the students or institutional assistance from the University and one professor said “Yes”. In the last semester, professors received a conference about special needs and disabilities from the institution. (See appendix 7)



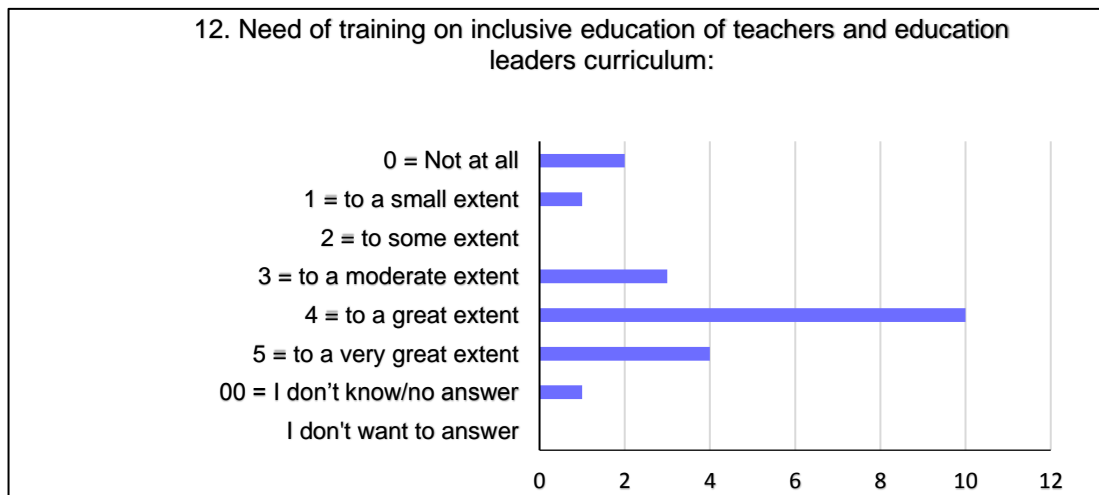
Graph 10: What kind of training did you receive? Elaborated by the author.

Graph 10 reported that 1 participant received training in his undergraduate studies; some of the subjects were related to inclusion and special needs.



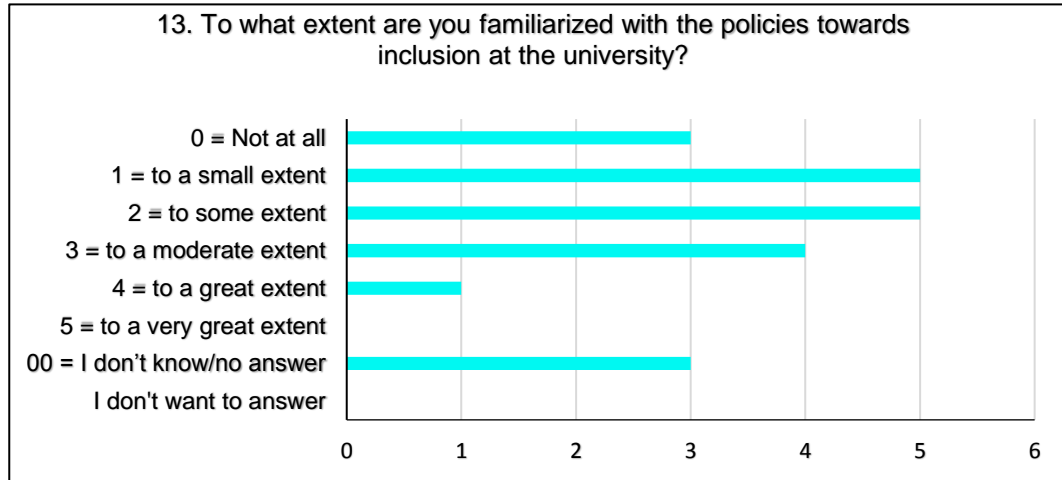
Graph 11: Need knowledge about diversity and inclusion in education. Elaborated by the author.

Graph 11 shows that most of professors believed “to a great extent” that they need knowledge about diversity and inclusion in education and some respondents reported that “to a very great extent” that they needed it. To summarize, other teachers chose other options.



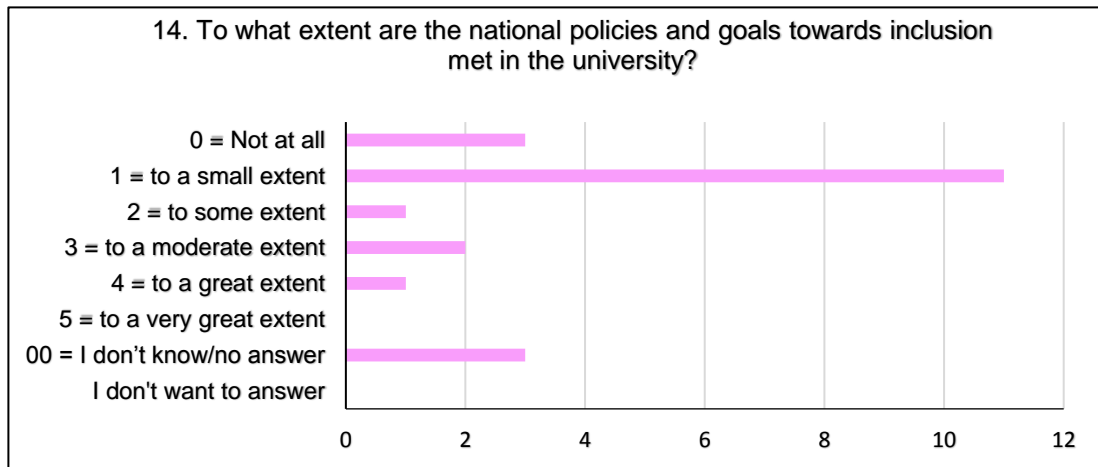
Graph 12: Training on inclusive education of teachers and education. Elaborated by the author.

Graph 12 illustrated ten professors answered “to a great extent” that they require training on inclusive education of teachers and education leaders’ curriculum. Also, four professors answered that “to a very great extent” but others selected different responses.



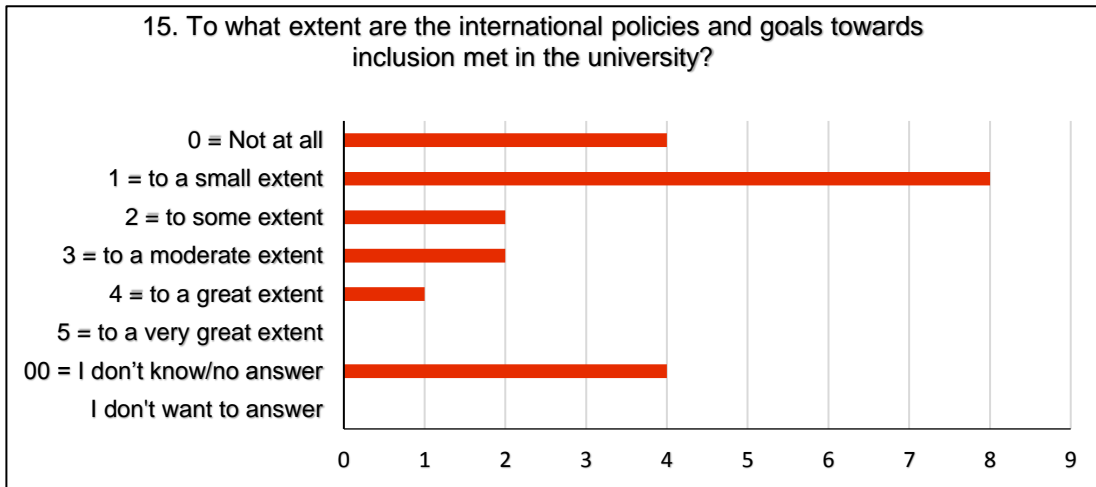
Graph 13: The policies towards inclusion at the university. Elaborated by the author.

Graph 13 shows that most of the teachers are not familiarized towards inclusion policies and just one teacher declared to know about the topic.



Graph 14: National Policies and Goals. Elaborated by the author.

Graph 14 shows that most participants answered that they do not know or to a small extent about meeting the national policies and goals towards the university.



Graph 15: International policies and goals towards inclusion. Elaborated by the author.

Graph 15 outlined that some interviewees said that they do not know or have little knowledge about international policies and goals towards inclusion met in the university. Only the minority of professors suggested that the international policies and goals towards inclusion are met “to a great extent” (5%) in the university.

4.2 Semi-structured interview for authorities

The second instrument answered this research question:

RQ2. What are the perceptions of the UG authorities of the current state of the University's policies and teaching strategies towards students with intellectual disabilities? (See Appendix 2)(Source 2)

4.2.1 Logical Network

The following logic networks were taken from the interviews to three authorities and three professors from the Faculty of Science of Administration.

Authority	Service Working time	Gender	Obligations and duties
1. Academic Advisor	2 years	Female	Social work area of academic counseling, academic guidance, gender, conflict mediation, and legal issues.
2. Director of Student Welfare	1 year	Female	Coordinates student affairs, graduate follow-ups, mediation, and conflict resolution.
3. Psychologist	1 year	Male	Provides a psychological orientation to group of students with special needs.

Table 4: Network Interview for Authorities. Elaborated by the author.

Table 4 shows the position of the authorities, their length of working service, and obligations or duties, which demonstrates that authority 1 has more experience than the others. Also, it shows their obligations or duties. Authority 1 and 2 have the same obligations such as mediation and conflict resolution. Additionally,

authority 3 has a different duty in respect of the other authorities, which is to provide psychological orientation to groups of students with special needs.

Question 1. Tell me about students with special needs at the University of Guayaquil.

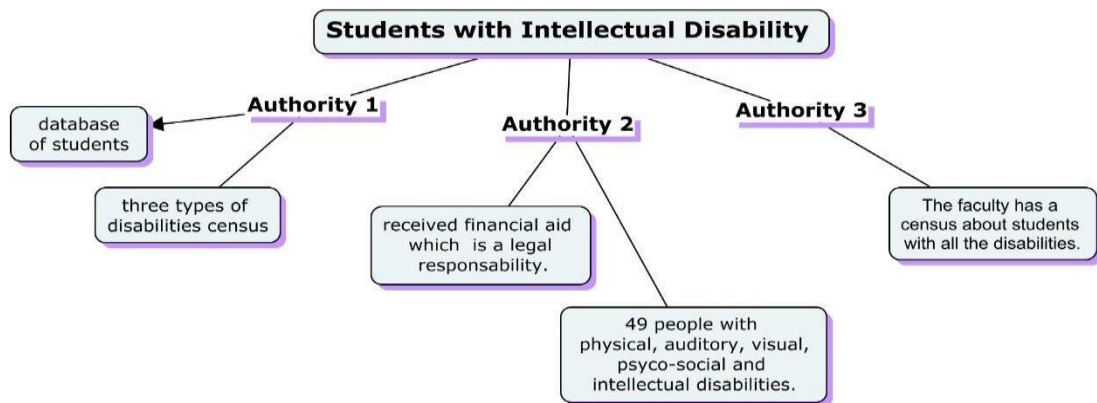


Figure 4 Interview for Authorities. Elaborated by the author.

Figure 4 shows authority 1 mentioned that they have a database about students with disabilities and there are three types of disabilities census. Authority 2 said that students received financial aid which is a legal responsibility. Authority 3 said that the faculty has a census about students with all the disabilities found in the institution.

Question 2. What do you understand by the term 'Inclusion'?

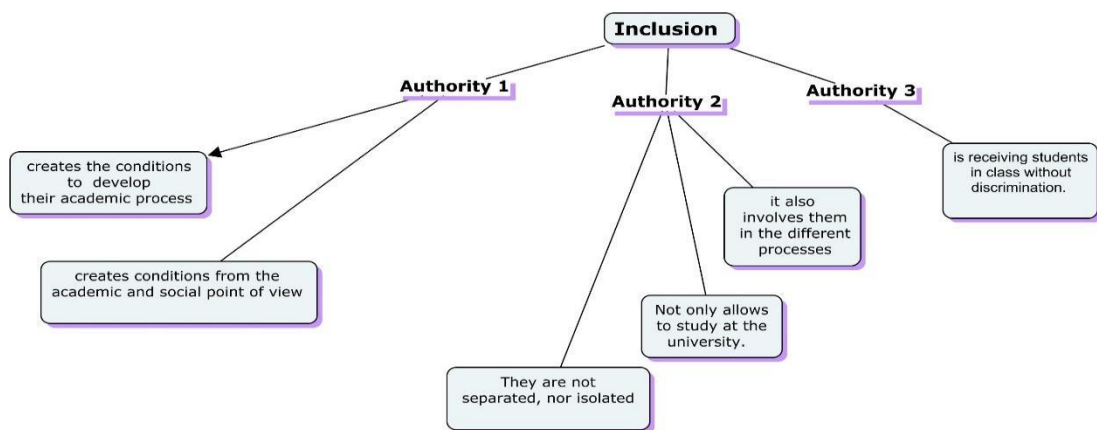


Figure 5 Interview for Authorities. Elaborated by the author.

Figure 5 shows the three authorities give the concept of 'Inclusion'. The first authority said 'Inclusion' creates the condition to develop their academic process. The second authority said 'Inclusion' does not only allow students to study at the university. Students are not separated, nor isolated. The third authority mentioned that they are receiving students in class without discrimination.

Question 3. What do you understand by the term 'Intellectual Disability'?

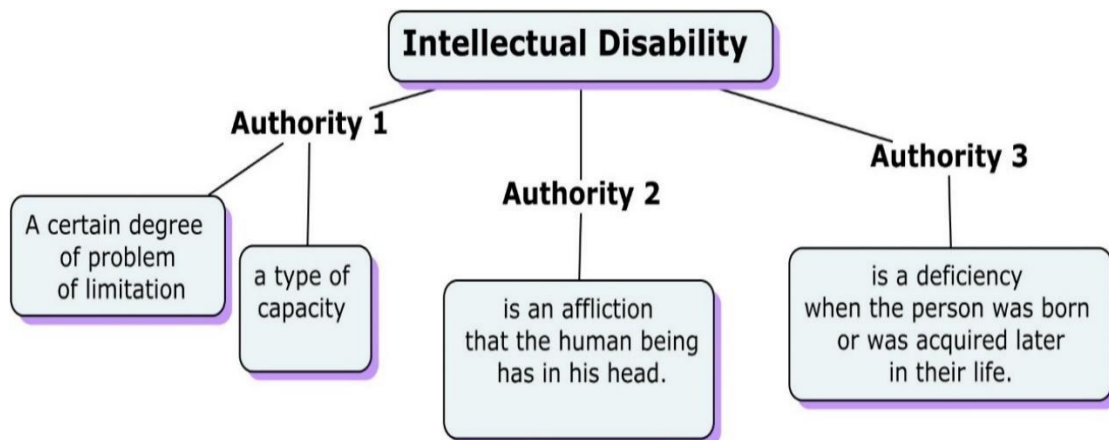


Figure 6 Interview for Authorities. Elaborated by the author.

Figure 6 shows the authorities' comments about 'Intellectual Disability'. Authority 1 mentioned that 'Intellectual Disability' is a certain degree of a limited problem and a type of capacity. Authority 2 said it is an affliction that the human being has in his head. Authority 3 declared that it is a birth time deficiency or acquired later in their life.

Question 4. How do you coordinate your work regarding Special Needs at the University of Guayaquil?

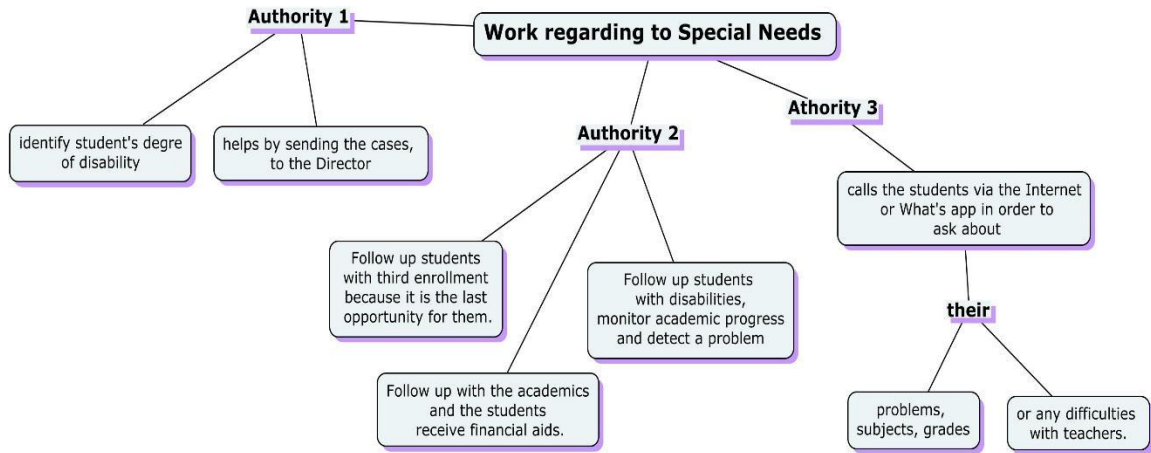


Figure 7 Interview for Authorities. Elaborated by the author.

Figure 7 shows the authorities' comments about their work regarding Special Needs. Authority 1 mentioned it consists of identifying a student's degree of disability and sending the cases to the Director of Student Welfare. Authority 2 said it follows up students with disabilities regarding retaking courses (because it is the last opportunity for them), monitors academic progress, detects problems, and if students are receiving government financial aid. Authority 3 declared that he calls the students via internet or WhatsApp in order to ask about their problems, subject, grades, or any difficulties with teachers.

Question 5. Do you know what percentages of special needs are there in University of Guayaquil?

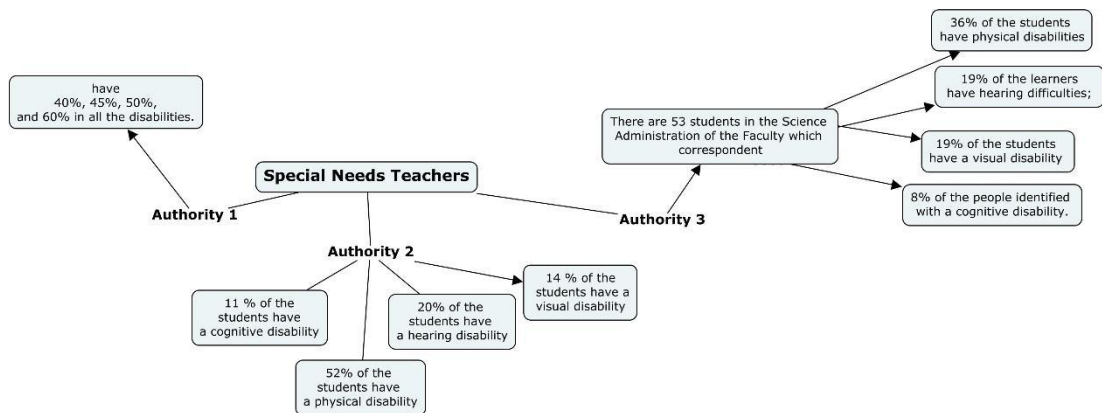


Figure 8 Interview for Authorities. Elaborated by the author.

Figure 8 shows the authorities answers about the percentages of Special Needs at University of Guayaquil. Authority 1 mentioned that University of Guayaquil has 40-60% across all the disabilities. Authority 2 affirmed that 11% of the students have a cognitive disability, 52% of the students have a physical disability, 20% of the students have a hearing disability and 14% of the students have a visual disability. Authority 3 said that there are 53 students in the Science Administration Faculty with the following: of students with a disability, 36% has physical disabilities, 19% has hearing difficulties, 19% of the students have a visual disability and 8% were identified with a cognitive disability.

Question 6. Can you tell me how many special needs teachers there are in this university?

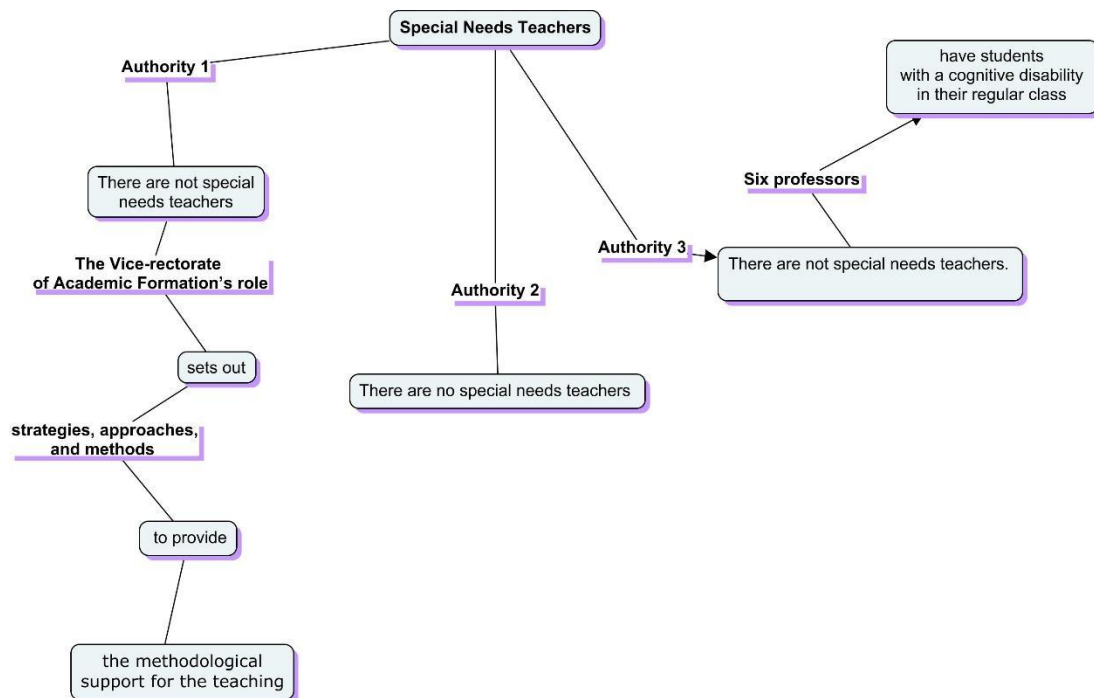


Figure 9 Interview for Authorities. Elaborated by the author.

Figure 9 shows the number of special needs teachers there are in the university. Authority 1, 2, and 3 said there are no special needs teachers. The vice-rectorate of Academic Formation's role sets out strategies, approaches, and methods to provide the methodological support for the teaching. Authority 3 mentioned that six professors have students with cognitive disabilities in their regular classes.

Question 7. Are professors focused on special needs education?

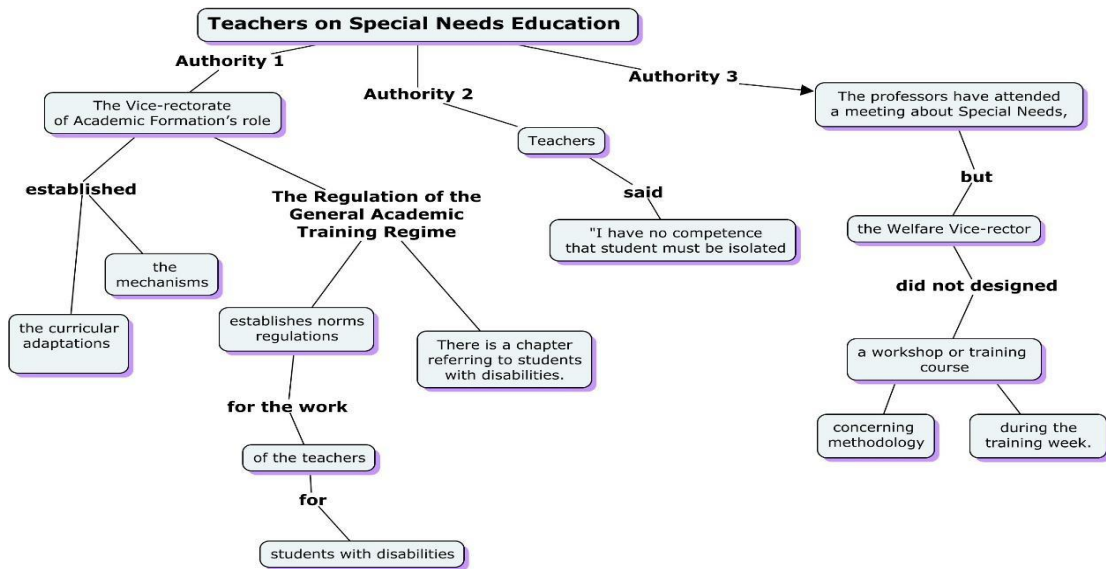


Figure 10 Interview for Authorities. Elaborated by the author.

Figure 10 shows the authorities' answers about awareness on special needs education. Authority 1 said the Vice-rectorate of Academic Formation's role established the curricular adaptations and the mechanism. Also, it established The Regulation of the General Academic Training Regime. This regulation establishes norms for the work of the teachers with disabled students. There is a chapter referring to students with disabilities. Authority 2 declared that teachers said to them "I have no competency, that student must be isolated." Authority 3 mentioned the professors have attended a meeting about Special Needs, but The Welfare Vice-rector did not design a workshop or training course concerning methodology during the training week.

Question 8. Is there any coordination between the special needs teachers and teachers in regular classes?

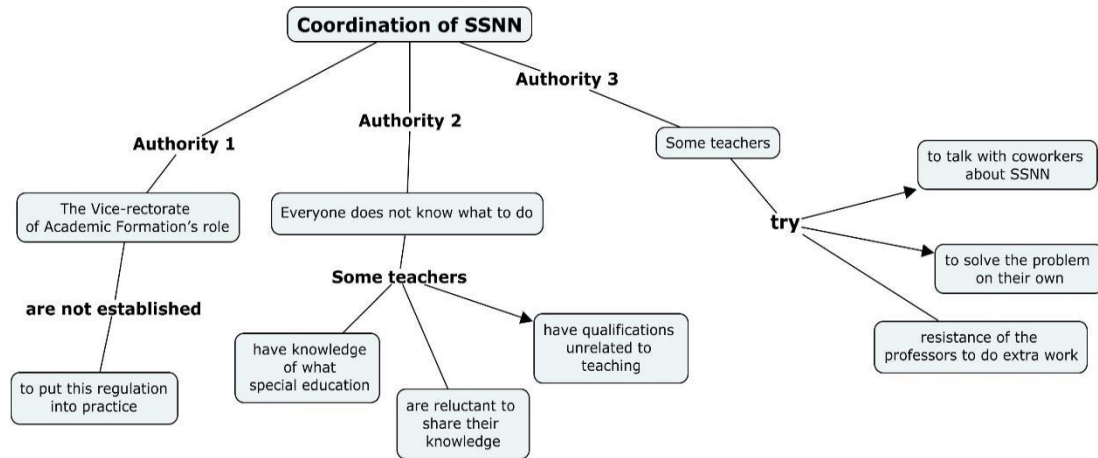


Figure 11 Interview for Authorities. Elaborated by the author.

Figure 11 illustrates the authorities' comments regarding Coordination of Special Needs. Authority 1 said The Vice-rectorate of Academic Formation's role is not established to put this regulation in practice. Authority 2 said, "Nobody knows what to do. Some teachers have knowledge of special education but are reluctant to share their knowledge, and they have qualifications unrelated to teaching." Authority 3 stated some teachers try to talk with coworkers about SSNN to solve the problem independently, and there is the professors' resistance to do extra work.

Question 9. Are there any students with intellectual disability included in the regular classes?

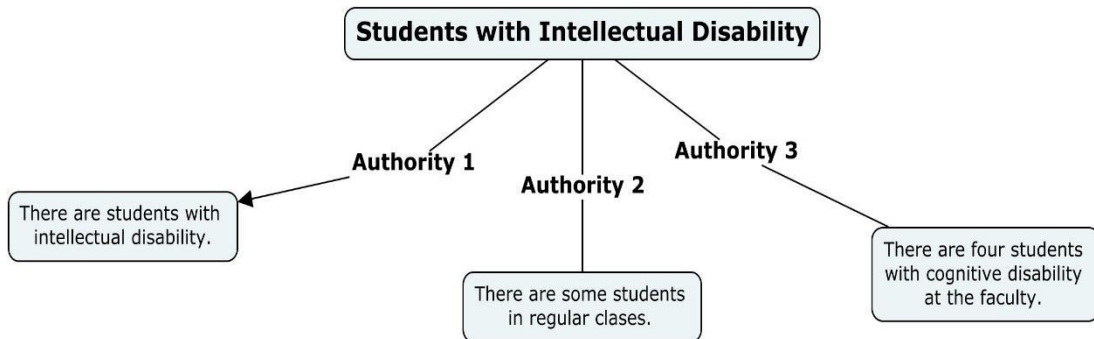


Figure 12 Interview for Authorities. Elaborated by the author.

Figure 12 indicates the authorities' responses concerning students with an Intellectual Disability. Authority 1 indicated there are students with intellectual disabilities. Authority 2 stated that there are some students with cognitive disabilities in regular classes. Authority 3 remarked that there are four students with a cognitive disability at the faculty.

Question 10. What teaching strategies do UG teachers use to teach learners with intellectual disability?

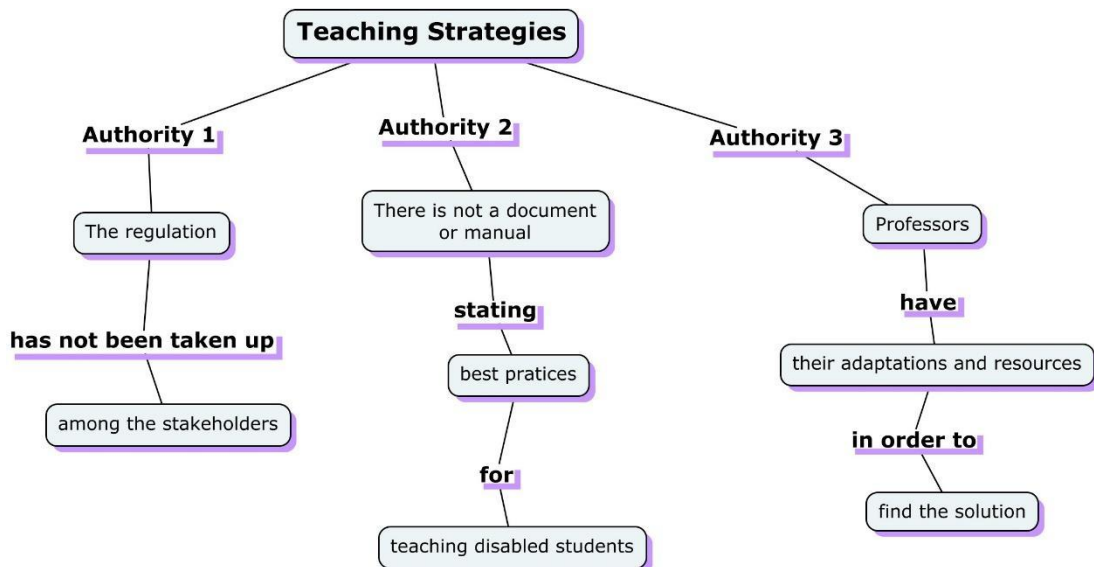


Figure 13 Interview for Authorities. Elaborated by the author.

Figure 13 illustrates the authorities' response concerning teaching strategies. Authority 1 answered that the Regulation of the General Academic Training Regime has not been taken up among the stakeholders. Authority 2 commented there is not a document or manual stating best practices for teaching disabled students. Authority 3 remarked that professors have their adaptations and resources in order to find the solution.

11. What other information about Intellectual disability?

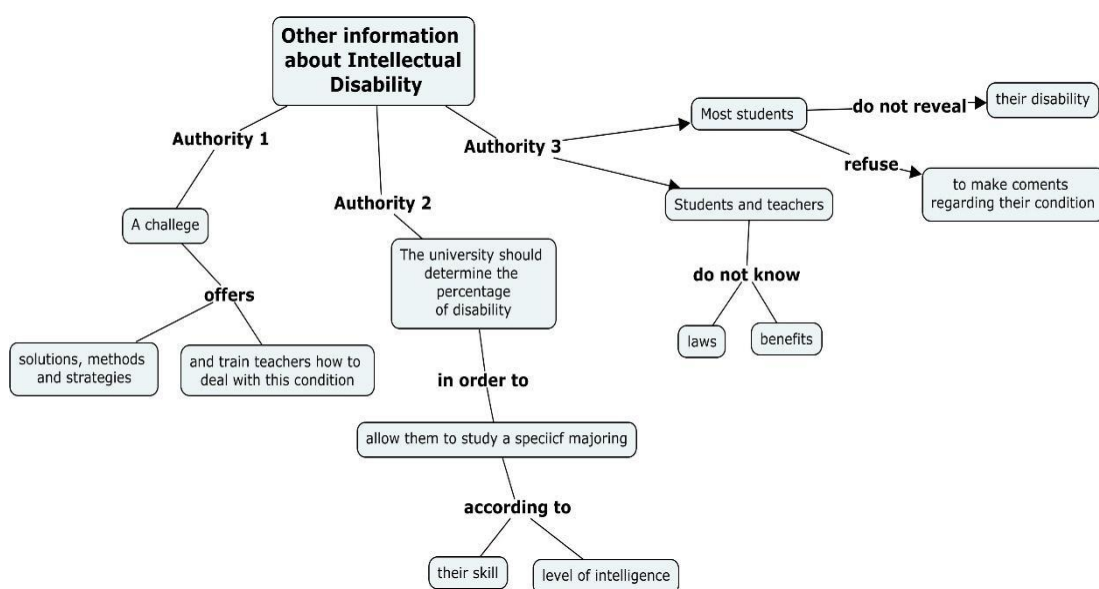


Figure 14 Interview for Authorities. Elaborated by the author.

Figure 14 illustrates authorities' answers related to other information about Intellectual disability. Authority 1 indicated that a challenge offers solutions, methods, strategies, and trains teachers how to deal with these conditions. Authority 2 affirmed the university should determine the percentage of those with a disability to allow them to study specific majors according to their skill and level of intelligence. Authority 3 stated that most students do not reveal their disability and refuse to make comments regarding their condition. In addition, students and teachers do not know laws and benefits regarding disabilities.

4.3 Semi-structured interview for teachers

The second instrument answered this research question:

RQ3. How is the teachers' choice of teaching strategies informed by their understanding of Students with special needs? (See Appendix 3) (Source 3)

4.3.1 Logical Networks

Interview Guide

1. How long have you been working?

Working time	
Teacher 1	10 years
Teacher 2	6 years
Teacher 3	5 years

Table 5 Interview for teachers. Elaborated by the author.

Research Information

1. What do you understand by the term intellectual disability?

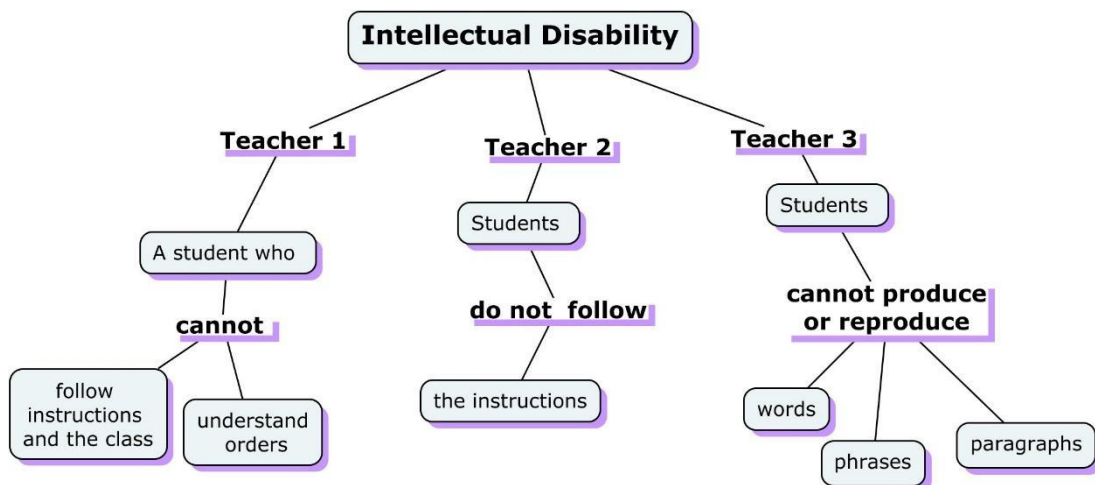


Figure 15 Interview for teachers. Elaborated by the author.

Figure 15 shows teachers' responses concerning intellectual disability. Teacher 1 and 2 reported that students cannot understand orders or follow the instructions and the class. Teacher 3 mentioned that students cannot produce or reproduce words, phrases, or paragraphs.

3. Are there any students with intellectual disability included in the regular classes?

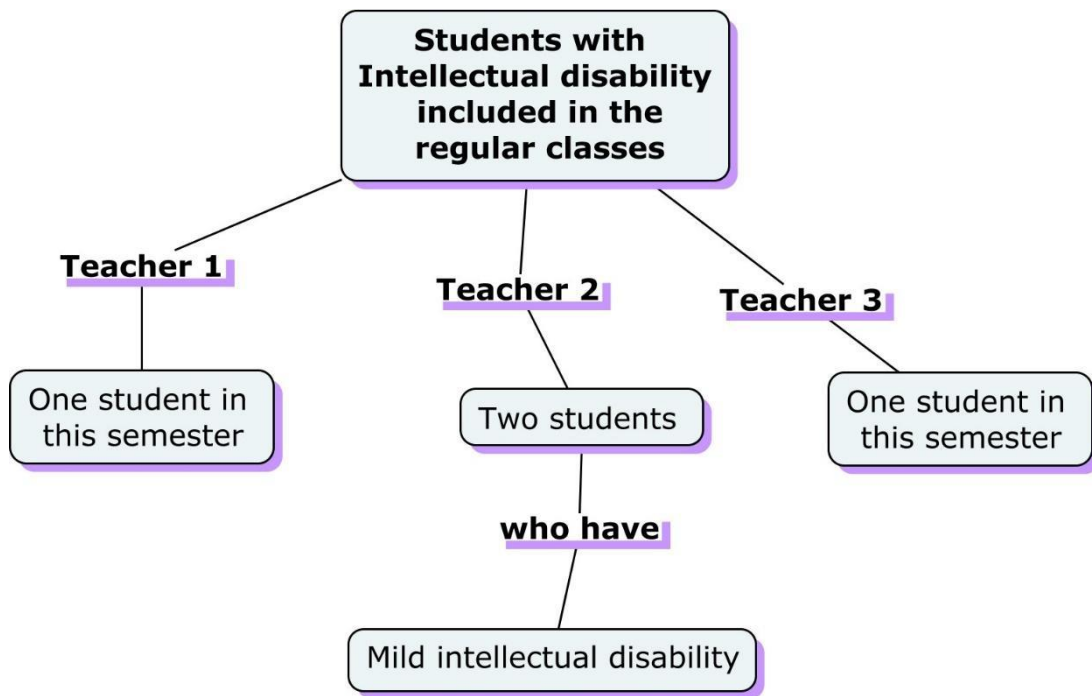


Figure 16 Interview for teacher. Elaborated by the author.

Figure 16 shows the teachers' answers about students with an intellectual disability included in the regular classes. Teacher 1 indicated that there was one student in this semester, teacher 2 replied that two students who have mild intellectual disabilities, and teacher 3 reported that there was one student in this semester.

If so:

a. How big is your class?

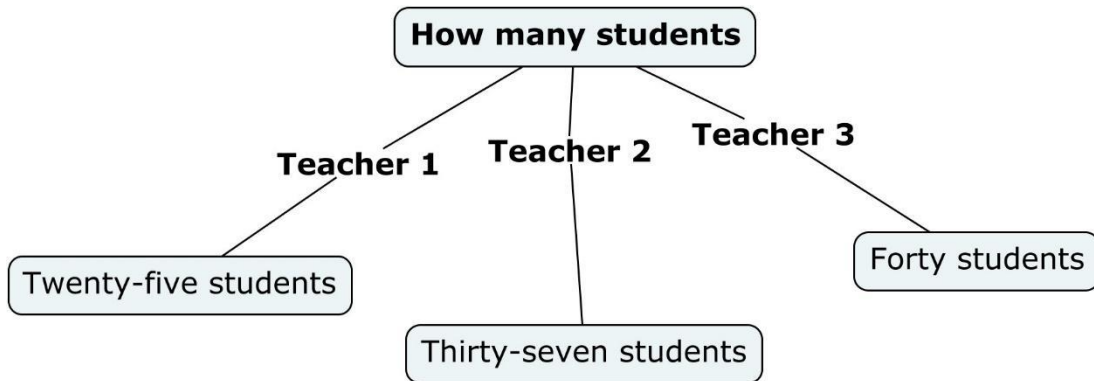


Figure 17 Interview for teachers. Elaborated by the author.

Figure 17 illustrates the total amount of students in each class. Teacher 1 has 25 students, teacher 2 has 37 students and teacher 3 has 40 students.

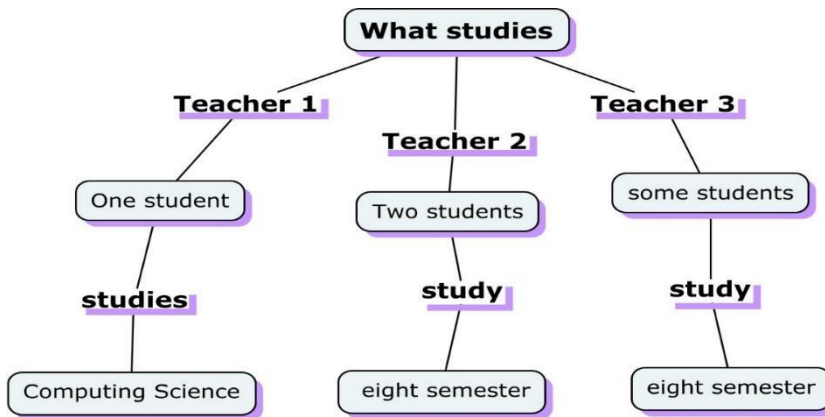


Figure 18 Interview for teachers. Elaborated by the author.

b. What studies are they taking?

Figure 18 shows teachers' answers about students' studies. Teacher 1 reported one student studied Computing Science, teacher 2 indicated that two students studied in the eighth semester, teacher 3 reported that some students studied the eighth semester.

4. What teaching strategies do you use to teach learners with intellectual disability?

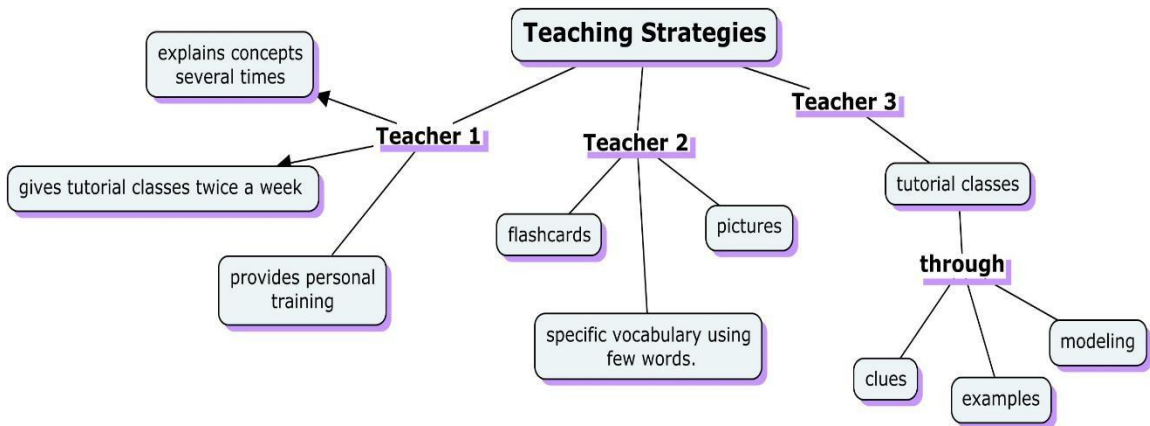


Figure 19 Interview for teachers. Elaborated by the author.

Figure 19 shows teachers' teaching strategies. Teacher 1 reported that he explains concepts several times, gave tutorial classes twice a week, and provides personal training. Teacher 2 said that he uses specific vocabulary using few words, flashcards, or pictures. Teacher 3 indicated that she gives tutorial classes through clues, examples, and modeling.

5. Why did you choose to use a particular approach and method of teaching?

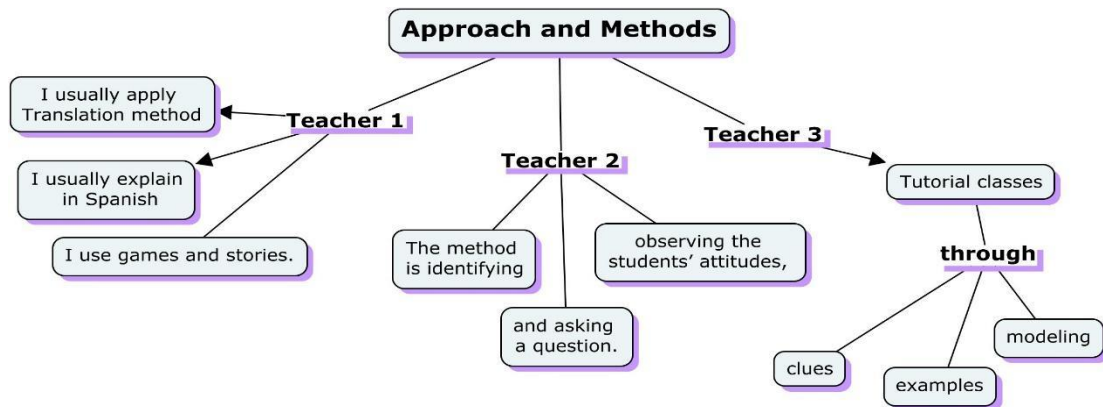


Figure 20 Interview for teachers. Elaborated by the author.

Figure 20 illustrates teachers' answers about approaches and methods. Teacher 1 reported that he usually applies Translation Method, he explains in Spanish, he uses games and stories. Teacher 2 indicated that he applied the identifying

method, observing the students' attitudes, and asking a question. Teacher 3 answered that she applied tutorial classes through clues, examples, and modeling.

6. What challenges do you face when teaching learners with intellectual disability?

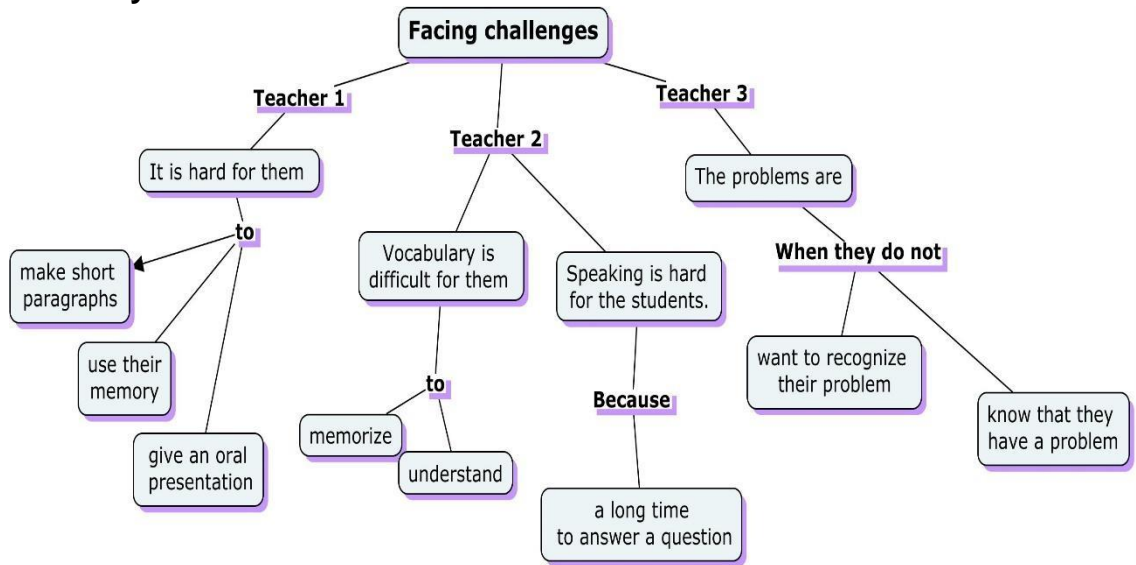


Figure 21 Interview for teachers. Elaborated by the author.

Figure 21 shows teachers' answers related to facing challenges. Teacher 1 responded that it is hard for them to make short paragraphs, use their memory, and give an oral presentation. Teacher 2 reported that vocabulary is difficult for them to memorize and understand. Also speaking is hard for the students because it takes a long time to answer a question. Teacher 3 answered that the problems are when they do not want to recognize their problem.

7. How do you overcome these challenges?

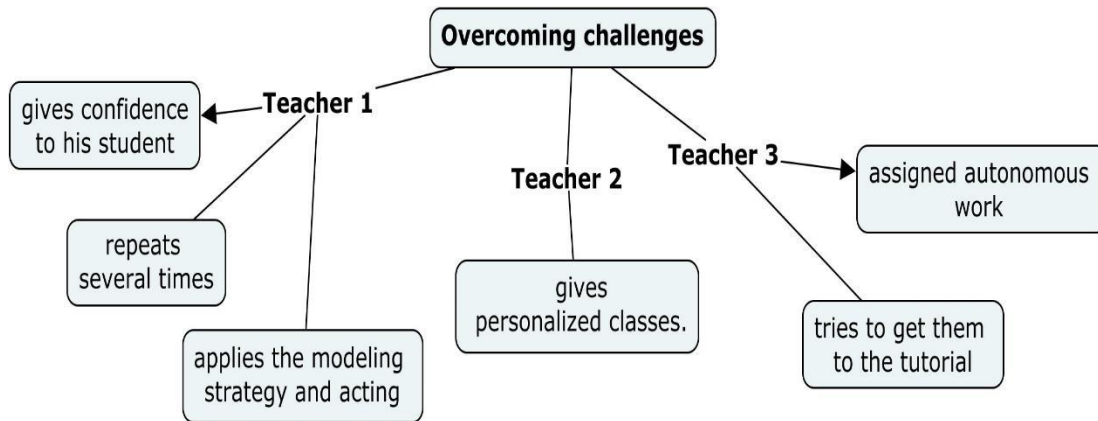


Figure 22 Interview for teachers. Elaborated by the author.

Figure 22 illustrates teachers' responses about overcoming challenges. Teacher 1 answers that he gives confidence to his student, repeats several times, and applies the modeling strategy and acting. Teacher 2 reported that he gives personalized classes. Teacher 3 responded that she tries to get them to the tutorial and assigns autonomous work.

8. What other information would you like to add concerning learners with intellectual disability?

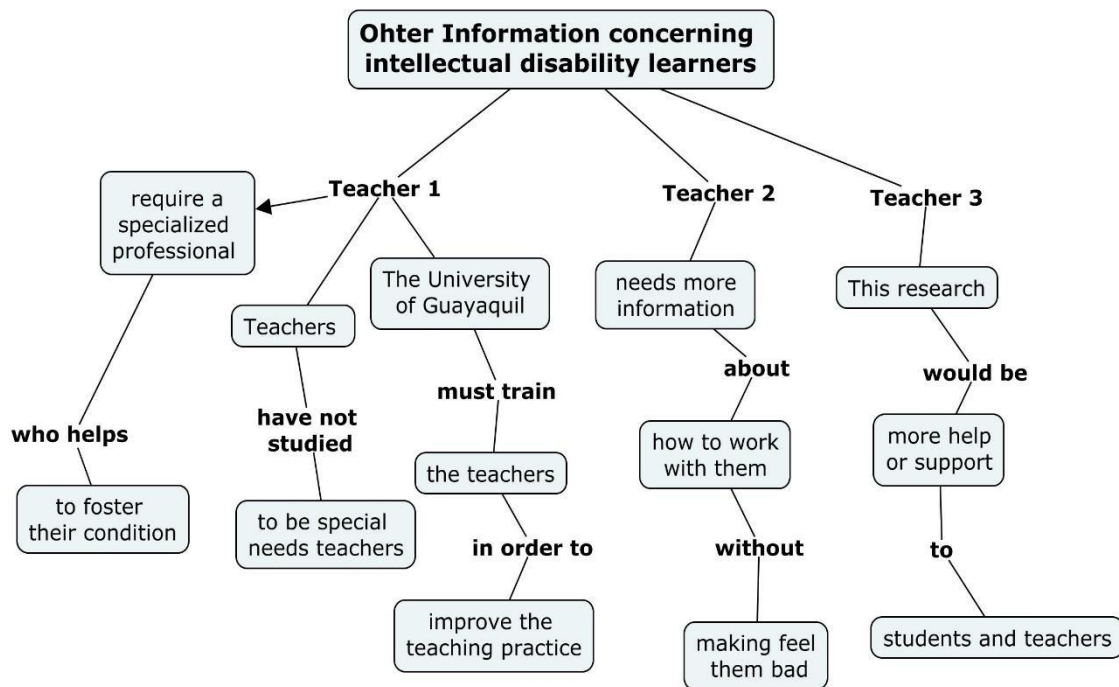


Figure 23 Interview for teachers. Elaborated by the author.

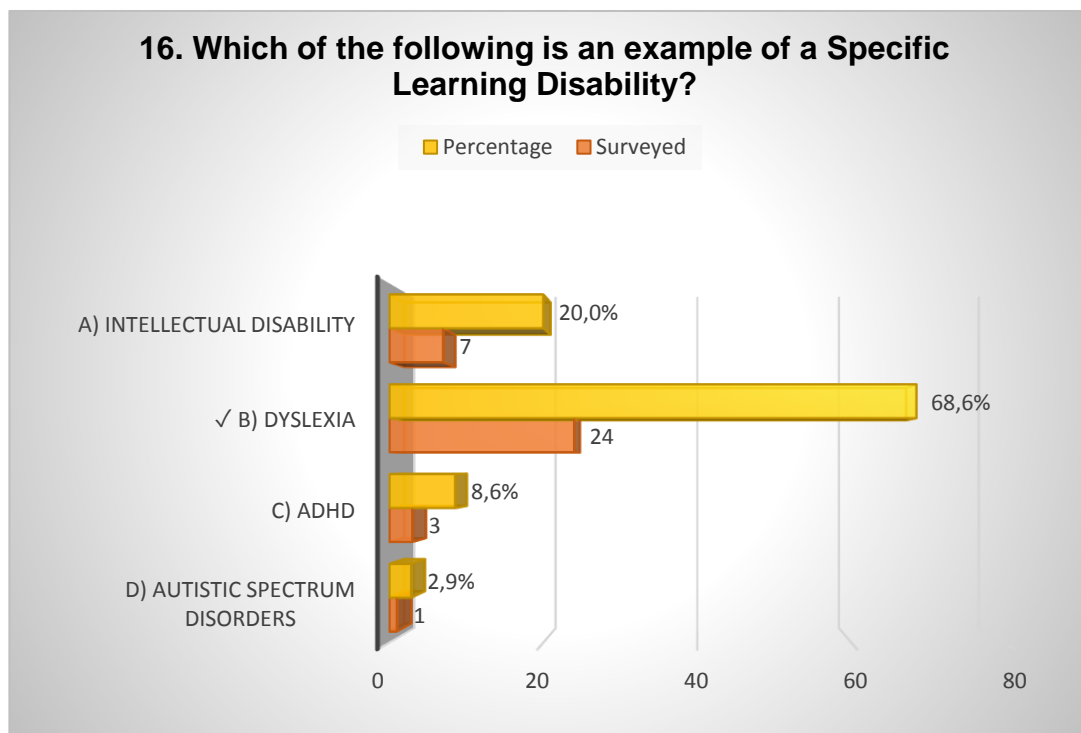
Figure 23 indicates teachers' answers about other information concerning intellectual disability learners. Teacher 1 said that he requires a specialized professional who helps to foster his student's condition because teachers have not studied to be special needs teachers and the University of Guayaquil must train the teachers to improve teaching practices. Teacher 2 reported that he needs more information about how to work with them without making them feel bad. Teacher 3 responded that this research would provide more help or support to students and teachers.

4.4 Special Needs and Intellectual disability knowledge test for teachers

This test was administered to thirty-five professors at the University of Guayaquil who answered fourteen questions about their knowledge on special needs and intellectual disability. Also, this was utilized to evaluate English staff, in a general way, to determine the professors' knowledge about the subject. It was used the digital instrument, Google Forms.

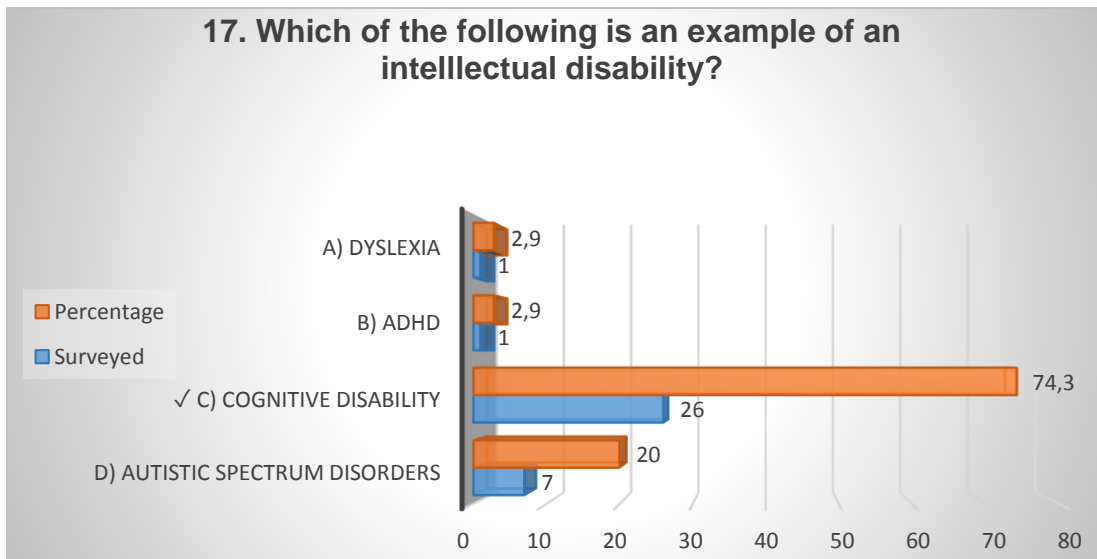
The first and third instrument answered this research question:

RQ1. What is the teachers' level of knowledge of the theoretical foundations of the special needs and intellectual disability field and their experience to date in teaching Students with disabilities? (See Appendix 1, 4) (Source 1, 4)



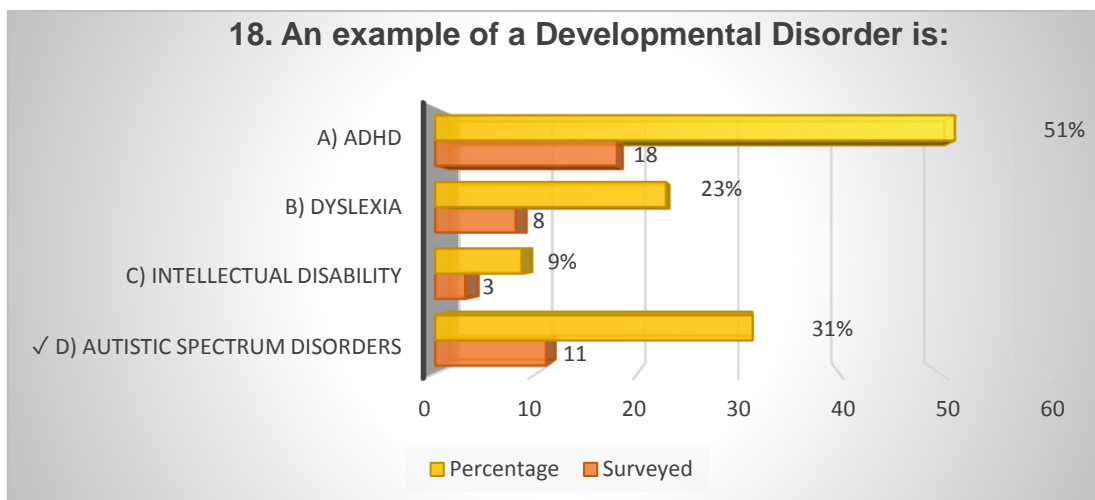
Graph 16: An example of a specify learning Disability. Elaborated by Elena Aguilar

The graph 16 shows that most of the respondents reported the correct example of a specific learning disability was Dyslexia.



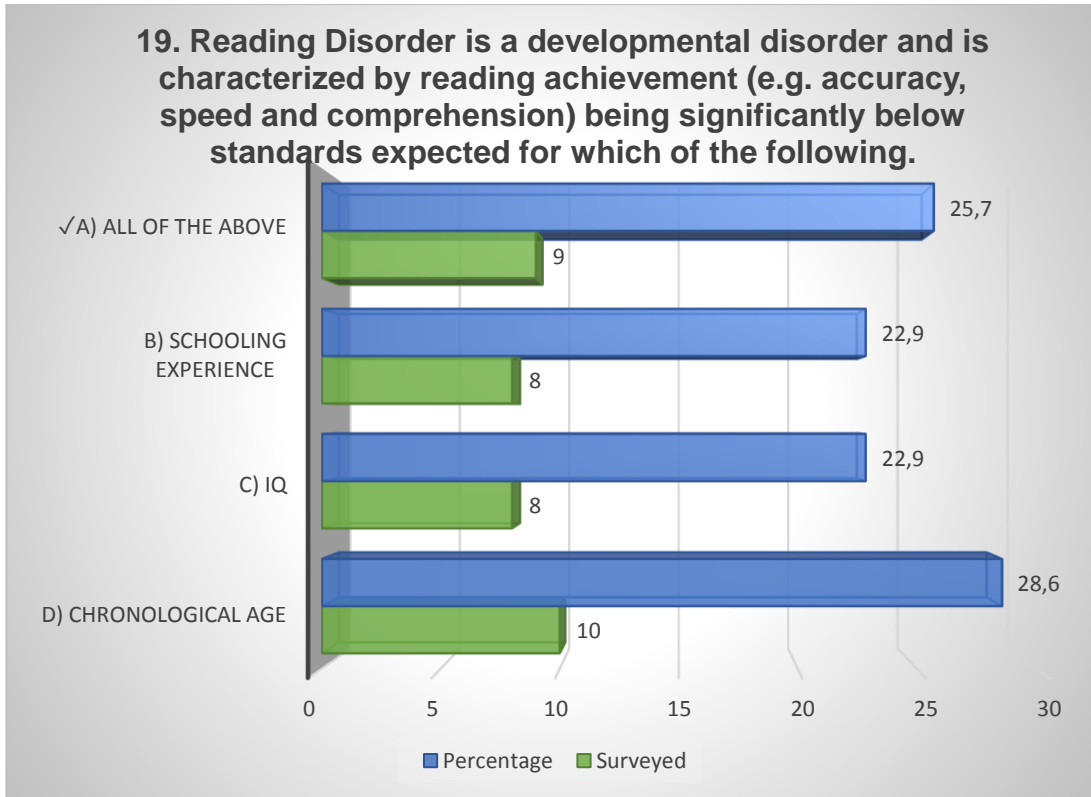
Graph 17: An example of an intellectual disability. Elaborated by Elena Aguilar

This graph illustrates that the majority of the respondents answered that cognitive disability is an example of intellectual disability. These terms are interchangeable words.



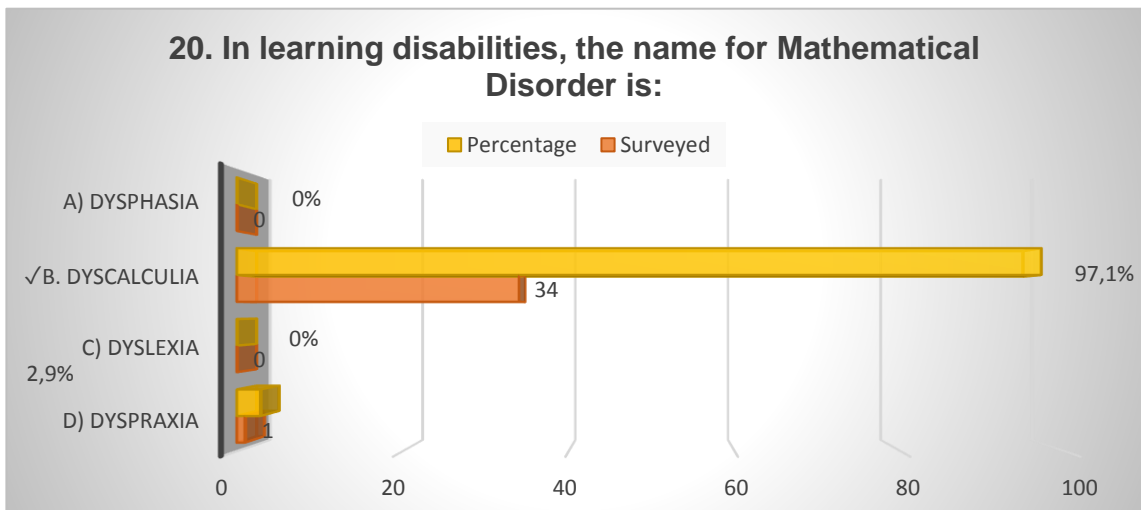
Graph 18: An example of a Developmental. Elaborated by Elena Aguilar.

Graph 18 indicates one third of the surveyed teachers responded that letter d (autistic spectrum disorders) is an example of language disorder.



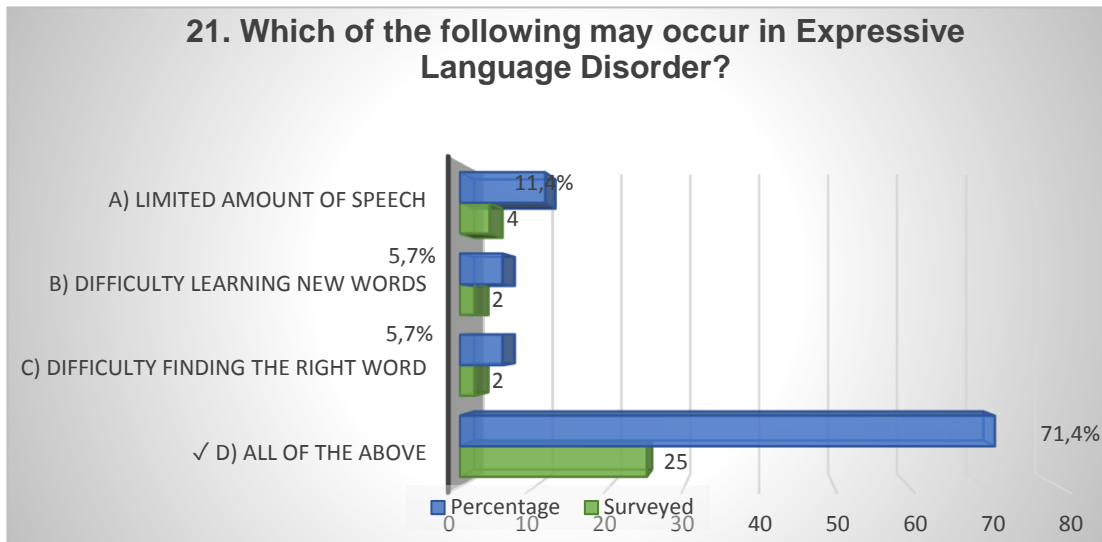
Graph 19: Reading Disorder. Elaborated by Elena Aguilar.

Graph 19 suggests that several professors out of 35 answered letter A (all of the above) meaning almost most of the responses were correct.



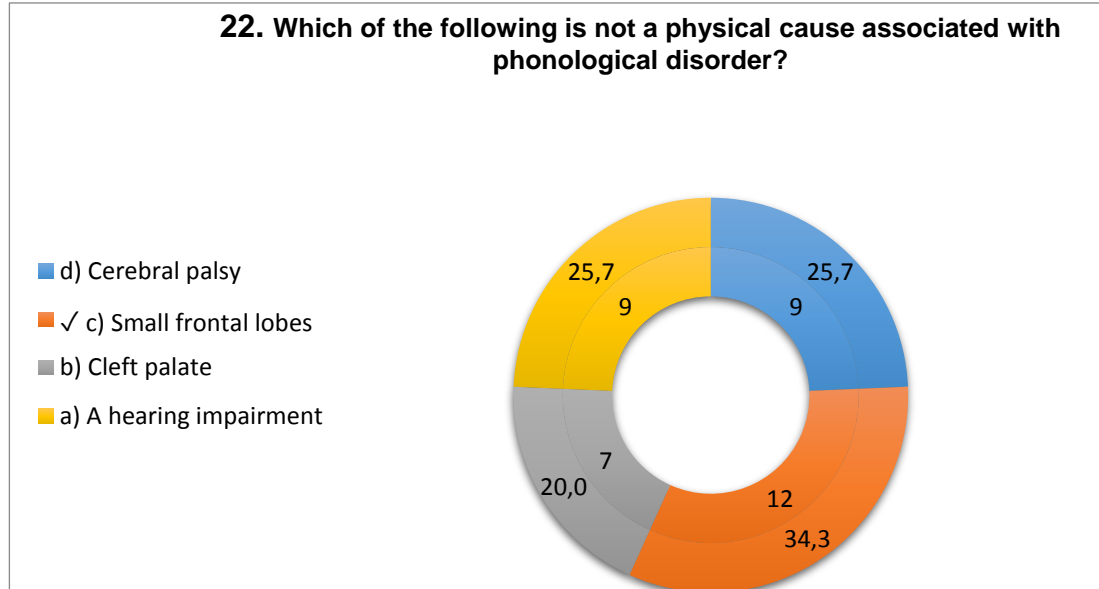
Graph 20: Mathematical disorder. Elaborated by Elena Aguilar.

Besides, graph 20 illustrates that the majority of professors answered to know the mathematical disorder, which was the option b (Dyscalculia).



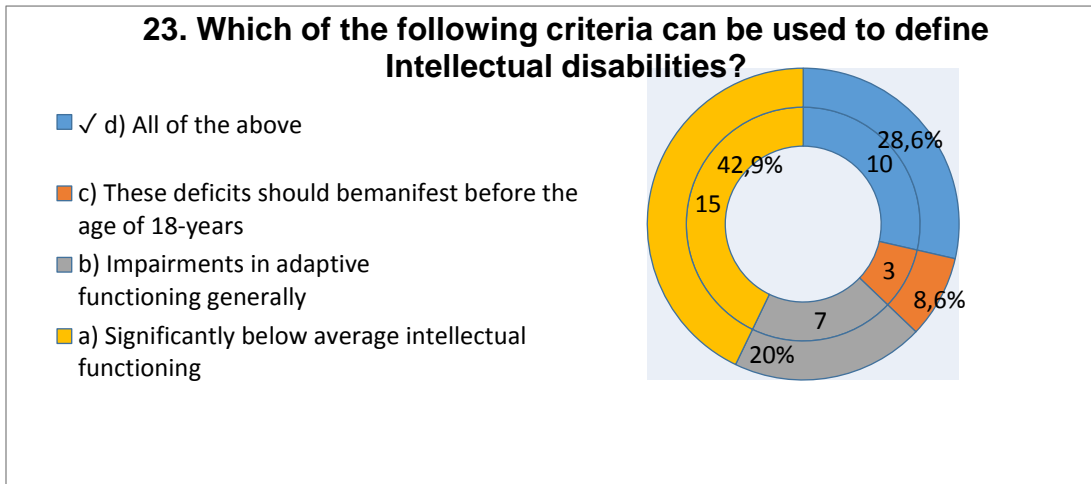
Graph 21: Expressive language disorder. Elaborated by Elena Aguilar.

Graph 21 indicates most of the participants recognize that in expressive language disorder may occur “limited amount of speech”, “difficulty learning new words”, “finding the right word”.



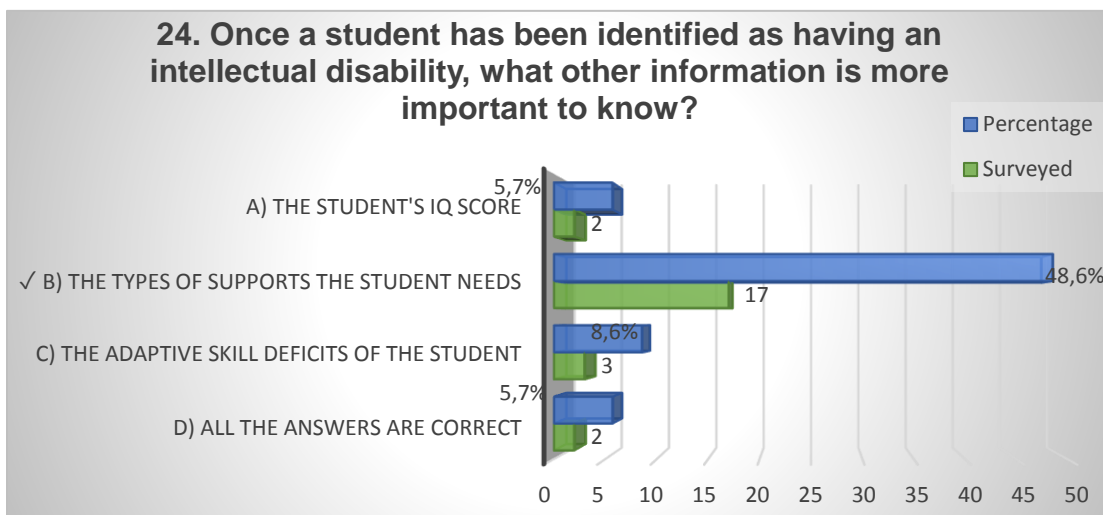
Graph 22: Physical cause associated with phonological disorder. Elaborated by Elena Aguilar

Graph 22 shows that small frontal lobes (option c) were not a physical cause associated with phonological disorder. As one can see, twelve professors a third part of the professors who answered it correctly.



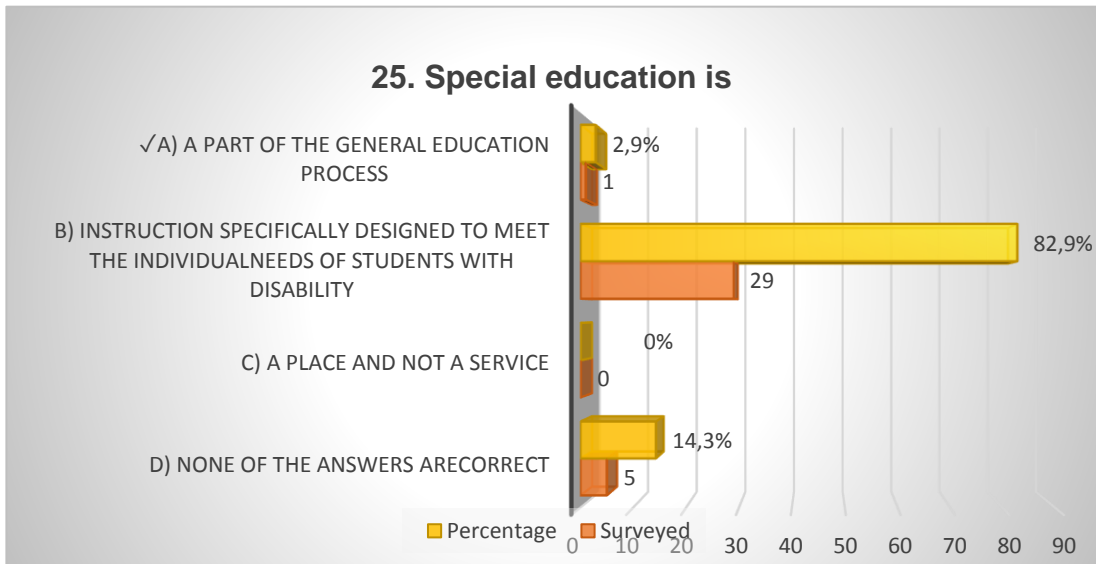
Graph 23: Define Intellectual disabilities. Elaborated by Elena Aguilar.

Graph 23 shows that a third part of the professors could not identify the intellectual disability, demonstrating that most of them were not acquainted with intellectual disability criteria.



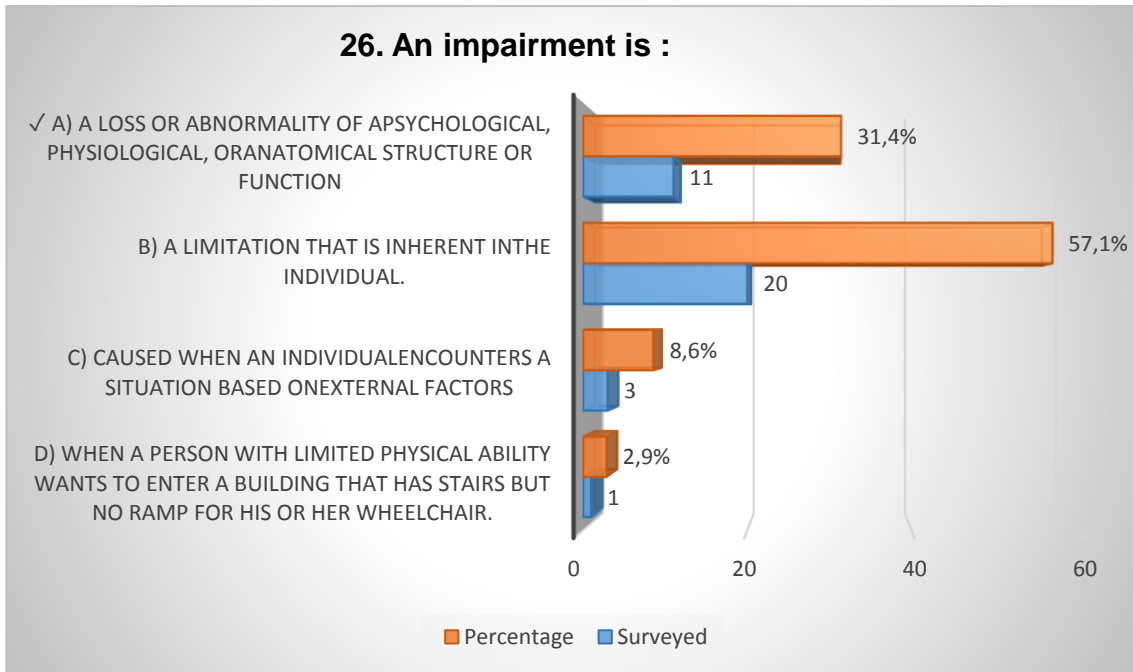
Graph 24: Special education. Elaborated by Elena Aguilar

Graph 24 shows that the majority of the respondents, considered that supporting the students' needs was more important than possessing knowledge about the disability.



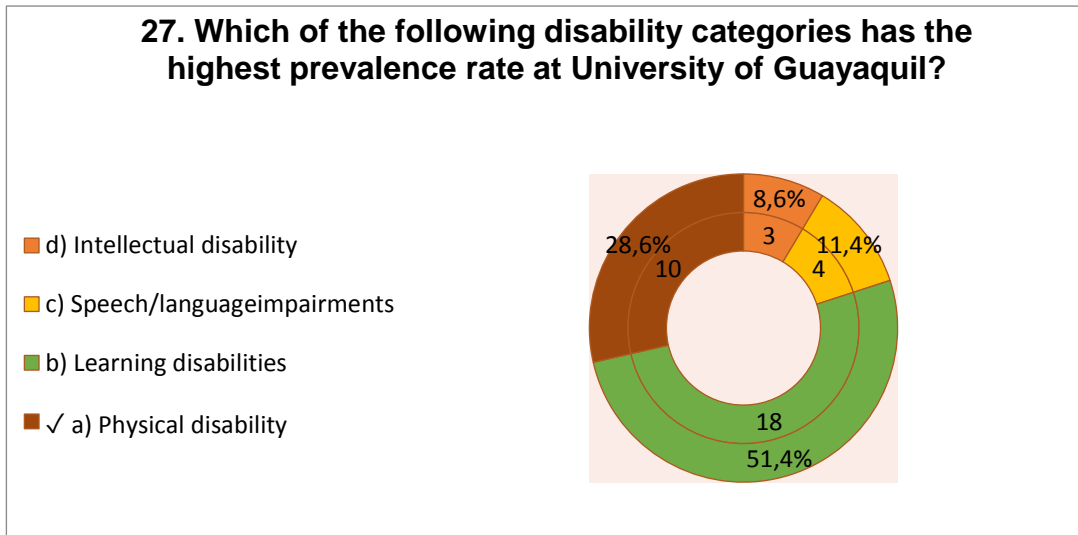
Graph 25: What other information is more important to know. Elaborated by Elena Aguilar.

Graph 25 shows that letter A (A part of general education process) was the perfect option; and there was one professor out of thirty-five who was able to answer correctly and this result was represented by 2.9%.



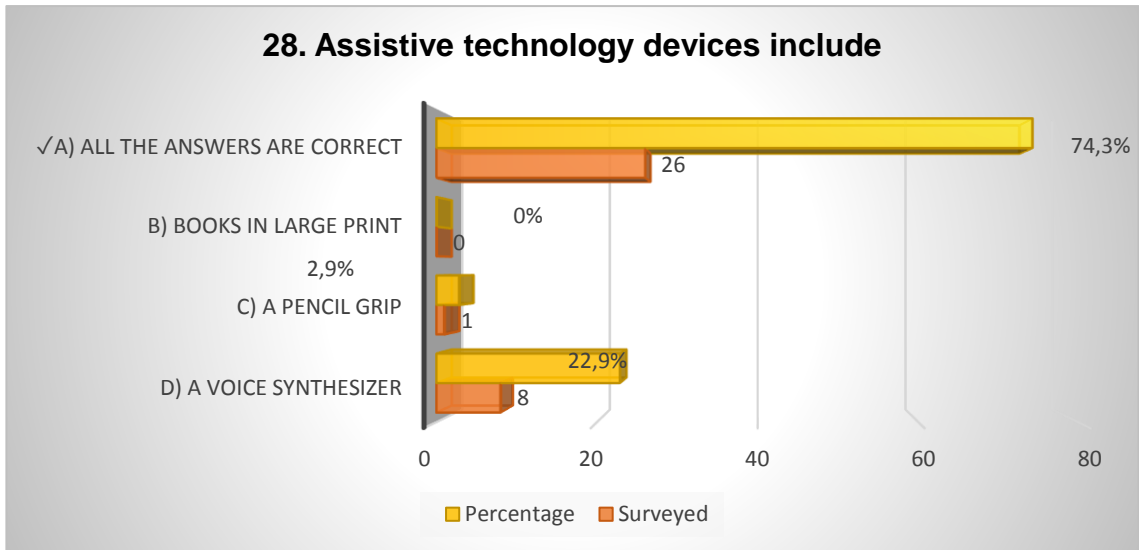
Graph 26: An impairment. Elaborated by Elena Aguilar.

Graph 26 shows that letter A (a loss or abnormality of ...) was the correct response, and less than a third of professors responded accurately.



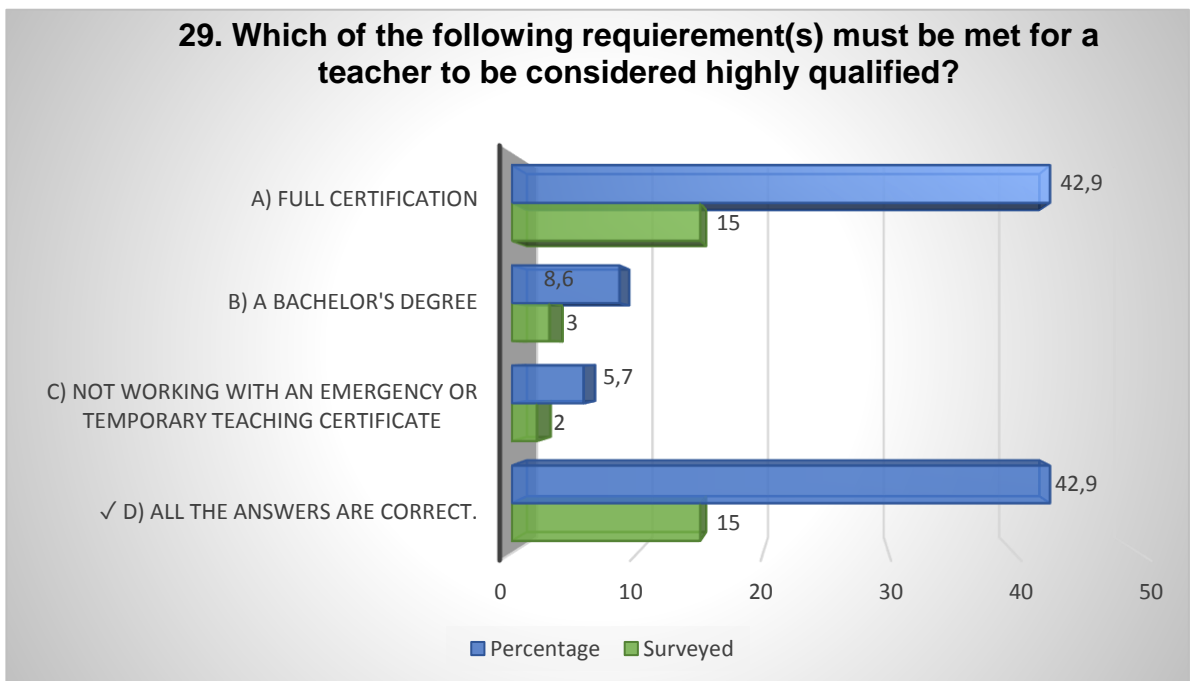
Graph 27: The highest prevalence rate. Elaborated by Elena Aguilar.

Graph 27 shows that less than a third of professors answered (the option a) the physical disability has the highest prevalence rate at the University of Guayaquil,



Graph 28: Assistive technology devices include. Elaborated by Elena Aguilar.

Graph 28 shows that option A was the correct answer, and almost three quarters of professors answered correctly. Some teachers answered other options related with specific disabilities for example deafness and blindness which are the most common disabilities which are easy to identify.



Graph 29: Requirements. Elaborated by Elena Aguilar. Elaborated by Elena Aguilar

Similarly, Graph 29 shows that the option d was the correct answer, regarding assistive technology devices. Less than half of the teaching staff responded to it effectively.

5 PROPOSAL - ONLINE TRAINING COURSE

5.1 Literature Review

5.1.1 CALL

Computer-assisted language learning (CALL) consists of how new technologies affect learning; mainly in language, effectively replacing repetition and drill techniques from past decades. Software packages were focused on narrative content, reading, listening, and intrinsic motivation to enhance with a game, story, or exploratory environment (Thomas, 2012). It is a theory that is based on the use of computers and programs to enhance skills. Despite this fact, nowadays, CALL is shared by using the internet and application tools. Teachers are capable of finding ways of applying web resources to foster students' communication and language skills (Fotos & Browne, 2013).

There are three types of CALL: Behavioristic/Structural CALL, Communicative/Cognitive CALL and Integrative/Social constructive/CALL.

Table 1. The Three Stages of CALL

Stages	1970s-1980s Structural	1980s-1990s Communicative	21st century Integrative
Technology	Mainframe	PCs	Multimedia and Internet
English-teaching paradigm	Grammar-translation and audio-lingual	Communicative Language Teaching	Content-based, ESP/EAP
View of language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Sociocognitive (developed in social interaction)
Principle use of computers	Drill and practice	Communicative exercises	Authentic discourse
Principal objective	Accuracy	And fluency	And agency

Figure 24: The three stages of CALL (Warschauer, 2004, p. 22) as cited in (Yamazaki, 2014).

Moreover, there are some stages of CALL, namely Behaviorist, Communicative and Integrative, which have plenty of activities on CALL which can be used in a class. These are the types of CALL activities:

- A) **Restrictive CALL** activities are based on quizzes and closed drills, these activities' feedback involve its correct or incorrect responses, and these are applied in order to do exercises which are related to text reconstruction, vocabulary games, gap filling, speed reading, simulation answering closed questions, and minimal interaction with other students. According to Kenning and Kenning (1998) CALL was based on the repetition of drills and practice exercises because these types of exercises were quick (Fotos & Browne, 2013).
- B) **Open CALL** activities are focused on simulations, games, and Computing Mediated Communication (CMC), which involve interaction with the computer and occasional interaction with peers. This type of feedback focuses on linguistics skills development and these activities are open and flexible. Multimedia tools were used in the 80s to enhance language in education through CD-ROOM drivers, sound cards, and video (Peterson, 2016).
- C) **Integrated CALL** is related to CMC and web-based programs; it uses frequent interaction with others and some interaction with the computer through the lesson. The most important aim of this stage is to promote students' interaction, autonomy, and discussion (Fotos & Browne, 2013).

5.1.2 Massive open online courses (MOOC)

MOOC is a pedagogical tool to be applied in at distance education since 2008 by using online learning approaches and traditional approaches whereby students could develop skills in prestigious universities or MOOC platforms, according to the content and at inexpensive fees. In addition, these courses can be offered for free at a specific price to give opportunities for everybody. Nowadays, this one provides the opportunity to fulfill higher education through internet connections all around the world (Sokolovskaya, 2015).

There are two types of MOOCs on the web which are cMOOC and xMOOC. The first one consists on creation, creativity, autonomy, and social networking and this is based on the Connectivist philosophy which was proposed by Ivan Illich in 1970 (as cited in Perifanou, 2017). The second type of MOOC is related to the traditional learning approach by using videos, shorts quizzes, and testing and knowledge duplication (Siemens, 2012 as cited in Carvalho, L. & Goodyear, P., 2014).

5.1.3 E-learning

E-learning is an approach that is based on technology, digital documents and activities, for instance, slides of PowerPoint presentations, PDF, blogs, video conference sessions, debates, case studies, video lectures, virtual class, etc. E-learning is called an innovative approach for delivering well-designed, learner-centered, interactive content, that facilitates learning environments to anyone, anyplace, anytime, by utilizing attributes of various digital technologies along with other forms of learning material (Khan & Ally, 2015).

There is an enormous array of tasks to fulfill the learning goals by using a website, and these can be shared with specific groups of students for a particular purpose or need. E-learning presents two approaches which are the following: self-paced and facilitated/instructor-led.

The first one is called Web Training Based (WTB), and it is referred to students' independence to study by themselves at their own pace; a set of learning objectives follows the content, and media elements are delivered to present it on a web server or CD-ROOM, for example, graphics, audios, and videos (FAO, 2011).

The latter is based on students and facilitators in specific schedules by developing some online learning platform activities. Its content is applied to a syllabus. Its most relevant activities are used among peers or facilitators, such as e-mails, discussion forums, chat polls, audio and video conferencing to communicate and

collaborate (FAO, 2011). To sum up, E-learning elements are characterized by promoting engagement and active learning in an educational setting (Mihajlovic & Gutiérrez, 2019).

5.1.4 Types of online courses

Most higher education institutions are developing and designing distance education through several online course options. Despite the pandemic, most institutions are applying some networks and platforms. For that reason, some institutions offer online training courses, and webinars, websites to train their staff without excuses.

Firstly, **training courses** provide a means to improve a particular aspect or feature of the teaching skills or practice among a department's staff. Moreover, online training is divided into several parts during the class, including introduction, objectives, training competencies, resources, discussions, and assignments (Stavredes, 2011).

There are numerous studies which confirm that online training courses must be encouraged and completed by professors because it is considered a good and helpful practice for the students in higher education (Kayalis & Natsina, 2011). Moreover, it is essential to learn strategies through online courses because professors can teach their students with disabilities and instructors will provide the guide to teach them in a proper manner (Mihajlovic & Gutiérrez, 2019).

Webinars are entirely distinct from training courses. Although it is performed as a live presentation, it is used to accomplish the goal of teaching methods, strategies, and approaches by trainees' needs. The facilitator provides an online presentation by using slides of PowerPoint presentation, several readings, and discussions. Additionally, it is useful to apply polls, chats, or breakout sessions to enhance students' interaction (Frick, 2016). For that reason, students answer the question by utilizing their computer and interact with the facilitator and peers. That is to say; they can give feedback through activities via polls or chats (McLeod &

Lehmann, 2011). Different parts of the webinar consist of five aspects such as content, voice, interaction, structure, anecdotes, and visuals. All of these are relevant in a session because the audience will understand the topics with the fair use of elements that must be applied during the class (Taylor, 2015).

Website is another way of presenting a training course through e-learning methodology. Universities and institutions utilize a website to train on an online course by applying Web Training Base (WTB). Web classes provide resources to the students through a web server, email, and platform.

Additionally, the activities can be presented in terms of styles of learning, and it depends on the application of the types of communication. They are called synchronous and asynchronous. The first one is based on “real-time” (i.e., video conferences, chats, and blogs). The second one is regarded as “no real-time,” e.g., Pdf documents, presentations, and videos. (FAO, 2011).

Furthermore, professors need to design websites for their courses, and they utilize these platforms to develop their courses in terms of reliable and valuable activities to enhance students’ motivation and learning; for example, CANVAS and WIX are the most popular websites hosts on the internet. Canvas is a reliable option used for educational institutions, especially in higher education, and it provides several options to design the website. Professors develop an outstanding teaching experience through its tools such as video conferencing, discussions, upload and download videos, mark assignments, personal messages, and it can be used on mobile phones (CANVAS, 2019). On the other hand, WIX provides templates to create their websites, and its use is simple and easy (Eyeinfluence, 2019). The user can select apps, videos, audios, images by clicking and selecting their desired options. Moreover, it is possible to add text, photographs, and apps such as live sessions, which can be programmed beforehand (Barraclough, 2018).

5.1.5 Microteaching

Microteaching is a method used to acquire skills and knowledge about concrete models in teaching practice (MAC Prague consulting, 2017). This is a crucial teaching practice for this course because this training course is designed to allow teachers to gradually develop techniques, methods, and approaches to be accepted by teachers in service. According to Doff (1988), teachers need to learn and practice the latest knowledge about methodology before being observed by a coordinator because teachers must acquire and develop the new principle or approach to be able to use it in their practice.

5.2 Proposal Objectives

5.2.1 General Objective

To design an online training course for fostering knowledge and skills of the English teaching staff at the University of Guayaquil for dealing with intellectual disability students.

5.2.2 Specific Objectives

To determine the training course activities for teachers with intellectual disability students through a need analysis.

To select the training course content for teachers with intellectual disability students through a research.

To design a website for gathering all the selected resources that will be used in the teaching staff online training course.

To select the resources that will be used in the staff training course.

To plan the delivery of the English staff training course at the Administration Faculty of the University of Guayaquil.

5.3 Data collection instrument

The fourth instrument (fifth source) was a questionnaire of training needs analysis. This instrument is a list of questions that are sent to plenty of people to receive reliable information (Pathak, 2008). Therefore, it included giving specific information about their background, activities, schedule, shifts, number of hours per class, interest, needs, lacks, and wants by designing an online training course. Thus, it is formed with thirteen multiple-choice questions that provides a wide variety of options, and there is a closed question where teachers must select yes or no in order to answer it. (See Appendix 5)

A need analysis was applied in this study; it was adapted from a questionnaire related to online training. The author of this work is Angelos Konstantinidis (2010) who is licensed under a Creative Commons Attribution 3.0 Unported License. This questionnaire was adapted to the needs at the University of Guayaquil. It was added two questions in accordance with availability, and what types of activities could be done in a training course. On the questions, 3 and 4 were modified their options according to the studies of the participants they had taught in this semester. (See Appendix 5)

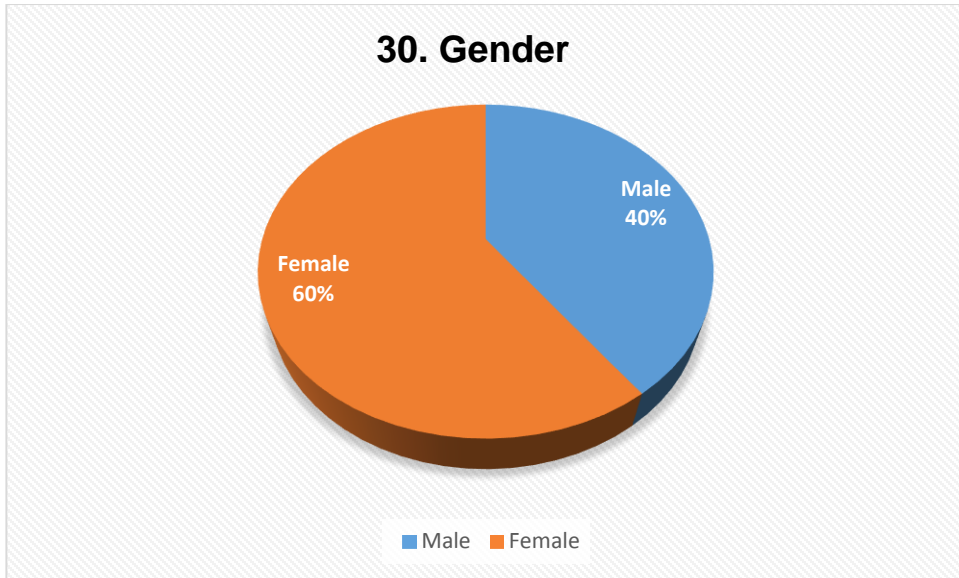
5.4 Data analysis of the proposal

5.4.1 Need Analysis Questionnaire

The need analysis questionnaire was conducted through a digital survey online. The participants were thirty-five English professors who collaborated with this research project. The instrument consisted of fourteen questions related to personal information, information regarding online training, and availability.

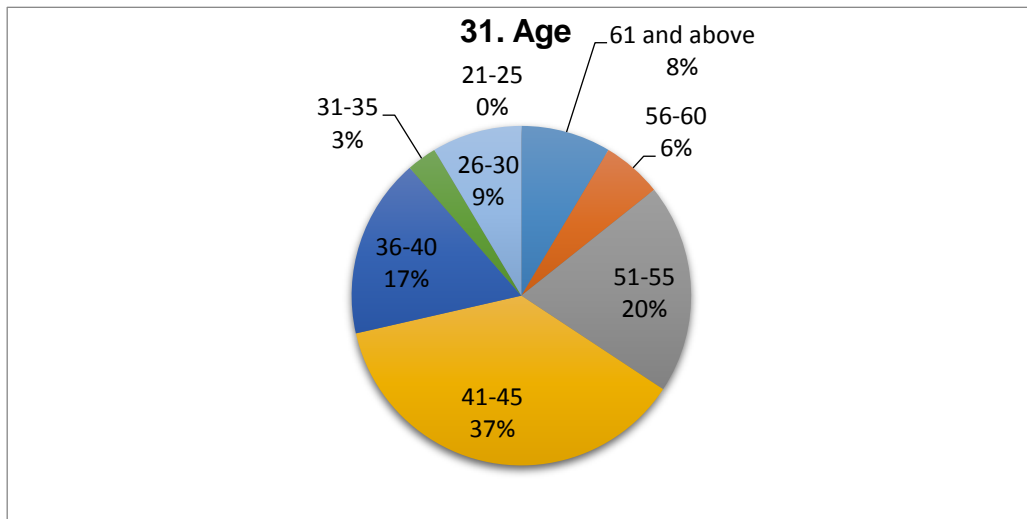
The fourth instrument answered the following research question:

RQ4. How do teachers' needs analysis in the field of SSNN & ID affect the design of the online training course? (See Appendix 5) (Source 5)



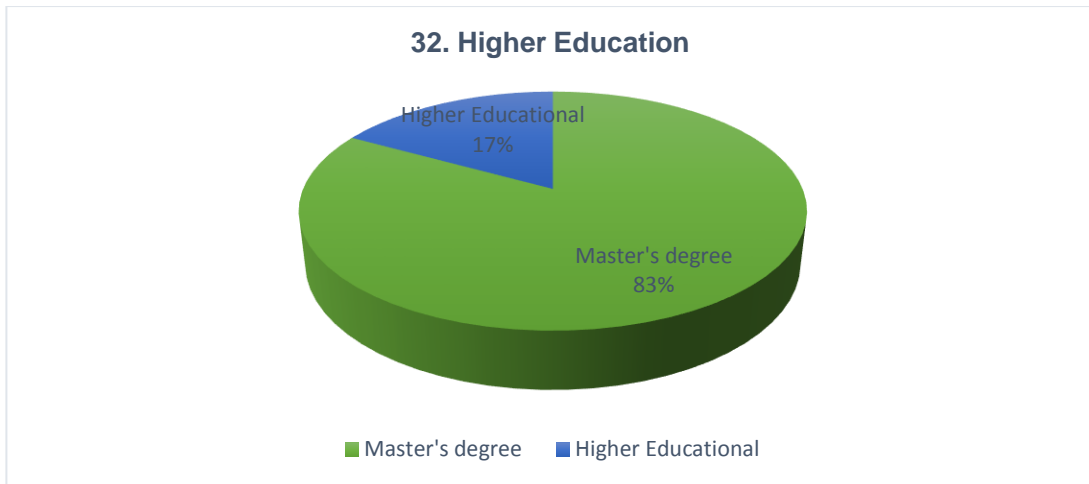
Graph 30: Gender. Elaborated by Elena Aguilar.

Graph 30 shows the percentage of the staff gender in the English department at the University of Guayaquil. At the institution, the majority of staff are women.



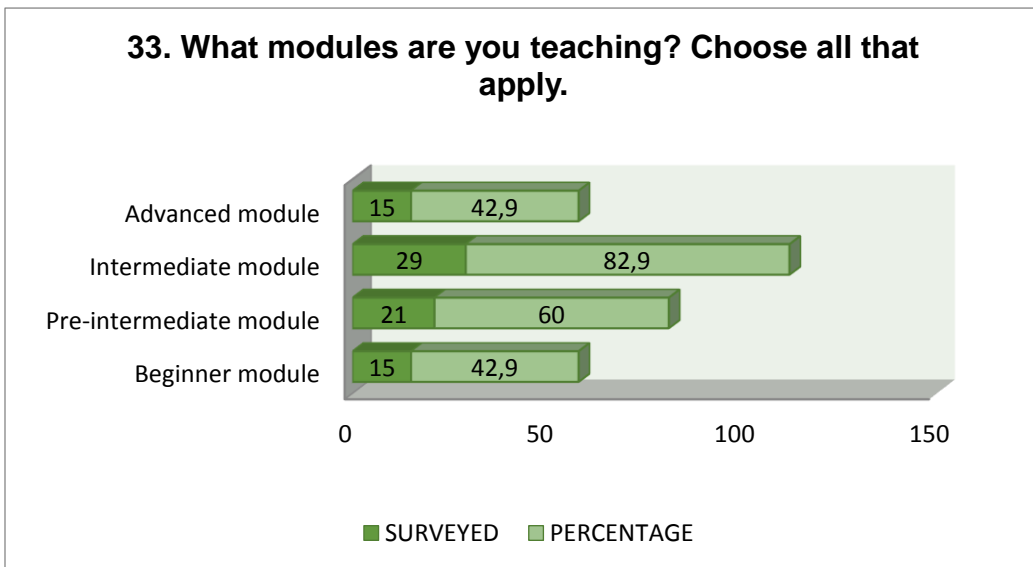
Graph 31: Age. Elaborated by Elena Aguilar.

Graph 31 presents the age of the staff. This is between 26 and 60 years old, there are several ranges of age, but the highest percentage was the range between 41-45 years, followed by 51-55 ranges; afterward, the group of 26-30 years old. Few teachers are between 56-60 and above.



Graph 32: Higher Education. Elaborated by Elena Aguilar.

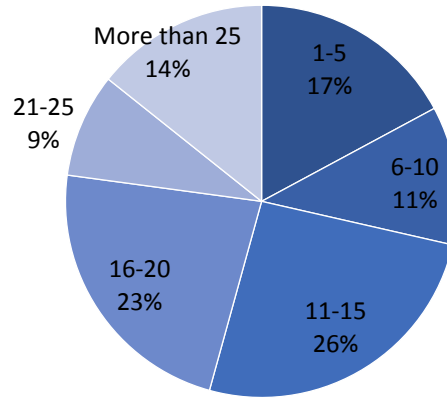
As can be seen in graph 32, most of the professors have a master's degree, six professors of English staff have a higher educational degree in another academic field.



Graph 33: Modules. Elaborated by Elena Aguilar.

Graph 33 indicated that the majority of the participants give classes for an intermediate module. It means that they can manage distinct modules and groups at the same time from beginners to advance.

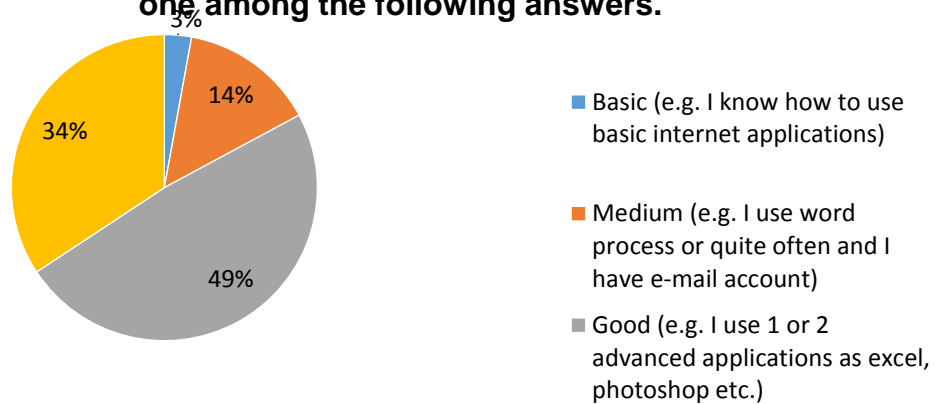
34. Teaching experience (in years): Choose one among the following answers



Graph 34: Teaching experience in years. Elaborated by Elena Aguilar.

Graph 34. Most of the participants reported that their teaching experience is between 11-15 years. A big number of the staff said that they had experience of giving classes for 16-20 years. A lot of them having classes between 1-5 years. Many of them are giving classes for more than 25 years. Some of them are experienced teacher between 6-10 years.

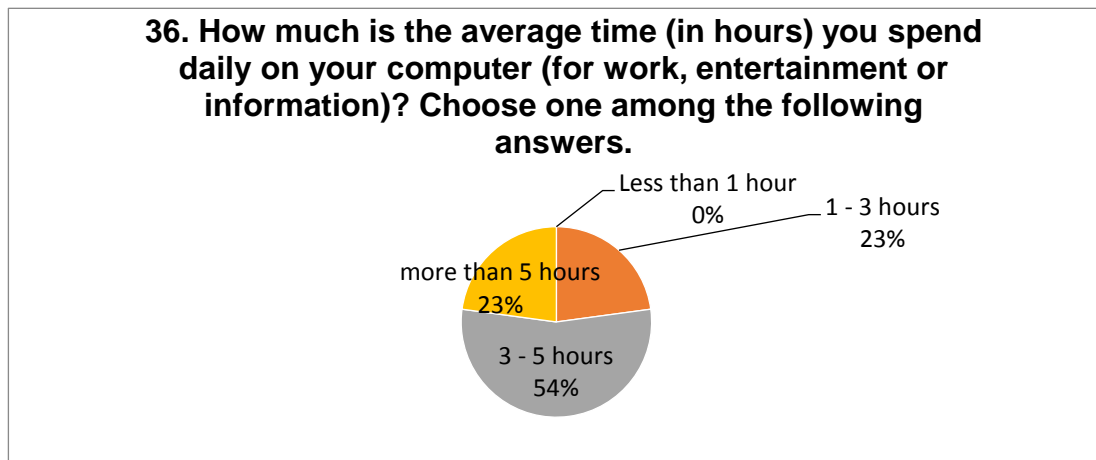
35. To which level would you rank yourself as regards to your knowledge in the use of new technologies? Choose one among the following answers.



Graph 35: The use of new technologies. Elaborated by Elena Aguilar.

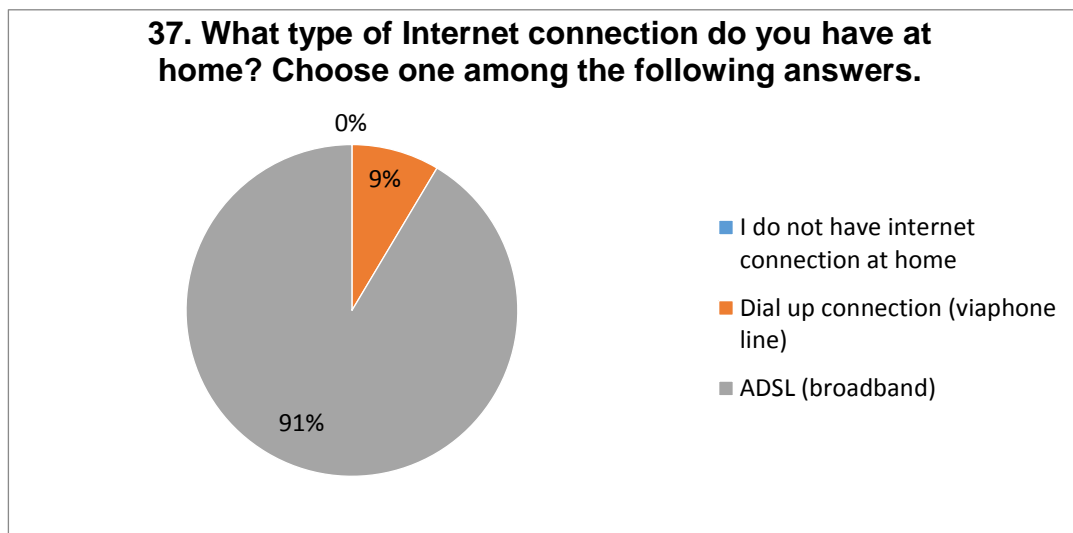
As shown in graph 35, most of the surveyed indicated that their knowledge is good on new technologies. Many of the professors affirmed that their knowledge is very

good in several advanced applications. Few teachers have medium knowledge. Some of the participants have basic knowledge of internet applications.



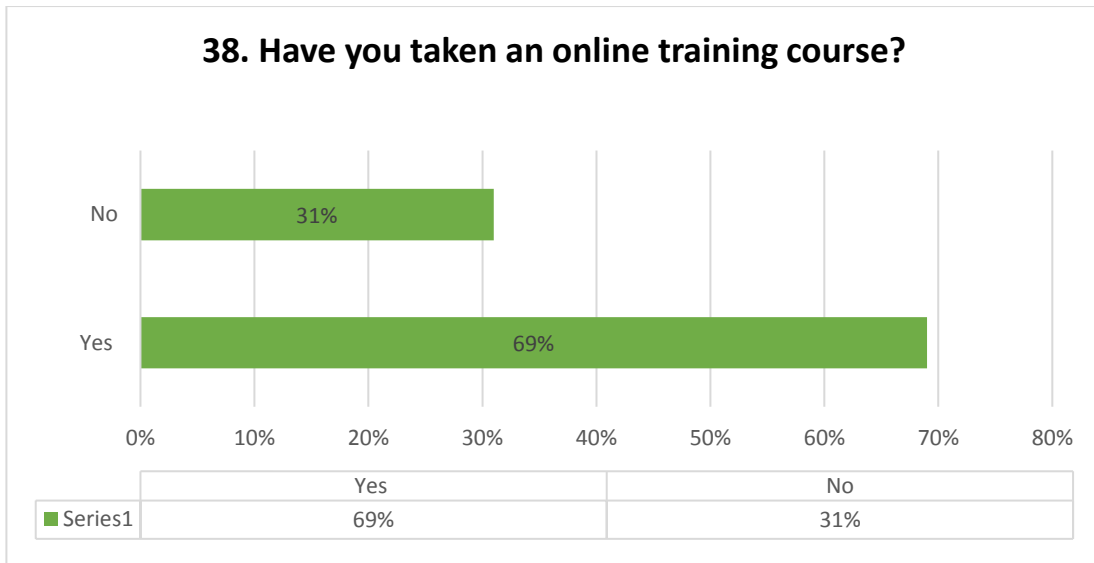
Graph 36: The average time in hours. Elaborated by Elena Aguilar

Graph 36 depicts that most of the respondents reported that their average spent time on their computer is between three or five hours, and some of the English staff said that their average time on the computer work is more than five hours. Many of the professors reported that their average time on computer work is between 1 – 3 hours.



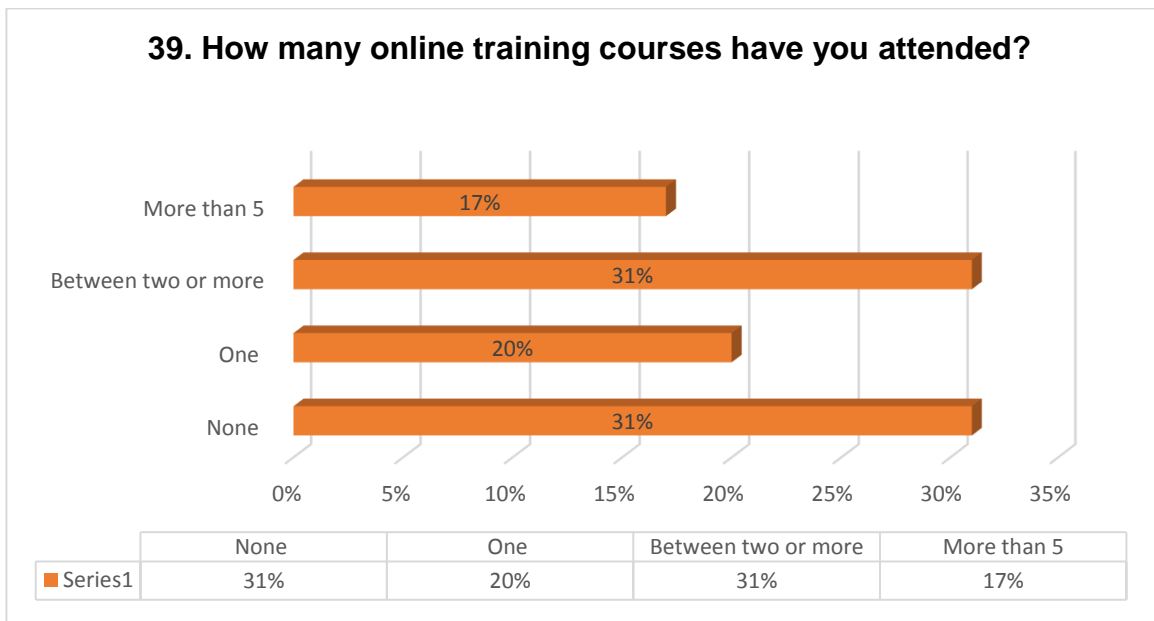
Graph 37: An online training course. Elaborated by Elena Aguilar.

As can be seen from Graph 37, most of the participants reported utilizing ADSL (broadband) at home, and few professors have a dial up connection which is via phone line.



Graph 38: The type of Internet connection. Elaborated by Elena Aguilar.

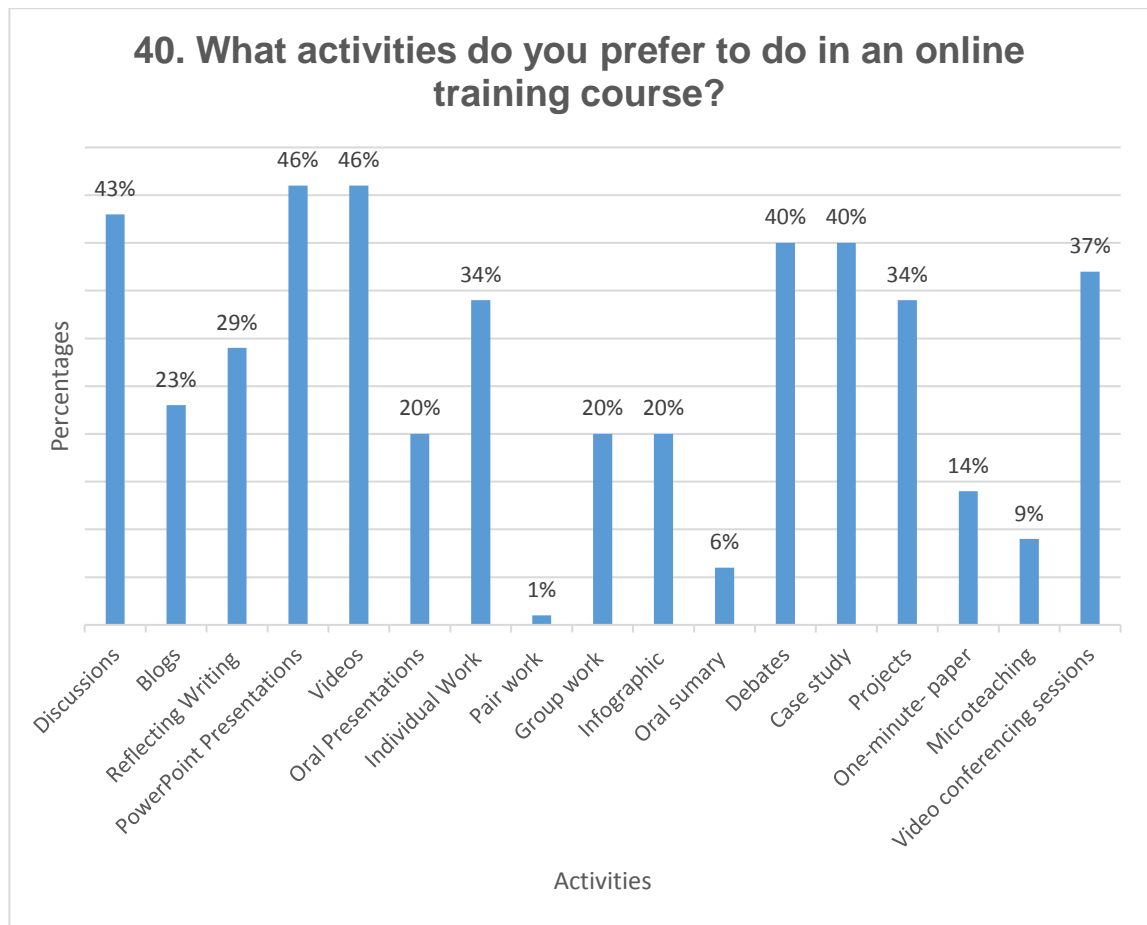
As shown in Graph 38, it outlined professors' attendance to online training courses. Most of the participants have taken an online training course. Despite the previous high percentage, there is a group which said that they have never taken one.



Graph 39: Online training courses. Elaborated by Elena Aguilar.

Graph 39 summarizes how many professors have attended an online training course. Most of the English staff interviewees have been part of an online training

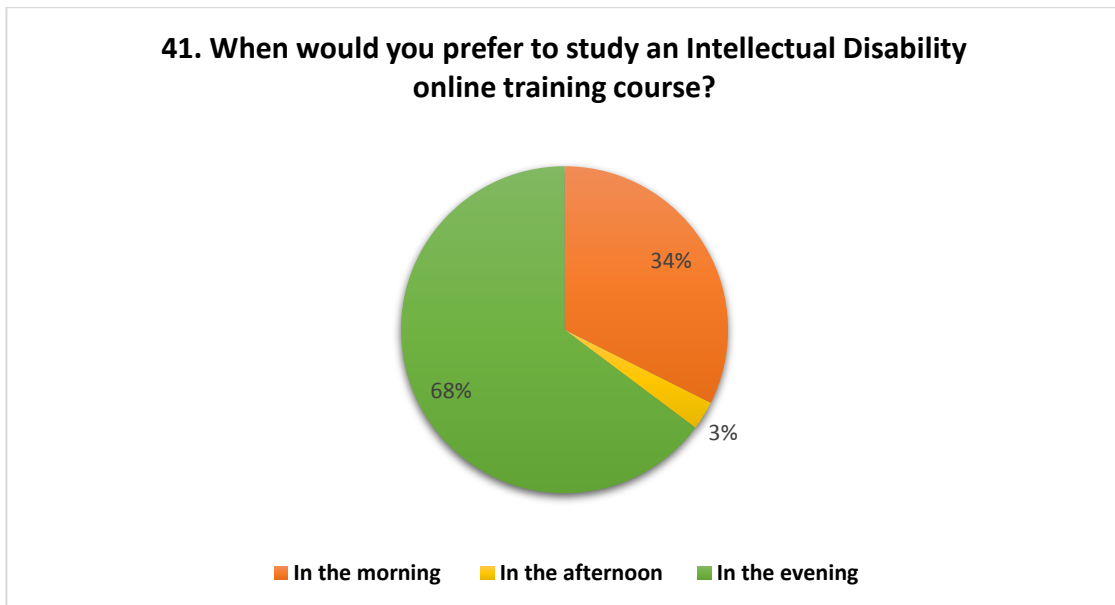
course in the range between two or more. Also, those surveyed teachers who have attended one, between two or more times have the same percentage. Some teachers have attended an online training course once. Finally, a few of the participants have taken part in an online training course more than five times.



Graph 40: Online training course. Elaborated by Elena Aguilar.

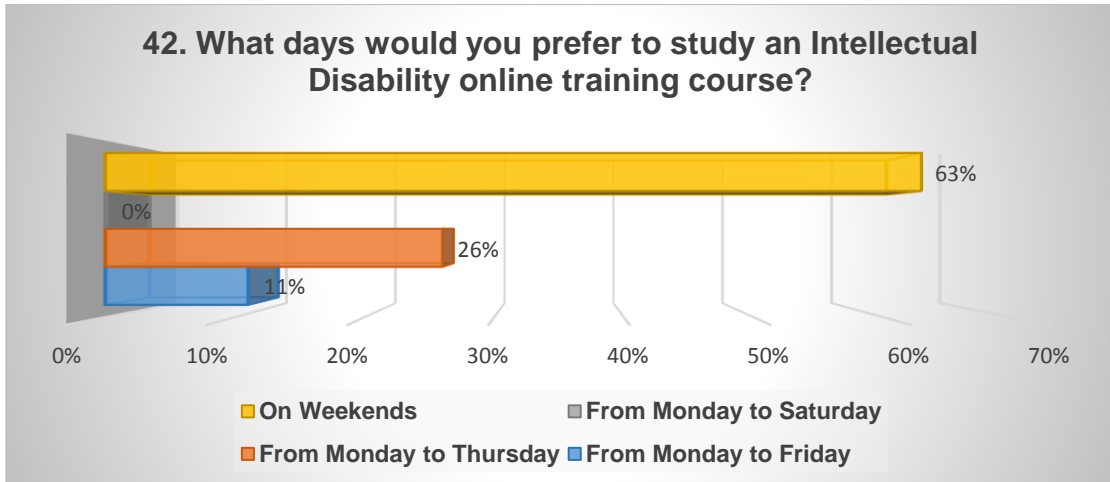
From this figure 40, it can be seen that the professors prefer to do several activities via online training courses. Although there is a lot of variety among classroom activities, this study took six of them, which obtained the highest percentages as follows: 46% of the participants said they prefer PowerPoint Presentations and videos these ones must be part of the main activities in class. 43% of those surveyed depict that discussion must be done as an activity in class.

Additionally, 40% of the interviewees said that case studies and debates must be done in class. Also, 37% of the participants reported that video conferencing sessions must be part of the class activities. On the other hand, this survey indicated professors' interests regarding activities in class. Many teachers were not interested in doing microteaching and blogs in class, which represents 9% and 23% respectively of the preferences among those surveyed. In spite of this fact, both activities were included in the training course activities.



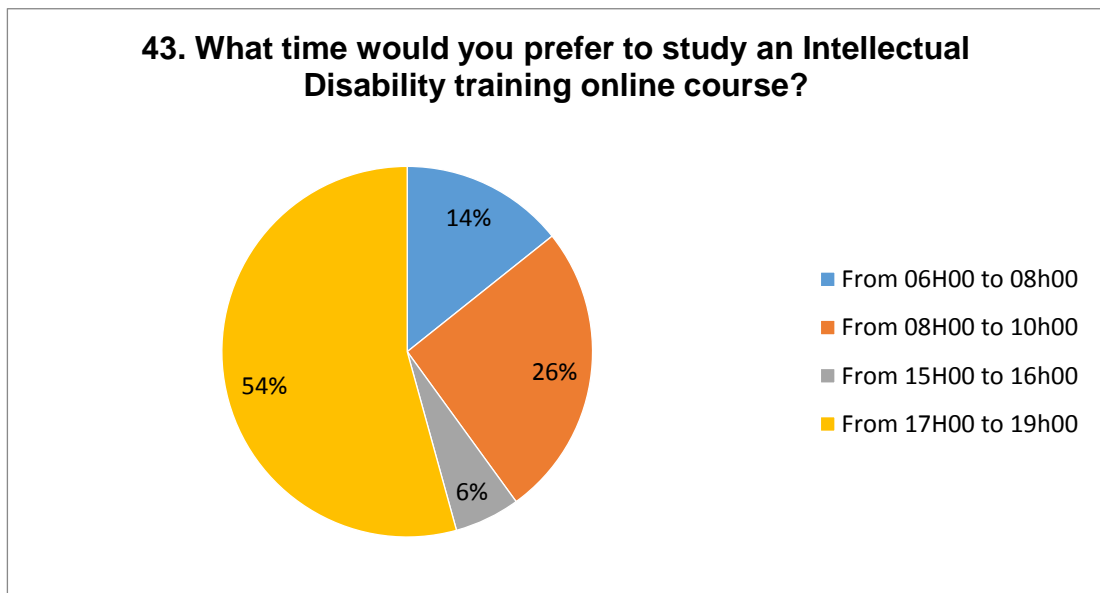
Graph 41: Schedule. Elaborated by Elena Aguilar.

Graph 41 illustrates that most of the interviewees reported that they would prefer to study an intellectual disability online training course in the evenings. Additionally, several professors are interested in studying it in the morning and few participants decided to study it in the afternoon.



Graph 42: Days. Elaborated by Elena Aguilar.

Additionally, graph 42 suggests that the majority of the respondents said they would prefer to study on weekends. Several participants are interested in four days during the week (from Monday to Thursday). Few participants would like to study with the last option, which is from Monday to Friday.



Graph 43: Specific Hours. Elaborated by Elena Aguilar.

Graph 43 reports that 54% of the participants indicated that they would prefer to study from 17:00 to 19:00. Several participants are interested in the second option (from 08:00 pm to 10:00 pm). Few participants would like to study the first option which is from 06:00 am to 08:00 am, and the third option (from 15:00 to 16:00).

5.5 Parts of the website

The proposal is the design of a website on WIX with several sections such as homepage, overview information, objectives, content, PowerPoint presentations, videos, case studies, debate/video conferencing sessions, discussion/blogs, and microteaching. <https://elenalolaarosemena.wixsite.com/misitio>

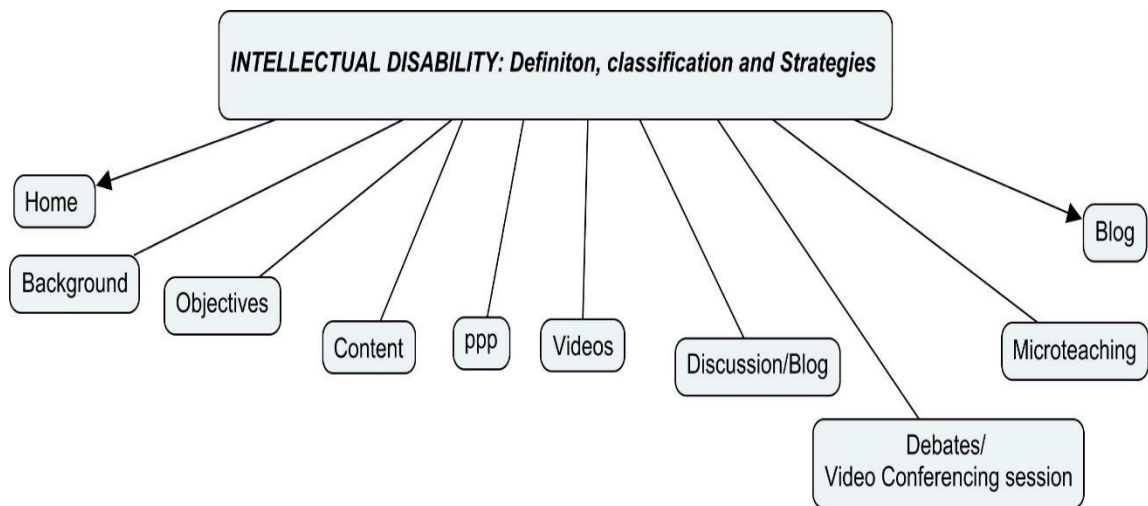


Figure 25: Website created by Elena Aguilar.

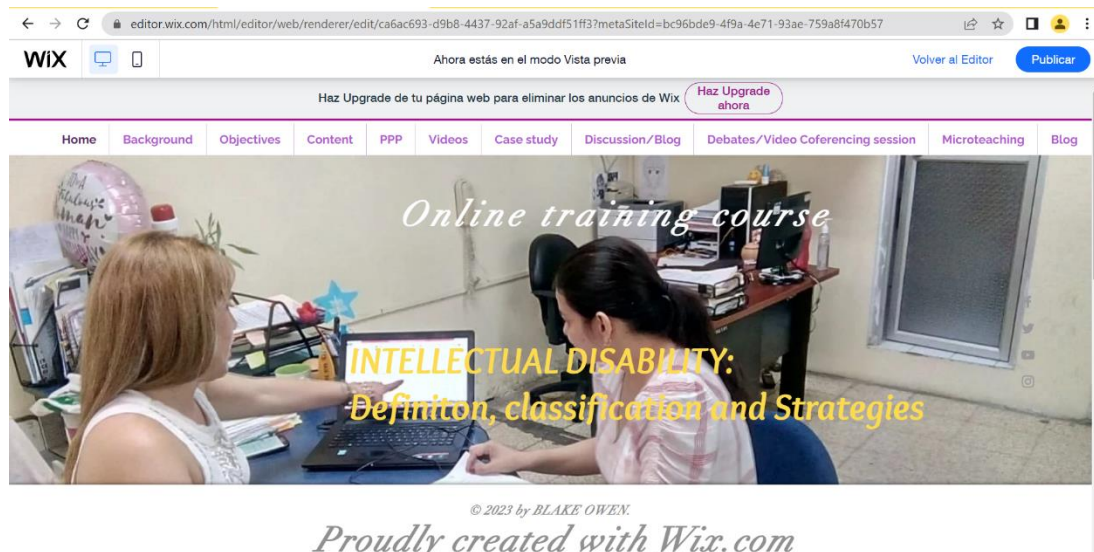


Figure 26: Website created by Elena Aguilar.

5.5.1 Home

This section is going to display the name of the online training course, a welcome video, and the name of the professor who is going to teach it. Furthermore, the video is going to be uploaded on the website to inform the participants of several overview aspects of the online training course for this research project. Moreover, it is a useful activity; it is focused on students who are visual and auditory learners.

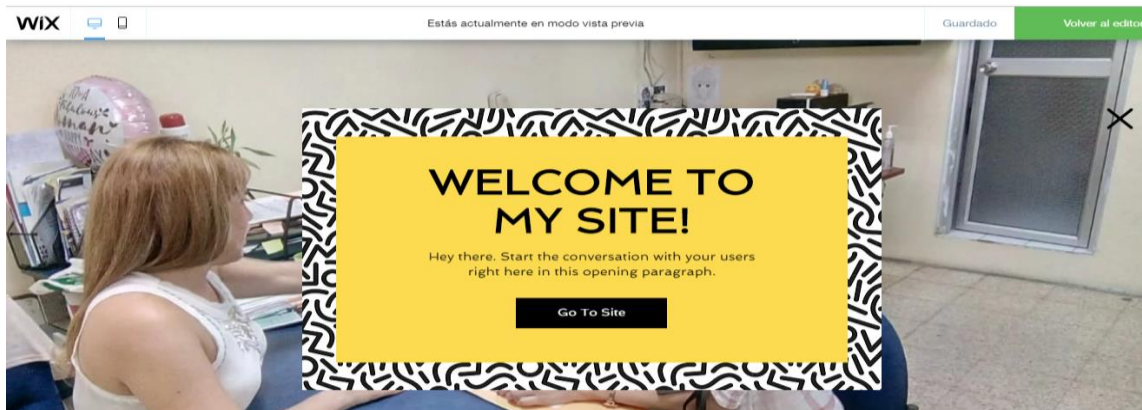


Figure 27: Home created by Elena Aguilar.

5.5.2 Overview information

This section is going to notify users about the most relevant information, including students' backgrounds and details of the online training course. As we can see in figure 28 below.

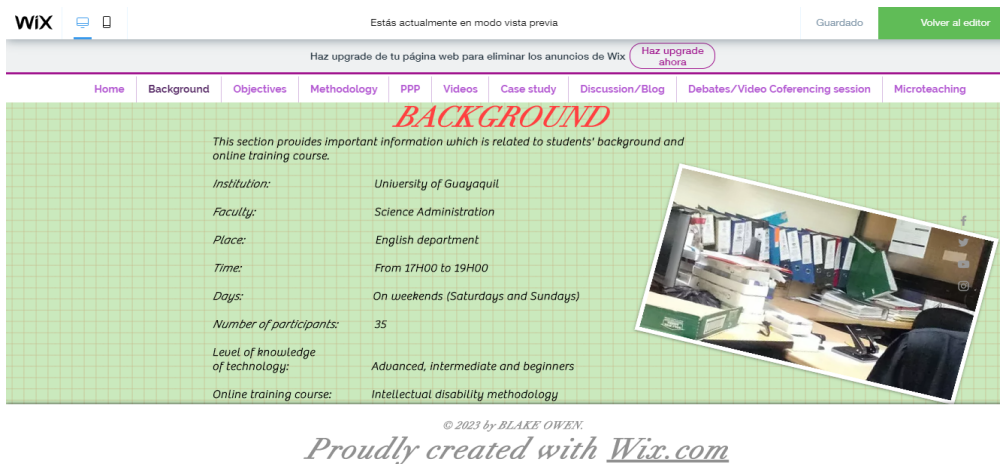


Figure 28: Background created by Elena Aguilar.

5.5.3 Course Objectives

5.5.3.1 General Objective

To utilize the proper methodology for students with special intellectual needs to foster professors' knowledge and teaching skills through digital resources.

5.5.3.2 Specific objectives

1. To identify and discuss the main characteristics of intellectual disability to improve professors' knowledge about it through a blog, PowerPoint presentations, and videos.
2. To learn an approach, a method, or a strategy according to the case studies to be used in reflecting over a suitable solution.
3. To employ a strategy about one of the case studies for applying appropriate microteaching.
4. To debate with evidence in support of an approach, a method, or a strategy regarding a personal experience in teaching practice by using a video conference session.



Figure 29 Objectives created by the author

5.5.4 Content

This section of the website consists of a plan for teaching English as a Foreign Language with several topics concerning cognitive disabilities. This content was obtained through the research of the Literature Review. (See Chapter 2)

Course title:

Intellectual disability: Definition, Classification and Teaching Strategies

I Intellectual disability

- Definition and classification

II Universal design for learning

- Definition

- Provide Multiple Means of Representation

- Provide Multiple Means of Action and Expressions

- Provide Multiple Means of Engagement

III Mnemonics

- Definition

- The keyword strategy

- The pegword strategy

- The letter strategy

- The picture strategy

IV Cognitive Strategy Instruction

- Definition

- Phase 1: Think ahead and prepare for learning

- Phase 2: Think during

- Phase 3: Think back

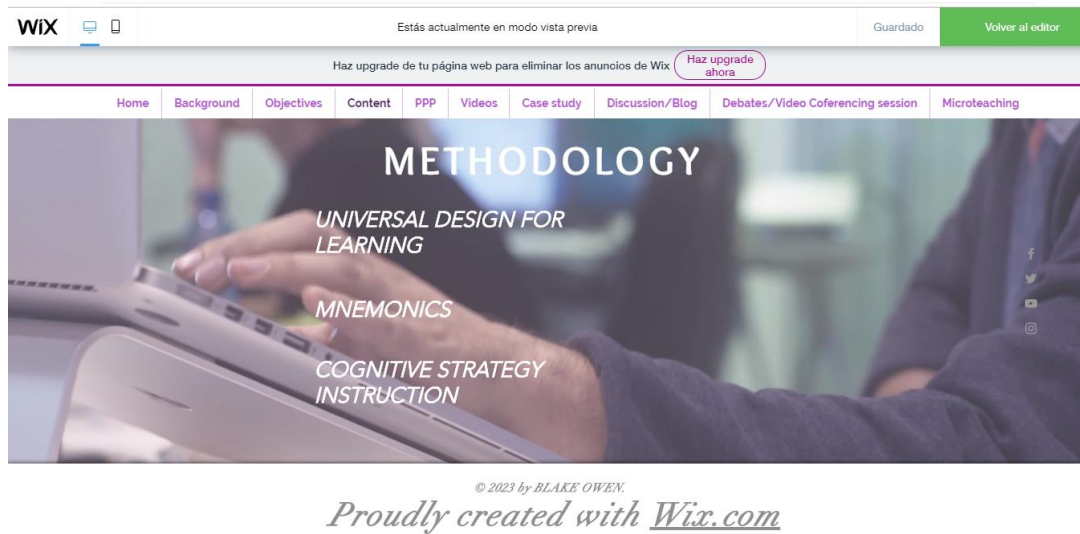


Figure 30: Content created by Elena Aguilar.

Most of the activities that are considered on the website they were selected by the participants through the needs analysis questionnaire for designing an online training course. (See Appendix 5)

5.5.5 PowerPoint presentation

In this section, professors are going to find some slides to specify part of psychology and methodology. Their themes are cognitive disabilities and universal design for learning. This activity is going to be the presentation in the class on an online course. Also, they can receive this material by email in order to check the previous day's theme so that professors will be able to answer some questions related to the theme.



Figure 31: Power Point Presentation created by Elena Aguilar.

5.5.6 Video lectures

This section of the website is going to offer some videos regarding the content of the online training course. These videos are going to consist of providing information, explanations, and examples of Mnemonics and Cognitive Strategy Instruction.

Besides, these videos are going to be part of the presentation of the class, or they can be used as a reinforcement of the class, they will be presented with subtitles for participants with visual or hearing disabilities.

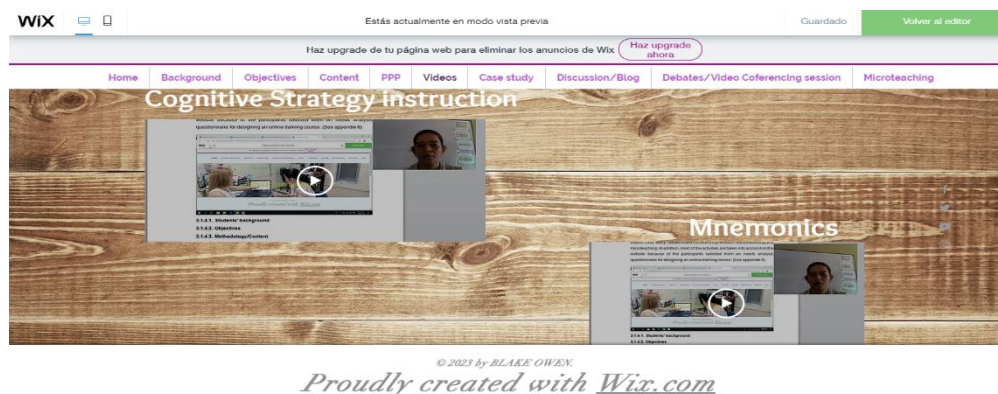


Figure 32: Videos created by Elena Aguilar.

This section is a helpful pedagogical tool because these activities' benefits increase the interaction among students if it applies to groups. Furthermore, this one allows problem-solving; it encourages professors' motivation and interest in doing it because this is accurate, useful, and applicable in their working life. To conclude, the case study is going to be presented in reflective writing to make a balance between the oral activities that must be taken into account on an online training course.

5.5.7 Case study

A 25-year-student at the Faculty of Science Administration is majoring and has special needs. In spite of having a 45% of cognitive disability, she is good at numbers and content subjects for her major. Furthermore, she has some difficulties in English, but she pays attention to the class, she is punctual with her

assignments. However, she does not speak English fluently, and she does not participate when she is part of a large class. On the contrary, if she is in a small group or individual class, she feels more comfortable and confident in herself. For that reason, she can fulfill the goals of the class, doing the activities accurately at her own pace. What teaching strategy would you apply if you had a similar case in your regular class at higher education level?



Figure 33: Case study created by Elena Aguilar.

5.5.8 Debates and Video Conference Sessions

This section is going to divide into two activities: debates and video conference sessions. The first one is an oral activity, and it is used in groups of four or five people. Professors are going to select one theme of discussion, and each group is going to decide if they are in favor or against the topic. Each group is going to respect their partner's turn and point of view. Additionally, each group is going to present arguments in favor of or against the topic to defend their ideas in front of the other group. This activity is going to be performed through video conference sessions because students are taking part in an online training course. This task is the only way to link each other physically in a certain way. It allows face-to-face conversations to take place.

5.5.8.1 The themes for the debates through video conference sessions.

1. Talk about your experience with students' cognitive disability. To what extent do you feel like applying teaching strategies that you have learned from this online training course? What are the advantages or disadvantages of applying them in your regular classes at the tertiary education level?

2. According to your teaching experience and knowledge, do you think students with a cognitive disability must be part of the regular class or special need class? Do you agree or disagree with this?

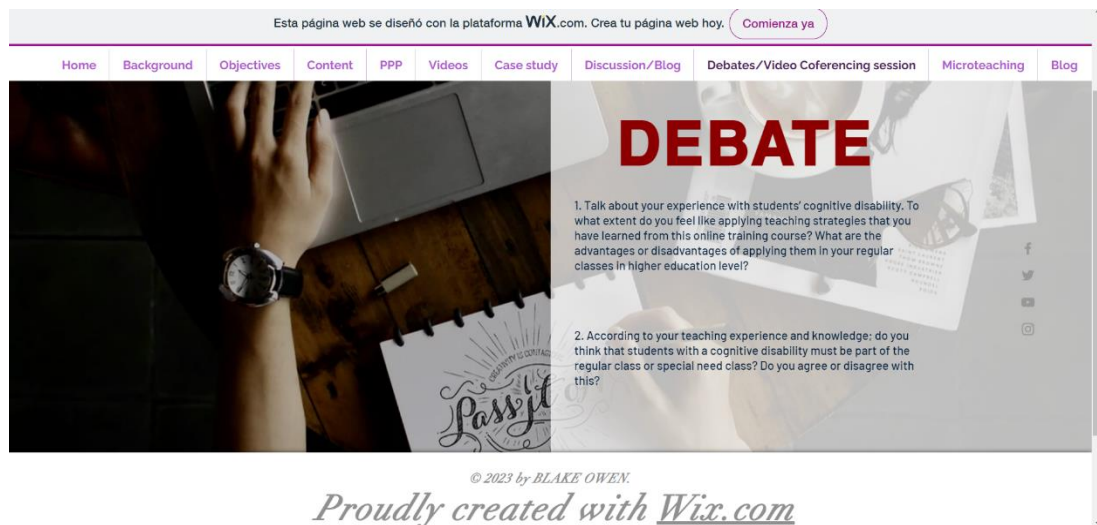


Figure 34: Debate/Video conferencing session created by Elena Aguilar.

5.5.9 Discussion/Blog

This section is going to combine two activities, which are discussion and a blog. In this case, the discussion is going to be performed through writing instead of speaking, as is more common. The class must be chosen one topic among several themes, and they are going to give arguments or points of view concerning one of the statements or statements by using a blog below.

Questions:

1. Do you think their country should spend more money on a training course about cognitive disabilities?
2. What is your attitude toward learning about teaching strategies for cognitive needs students?
3. Read the following checklist about cognitive disability characteristics. Discuss with your partners if necessary. See if you can add some other characteristics. (See Appendix 7)

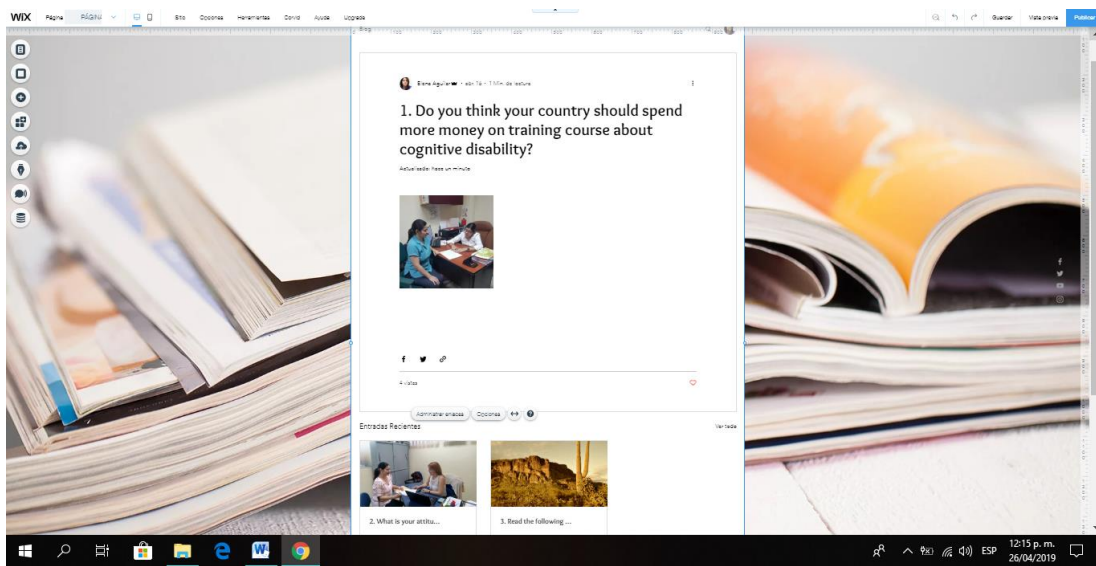


Figure 35: Discussion/blog created by Elena Aguilar.

5.5.10 Microteaching

- This section is going to refer to a real-life case or one of their own experiences of teaching practice to create a microteaching by applying several teaching strategies with their class or a specific group of students with or without cognitive disability that they have already learned through the online training course. Microteaching is a method that is utilized to achieve skills and knowledge about specific models in teaching practice (MAC Prague consulting, 2017). (See on 5.1.5 Literature Review)

That is why this section is going to provide some practices and resources such as a rubric and lesson plan template to design and uploaded their videos about their microteaching. Professors will be evaluated by utilizing the rubric which was taken from an article at Casa Grande University and adapted according to the necessity of this thesis project (See Appendix 6)

CRITERIA	OBSERVATION		COMMENTS
	YES	NO	
Professor/ students use technology in class.			
Professor applies the principles of Universal Design for learning.			
Professor is polite with all his/her students.			
Professor motivates students' memory through strategies such as: The keyword strategy, the pegword strategy, the letter strategy, and the picture strategy			
Professor enhances students' thinking by using Cognitive Strategy Instruction for example: Think ahead and prepare for learning, Think during, Think back			
Professor uses a variety of strategies for a cognitive disability during the class.			
Professor utilizes the appropriate quantity of words, phrases or grammar points.			

Table 6: (Implementing instructional coaching, (Briones & Ramírez, 2011) researcher's own adaptation.

The template of the lesson plan for the participants was taken from Algonquin College (Technology, 2019). This template could be applied to plan a reading, video, speaking, listening, or grammar class. Professors will choose the skill and the content of the class, the microteaching would happen during the last 20 minutes, and they are going to upload on the website, WIX.

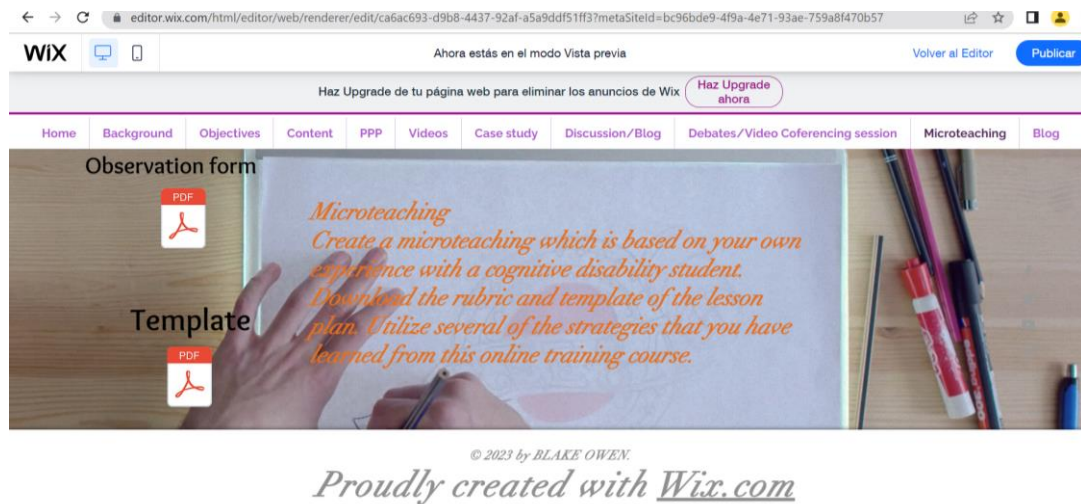


Figure 36: Microteaching created by Elena Aguilar.

6 DISCUSSION

These findings were the result of some evidence such as the semi-structured interviews for authorities/professors, survey, questionnaire, and test, from which it can be concluded that:

6.1 Questionnaire for academic staff (First Instrument)

1. This survey shows that academics did not have enough knowledge and experience dealing with a disability or special needs students.
2. This finding is essential because most teachers require proper training due to several reported cases related to special needs in the institution, and it must be considered a piece of evidence.
3. This finding reported that some teachers did not identify when they have had disabled students in their classes.
4. The finding of this survey suggested that most of the professors were interested in accepting the educative environment with students having disabilities or special needs.
5. Besides, this survey stated that most of the educators did not have experience with these students, or that they have not appropriately identified students with disabilities.
6. This finding shows that only 52% of the participants were “very concerned and mildly concern” about the fact that there is no assistive technology (software in the computer lab) on campus because this aspect is supportive and useful for students with disabilities and special needs.
7. This survey indicates that only 47% of the surveyed teachers were interested in having a response related to faculty cooperation and training, suggesting that is a great need for this training to make them aware of their legal obligations towards students with disabilities.

8. This survey shows that the majority of teachers had not received any subject related to Special needs during their undergraduate studies.

9. This survey reveals that most of participants were interested in receiving knowledge about diversity and inclusion in education.

The outcome of this finding has not been discussed in the literature review or theoretical framework.

10. The result of this survey shows that most of them require knowledge of obligations and duties concerning the university's inclusion policies and Ecuadorian law concerning special needs in higher education.

11. The majority of teachers established they have very low notions about national policies and goals in the university.

12. This result survey outlined that most interviewees are not familiar with international policies and goals toward inclusion in the university.

These findings demonstrate that the majority of the teachers recognized that they required more training to identify students with intellectual disabilities. Most of them confirmed that they did not have the teaching experience, theoretical or practical skills, or knowledge to deal with these students' condition. For that reason, this research contains the classification of intellectual disabilities caused by a variety of factors, for example, physical, genetic or congenital causes or as a result of illness. Hannell (2013, p.40) refers to intellectual disability as a "neurodevelopmental" disorder and this condition affects their "daily living, social and self-care skills". (See 1.7.6 on Theoretical Framework)

In addition, the Literature Review section of this paper contains multiple references to the three options of teaching strategies of the cognitively disabled students, such as method, approach, and specific strategies designed to overcome the lack of knowledge in applying Special Needs methodology. For instance, Universal Design for Learning minimizes distractions and gives better chances to succeed in higher education (See Higbee et al., 2010 as cited in Dell, C. A., Dell, T. F., & Blackwell, T.L., 2015). Mnemonics, on the other hand, consists

of four strategies: the keyword strategy, the pegword strategy, the letter strategy, and picture strategy (See Mitchell, 2014). Cognitive Strategy Instruction consists of three phases geared to build students' hypothesis and put into practice a specific and autonomous activity to develop cognitive skills. (See 3.15 more on Literature Review)

In contrast, the teachers mentioned that they need to meet the legal requirements as outlined in the National and University policies, which many educators are still unfamiliar with. Despite the existence of these regulations as well as articles in the Constitution of Ecuador, Organic Law and Good Living law, those norms have not been implemented to improve the methodology for the students with ID. (Student Welfare Regulation, 2017).

Teachers also confirmed that they were required to know about international regulations and policies in order to improve their knowledge with respect to this condition. The theoretical framework mentioned some quotations about this aspect of the findings. UNESCO, EPSEN and OECD are examples of international organizations which establish up-to-date regulations and norms in this field. According to the OECD (2004) definition, Special Needs learner is someone who has learning difficulties in understanding regular content in an educational institution. UNESCO's (2013) document affirms the rights of ID students in the world. "Respecting their diverse needs, abilities, and characteristics and eliminating all forms of discrimination in the learning environment" (UNESCO 2013, p.1). Additionally, this research mentions Public Law 94-142", which supports the right to Education of All Handicapped Children by the American Educational Department which was enforced on November 29th, 1975. Finally, UNESCO (1994) wrote a document entitled "The Salamanca Statement and Framework for Action on Special Needs Education." It aimed at providing a high quality of education for all without discrimination.

6.2 Semi-structured interview for authorities (Second Instrument)

1. Finally, the third authority has a precise idea about 'Inclusion,' and authority 1 and 2 have a general idea about 'Inclusion.'

2. Based on the evidence, authority 3 provides an accurate idea related to the concept of 'Intellectual Disabilities' rather than the other interviewees.

3. To sum up, Professors must help students in different ways according to their position; for example, authority 1 is involved with the first stage which is to identify the level of the disability and inform the Director of Student Welfare. Authority 2 is involved in following up students' course retakes, students' problems, and learners' financial aid. Authority 3 provides professional support to resolve students' academic and personal difficulties.

4. Authorities 2 and 3 provided exact information about the percentages of Special Needs at the University of Guayaquil such as visual, hearing, physical, or intellectual disability, and authority 1 mentioned an overview of the percentages. (See Graph 4, page 46).

5. In conclusion, authority 1 provided some information about Chapter 5. However, this chapter did not support the norms or regulations in order to apply the appropriate methodologies, approaches, or techniques for special needs students in regular classes.

5. The result shows that despite the existence of guidelines, authorities stated that due to their incompleteness, these cannot be used to regulate teaching strategies for students with intellectual disabilities which can be viably applied as institutional policies. Authority 2 and 3 have a similar response because they affirmed that there are two types of teachers; those who have knowledge about specific teaching strategies and those who do not.

6. This finding shows that there are not special needs teachers. Most of them did not know how to work with those students.

7. To sum up authority 1 and 3 made reference to the census of disabilities of the University of Guayaquil and the Faculty of Science Administration, but they differed on the results (See Figure 8, p. 48). Authority 2 referred to the legal responsibility and mentioned 49 people with physical, auditory, visual, psycho-social, and students with intellectual disabilities have received the financial aid.

8. This finding shows that there is not a coordination among stakeholders and there is not a specific guidance how to deal with students' condition.

9. The result shows that the authorities stated there is not a manual or a document where the teachers could follow instructions, norms, or regulations precisely regarding teaching strategies to enhance teaching skills for their students with an ID.

These findings demonstrate that the authorities have some perceptions regarding to inclusion and intellectual disability whose are based on their positions and studies. According to Macmaster (2012), he mentioned that non-disabled students and students with a certain special condition can demonstrate an opportunity to overcome their limitations. One of the authorities has knowledge related to the concepts of intellectual disability and inclusion.

On the other hand, one of the authorities mentioned that the university has a regulation that had not been finished yet. Its name is the Regulation of the General Academic Training Regime. According to the regulation in the University of Guayaquil mentioned some articles of the Ecuadorian law but chapter 5 is incomplete because it must present specific policies related to methodologies of students with ID which must applied in classes. (See Student Welfare Regulation, 2017).

Authorities affirmed that the percentages of disabled students are different because of its data. The university had a general census regarding all faculties and the two authorities had another data because they had the evidence of a census which was organized by the Faculty Administration. Both censuses showed the percentages of each disability. According to these pieces of evidence, there are numerous of cites that stated the classification of disabilities which are physical, mental, cognitive, and learning problems in the theoretical framework. One of the international organizations which was mentioned in this research is EPSEN (2004) that stated special educational needs must be based on the following areas of disabilities: Mental health, physical, cognitive, and sensorial. (See EPSEN, 2004).

6.3 Semi-structured interview for teachers (Second Instrument)

1. This finding implies that three teachers live the experience of working with some students who have an intellectual disability in their regular classes.
2. This finding implies that none of them use the appropriate methodology, approaches, or strategies which are suitable for intellectually disabled students; they just mentioned techniques.
3. Based on the results, this study considered that teachers are not utilizing the most adequate methodology or approaches for English teaching. They are not familiarized with the suitable methodology in this case.
4. Educators mentioned two aspects with relation to intellectual disability. Teachers 1 and 2 referred to their student's academic aspects but teacher 3 focused on the psychological aspect of her response.
5. The result of this means that teachers are applying some activities which cannot be categorized as teaching strategies for students with an intellectual disability. The teachers are applying some activities, and those are not providing the results to overcome challenges faced by their students' condition.
6. This means that teacher 1 and teacher 2 agree that they require knowledge and information to improve their teaching skills for their students. But teacher 3 considered that this research project could be helpful for students and teachers.

In these findings, educators mentioned that they had previously encountered students' with intellectual disabilities in their regular classes and treated them no differently from the rest of the group which offered further evidence that ID students' rights were neglected. The Constitution of Ecuador states that students have a right to obtain education throughout their whole life (Ecuadorian Const. art. XXVI). Also, the Organic Law of Higher Education declares the same possibilities

to access in higher education. (Organic Law, art. LXXI). for that reason, teachers must teach students with disabilities in their regular classes, but making use of the special strategies as discussed above.

The teachers also stated that they were applying some techniques and activities in order to overcome their students' weaknesses in classes. Based on the research, the findings established that those procedures are not the most suitable for students with intellectual disabilities. This contradicts the law, which demands that teachers must apply suitable teaching strategies for disabled students.

In addition, the teachers confirmed that they had the necessary knowledge relating to ID teaching strategies despite lack of information. The Organic Law of Higher Education declares that universities must develop training courses for teachers after having analyzed their ID students' needs. The Organic Law on Disabilities also establishes that authorities will be in charge of design and application of special programs required for the in-service training of teachers to deal with students with special needs (Organic Law on Disabilities, art. XXX).

6.4 Special Needs and Intellectual disability knowledge test for teachers (Third Instrument)

1. This result implies that most educators recognize a learning disability.
2. This finding shows that most of the participants did not identify the correct answer about Intellectual disabilities.
3. The result showed that most of them did not have a clear idea about the concept of developmental disorder.
4. This finding demonstrates that participants require increased knowledge about the reading disorder. Almost a third of the participants responded that school experience, IQ, and chronological age are elements that build up the reading disorder. The other two-thirds were divided into the idea that chronological age is vital. School experience and IQ share the same percentage.
5. This finding demonstrates that most of the teachers were not acquainted with the definition of Special Education.

6. This result shows that participants know about the mathematical disorder.

The outcome of this finding has not been discussed in the literature review or theoretical framework.

7. This means that interviewees manage that type of concept correctly. However, there is a small group of professors who just mention that “limited amount of speech”, “difficulty learning new words”, “finding the right word” are part of an expressive language disorder.

8. It means that more than a half of them were not able to identify the phonological disorder.

9. It means most teachers are not aware of the highest prevalence rate of disabilities in the institution.

10. Most of the teachers must reinforce the criteria of qualifications to be considered well-qualified teachers.

This part of the research was beneficial because the teachers voiced a lack of knowledge with respect to the Special Needs and ID test. They also made it clear throughout the test that they were unfamiliar with concepts such as developmental and reading disorders, intellectual coefficient, expressive language disorder, and phonological disorder, because these concepts rarely feature in the literature review or the theoretical framework. This finding must be considered as a point for further research and it must be reinforced in an internal workshop. The teachers also demonstrated their familiarity with the concept of learning disability.

Additionally, the teachers stated that the institution must introduce stricter criteria for the qualifications to be considered a well-qualified teacher. This finding is not mentioned in the literature review or the theoretical framework and should be considered as a cause of further research.

6.5 FINDING PROPOSAL

6.5.1 Need Analysis Questionnaire (Fourth Instrument)

1. The finding reveals that the institution mostly hires more men than women in order to obtain the same percentage in both genders.

The outcome of this finding has not been discussed in the literature review or theoretical framework.

2. Although they were experienced professors, most of them were not familiar with approaches, methods, and strategies that related to intellectual disabilities because they have degrees in other fields or regular education. In spite of this, the teachers had little to no knowledge related to special education methodologies. For that reason, the literature review cited some specific methodologies which can be applied in class, such as Universal Design for Learning (UDL), Cognitive Strategy Instruction, and Mnemonics.

All of these teaching strategies are already widely used in the education of students with IDs. Jenner (as cited in Mole, 2013) states that UDL is based on several principles and these can be applied to all students universally, regardless of whether they have IDs or not (See 2.4.1 on Literature Review) Mitchell also (2014) states that Cognitive Strategy Instruction is a strategy to be practiced several times as this leads to improvements in students' memory and helps develop their thinking through performing activities. These activities should help develop cognitive skills, such as collection, interpretation, memorization, comprehension and analysis (See section 2.2 on Literature Review) Finally, according to Mitchell (2014) Mnemonics is made up of four strategies which increase the working capacity of students' memory with excellent results in mild or severe special needs students (See 2.3 on Literature Review)

3. This survey demonstrates that professors must increase the time spent on the computer to learn about advanced applications because intellectual needs students will engage with computer learning. As stated in the literature review, E-

learning is a beneficial component to be applied in teaching any student in order to have successful learning through technology. In others words, E-learning is necessary to improve students' cognitive and learning skills. According to Khan and Ally (2015) E-learning is an innovative approach which has interactive content and facilitates learning environments to anyone, anyplace, and anytime. (See 5.1.3 on Chapter 5)

4. This finding suggests that professors must learn about advanced applications which are required in a virtual class nowadays. The outcome of this finding has not been discussed in the literature review or theoretical framework.

5. To summarize, the high percentage about the use of technology among the educator's answers is satisfactory because it is essential for the online training course. This finding is connected to the approach called E-learning since the use of technology is based on several activities in an online training course. Mihajlovic & Gutiérrez (2019) observe that E-learning has elements and characteristics based on promoting engagement and active learning in an educational context. (See 5.1.3 on Chapter 5)

6. The finding suggests that teachers have a clear idea about an online training course. As noted by Kayalis and Natsina (2011), online training courses can be considered good and helpful practices for students in tertiary education. Stavredes (2011), too, states that training courses are utilized to improve a particular aspect of teaching skills or practice among educators. (See 5.1.4 on Chapter 5) On the other hand, this finding shows that 31% of the teachers will require some information about the use if the technology in general. For example, how to use the website called WIX or how to use specific digital tools.

7. This survey suggests that it is possible to offer one schedule for the participants. This outcome has not been discussed in the literature reviewed to date or theoretical framework.

8. The participants do not accept the option that consists of six days a week. This outcome has not been discussed in the literature reviewed to date or theoretical framework.

9. Microteaching must be taken into account as it is one of the relevant ways to evaluate whether the participants understand the content of methodology on an online training course. MAC Prague consulting (2017) regards microteaching as based on acquiring skills and knowledge related to specific models in teaching practice. Microteaching allows educators to reflect on and draw conclusions about previously used strategies. (See 5.1.5 on Chapter 5)

10. The blog was considered among the students as an activity to be done in class but it did not obtain the highest percentage to be considered. In spite of this fact, it was included as one of the activities because it is essential to communicate in real time with their peers and facilitator concerning specific theme.

11. To conclude, the findings indicate that the interviewees had decided the day, time, and schedule to study an online training course in advance.

This outcome has not been discussed in the literature reviewed to date or theoretical framework.

7 CONCLUSION

The conclusions are the result of some evidence such as the survey, semi-structured interviews for authorities/professors, test, and questionnaire from which it can be concluded that:

Research questions

RQ1. What is the teachers' level of knowledge of the theoretical foundations of the inclusion, special needs, and intellectual disability field and their experience to date in teaching Students with disabilities? (See Appendix 1, 4) (Source 1, 4)

According to the survey and test, most teachers have not been trained for special needs education because all of them have been studying to be regular teachers; they have not studied special needs as a subject in their majors or have studied other professions. For that reason, most of them do not have the expertise required for teaching students who have unique needs such as cognitive disabilities. Also, teachers do not know national and international policies of Inclusion, Special Needs, and Intellectual disabilities. That is why they are well interested in being prepared in these subjects to understand this condition because of their legal obligation as educators in a higher institution.

RQ2. What are the perceptions of the UG authorities of the current state of the University's policies and teaching strategies toward students with intellectual disabilities? (See Appendix 2)(Source 2)

According to the authorities, most of the professors cannot identify types of special needs students because of their education. However, some teachers do not have an acquaintance with disabilities in their classes.

Also, teachers apply in their classes some techniques in order to overcome their students' disabilities, especially cognitive disabilities, but those techniques are not the most appropriate for them. For that reason, this research demonstrates through a semi-structured interview that these teachers must improve their teaching practice through concise and clear norms or regulations given by the UG authorities to overcome the lack of policies concerning students' conditions.

This research confirms that the authorities have a document called the Regulation of the General Academic Training Regime, which is in Chapter 5 is not completed yet because it must include specific regulations related to methodologies and strategies policies for students with intellectual disabilities (See Student Welfare Regulation, 2017).

RQ3. How is the teachers' choice of teaching strategies informed by their understanding of Students with special needs? (See Appendix 3) (Source 3) In addition, a semi-structured interview utilizes to answer this research question in which most teachers apply approaches, methods, and strategies regarding disabled students with cognitive disabilities to foster their learning, participation, and interaction. Although, some teachers try to do something for their students empirically by facing this issue. Unfortunately, those strategies fail because of the lack of methodology. For that reason, the online training course is an excellent proposal to offer suitable teaching strategies for students with intellectual disabilities.

RQ4. How do teachers' needs analysis in the field of SSNN & ID affect the design of the online training course? (See Appendix 5) (Source 5)

According to the need analysis questionnaire, all the teachers are interested in doing an online training course on weekends to enhance their teaching practice and skills because they have received many students with cognitive disabilities. These academics believe that they require learning strategies, methods, and approaches. In spite of this fact, the teachers are interested in various activities related to an online training course such as discussion, blog, case study, microteaching, debates, video conferences, and PowerPoint presentations.

Apart from these activities, the online training course is based on the general objective and specific objectives in order to apply the content of the teaching strategies such as Universal Design, Mnemonics, and Cognitive Strategy Instruction

Additionally, teachers give specific information about their knowledge, technologies, their types of connections, and their time available to participate in the training course.

Finally, these pieces of information are helpful because the training course will be applied online. These answers support the design of an online training course to present as an innovative proposal for the department of English in Faculty Science Administration at the University of Guayaquil.

Limitations

This research found three limitations while collecting information through the research instruments. These instruments support some evidence to draw conclusions and give recommendations on how to provide and design an innovative proposal.

First of all, teachers stated that the institution must reinforce the qualifications criteria to be considered a well-qualified teacher. In that way, teachers have the opportunity to receive proper training. For that reason, they will be able to improve their teaching practice according to their students' cognitive special needs. Secondly, the institution did not design a manual or document about the norms of methodology and strategies policies to proceed toward students' conditions, especially intellectual disability, which is the most difficult to identify and evaluate in class.

The third limitation was found through the authorities' and teachers' interviews. The University of Guayaquil did not design or apply a training course for its teachers related to intellectual disabilities' strategies, methods, and approaches in a permanent or partial time. (See Annex C, 152). This limitation is crucial because the institution is obligated by Organic Law on Disabilities to design and apply training courses to develop teaching strategies. (Organic Law on Disabilities, art. XXX).

Need for further research

This research focuses on analyzing teachers' knowledge and identifying teachers' weaknesses in teaching practices related to Intellectual disability before applying for the online training course. For that reason, this research offers a design of

innovative proposal in order to apply this project in advance. In other words, further study will focus on the following research questions:

RQ1: To what extent do the teachers improve students' abilities with Intellectual disabilities?

RQ2: How do the pedagogical strategies help teachers improve their knowledge of disabled students with IDs?

RQ3: To what extent does the online training course improve teachers' knowledge and teaching practice about Intellectual Disabilities?

Also, professors do not know some concepts such as developmental disorder, reading disorder, intellectual coefficient, expressive language disorder, and phonological disorder. Teachers are not familiar with these aspects of the subject. These concepts are not mentioned in the literature review or theoretical framework. This finding must be considered as further study, and it must be reinforced in a particular seminar.

8 RECOMMENDATIONS

Upon the findings obtained after applying the research instruments, the following recommendations are stated:

- To design and apply a training course for overcoming the lack of knowledge about intellectual disability in higher education.
- To implement a training course that could bring up-to-date strategies to be used during class with intellectually disabled students.
- The Science Administration Faculty must apply a system or plan to collect information about students who have a cognitive need. Consequently, this information will be useful for the educators who require the data in order to be effective at the moment of planning the syllabus and lesson plans to design the activities, resources, or assignments for them suitably.
- The English Department should implement permanent training opportunities during the semester to invigorate the educators, especially for the new members of staff.
- A manual of cognitive disabilities must be designed by the university to assist professors who have students with IDs with regards to approaches, methods, and strategies.
- The university has to establish follow-up work about national policies and goals and share their progress with the staff.
- The university must improve the methods of communication to convey the international policies and goals towards inclusion because professors must be familiar with this information.

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9 APPENDICES

Appendix 1

Survey about Inclusion

1.- Questionnaire for academic staff. Demographics and professional experience

*Obligatorio

1.1. To how many people with disabilities or special needs have you been giving assistance outside the university setting? *

___ 1 - 2 persons

___ 3 - 5 persons

___ 6 - 8 persons

___ 9 + persons

___ 0 persons

1.2. What kind of disability or special needs did that person or persons have? * **Selecciona todas las opciones que correspondan.**

___ muteness speech disorders

___ Limited vision: Blindness

___ Hard-of hearing Deafness

___ Learning disabilities

___ Neurological disorders (head injuries, seizure disorders Asperger's Syndrome)

___ Psychological/Psychiatric disorders

___ Orthopedic/Mobility disabilities

___ Chronic illness

___ Gifted or talented students Other

1.3. While on duty at this university, have you ever provided professional services or lessons to students with disabilities? *

___ Yes

___ No

___ I don't know

1.4. If your previous answer was affirmative please specify what kind of assistance did you provide to the students? Specify: *

2. Availability of services for students with special needs or disabilities.

Indicate what is the level of concern about different types of services available for students with disabilities at the university.

2.1. Assistive technology:

- Very Concerned
- Mildly Concerned
- Not a Concern Currently
- I don't know

2.2. Faculty cooperation/training. *

- Very Concerned
- Mildly Concerned
- Not a Concern Currently
- I don't know

2.3. Finding/Hiring qualified disability support staff:

- Very Concerned
- Mildly Concerned
- Not a Concern
- Currently I don't know

2.4. Mobility and accessibility in campus. *

- Very Concerned
- Mildly Concerned
- Not a Concern Currently
- I don't know

2.5. Transportation (home-university-university-home) *

- Very Concerned
- Mildly Concerned
- Not a Concern Currently

I don't know

2.6 To what extent you perceive the accessibility to buildings, classrooms, labs, canteen and toilettes and infrastructure in general are adequate for students with disabilities or special needs at the campus?

0 = Not at all

1 = to a small extent

2 = to some extent

3 = to a moderate extent

4 = to a great extent

5 = to a very great extent

00 = I don't know/no answer

2.7 To what extent do you agree to share the educative environment with students having disabilities or special needs?

Not at all

To a very small extent

To a small extent

To a moderate extent

To a great extent

A very great extent I don't know

I don't want to answer

3. Professional Competence

3.1. Did you receive any training or institutional assistance from the University in order to better cope with the special necessities of the students? Marca solo un óvalo.

Yes

No

3.2. If your previous answer was affirmative please, specify what kind of training you received? Specify: *

4. Barriers

Rate the extent of relevance of the main barriers for an effective Inclusive education implementation at your university.

4.1. Need of knowledge about diversity and inclusion in education:

___0 = Not at all

___1 = to a small extent

___2 = to some extent

___3 = to a moderate extent

___4 = to a great extent

___5 = to a very great extent

___00 = I don't know/no answer I don't want to answer

4.2. Need of training on inclusive education of teachers and education leaders curriculum:

___0 = Not at all

___1 = to a small extent

___2 = to some extent

___3 = to a moderate extent

___4 = to a great extent

___5 = to a very great extent

___00 = I don't know/no answer I don't want to answer

4.3. Economic resources:

___0 = Not at all

___1 = to a small extent

___2 = to some extent

___3 = to a moderate extent

___4 = to a great extent

___5 = to a very great extent

___00 = I don't know/no answer I don't want to answer

14. 4.4. Mobility and accessibility in campus:

___0 = Not at all

___1 = to a small extent

___2 = to some extent

___3 = to a moderate extent

___4 = to a great extent

___5 = to a very great extent

___00 = I don't know/no answer I don't want to answer

5. Inclusive education policy awareness

15. 5.1. To what extent are you familiar with the policies towards inclusion at the university? *

___0 = Not at all

___1 = to a small extent

___2 = to some extent

___3 = to a moderate extent

___4 = to a great extent

___5 = to a very great extent

___00 = I don't know/no answer I don't want to answer

16. 5.2. To what extent the national policies and goals towards inclusion are met at the university.

___0 = Not at all

___1 = to a small extent

___2 = to some extent

___3 = to a moderate extent

___4 = to a great extent

___5 = to a very great extent

___00 = I don't know/no answer. I don't want to answer

17. 5.3. To what extent the international policies and goals towards inclusion are met in the university? *

___0 = Not at all

___1 = to a small extent

___2 = to some extent

___3 = to a moderate extent

___4 = to a great extent

___5 = to a very great extent

___00 = I don't know/no answer I don't want to answer

Appendix 2

Semi-structured interview for authorities

INTERVIEW GUIDE

1. How long have you been working in this charge?
2. What are your obligations and duties in this position?
3. Tell me about students with special needs at University of Guayaquil.
4. What do you understand by the term Inclusion?
5. What do you understand by the term intellectual disability?
6. How do you coordinate your work regarding Special Needs at the University of Guayaquil?
7. Do you know what percentages of special needs there are in University of Guayaquil?
8. Can you tell me how many special needs teachers there are in this university?
9. Are these teachers focused on special needs education?
10. Is there any coordination between the special needs teachers and teachers in regular classes?
11. Are there any students with intellectual disability included in the regular classes?
12. What teaching strategies do UG teachers use to teach learners with intellectual disability?
13. What other information would you like to add concerning learners with intellectual disability?

THANK YOU FOR YOUR PARTICIPATION.

Authority 1

1. How long have you been working in this position?

This position is the Direction of Academic Education Advisor and the Direction of Comprehensive Care of the Vice-rectorate of Student Welfare, I have had this role for two years.

2. What are your obligations and duties in this position?

Within the Area of Counseling and Academic Counseling, we manage different areas of the social work area, the area of academic counseling, academic guidance, gender, conflict mediation, and legal issues.

3. Tell me about students with special needs at the University of Guayaquil.

At the University of Guayaquil, in order to identify the number of students with disabilities, we have developed three types of disabilities census. Participation is voluntary; therefore, we have a database of students with disabilities, but it does not mean that all students who may have a disability are included in the database at the University of Guayaquil.

4. What do you understand by the term Inclusion?

In my opinion, when we are talking about inclusion, we have to try to create conditions from the academic point of view from the social point of view and from any point of view at the University; so that students either with disabilities or students others type of issues, create the conditions and they can develop their academic process and his/her student life in the right way.

5. What do you understand by the term intellectual disability?

When we are talking about intellectual disability: because we are referring to that type of capacity concerning the cognitive, it establishes a certain degree of problem or limitation for the student when he is developing his cognitive capacity.

6. How do you coordinate your work regarding Special Needs at the University of Guayaquil?

We are developing the protocol to be formalized, but even if the document is not formalized, if it is in place, so it is something we are developing to help students with disabilities and the follow-up is not only from the clinical perspective but from the attention perspective. We can give support to students, in our area of academic guidance, we are responsible for following up on three processes:

1. Follow up students with third enrollment because we know it is the last opportunity they have.
2. Follow up with the academics and the students who receive financial aid.
3. Follow up students with disabilities, monitor academic progress to detect if there is a problem or if there is any situation in the teaching-learning process of the student in where we can intervene to improve their academic performance.

Additionally, Vice-rectorate of Student Welfare we give all these types of support that I have already explained but we have shortcomings when training teachers to address all these types of disabilities. Not only the intellectual but that is one of the most difficult from the teaching-learning point of view.

7. Do you know what percentages of special needs there are in University of Guayaquil?

Yes, of course, the percentages of disabilities are the following:

52% of the students have a physical disability; 11 % of the students have a cognitive disability, 20% of the students have a hearing disability; 14 % of the students have visual disability. Those are the most important disabilities to focus on at the University of Guayaquil.

8. Can you tell me how many special needs teachers there are in this university?

There are not special needs teachers in the university, but we have the Vice-rectorate of Academic Formation who are responsible for setting out strategies, approaches, and methods in order to provide the methodological support for the teach

9. Are these teachers focused on special needs education?

The Vice-rectorate of Academic Formation's role is to establish the curricular adaptations and the different mechanisms related to the teaching-learning process. An essential element is this regulation I have spoken about previously. The Regulation of the General Academic Training Regime establishes norms

regulations for the work of the teachers for students with disabilities. There is even a chapter referring specifically to students with disabilities.

10. Is there any coordination between the special needs teachers and teachers in regular classes?

The regulation is there; but they are not yet established to put this regulation into practice.

11. Are there any students with intellectual disability included in the regular classes?

Yes, there are.

12. What teaching strategies do UG teachers use to teach learners with intellectual disability?

The Regulation of the General Academic Training Regime establishes norms and regulations for the work of the teachers for students with disabilities. There is even a chapter referring to students with disabilities. Even though

13. What other information would you like to add concerning learners with intellectual disability?

Intellectual disability is one of the most difficult because it requires the use of designed curricular adaptations. Besides, this disability presents itself in different ways and it is a challenge to offer solutions, methods, strategies, and train teachers how to deal with this situation when it is presented in our classes.

Authority 2

1. How long have you been working in this charge?

I have been working as a Director of Student Welfare of the Faculty for around one year and two months.

2. What are your obligations and duties in this position?

We are obligated to uphold regulations at the university level that is the Regulation of Student Wellbeing, while that I coordinate that, I am in charge of three goals.

1. Student affairs

2. Mediation and conflict resolution.

3. Graduate follow-ups

3. Tell me about students with special needs at University of Guayaquil.

In this case, it would be the Faculty of Administrative Sciences. When I started working in this position, the first thing I did was ask for the database of students with disabilities and those receiving financial aid. Unfortunately, I realized that only six disabled students received financial aid, so my goal was basically to ask why no contact had been made with the objective of providing financial aid which is a legal responsibility the university has. Finally, we started asking for a global database of students in the computing department. We currently have 49 people with disabilities, which includes physical, auditory, visual, psycho-social and intellectual disabilities.

4. What do you understand by the term Inclusion?

Inclusion not only allows students to study at the university but it also involve them in the different processes that are not separate, nor isolated. However, preferably involve them within the group of students in which they have the possibility to work harder; within of the circle of students who are always included in academic, cultural, artistic, and sports activities alike.

5. What do you understand by the term intellectual disability?

What I understand is an affliction that the human being has in his head, relating to the subject of learning. His learning is slower than professionals and people need to know how to handle them.

6. How do you coordinate your work regarding Special Needs at the University of Guayaquil?

This department helps by sending the cases, to the Director, identifying students, and the degree of disability they have.

7. Do you know what percentages of special needs there are in University of Guayaquil?

The university has students who have 40%, 45%, 50%, and 60% in all the disabilities.

8. Can you tell me how many special needs teachers there are in this university?

No, there aren't any.

9. Are these teachers focused on special needs education?

No, there are not. Teachers who have students with intellectual disabilities are very frank, and they told me "Lucy I do not know what she is doing here I cannot teach her, I have no competence that person must be isolated." I think we do not have to include the student because the same law demands it, but professors can be sanctioned for that attitude.

10. Is there any coordination between the special needs teachers and teachers in regular classes?

I don't think everyone here knows what to do, and some teachers are reluctant to share their knowledge. Some teachers who have some knowledge of what special education which is required and other teachers have qualifications unrelated to teaching.

11. Are there any students with intellectual disability included in the regular classes?

There are some students in the regular classes at the University of Guayaquil.

12. What teaching strategies do UG professors use to teach learners with intellectual disability?

There is not anything in writing. The teacher may be implementing methodologies in their lesson, and from there, some of them try to implement specific strategies across the university. There is not a document or manual stating best practices for teach disabled students.

13. What other information would you like to add concerning learners with intellectual disability?

I think the university should determine the percentage of disability in order to allow them to study a specific majoring according to their skill and level of intelligence.

Authority 3

1. How long have you been working in this charge?

I have been working as a psychologist here for one year.

2. What are your obligations and duties in this position?

He provides psychological orientation to group of students with special needs.

3. Tell me about students with special needs at University of Guayaquil.

4. What do you understand by the term Inclusion?

Inclusion is receiving students in class without discrimination.

5. What do you understand by the term intellectual disability?

It was a deficiency when the person was born or was acquired later in their life.

6. How do you coordinate your work regarding Special Needs at the University of Guayaquil?

I call the students via the Internet or What's app in order to ask about their problems, subjects, grades, or any difficulties with teachers.

7. Do you know what percentages of special needs there are in University of Guayaquil?

There are 53 students in the Science Administration of the Faculty which correspondent 36% has a physical disability, 19% of the learners have hearing difficulties; 19% of the students have a visual disability and 8% of the people identified with a cognitive disability.

8. Can you tell me how many special needs teachers there are in this university?

There are not special needs teachers. Six professors have students with a cognitive disability in their regular class.

9. Are these teachers focused on special needs education?

The professors have attended a meeting about Special Needs, but the Welfare Vice-rector did not design a workshop or training course concerning methodology. In other words, professors have never received a workshop about special needs methodology during the training week.

10. Is there any coordination between the special needs teachers and teachers in regular classes?

Most professors talk with coworkers about special needs students in an informal way; they try to *solve the problem on their own because of regulation, curricular adaptation*, and resistance of the professors to do extra work in order to foster students with a cognitive disability.

11. Are there any students with intellectual disability included in the regular classes?

There are four students with cognitive disability at the Faculty.

12. What teaching strategies do UG teachers use to teach learners with intellectual disability?

Each professor has their adaptation and resources in order to find the solution required.

13. What other information would you like to add concerning learners with intellectual disability?

Most students do not reveal their disability; they refuse to make comments regarding their condition. Also, students and teacher do not know the laws and their benefits.

Appendix 3

Semi-structured interview for teachers

INTERVIEW GUIDE

1. How long have you been working?

Research Information

2. What do you understand by the term intellectual disability?

3. Are there any students with intellectual disability included in the regular classes?

If so:

a. How big is your class?

b. What studies are they taking?

4. What teaching strategies do you use to teach learners with intellectual disability?

5. Why did you choose to use a particular approach and method of teaching?

6. What challenges do you face when teaching learners with intellectual disability?

7. How do you overcome these challenges?

8. What other information would you like to add concerning learners with intellectual disability?

THANK YOU FOR YOUR PARTICIPATION.

Teacher 1

1. How long have you been working?

I have been working from 2010 to 2019.

Research Information

2. What do you understand by the term intellectual disability?

A student who cannot follow instructions, understand orders, and does not follow the class.

3. Are there any students with intellectual disability included in the regular classes?

Yes, I have one this semester.

If so:

a. How big is your class?

There are twenty-five students.

b. What studies are they taking?

He is studying Computing Science.

4. What teaching strategies do you use to teach learners with intellectual disability?

I usually apply the tutorial class twice a week, I explain concepts to him several times, and I provide personal training for him.

5. Why did you choose to use a particular approach and method of teaching?

I usually apply Translation method; for example, I usually explain in Spanish, I use games and stories.

6. What challenges do you face when teaching learners with Intellectual Disability?

It is hard for them to make many short paragraphs, use their memory, or give an oral presentation about personal information.

7. How do you overcome these challenges?

A teacher tries to give confidence to his student; he repeats several times; he uses the modeling strategy and acting.

8. What other information would you like to add concerning learners with mild intellectual disability?

Teachers are not prepared to teach disabled students because teachers are not studied to be special needs teachers. Students with intellectual disability require a specialized professional who helps to foster their condition, or the University of Guayaquil must train the teacher in order to improve the teaching practice.

Teacher 2

1. How long have you been working?

I have been working for about six years.

Research Information

2. What do you understand by the term intellectual disability?

Students do not follow the instructions.

3. Are there any students with intellectual disability included in the regular classes?

I believe I have two students who have mild intellectual disability.

If so:

a. How big is your class?

There are exactly 37 students here.

b. What studies are they taking?

They are studying eighth semester.

4. What teaching strategies do you use to teach learners with intellectual disability?

For them, I work using pictures, flashcards, and specific vocabulary, especially, using few words.

5. Why did you choose to use a particular approach and method of teaching?

The method is identifying, observing the students' attitudes, and respectfully asking a question.

6. What challenges do you face when teaching learners with intellectual disability?

The vocabulary is difficult for them to memorize and understand. Also speaking is hard for the students, too. Finally, they take a long time to answer a question

7. How do you overcome these challenges?

Teacher gives them personalized classes.

8. What other information would you like to add concerning learners with intellectual disability?

A teacher needs more information about how to work with them without making feel them bad.

Teacher 3 INTERVIEW GUIDE

1. How long have you been working?

I have been working at the university for five years

Research Information

2. What do you understand by the term intellectual disability?

It is when a person is not able to produce in the same way as the ones who are considered normal. They cannot produce or reproduce words, phrases and paragraphs.

3. Are there any students with intellectual disability included in the regular classes?

There is one who gets a certificate that he is a disabled person and other students who have not certification. I can recognize that there are some students that they have problems when they need to speak or write a paragraph, and they do not have an idea how to start even in Spanish. They ask the same questions two, three or four times. In the end, they are not able to work without help. They are supposed to be at a high level, but they are not.

If so:

a. How big is your class?

I have different groups, for example, 40 students, 9 or 13 students.

b. What studies is she taking?

She is in semester eight, and she is in the last module. She is successful in other subjects from her majoring, but the problem is in English. She has a problem with language, words, sounds, but not with the numbers I spoke with the psychologist and she said that the only problem she had is in English

4. What teaching strategies do you use to teach learners with intellectual disability?

Most of the time, I am very patient I allow her more time to write. I also have tutorial classes with her alone. I try to give her more opportunities because I think she needs more time to produce. At the end, I get lovely results. In the first exam she left the writing part in the blank, I made another exercise with her and I told her what the things I wanted for her, and she did a little practice. Then she was able to produce a better paragraph in the next exam. In the beginning, she did not have an idea what to do, and I noticed that she had a problem to understanding instructions. That is her main problem, and she is in a big class she gets lost, but she is good at the following instruction through clues, examples, and modeling.

5. Why did you choose to use a particular approach and method of teaching?

I apply rehearsal activities and tutorials in class because the student did not answer anything in the exam.

6. What challenges do you face when teaching learners with intellectual disability?

The problem is when they do not know that they have a problem, or they do not want to recognize their problem.

7. How do you overcome these challenges?

I try to get them to the tutorial, but they did not come to classes because they did not have time, they are busy to do something due to their project of their major. I try to help them, and I assigned them more autonomous work, for example, different activities and smaller activities that they can understand. If they do not understand it, they are supposed to tell me in tutorial classes to get them individually.

8. What other information would you like to add concerning learners with intellectual disability?

I think there are different intellectual disabilities, it depends on the background, it depends how the teacher handles the situation, and it depends on the students, if the student is able or want to improve, it will be easy to overcome the problems. When they reject the idea, saying they are ok, they are fine, or the students blame the teacher, it is hard because they do not accept the condition. It should be a good idea through this research it would be more help or support to these kinds of the students and teachers.

Appendix 4

Special Needs and Intellectual disability Test

1) Which of the following is an example of a Specific Learning Disability? *

- a) Intellectual disability
- b) Dyslexia
- c) ADHD
- d) Autistic spectrum disorders

2) Which of the following is an example of an intellectual disability? *

- a) Dyslexia
- b) ADHD
- c) Cognitive disability
- d) Autistic spectrum disorders

3) An example of a Developmental Disorder is: *

- a) ADHD
- b) Dyslexia
- c) Intellectual disability
- d) Autistic spectrum disorders

4) Reading Disorder is a developmental disorder and is characterized by reading achievement (e.g. accuracy, speed and comprehension) being significantly below standards expected for which of the following *

- a) Chronological age
- b) IQ
- c) Schooling experience.
- d) All of the above

5) In learning disabilities, the name for mathematical disorder is: *

- a) Dyspraxia
- b) Dyslexia
- c) Dyscalculia.
- d) Dysphasia

6) Which of the following may occur in Expressive Language Disorder? *

- a) Limited amount of speech
- b) Difficulty learning new words
- c) Difficulty finding the right word
- d) Dysphasia

7) Which of the following is NOT a physical cause often associated with Phonological disorder? *

- a) A hearing impairment
- b) Cleft palate
- c) Small frontal lobes
- d) Cerebral palsy

8) Which of the following criteria can be used to define Intellectual disabilities? *

- a) Significantly below average intellectual functioning
- b) Impairments in adaptive functioning generally
- c) These deficits should be manifest before the age of 18-years
- d) All of the above

9) Once a student has been identified as having an intellectual disability, what other information is more important to know?

- a) The student's IQ score.
- b) the types of supports the student needs.
- c) The adaptive skill deficits of the student.
- d) All the answers are correct.

10) Special education is *

- a) A part of the general education process.
- b) Instruction specifically designed to meet the individual needs of students with disabilities.
- c) A place and not a service.
- d) None of the answers are correct.

11) An impairment is *

- a) A loss or abnormality of a psychological, physiological, or anatomical structure or function
- b) A limitation that is inherent in the individual.
- c) Caused when an individual encounters a situation based on external factors
- d) When a person with limited physical ability wants to enter a building that has stairs but no ramp for his or her wheelchair.

12) Which of the following disability categories has the highest prevalence rate at University of Guayaquil? *

- a) Emotional disturbance
- b) Learning disabilities
- c) Speech/language impairments
- d) Mental retardation

13) Assistive technology devices include *

- a) A voice synthesizer.
- b) A pencil grip
- c) Books in large print.
- d) All the answers are correct.

14) Which of the following requirement(s) must be met for a teacher to be considered highly qualified? *

- a) Full certification
- b) A bachelor's degree
- c) Not working with an emergency or temporary teaching certificate
- d) All the answers are correct

Appendix 5

Need Analysis Questionnaire

I. Personal Information

The following questions are related to personal and professional information.

***1) Gender:**

Female

Male

***2) Age:**

Choose one among the following answers

21-25

26-30

31-35

36-40

41-45

46-50

51-55

56-60

61 and above

3) University studies:

You can choose more than one among the following answers

Higher Educational

Master's degree

Doctorate

Other studies

4) What module are you working? Choose one among the following answers.

Beginner module

___ Pre-intermediate module

___ Intermediate module

___ Advanced module

5) Teaching experience (in years):

Choose one among the following answers

___ 1-5

___ 6-10

___ 11-15

___ 16-20

___ 21-25

___ more than 25

***6) To which level would you rank yourself as regards your knowledge in new technologies use? Choose one among the following answers**

___ Basic (e.g. I know how to use basic internet applications)

___ Medium (e.g. I use word processor quite often and I have e-mail account)

___ Good (e.g. I use 1 or 2 advanced applications as excel, photoshop etc)

___ Very good (e.g. I use several advanced applications)

7) How much is the average time (in hours) you spend daily on your computer (for work, entertainment or information)? Choose one among the following answers.

___ Less than 1 hour

___ 1-3 hours

___ 3-5 hours

___ more than 5 hours

8) What type of internet connection you have at home? Choose one among the following answers.

___ I do not have internet connection at home

___ Dial up connection (viaphone line)

___ADSL

III Information regarding online training

The following questions are related to your perceptions and experiences with reference to online training.

9) Have you attended an online training course?

___ Yes

___ No

10) How many online training courses have you attended?

___ None

___ A few

___ A lot of

11. What activities do you prefer to do in an online training course?

___ Discussions

___ Blogs

___ Reflecting writing

___ Videos

___ Power point presentations

___ Oral presentations

___ Individual Work

___ Pair Work

___ Group Work

___ Infographic

___ Oral Summary

___ Debates

___ Case Study

___ Projects

___ One - Minute - Paper

___ Microteaching

___ Video conferencing sessions

IV. AVAILABILITY

12. When do you prefer to study Intellectual Disability online training course?

- In the morning
- In the afternoon
- In the evening

13. What days do you prefer to study Intellectual Disability online training course?

- From Monday to Friday
- From Monday to Thursday
- From Monday to Saturday
- On Weekends

14. What time do you prefer to study Intellectual Disability training online course?

- From 06:00 to 08:00
- From 08:00 to 10:00
- From 15:00 to 16:00
- From 17:00 to 19:00

Appendix 6

Observation Form

Teacher's name: _____

Name of the class: _____

Date: _____

Faculty: _____

Module: _____

CRITERIA	OBSERVATION		COMMENTS
	YES	NO	
Professor/ students use technology in class.			
Professor applies the principles of Universal Design for learning.			
Professor is polite with all his/her students.			
Professor motivates students' memory through strategies such as: The keyword strategy, the pegword strategy, the letter strategy and the picture strategy			
Professor enhances students' thinking by using Cognitive Strategy Instruction for example: Think ahead and prepare for learning, Think during, Think back			
Professor uses variety of strategies for cognitive disability during the class.			
Professor utilizes the appropriate quantity of words, phrases or grammar points.			

(Implementing instructional coaching, Briones M, and Ramirez M., 61) researcher's own adaptation.

OBSERVER'S SIGNATURE

PROFESSOR'S SIGNATURE

Appendix 7

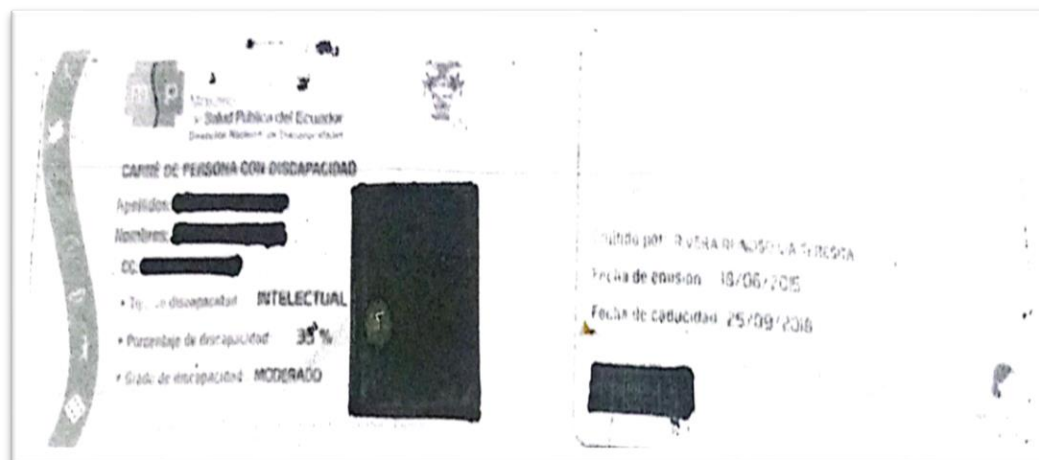
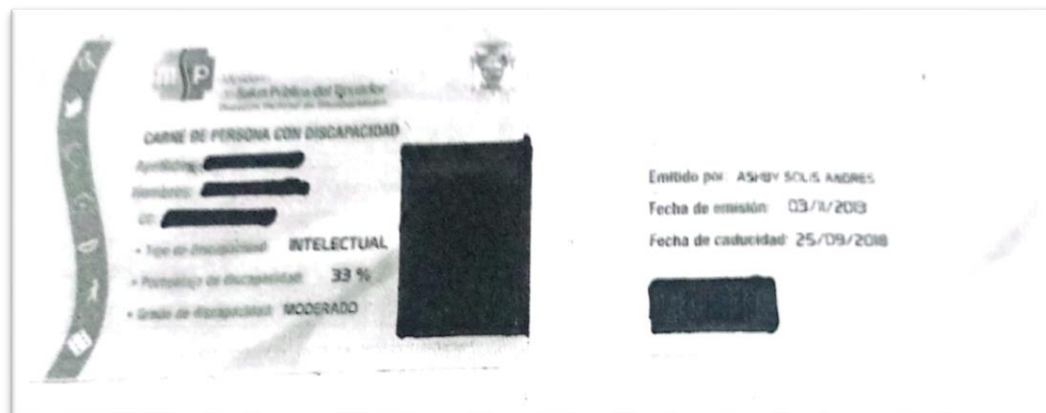
Checklist

Intellectual disability Checklist				
1. Background				
Name of the student:				
Age:		Major:		
1.1 Family History				
Siblings or other family members have learning disabilities.				
___ Yes		___ No	___ I don't know	
1.2 Describe his/her strengths, positive characteristics, and achievements.				
Each item should be checked off using the following rating scale.				
0	Not at all, never occurs, does not apply.			
1	Mild, sometimes observed, applies to some extent.			
2	Moderate often observed, certainly applies.			
3	Severe, frequently observed, strongly applies.			
2. Assessments indicate well below-average cognitive abilities.				
A reliable test of cognitive ability, administered by an appropriately qualified professional, confirms cognitive abilities in the disabled range.	0	1	2	3
3. Classroom difficulties				
Restless and inattentive in group activities	0	1	2	3
Avoid schoolwork	0	1	2	3
Depends on others for help	0	1	2	3
Needs a lot of teacher attention	0	1	2	3
Gets distressed and uncooperative when tasks assigned	0	1	2	3
Does not ask for help (may not realize that they are on the wrong track)	0	1	2	3
	0	1	2	3

	0	1	2	3
	0	1	2	3
	0	1	2	3
4. Learning difficulties				
Makes very slow academic progress in comparison to peers.	0	1	2	3
Is significantly below standard in all (or nearly all) curriculum areas.	0	1	2	3
Needs learning broken into small stages.	0	1	2	3
Needs repetition to master new learning	0	1	2	3
Needs concrete, hands-on learning experiences.	0	1	2	3
Needs explicit teaching.	0	1	2	3
Reading comprehension is poor when accuracy is reasonable.	0	1	2	3
Find abstract concepts difficult...	0	1	2	3
Drawing and bookwork is immature...	0	1	2	3
A high level of effort does not produce expected outcomes.	1	2	3	3
	0	1	2	3
	0	1	2	3
	0	1	2	3
	0	1	2	3
5. Additional difficulties or disorders.				
Speech and language are less well developed than peers...	0	1	2	3
He/she has additional difficulties, such as hearing and visual.	0	1	2	3
	0	1	2	3
	0	1	2	3
	0	1	2	3

10 ANNEXES

Annex A



Annex B

Guayaquil, 5 de diciembre del 2018

Señor
Ing. Com. Edison Oliveros, MAE
Decano de la Facultad de Ciencias Administrativas
Universidad de Guayaquil

Ciudad.-

RECIBIDO
DPTO. DECANADO
Fecha: 12/05/18
Hora: 11:15

De mis consideraciones:

Yo, Elena Patricia Aguilar Echeverría, con cedula de identidad 0918006925, estudiante de la maestría en Enseñanza de Inglés como idioma extranjero en la Universidad Católica Santiago de Guayaquil, le comunico a usted que se me aprobó, por parte del Sr. Decano Melvin López en el mes de agosto, aplicar los instrumentos de investigación tales como entrevistas semi estructurada a profesores y autoridades, un cuestionario de análisis de necesidades en forma digital (Google forms) y una encuesta en forma digital (Google forms) en el departamento de idiomas de la facultad de Ciencias Administrativas; cuyo tema está relacionado con los estudiantes de necesidades especiales como por ejemplo discapacidad intelectual o cognitiva y las estrategias metodológicas que los docentes deben de aplicar en sus clases.

Cabe recalcar, en el tiempo que estuve trabajando en la Universidad de Guayaquil, efectué todos mis proyectos finales de cada materia de la maestría y estuvieron concernientes a las necesidades de esta prestigiosa facultad y los estudiantes. Debido a estos aspectos, el tema de la tesis es el siguiente:

Designing an online training course regarding strategies for special needs students in order to foster teaching practice in higher education level.

Adicional a esto, solicito que por su digno intermedio se me entregue la información de los resultados de las encuestas realizadas por el departamento de Idiomas de los estudiantes con discapacidad y los oficios de los talleres de inclusión o necesidades especiales realizados por la facultad en los dos últimos semestres, los mismos que serán utilizados como evidencia de mi proyecto de investigación.

Esperando su aprobación para llevar a cabo este estudio en este semestre y sin otro particular, me despido.

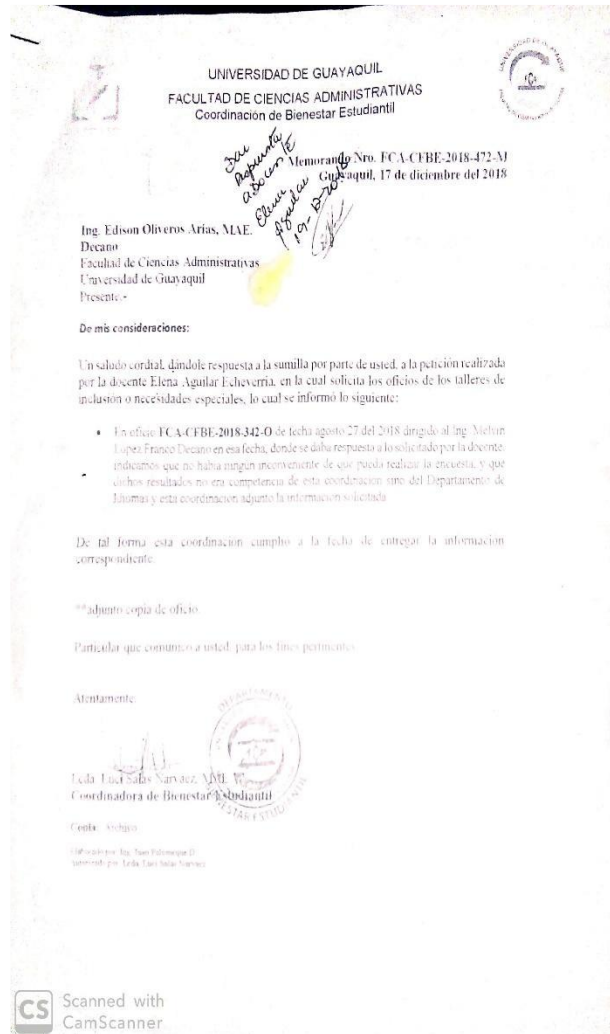
Cordialmente,


Lic. Elena Aguilar Echeverría.
Ced. 0918006925



Annex



Annex C



Annex

 UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE CIENCIAS ADMINISTRATIVAS
Coordinación de Bienestar Estudiantil 

FCA/CFBE /2018/342/O
Agosto 27 del 2018

Ingeniero
Melvin López Franco, MAE.
Decano
Facultad de Ciencias Administrativas
Universidad de Guayaquil
Presente.-

*Maria Teresa
Proctor
Propuesta
Elena Pineda
28/08*


De mis consideraciones:


Por medio de la presente reciba un cordial saludo de la suscrita, dándole contestación a la sumilla realizada por usted con respecto al requerimiento de la docente Lic. Elena Aguilar Echeverría, informo lo siguiente:

- En la cual solicita aplicar los instrumentos de investigación a docentes y autoridades del departamento de idiomas para efectuar su tesis de la Maestría que viene desarrollando, no hay impedimento alguno para que proceda realizarlo. Salvo su mejor criterio notifiqúese y hágase saber a quien corresponda.
- Adicional solicita resultados de la encuesta realizada en el departamento de idiomas de los estudiantes con discapacidad, se debería notificar a la Directora del Departamento, en caso de ser las encuestas realizadas on-line, la información la maneja el Vicerrectorado de Bienestar Estudiantil – VIBE.
- Adjunto oficio de invitación a participar a la "Jornada de Educación Inclusiva y Desarrollo de Habilidades para la Vida" realizado desde mayo, donde se detallan las fechas y temas que se iban a dictar por una profesional experta en el tema, información solicitada por la docente.


Particular que comunico, para los fines pertinentes.

Atentamente,


Lcda. Luci Salas Narváez, MAE
Coordinadora de Bienestar Estudiantil




Copia: Archivo
Elaborado por: Ing. Juan Palomeque D
Autorizado por: Lcda. Luci Salas Narváez



RECIBIDO
DPTO. DECANATO
Fecha: 27 AGO 2018
Hora: 14:08


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Annex



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE CIENCIAS ADMINISTRATIVAS
 Coordinación de Bienestar Estudiantil

FCA/CFBE/2018/131/O
 Mayo 15 del 2018

Sr.(a)
 Decano
 ViceDecano
 Directores de Carreras
 Coordinadora de Formación Académica
 Coordinadora de Gestión Pedagógica
 Facultad de Ciencias Administrativas
 Universidad de Guayaquil

RECIBIDO
 UNIVERSIDAD DE GUAYAQUIL
 FACULTAD DE CIENCIAS ADMINISTRATIVAS
 15 MAY 2018 11:30
 DIRECCIÓN PEDAGÓGICA
 DEPARTAMENTO DE GESTIÓN PEDAGÓGICA
 CENTRO DE COMPUTO
 Facultad de Ciencias Administrativas

De mis consideraciones:

Por medio de la presente, en virtud al objetivo estratégico FCA de Bienestar Estudiantil PEDI 2018 - 2020, y aportando a los ejes estratégicos que se complementan a la formación académica y profesional, invito a ustedes a participar a la "Jornada de Educación Inclusiva y Desarrollo de Habilidades para la Vida", dictada por la Dra. Beatriz Gómez Sarmiento, dada su experiencia en estos temas.

Lugar: Auditorio de Comercio Exterior (Horario matutino)
 Sala de Consejo Bloque "B" (Horario nocturno)

FECHA: 15 MAY 2018 11:35

Fecha/Hora:	Día	Hora	Tema
	16/05/2018	09h00 - 10h00	Problemas de Aprendizaje y necesidades educativas especiales asociadas o no a la discapacidad.
		19h00 - 20h00	
	13/06/2018	09h00 - 10h00	Inclusión educativa y ley orgánica de discapacidades.
		19h00 - 20h00	
	11/07/2018	09h00 - 10h00	Como afecta el bullying el desarrollo de los estudiantes de la carrera de Ingeniería en Gestión Empresarial.
		19h00 - 20h00	
	22/08/2018	09h00 - 10h00	Mejoramiento de las habilidades de autoestima y comunicación en alumnos.
		19h00 - 20h00	

Es importante contar con la presencia de los gestores:

- Gestores de Personal Académico FCA
- Gestores de Asuntos Estudiantiles de Carreras
- Gestores Pedagógicos y Cuadripartes de Carreras
- Gestores de Personal Académico de Carreras
- Gestores de Seguimiento a Graduados de Carreras

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RECIBIDO 11/05/18

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RECIBIDO 11/05/18

Annex D

Guayaquil 21 de enero del 2019

Señor
Dr. Rubén Barberán Torres
Director Atención Integral
Vicerrectorado Bienestar Estudiantil

Ciudad -

De mis consideraciones,


Yo, Elena Patricia Aguilar Echeverría, con cedula de identidad 0918006925, estudiante de la maestría en Enseñanza de Inglés como Idioma Extranjero en la Universidad Católica Santiago de Guayaquil, le solicito a usted la información de los resultados de los censos realizado por Vicerrectorado de Bienestar Estudiantil con respecto a los estudiantes con discapacidad en 2017 y 2018, los mismos que serán utilizados como evidencias de mi proyecto de investigación.

Cabe recalcar, en el tiempo que estuve trabajando en la Universidad de Guayaquil, efectué todos mis proyectos finales de cada materia de la maestría y estuvieron concierentes a las necesidades de los estudiantes. Debido a estos aspectos, el tema de la tesis es el siguiente:

Designing An Online Training Course Regarding Strategies For Special Needs Students In Order To Foster Teaching Practice In Higher Education Level.

Esperando su aprobación para llevar a cabo este estudio en este mes y sin otro particular, me despido.

Cordialmente,


Ll. Elena Aguilar Echeverría
Ced. 0918006925

UNIVERSIDAD CATÓLICA SANTIAGO DE GUAYAQUIL
DIRECCIÓN DE ATENCIÓN INTEGRAL
VICERRECTORADO BIENESTAR ESTUDIANTIL
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Annex



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL



SISTEMA DE
POSGRADO

MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

CERTIFICADO

El suscrito Director del Programa de Maestría en Enseñanza de Inglés como Lengua Extranjera, de la Universidad Católica de Santiago de Guayaquil certifica que:

La Lcda. Elena Patricia Aguilar Echeverría con cédula #0918006925, estudiante de este programa de maestría, obtuvo la aprobación de su tema de Proyecto de Titulación denominado **Designing an Online Training Course Regarding Strategies for Special Needs Students in Order to Foster Teaching Practice in Higher Education Level** en octubre del 2017.

La Lcda. Aguilar puede hacer uso de este certificado como a bien convenga.

Guayaquil, 21 de enero del 2019



UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL
SISTEMA DE POSGRADO
LIC. SIGIFRÍD GONZÁLEZ URBINA, Ph.D.
DIRECTOR DEL PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA



UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL
SISTEMA DE POSGRADO
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO IDIOMA EXTRANJERO
ECUADOR

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Annex

	UNIVERSIDAD DE GUAYAQUIL VICERRECTORADO DE BIENESTAR ESTUDIANTIL DIRECCIÓN DE ATENCIÓN INTEGRAL														
Oficio No. 058 DAI-D-ViBe															
Guayaquil, 06 de febrero del 2019															
Señorita Estudiante Elena Aguilar Echeverría Estudiante de Maestría de Enseñanza de Inglés como Idioma Extranjero Universidad Católica Santiago de Guayaquil En su despacho.-															
De mi consideración:															
En atención a oficio s/n recibido el 21 de enero del presente año, en el que solicita información de los resultados de los censos realizados respecto a los estudiantes con discapacidad en los años 2017 y 2018, información que indica será utilizada como evidencia del proyecto de investigación, motivo por el que se anexa Memorando No. 023 JCQA-DAI-ViBe (04-02-19) de la Jefatura de Consejería y Orientación Académica con el reporte de estudiantes registrados en el II y III Censo de Discapacidad de la Universidad de Guayaquil.															
Atentamente,															
															
Dr. Rubén Barberán Torres DIRECTOR Dirección de Atención Integral															
Adj. lo indicado															
Archivo.															
<table border="1"><thead><tr><th>ACCIÓN</th><th>NOMBRES</th><th>ÁREA</th><th>SUAVILLA</th></tr></thead><tbody><tr><td>Elaborado</td><td>Econ. Monica Acuña G.</td><td>Secretaría Dirección</td><td></td></tr><tr><td>Revisado y Aprobado</td><td>Dr. Rubén Barberán Torres</td><td>Dirección</td><td></td></tr></tbody></table>				ACCIÓN	NOMBRES	ÁREA	SUAVILLA	Elaborado	Econ. Monica Acuña G.	Secretaría Dirección		Revisado y Aprobado	Dr. Rubén Barberán Torres	Dirección	
ACCIÓN	NOMBRES	ÁREA	SUAVILLA												
Elaborado	Econ. Monica Acuña G.	Secretaría Dirección													
Revisado y Aprobado	Dr. Rubén Barberán Torres	Dirección													
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Annex



UNIVERSIDAD DE GUAYAQUIL
VICERRECTORADO DE BIENESTAR ESTUDIANTIL
DIRECCIÓN DE ATENCIÓN INTEGRAL



MEMORANDUM N° 023 JCOA-DAI-ViBe

Guayaquil, 04 de febrero del 2019

De: Ph.D. Yaimara Peñate Jefa de Consejería y Orientación Académica
Para: Dr. Rubén Barberán Director de Atención Integral

En atención a sumilla inserta dentro Oficio S/N de la estudiante AGUILAR ECHEVERRÍA ELENA PATRICIA, donde requiere información de los resultados de los Censos realizados por el Vicerrectorado de Bienestar Estudiantil durante los años 2017 y 2018, se hace entrega del reporte de estudiantes registrados en el II y III Censo de Discapacidad de la Universidad de Guayaquil, que se desarrollaron vía on-line, con la colaboración de los Coordinadores de las diferentes Unidades Académicas.

Sin otro particular me suscribo.
Atentamente

Ph.D. Yaimara Peñate Santana
Jefatura de Consejería y Orientación Académica
Dirección de Atención Integral



C.C. Archivo

ACCIÓN	NOMBRES	CARGO	FRMA
ELABORADO POR:	Ing. Orietta Morán Velasco	Asistente de Jefatura de Consejería y Orientación Académica	
REVISADO POR:	Ph.D. Yaimara Peñate	Jefa de Consejería y Orientación Académica	
APROBADO POR:	Ph.D. Yaimara Peñate	Jefa de Consejería y Orientación Académica	

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II CENSO DE DISCAPACIDAD-2017								
FACULTAD	TIPO DE DISCAPACIDAD							TOTAL POR FACULTAD
	FISICA	VISUAL	AUDITIVA	LENGUAJE	INTELLECTUAL	PSICOSOCIAL	PSICOLOGICA	
ARQUITECTURA Y URBANISMO	3	0	1	0	0	0	0	4
CIENCIAS ADMINISTRATIVAS	12	4	4	0	1	0	2	23
CIENCIAS AGRARIAS	1	0	0	0	0	0	0	1
CIENCIAS DE LA COMUNICACIÓN SOCIAL	4	1	1	0	0	0	0	6
CIENCIAS ECONÓMICAS	3	1	2	1	0	0	0	7
CIENCIAS MATEMÁTICAS Y FÍSICAS	20	1	2	2	1	0	0	26
CIENCIAS MÉDICAS	8	0	6	0	1	1	0	16
CIENCIAS NATURALES	0	0	0	0	0	0	0	0
CIENCIAS PARA EL DESARROLLO	0	0	0	0	0	0	0	0
CIENCIAS PSICOLÓGICAS	9	9	4	0	0	0	0	22
CIENCIAS QUÍMICAS	0	0	0	0	0	0	0	0
EDUCACIÓN FÍSICA, DEPORTES Y RECREACIÓN	0	1	1	0	0	0	0	2
FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN	7	0	0	0	2	1	0	10
INGENIERÍA INDUSTRIAL	3	2	1	0	0	0	1	7
INGENIERÍA QUÍMICA	3	2	1	0	0	0	0	6
JURISPRUDENCIA, CIENCIAS SOCIALES Y POLÍTICAS	7	6	1	0	0	0	1	15
MEDICINA VETERINARIA Y ZOOTECNIA	1	0	0	0	0	0	0	1
ODONTOLOGÍA	2	0	0	0	0	0	1	3
TOTALES	83	27	24	3	5	2	5	149



III CENSO DE DISCAPACIDAD-2018									
FACULTAD	TIPO DE DISCAPACIDAD								TOTAL POR FACULTAD
	FISICA	VISUAL	AUDITIVA	LENGUAJE	INTELLECTUAL	PSICOSOCIAL	FISICA/INTELLECTUAL Y VISUAL	FISICA/AUDITIVA	
ARQUITECTURA Y URBANISMO	0	1	1	0	0	0	0	0	2
CIENCIAS ADMINISTRATIVAS	10	5	2	0	4	1	1	0	23
CIENCIAS DE LA COMUNICACIÓN SOCIAL	1	6	2	0	2	2	1	1	15
CIENCIAS ECONÓMICAS	1	1	1	0	0	0	0	0	3
CIENCIAS MATEMÁTICAS Y FÍSICAS	4	1	1	0	1	0	0	1	8
CIENCIAS MÉDICAS	3	1	0	0	2	1	0	0	7
CIENCIAS PSICOLÓGICAS	9	2	1	0	2	1	0	0	15
CIENCIAS QUÍMICAS	3	0	0	0	0	0	0	0	3
FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN	4	1	0	0	2	0	0	0	7
INGENIERÍA INDUSTRIAL	1	0	0	0	1	0	0	0	2
INGENIERÍA QUÍMICA	1	0	2	0	3	0	0	0	6
JURISPRUDENCIA, CIENCIAS SOCIALES Y POLÍTICAS	1	5	1	0	1	0	0	0	9
MEDICINA VETERINARIA Y ZOOTECNIA	1	0	0	0	0	0	0	0	1
ODONTOLOGÍA	2	0	2	0	0	0	0	0	4
TOTALES	41	24	13	0	18	5	2	2	105



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DECLARACIÓN Y AUTORIZACIÓN

Yo, **Aguilar Echeverría, Elena Patricia**, con C.C: # **0918006925** autora del trabajo de titulación: **Exploration of Cognitive Special Needs at the Faculty of Administration of the University of Guayaquil for the design of a viable EFL teacher training proposal** previo a la obtención del título de **Magíster en Enseñanza de Inglés con Idioma Extranjero** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, 17 de noviembre del 2023

f. 

Nombre: Aguilar Echeverría, Elena Patricia

C.C: 0918006925



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Exploration of Cognitive Special Needs at the Faculty of Administration of the University of Guayaquil for the design of a viable EFL teacher training proposal		
AUTORA	Elena Patricia, Aguilar Echeverría		
REVISOR(ES)/TUTOR(ES)	Mariela Fátima, Vásquez Barros		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
FACULTAD:	Sistema de Postgrado		
MAESTRÍA:	Maestría en Enseñanza de Inglés con Idioma Extranjero		
TITULO OBTENIDO:	Magíster en Enseñanza de Inglés con Idioma Extranjero		
FECHA DE PUBLICACIÓN:	17 de noviembre del 2023	No. DE PÁGINAS:	168
ÁREAS TEMÁTICAS:	Intellectual Disability, Teaching Strategies and Training Course		
PALABRAS CLAVES/ KEYWORDS:	Cognitive, Disability, Training, Professors, Online, Strategies		
RESUMEN/ABSTRACT (150-250 palabras):			
<p>To explore the ambit of special needs in the Faculty of Administration at the University of Guayaquil to identify possible weak elements. This study uses a quantitative method to describe and analyze the needs of professors about intellectual disability in the students' population. The research confirmed the importance of applying these pedagogical strategies as an essential means to improve teaching practices. The participants consisted of 42 professors from the English department of the Science Administration Faculty at the University of Guayaquil. There were both male and female participants based in Guayaquil in Ecuador during the academic year 2018-2019. Fourth main instruments were used to gather the data, a survey, a test, two semi-structured interviews, and a questionnaire. Finally, it was designed an online training course that delivers several cutting-edge resources by utilizing a website to enhance professors' teaching practice with special needs students.</p>			
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
CONTACTO CON AUTORA:	Teléfono: +593-4-0987472773	E-mail: elenalolaarosemena@gmail.com	
CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO UTE):	Nombre: González Ubilla, Stanley John		
	Teléfono: 0999054700-380460		
	E-mail: E-mail: stanley.gonzalez@cu.ucsg.edu.ec		
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