



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

**FACULTAD DE EDUCACIÓN - CARRERA DE CIENCIAS DE LA
EDUCACIÓN MENCIÓN INGLÉS**

RESEARCH PROJECT:

**Classroom Adaptation to Improve English Speaking Skills in Students
with Auditory Processing Disorder at Escuela de Educación Básica
“Carlos Calderón Chico” during the school year 2016 - 2017**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

**LICENCIADA EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE
SISTEMAS EDUCATIVOS EN TEFL**

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2016 – 2017

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Yo, MSc. Francisco Villao, certifico que el Proyecto de Investigación con el tema: **“Classroom Adaptation to Improve English Speaking Skills in Students with Auditory Processing Disorder at Escuela de Educación Básica “Carlos Calderón Chico” during the school year 2016 – 2017”**, ha sido elaborado por las señoritas SANDY MARJORIE BANCHÓN MARTINEZ y DOMENECH DEL ROCIO YAGUAL PIONCE, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR

MSc. Francisco Villao

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ACKNOWLEDGEMENT

I would like to express my gratitude to each one of those important people who have contributed somehow to complete this research project:

- TO GOD, for His invaluable support and he holy force that provide me to carry on, and face difficult situations.
- TO MY FAMILY, My parents Tito Banchón and Sandra Martinez, for their valuable support and encouragement during my whole life, also for their love, care, guidance and education in order to be a better person and my aunt for her help and support during this project.
- TO MY DEAR TEACHER, MTEFL. Janeth Mora for her unconditional support and motivation in my whole learning process.

ACKNOWLEDGEMENT

I would like to express my gratitude to each one of those important people who have contributed somehow to complete this research project:

- TO GOD, for His invaluable support and he holy force that provide me to carry on, and face difficult situations.
- TO MY FAMILY, My parents Carlos Yagual and Jenny Pionce, for their valuable support and encouragement during my whole life, also for their love, care, guidance and education in order to be a better person.
- TO MY DEAR TEACHER, MTEFL Janeth Mora for her unconditional support and motivation in my whole learning process.

DEDICATION

This research project is dedicated to GOD and our family who have given us an unconditional love and support during our academic studies.

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ABSTRACT

Ecuador has been involved in an inclusive education since 2008. The government wants to provide a good education and same opportunities to all the children regardless their race, gender, nationality or disability. Thereby, students cannot be excluded from any learning environment. The present research project shows the importance of using innovating strategies to help students with Auditory Processing Disorder to improve English Speaking Skills at Escuela de Educación Básica Carlos Calderon Chico. The project looks for learning difficulties, academic performance, school and teacher engagement to improve oral proficiency. We applied a scientific method using a survey to 36 students in order to identify if teachers were using the appropriate strategies to enrich oral proficiency. As a result, we realized that students want to learn how to speak in English but teachers did not focus in using tools to facilitate the learning process. So we develop some classroom adaptation to increase students' interest and help to provide useful materials. The use of didactic activities is focused on the students' own sole and needs. The activities presented in this research project show the adequate learning and assessing for APD students. The achievement will be reflected in students who are able to performance better production of the language using innovate tools and strategies in the learning process.

INTRODUCTION

1. STUDY APPROACH

Education is one of the most significant aspects in the individual's life being one of the main right demands by the constitution. The governments around the world provide concerted efforts to impulse higher education for all children including those with special education needs. This quality of education leads into growing interest of an inclusive education. During the last century, inclusion has been caused an impact in the education system. All children have the right to receive high quality education regardless of their race, gender, nationality or disability which means that children cannot be excluded from any learning environment.

Inclusive education has made teachers to develop new systems to help students with special education needs. In Ecuador most of the public and private schools have been implementing those changes in order to facilitate the learning process. At Carlos Calderón Chico school there is a minimal percentage of students with learning difficulties; however they are implementing those changes in the classroom development.

Chapter one includes the background of the problem, statement of the problem, the objectives which includes both broad and specific, the significance or justification of the study, scope and delimitations of the study, research questions and variables and indicators. Chapter two contains the literature review, theoretical foundations and conceptual framework. Chapter three shows type of research description, methods and techniques, research instruments, research population and samples, sources, resources and timeline, data analysis methods, results/finding; and the last chapter includes justification, objectives both broad and specific, content framework of the proposed project plan, the proposed project plan, validation of the proposed project plan, impact/benefits of the proposed project plan and our conclusions and recommendations which summarize our project.

1.1. Background of the problem

Escuela de Educación Básica Carlos Calderón Chico is a public school located in 25 y la N Street inside Febres Cordero Parish. This School started working with the community in the year 1996, and English classes were applied in students with 3 hours per week.

Nowadays, this subject focuses on the four skills that are listening, speaking, reading and writing. Each of these skills is performed with different techniques, strategies, and methods that allow students to be engaged with the language. During the English classes students develop a better comprehension of the foreign language which focuses on the acquisition of grammar structures and using of vocabulary through commands.

Students at Escuela de Educación Básica Carlos Calderón Chico have shown difficulties in speaking skills during English classes, especially those students with Auditory Processing Disorder because of the lack of classroom activities that are related with the use of the difference resources inside the school and teachers who do not have the necessary training to handle APD's students, which causes students do not develop speaking skills properly.

Acquiring a foreign language seems to be simple for students without learning difficulties. On the other hand, it is essential to take in consideration to help those students who have a learning difficulty or special education need, such as auditory processing disorder.

Auditory Processing Disorder also known as APD is a learning difficulty that affects few population of children at schools. It causes a hearing problem that makes students to present weak abilities to understand auditory information. As a consequence, they cannot process the information that they hear as well as other students do because their brain and ears do not work at the same time and their brain does not recognize and interpret sounds.

English teachers use traditional materials to provide knowledge to their students including students with auditory processing disorder. The traditional material uses in class are flashcards, realia, worksheets, and English dictionaries. Those materials are not focused in the principal learning needs of knowledge acquirement in students with APD on the main four skills of the foreign language. Speaking is the skill that has been affected due to the lack of classroom activities.

Speaking is a productive skill during the acquisition of the language. Therefore it is an interactive process that involves producing, receiving, and processing information at the same during the classroom development. Speaking allows children to express their feeling and thought when they are having an interaction with their teacher and classmates throughout this process the language is exposed naturally.

Escuela de Educación Básica Carlos Calderon Chico knows the laws and rights about educational inclusion according to the Intercultural Educational Organic Law LOEI, but the institution and its staff do not provide a special program to face students with auditory processing disorder. This institution does not have a specific method, because they believe in the individualism of every single teacher. Due to their style of teaching, teachers could not facilitate the learning process in students who are facing Auditory Processing Disorder.

It has also a minimal percentage of students with APD. Students are not receiving the appropriate help because teachers do not have enough information about APD's students. However, teachers are applying some useful materials but they are not enough for their learning difficulty. So the idea of inclusive education is to involve and attend all the students' needs. It means that according to the Constitution of Ecuador, schools have to provide a quality education, it is a right for all people and it is a duty for the State to provide them a good way of living. Thereby, this right guarantees Ecuadorians to participate in the educational process.

1.2. Statement of the problem

What are the benefits of using didactic activities to develop speaking performances in Auditory Processing Disorder students at Escuela de Educación Básica Carlos Calderon Chico in seven graders?

1.3. Objectives (Broad and Specific)

Broad:

To develop a classroom adaptation to improve Speaking Skills in students with Auditory Processing Disorder in seventh basic education at Escuela de Educación Básica Carlos Calderon Chico through didactic activities.

Specific:

- To analyze the speaking skill development in order to know the level of academic competence in APD's students using the reports from The Department of Student Counseling.
- To create innovative didactic strategies for APD's students in order to enrich the speaking skills using practical activities.
- To apply didactic activity resources to improve Speaking skill in APD's students and test its feasibility by using pre- and post-test.
- To evaluate the progress of speaking skills in students by using didactic activities through the observation guidance.

1.4. Significance or justification of the study

The importance of this research project is convenient because it tries to improve teachers' methodology through didactic activities that increase students' interest in the foreign language. Therefore these activities help students to develop a better performance in speaking skills. Sumak Kawsay said: "Improve the quality and life expectancy, and increase the capacities and potential of the population within the framework of the principles and rights established by the Constitution"; (Constitución del Ecuador, 2014, pág. 85 Art 276).

Teachers give the best of them to their students. Professors provide those students the appropriate materials to motivate and promote learning. The proposed material helps students to develop speaking skills and they are able to manage the foreign language. Thereby the students increase their level of English speaking skills through different perspective of the language that involve didactic activities.

Learning to provide answers through an analytically, critically and creatively way in English. It is quite difficult for students even more if they do not come from a bilingual school and the English is not their mother tongue, including that the teachers do not use the appropriate materials to facilitate the achievement of the language. That is why students cannot achieve the expected levels in institutions. Especially, students who have Auditory Processing Disorder due to their level of difficulty that they present at the moment of processing any kind of information which hampers the learning process and students do not reach an effective academic development.

The present research project contributes positivity to students from Carlos Calderon Chico School through an innovative proposal which improves the ability to coordinate and generate speaking in the foreign language through activities that involves strategies that have implemented in the school. Such activities have not been used property because of the lack of teaching materials or the lack of an English laboratory.

The development of this research project involves activities that enrich the speaking area. Also they provide a positive classroom environment to students. The

way to encourage this learning process is through the use of different strategies such as didactic activities, games, visualization of real material which helps to facilitate the understanding of the language and promote a better speaking. Besides, learners develop a higher level in the educational field and community service as it is established in the National Plan for Good Living “Higher education and research associated with it should be conceived as an entity for the public good that benefit the social development beyond their individual or private usufruct”. (SENPLADES, 2008)

1.5. Scope and delimitations of the study

Name of the Institution: Escuela de Educación Básica Carlos Calderón Chico

Director: MSc. Carmen Otero Morocho

Location: 25 y la N

Province: Guayas, Guayaquil

Area: South

Parish: Febres Cordero

Course: 7th basic education year

Section: “A”, “B”

Number of Ss: 80 students

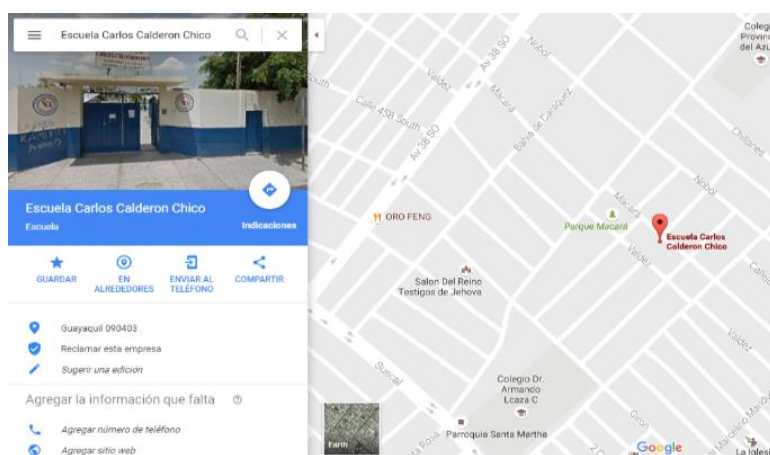


Figure 1 Location map

1.6. Research questions

- How does the insufficient knowledge of classroom adaptation affect students with Auditory Processing Disorder?
- Why is the use of didactic activities important in the classroom?
- How can the teacher introduce and implement games in the classroom?
- What benefits do videos and visualization of real materials provide to students with Auditory Processing Disorder?
- What is the importance to adopt classroom adaptation to improve the speaking skill development?
- How is communicative skill development been affected in Auditory Processing Disorder's student during the English language acquisition?
- What specific areas can be developed to improve speaking in the classroom?
- What kind of speaking activities can be suitable to improve knowledge in Auditory Processing Disorder's students?
- What advantages have a classroom adaptation to expand English in order to perform a better speaking?
- What kind of methodological strategies are used to help overcome speaking difficulties in Auditory Processing Disorder's students?

1.7. Variables and indicators

Table 1 *Independent Variable: Classroom adaption in APD's students*

Independent Variable	Dimensions	Indicators
Classroom adaption in APD's students	Definition	Brief concepts of auditory processing disorder and its principal features Types of difficulties in auditory processing disorder
	Social	Auditory processing disorder related to Child's social life
	Familiar	Parents' role in APD child's emotional and cognitive development
	Education	The Acquisition of English as a Foreign language in APD students Concepts of classroom adaptation and its importance.

Note: This table includes some of the aspects to be analyzed in the independent variable

Table 2 *Dependent Variable: Speaking skills improvement*

Dependent Variable	Dimensions	Indicators
Speaking skills improvement	Speaking skill development	Speaking skills and its characteristics
	Speaking skill development	The importance of speaking skills for EFL learners
	Teaching Techniques and assessment	Teaching techniques to improve speaking skill development
	Teaching Techniques and assessment	Characteristic of Successful Speaking Activity in the classroom
		Evaluating and assessing English speaking skill in APD students

Note: The most important technique to improve Speaking skills as well as the characteristics and how it is assessed

2. THEORETICAL FRAMEWORK

2.1. Literature review

There are not any issues related to the topic about the influence of classroom adaptation to improve English speaking skill in students with auditory processing disorder; that means it is a great importance to research and deepen their study. There are some articles which have been relevant and helpful to this research project. (Padilla, J, Morlet, Nagao, Crum, & Gree, 2016), in their article published as “Speech perception capabilities in children a few years after initial diagnosis of Auditory Processing Disorder. In Proceedings of Meetings on Acoustics”. This research article helped us to find some methods in order to collect some data information evaluate APD students and create some academic resources to improve English speaking language acquisition.

Other researches such as (Rota-Donahue, Schwartz, Shafer, & Sussman, 2016), explain in their article about Perception of Small Frequency Differences in Children with Auditory Processing Disorder or Specific Language Impairment. This study examined the perception of small frequency differences in children with auditory processing disorder. This research document has some valuable theory which has helped us to identify the cause and effect in children with APD and the relationship with the social and educative environment.

The research project is based on the application of didactic activities that help students to develop their speaking skills. To have a better understanding of this research project, it is relevant to know about the problem and has clear ideas about the methodological strategies and development of skills that can be applied to facilitate the communication and interaction in English.

2.2. Theoretical foundations

2.2.1. Concept of Auditory Processing Disorder

Auditory Processing Disorder is also known as Central Auditory Processing Disorder. It describes the inability to assimilate the meaning of sounds. It is a neurological defect that affects how the brain processes the spoken information. Children who are facing this problem have a weak ability to process and understand auditory information. That means their brains and ears do not work at the same time, as a consequence their brains do not recognize and interpret sounds. Children with APD are able to hear information perfectly; the manner is that their brains are unable to decode the language.

Jerger 2000 cited by (Moore, Ferguson, Edmondson-Jones , Ratib , & Riley, 2010) defined that “APD is broadly defined as a deficit in the processing of information that is specific to the auditory modality”. According to Jerger APD is an insufficient ability to recognize and interpret information that affects the students’ learning process because it causes disadvantages in the academic field as result children do not assimilate the acoustic information given by professors.

According to the article published by (American Speech-Language-Hearing Association , 2005):

The term Auditory Processing (AP) refers to the ways by which the auditory system acts on acoustic information. Thus localizing sounds in space, discriminating sounds, recognizing auditory patterns, responding to the temporal aspects of sound (integration, discrimination, ordering, and masking), and extracting auditory information from non-ideal acoustic environments are all examples of auditory processes. Subsequently, the operational definition of APD refers to poor performance in one or more of these skills.

According to the ASHA Auditory Processing discusses the action of the acoustic information. Consequently to localize sounds in space, to discriminate them, to respond

to temporal aspects of sound, to discriminate sounds and to extract auditory information from not optimal acoustic environments are examples of auditory processes.

Principal Features of APD

Auditory Processing Disorder students who have difficulties in interpreting the messages being sent to the brain present the following features:

- Confused orders or instructions
- Misunderstand opinions, questions, and comments
- Does not pay attention to instructions
- Use repetitive expression like Says “huh?” and “what?”
- Difficulties in developing a task
- Short attention span
- Easily distracted by noise
- Difficulties to answer questions or follow directions
- Difficulty with phonics
- Struggles with sound discrimination
- Struggles recalling a sequence student has heard
- Short term memory
- Slow or delayed response
- Problems with organizing and integrating thoughts
- Difficulty with pragmatics, or social conversation
- Unable to successfully negotiate a conversational exchange
- Easily fatigued
- Flat monotone
- Weak vocabulary or nonverbal
- Singing out of tune
- Low tolerance for frustration

However, those features vary according to their ages. It is essential to know that this research is done for 5 – 8 graders.

Preschool

- Speaks later than most children
- Difficulties in pronunciation
- Has a slowly development of fine motor skills

Grades K-4

- Does not learn new skills easily
- Confuses easy words
- Misunderstands letters and sounds

Grades 5-8

- Reverses letter sequences
- Hates reading aloud
- Has problems making friends
- Struggles with word problems
- Difficulty in writing (handwriting)
- Slow learning
- Not interaction (communication)
- Needs lot of repetition
- Do not follow instruction

High School Students and Adults

- Is not able to write a summary
- Has weak memory skill
- Works slowly

2.2.2. Types of difficulties in auditory processing disorder

According to (Candace Cortiella & H.Horowitz, 2014) established four types of Auditory Processing Disorder:

- **Auditory discrimination** is the ability to distinguish and separate sounds in words.

It means children cannot notice or separate sounds in words. They have difficulties with auditory discrimination, they can easily confused similar words, have struggle in learning to read, be unable to follow directions or instructions even when they are paying attention.

- **Auditory figure-ground discrimination** is the capacity to identify important sounds from a noisy environment.

It refers to the ability to detect sounds from a noisy environment. Children are unable to concentrate in a conversation and get relevant information from a noisy environment.

- **Auditory memory** is the faculty to recall what is heard after a period of time and it involve both short-term and long-term memory.

It means to the ability to remember information after a period of time. It involves both short-term and long-term memory. Thinking back people's names, memorizing telephone numbers, following directions and recalling stories or songs.

- **Auditory sequencing** is the ability to understand and memorize the sequence of words.

It is the ability to understand and remember the order of words. Children with this type of difficulty confused numbers, list and sequences. If they have to do a task, they are unable to do it in the right order.

2.2.3. Auditory processing disorder related to Children' social life

Children with auditory processing disorder have struggles in their social environment. APD makes them do not easily understand and interpret spoken information. As a result, it is extremely difficult to maintain a conversation and make friends. There are some ways in which APD alters children' social Life.

- Children with APD cannot ignore noisy environment. They missed words and cannot understand a complete conversation.
- Children with APD do not like to speak because they have limited vocabularies and poor grammar skills.
- Children with APD have difficulties to understand what others say when people talk fast or in a noisy environment.
- Children with APD cannot perform games as others children. They cannot follow directions or rules because of the weakness ability to assimilate spoken language.

Students with APD suffer many difficulties in their social life. Keep a conversation or establish relationship with friends is a difficult part because they cannot communicate or interact with others students. They need to process what people around them say. In other words they do not provide an immediate answer. The same happen at school, it hard to them to participate in class. That is why they prefer not to give comments or opinions. Those aspects mention, lead APD children to go into a deterioration of behavior because of the lack of expressive and receptive communication. While they experiment the despondency of being misunderstood and the frustration of misunderstand others, they get unrelated from their environment and people around them.

2.2.4. Parents' role in APD child's emotional and cognitive development

The affection that parents give to their children starts at infancy. It has an important role in children's life. Parents create emotional ties and strength them through baby-talk and physical touch. This affection between parents and children is known as the Attachment Theory. Ainsworth, 1973 cited by (Fonagy, 2010) said that "Attachment Theory is a deep and enduring emotional bond that connects one person to another across time and space" it is an emotional profound connection among parents and children creating a strong relationship that essentially, make them feel safe and confident with their surroundings. This strong relationship facilitates children with auditory processing disorder in their learning process.

All Children need love, support, and heartening. Children with learning difficulties need more attention from their family. This attention provides them positive aids which develop strong self-esteem, self-confident, and determination to have a better social development. Your responsibility as parents is to help your children to overcome challenges and let them grow stronger and optimistic about life.

Living with children who face learning difficulties is a big challenge. Parents need to be conscious in provide an effective education at home. They need to create strong relationships with their children so their families become stronger and parents become more responsible because they share duties. It is relevant to arrange a positive environment to their children in which they are free to learn and apply new things. Parents take an important role in children' development. They need to establish good communication with their children in order to practice speaking skills. Parents have to reinforce material learnt at school. However, parents must encourage children to identify thing from their environment, develop social skills and manner in order to manage any social situation.

2.2.5. The Acquisition of English as a foreign language in APD students

English is one of the fundamental languages around the world. However, it is essential in children' learning process. Everybody knows the advantages and opportunities it brings in the educational field. Acquiring a language is a process in which learners acquire naturally the language they are exposed. Learning English as a foreign language is a complex process for students. It takes time and effort to internalize the language without memorization of words and definitions. For students with auditory processing disorder acquiring English is full of risk, but is not impossible.

Children are superior to adults in learning languages. Learning English at an early age is the biggest advantage because their brains grow fast and they are flexible. We cannot make a difference between the students without APD and the students who have APD. Their brains work in the same way. The only disadvantage is the hearing impairment. However, it is necessary to use the appropriate materials and tools to facilitate the acquisition of the language.

Spoken information is one of the main issues in English speaking skills in APD students because their struggle in understanding and discriminating sounds. In other words, their brains do not process the acoustic information as the others children do. This weakness makes students to present struggle in grammar and vocabulary which are essential at the moment they speak because they need to use structures and vocabularies to provide a simple answer.

APD students present poor language, phonological skills and speech problems. All those aspects cause a negative impact in the acquisition of the language, because everything depends on how the spoken information is obtained in order to provide reliable responses. It is relevant to mix the spoken information with visual aids. They both work together and APD students can relate them and they can obtain positive results in the learning process.

2.2.6. Concept of classroom adaptation and its importance.

Teachers' role is to lead students' success. It is considerable to create an organized classroom atmosphere. The classes have to be led by mutual respect which helps to provide a positive learning to all the students. Thereby, students can feel safe and provide certain responses. Teachers need to involve classes where cooperative learning takes an essential role in the classroom. Students need to join and share their knowledge. They need to participate actively, ask questions and contribute in their learning process.

In order to promote learning in students especially in students with learning difficulties like auditory processing disorder is relevant to make some adaptations in the classroom just to facilitate the learning. Classroom adaptation has as a main goal to provide students prosperity. Those adaptations work in the students' weakness and they are focused on students' learning style, strengths and sole needs. There are several kinds of adaptations that teachers can use and apply in the classroom. The first thing that teachers need to do is to identify the students' need and establish what to do in order to facilitate and accelerate the learning process in students with learning difficulties.

The classroom adaptations provide plenty opportunities for teachers and students. They both can work together in order to accomplish goals. The adaptations help students to understand and assimilate information as fast as they can. Students are challenged every single class. During this process students can show a higher level of competences because teachers use special strategies for their learning. Students can perform better activities using the language. They can practice more and interact with their classmates creating a cooperative and collaborative learning. The purpose of these adaptations is to work in the students' growth. Find the successful activities to increment students' interest in learning. Teachers need to catch students' attention by using activities that activate the learning and provide energy to students.

The importance of using adaptations in the classroom is to develop students' learning. Adaptations facilitate the effectiveness in the classroom. Students can enrich their knowledge. They can gain value information that leads them to success. Provide future opportunities and facilitate the social interaction. Classroom adaptations take a relevant place in students with learning difficulties because they cannot feel the frustration of be misunderstood. On the other hand, they are part of the classroom they can be involved in the process as their other classmates. They can develop secure and work without struggle in a safe and fun classroom.

Precise classroom adaptations are beneficial in the learning process because they build better understandings and support the learning in students with learning disabilities. The adaptations create or adapt by the teacher lead students to constantly challenge and promote their comprehension in order to get successful results. They are able to develop any task or performance activities without having an adult by their side what makes students become independent humans.

2.2.7. Speaking skills and its characteristics

Speaking is one of the most difficult skills that learners have to face. It is also the development of producing expressive symbols of sound to convey and to share information. Communication is a very important tool and Speaking is described as a collaborative process of creating meaning that includes to produce, to get and to process information. Speaking depends on the environment or the situation, context is included in the physical environment, the purposes for speaking are frequently spontaneous, open ended, and evolving.

Speaking requires students not only know how to produce particular points of language such as grammar, pronunciation, or vocabulary but also that they understand at what time, where, why and in what ways to produce language because communication is a vital part of learning a language and of course developing all the skills involved to achieve what the learner is supposed to produce with all the knowledge acquired through the whole process of learning.

Burns & Joyce, 1997 cited by (Wilson, Fang, & Rollins, 2016) defined “speaking as an interactive process of constructing meaning that involves producing, receiving and processing information”. Its mean that speaking dependent on the context in which it occurs, taking in consideration the participants, environment and the purposes because it is spontaneous, open-ended, and evolving.

According to (Thornbuy & Slade, 2006) speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills. In other words this social element allow learners express opinions, attitudes, wishes, feelings, thoughts and judgments but those factors can cause conflict in the classroom when teaching speaking.

Speaking is an important skill in students because it allows them to understand what other people say. In order to reach a successful communication is relevant to take in consideration the following characteristics of the language:

Fluency: It is the natural language use. It is the ability to put words together with facility and without hesitation. A good fluency includes a reasonably fast speed of speaking and only a short number of pauses. It means that the speaker does not spend time in thinking what he/she wants to express. It is the main goal that teachers wish to achieve in their students. Bygate, 2009 cited by (Götz, 2013) defined that “fluency is mainly of interest because it is related to communicative effectiveness”.

Accuracy: refers to the ability in how learners use the target language, it involves the use of grammar, pronunciation and vocabulary which allows learners to speak correctly with very few mistakes. In order to achieve accuracy in the classroom, teachers must be emphasized on grammar presentations and exercises and reading comprehension. (Housen, Folkert Kuiken, & Ineke Vedder, 2012) said: “Accuracy refers to the extent to which an L2 learner’s performance deviates from a norm”.

Pronunciation: refers to the ability of using the correct stress, rhythm, and tone of words in a spoken language. It means to say words in ways that are generally accepted or understood. The pronunciation variety in each person, it depends on many

factors like the area people grew up, ethnic group, socio-economic class or education. (Cruttenden, 2014) said: “The term pronunciation covers both phonetic and phonemics”.

Comprehension: It refers to the understanding of what people speak. The comprehension is a complex aspect of the language. It includes plenty of skills, capacities, procedure, learning, and dispositions that are used to understand meaning from spoken and signed language.

Vocabulary: It is a relevant aspect in the language teaching. Vocabulary allows students to be able to understand others or to express their own opinions or thoughts. Without vocabulary they cannot be able to establish a successfully communication. It takes an important role in the spoken production because students are able build their knowledge and exposed in an effective communication. (Williamson, 2014) defined vocabulary as “The collection of words a particular person, group of people, socioeconomic group, profession, and so on, knows and uses. The technical term for vocabulary is lexis”.

2.2.8. The importance of speaking skills for EFL learners

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency in a variety of situations. Also in the curriculum, speaking becomes an important competence that should be mastered by the students. It allows people to express their thoughts, opinions and feelings, in the form of words put together in a meaningful way. (Ur P. , 2012) said that “Of all the four skill (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing.”

Speaking is more revealed with the integration of the other language skills. Also it can help learners to develop their vocabulary and grammar and then improving their writing skill. However, speaking is not developing at all during English classes, due to the fact that there are some teachers just make emphasis on reading and writing based

on the Grammar-Translation method. Johnson, 2001 cited by (Chang, 2011) defined “The focus of Grammar translation teaching is on the written not the spoken language”.

According to Nunan, 2003 cited by (Jaffe, 2012) said that “Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning”. It means that speaking is being capable of speech, expressing or exchanging thoughts through the use of oral production. Teachers have to take in consideration that speaking is an important skill inside and outside the classroom as well. When learners are able to produce oral information this come with essential benefits as resulting job, education and travel opportunities and communicate with other people. Using speaking students at Carlos Calderon Chico School can express their feelings, opinions, ask or answer questions, inform or explain, request and etc.

2.2.9. Teaching techniques to improve speaking skills in APD students

Teachers should provide students a classroom environment that contains real-life communication, didactic activities, and meaningful tasks that promote oral production. However those techniques make students with Auditory Processing Disorder find difficult to achieve them due to their learning difficulty. In the development of the learning process in the classroom teachers have to find the appropriate way to teach all students including the ones with APD. Teachers must adapt the right activities in the planning according to the students’ needs and abilities in a way that classes can be funny, motivating, amusing and dynamic.

It is important that teachers pay attention to teaching speaking. They have to lead students to acquire this skill naturally by providing them a good environment in their English classes. Using the appropriate techniques in class help students to develop basic interaction with others, also make them to be engaged and more active in the learning process. There are some activities that help teachers to fulfill a better oral production in students including APD students during the development of their classes such as:

- **Discussions**

Discussion can be used for several reasons. The aim of using this activity inside the classroom is to make students to share ideas about experiences, or find solutions to the topic discussed or already presented in the discussion groups.

- **Role Play**

Another activity that engages students to speak is role-playing. This is an excellent teaching tool stimulate communication among students because it involves to use context before handed in the classroom enhancing their fluency and accuracy and stimulating to produce the oral information.

- **Brainstorming**

It is the best way to allow students expressing their thoughts naturally, quickly and freely by making them, generate a lot of ideas in a short period of time according to the context acquired in class. Also it helps students to expand their imagination, cooperation, and critical thinking so they are open to share their opinions spontaneously.

- **Storytelling**

This activity activates students' creativity and it helps them to express their own ideas following sequential paths such as starting, development, and ending. Including specific information previously acquired setting events created by learners also it permits them to summarize a tale or story already heard from someone else beforehand.

- **Picture Describing**

Picture describing is a way to make use of pictures in the classroom. It is an useful activity in which learners have to describe what they see in the picture. This

activity allows them to create and imagine different situations as well as their public speaking skills.

- **Interviews**

Interviews are a good way to practice speaking and improve the learners' accuracy and fluency during the English classes. It allow students to express their thoughts in a free and non-pressure way helping them to gain confidence to communicate in a real situation with others inside or outside the classroom.

2.2.10. Characteristic of Successful Speaking Activity in the classroom

Every single student has different needs during the learning process; the responsibilities of teachers are to know their students' necessities in order to make adaptations in their plans that allow them to achieve the aim of a specific topic during the development of their classes. Sometimes speak in English is easy to perform, but it is kind of difficult for APD students to achieve this skill therefore teachers have to create the best environment for oral activities to get successful speaking production making them:

- Speak as much as possible with their classmates
- Be interested in the topic
- Feel confident
- Be understood by everyone
- Do not interrupt while he/she speaks

(Ur, 1996) cited by (Zulfiqar, 2013) describes some characteristics of successful speaking activities they are students talk a lot, participant is even, motivation is high, and language is of an acceptable level. Each characteristic is explained below:

- **Students talk a lot**

Being students to success in speaking is let them talk a lot as much as possible with their classmates and make them feel active during the development of the task. Speaking in English inside the classroom is an excellent source of English language comprehensible input and output.

- **Participation is even**

In the classroom all the students have the chance to share or express their opinion, it is not dominated by one talkative participants. It means that the whole classes are involved in the acquisition and development of this skill, therefore all of them have the same chance and period of time to speak in class.

- **Motivation is high**

Motivation is relevant in the language acquisition. Active classes encourage students' interest to speak. It appears by giving them interesting topics in which they explore their opinion through classroom interaction. Motivation makes them to be interested in learning English, especially in speaking.

- **An acceptable level of language**

Learners express their opinions in utterances that are relevant, having the ability to comprehend others and with an acceptable level of language accuracy in which involve pronunciation, grammar, fluency, and comprehensible. Students try to use speaking correctly in real communication.

2.2.11. Evaluating and assessing English speaking skill in APD students

Speaking is a process in which learners can construct and share information through verbal and nonverbal symbols. The best way to evaluate speaking skills is through communication. The classes need to provide an environment that contains didactic activities, meaningful tasks that promote speaking skills. According to (National Joint Committee on Learning Disabilities, 2005) “Comprehensive assessment and evaluation of students with learning disabilities by a multidisciplinary team for the identification and diagnosis of students with learning disabilities”. It refers that teachers need to identify students’ needs in order to use the appropriate sources to evaluate and assess APD students.

Assessing and evaluating students with Auditory Processing Disorder involve administrators, educators, parents, and others. All the participants are essential to enhance oral production in APD students. The main purpose of this process is to recognize students’ strengths and weaknesses. Once teachers identify the weaknesses they can proceed to work on those needs. Teachers have to apply the necessary adaptations to obtain successful results. There is a big difference between assessing and evaluating.

Assessing is about the collection of data. It means the use of various resources, and procedures in order to determine the students’ comprehension and understanding. It requires a constant progress monitoring in the classroom assessment just to identify how students are performing. On the other hand, evaluating involve the assessment. This is a process of incorporating, interpreting, and summarizing the understanding material provide by the assessment. The main aims of assessing and evaluating are to engage students in the learning process and identify students’ strengths and needs.

2.3. Conceptual framework

Acoustic information: It is the science that deals with the production, control, transmission, and reception of sounds.

Acquisition: It is the act of acquiring or getting something.

APD: Auditory Processing Disorder is a hearing problem where the individuals do not recognize the differences between sounds.

Assessment: It is a process of collecting and discussing information from different source.

Classroom adaptation: Are adaptations that focus on the students' strengths, learning style and sole needs in order to develop skills and independence.

Communication: Is the ability to use sounds and words to express or exchange information, feelings, ideas, or thoughts to someone else.

Diagnostic: The identification of a condition, disease, disorder or problem by the analysis of its background, examination of symptoms, evaluation of results, and investigation of its causes.

Didactic Activities: Activities that motivate learners and facilitate the acquisition of the language.

Sound Discrimination: The identification of word sounds.

Environment: It is the surrounding that affect students' growth and progress.

Learning disability: refer to disorders which may affect the acquisition.

Speaking: is an interactive process that constructs meaning.

Strategies: A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

3. RESEARCH METHODOLOGY

3.1 Type of research description

- **Field Research**

The problem has been observed at Escuela de Educación Básica Carlos Calderón Chico through direct and indirect observation in order to identify the learning difficulties that students are faced during the learning process.

- **Descriptive research**

Descriptive research is a combination of qualitative and quantitative because it is done with numerical, statistical and data tabulations, those are the collection of information described in narrative form:

- **Qualitative:** It facilitates the understanding of the research project and it provides specific information to measure the two variables and confirm its feasibility by using tools such as surveys in teachers and students, interview the principal and a diagnostic test in order to know the problem in the classroom.
- **Quantitative:** It provides lot of information. It collects data that can be used later to prove the result of the research project using spreadsheet, statistic, graphics, etc.

3.2. Methods and techniques

The methodological features can be comprised to the process of data collection that refers to a field research, since it will help in the implementation of the proposal in Auditory Processing Disorder students from “Carlos Calderón Chico” school, based on the use of Didactic Activities for the development of English speaking skills. The

methods used in this research field are based on inductive and deductive because these research methods are necessary and important for develop our independent study. It is used to investigate the importance of the implementation of Didactic Activities to improve English speaking skills in APD's students at Carlos Calderón Chico School.

- **Deductive Method**

According to (Wilson J. , 2010) said "The deductive approach constitutes developing of an assumption based on the existing theories and forming a research plan to test the assumption". In other words it is an approach that is developed from the general to the more specific. That means that we have to find and explore the data related to the topic to be researched.

- **Inductive Method**

It goes from specific observation so it detects patterns and formulates some tentative hypotheses that can be explore, and find out general conclusion. (Neuman, 2003) said "The inductive method begins with details to develop generalizations".

- **Empirical Research**

It is a form of showing and raising knowledge using direct and indirect statement. It is also built on experience and some empirical evidences that can be investigated qualitatively or quantitatively which should be defined and given through an accumulation of data and evidence.

Sampling and the observation technique allow teachers to know how students react with the new innovate strategies like DIDACTIC ACTIVITIES at Carlos Calderón Chico School; we discovered as well the strengths and weaknesses in teachers who refuse to use the different strategies given. Every technique takes a significant status inside the investigation attending in a comfortable way to choose a specific group of people to work. In this research project the groups that have been selected are teachers and students from Carlos Calderón Chico School. What are the specific details? Both

groups have the same curiosity to use didactic activities during the developing of the classes. Also students are keen to increase their academic level and achievement, in that way it was much easier to acquire the ranking of questions after the surveys.

3.3. Research instruments

The research instruments that were used in this project are:

- Students, principals, and teachers' surveys
- Class observations
- Interviews

Using the result from the students' surveys we will know the students' need and know how the use of didactic activities will improve the speaking skills during English classes. We will collect information in which it will help us to get results of our research project. The survey implemented to the teachers had as a principal goal to know if the use of didactic activities improves speaking skills in classes and what problems and difficulties they have to face at the moment of use didactic activities in APD's students.

Class observation had a beneficial role in order to check the atmosphere in the classroom and the development of English classes, and observe the use of materials and engagement of students during the learning process. Bibliographical sources were used to obtain the specific information in order to support empirical study through theoretical research. It helps in the development of an effective process and enriches scientific content by substantial and relevant criteria based on several authors who have contributed in their scientific theories.

3.4. Research population and samples

3.4.1 Population

(Banerjee & Chaudhury, 2010) said that "population is an entire group about which some information is required to be ascertained". It is firm as a complete set of elements (persons or objects) that possess some common characteristic defined by the

sampling criteria established by the researcher. The population for this study consists of 1 director, 5 teachers, 80 students from 7th course in Basic General Education (BGU) at Escuela de Educación Básica “Carlos Calderón Chico”.

Table 3 *Population*

No.	Class Classification (Group)	People
1	Principal of the school	1
2	Teachers	5
3	7 th graders “A- B”	80
	Total:	86

Note: Members from Escuela de Educación Básica Carlos Calderón Chico

3.4.2. Sample

(Banerjee & Chaudhury, 2010) said that “sample is any part of the fully defined population”. Sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. Simple random sampling allows us to use statistical methods to analyze sample results. It is also useful to define a confidence interval around a sample mean. This present sample counts on representative and non-probabilistic elements. This sample was taken from 36 students from parallel A and B, 1 principal of school and 5 teachers.

Table 4 *Sample*

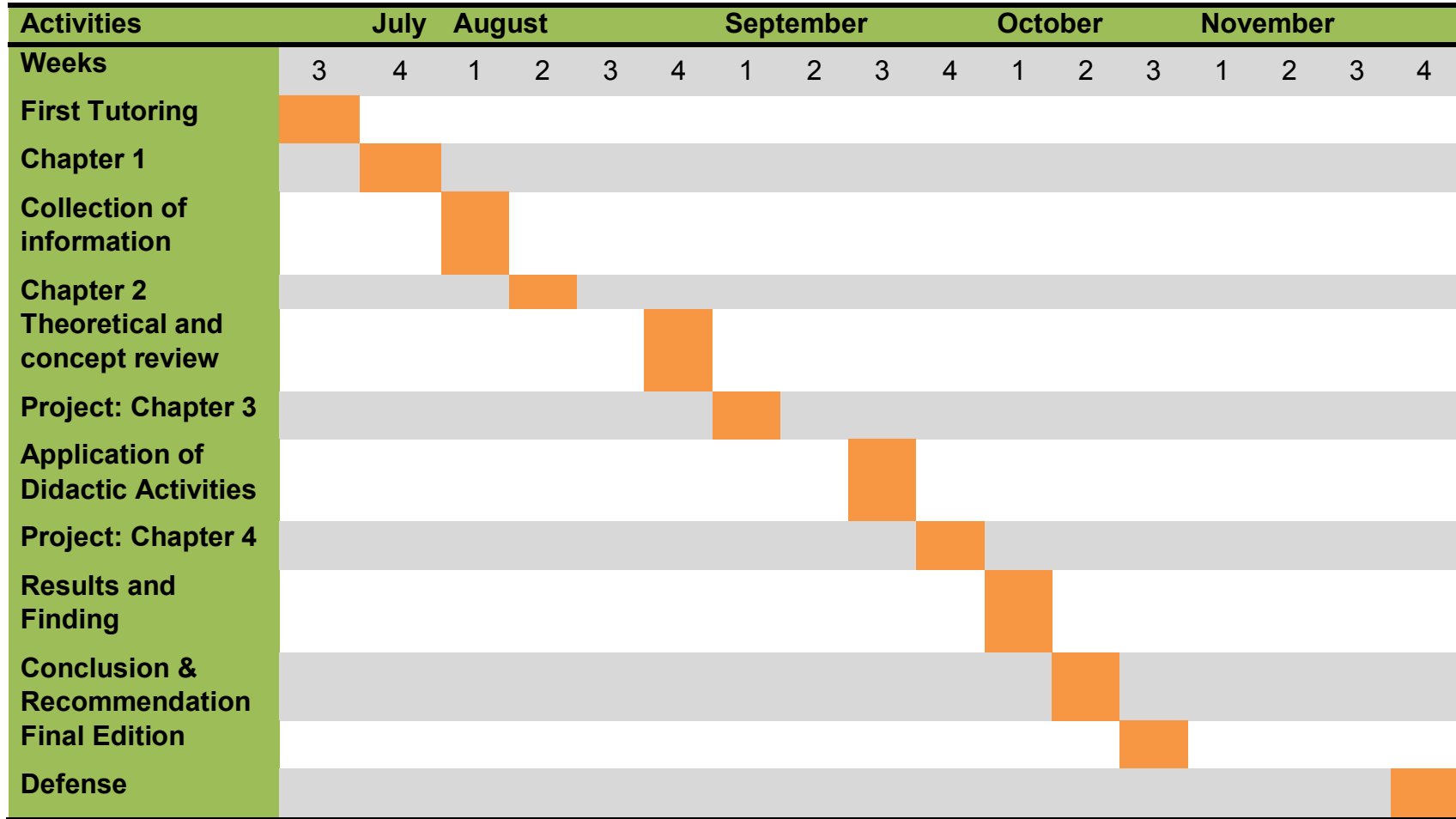
No.	Class Classification (Group)	People
1	PRINCIPAL OF SCHOOL	1
2	TEACHERS	5
3	7 th graders A	18
	7 th graders B	18
	Total:	42

Note: People involved in the proposed project plan

3.5. Sources, resources and timeline

- Computer
- Printer
- Paper
- Camera
- Projector
- Songs & Videos
- Radio
- Flashcards
- Realia
- Pencils, colors, etc
- Worksheets
- Pendrive
- Internet (web pages)
- Book

Table 5 *Timeline*



Note: Distribution of months that took the proposed project plan

3.6. Data analysis methods

The information obtained from students, principals, and teachers' surveys and the analysis sample taken by the population can be shown in the following spreadsheets, tables, and graph. The surveys' process was done in Microsoft Office 2010, using Excel and Word at the same time for the elaboration of statistical tables and graphs. The useful instruments during the research project were the surveys for students and teachers. Each survey was made of 10 questions. They contained a simple and easy content to facilitate their understanding. It was necessary to explain the questions from the surveys in order to get reliable information.

The range applied in the survey were strongly agree and strongly disagree using agree, indifferent, and disagree as sub ranges. This is the best way to measure attitudes of acceptance or rejection. After collecting the information, it is analyzed and organized to get mathematical results. Using this information is easy to obtain conclusions that support the proposal. Processing and data analysis was made through computer tools, using spreadsheets, formulas, graphs and charts in Microsoft Excel.

The investigation procedure is the following:

- ❖ Physical data collection
- ❖ Transfer of information in Excel tables
- ❖ Data tab
- ❖ Representation of Data Graphics
- ❖ Quantitative and qualitative interpreting information
- ❖ Analysis results
- ❖ Formulating conclusions and recommendation

3.7. Results/findings: presentation and analysis

TEACHERS' SURVEYS

Table 6 Survey result. Item 1 Teachers have to promote active classes by using innovating activities in order to increase student's curiosity to learn English.

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	1	20%
Strongly Agree	4	80%
Total	5	100,00%

Note: Results gotten from the survey given to teachers in the first item are shown in this table

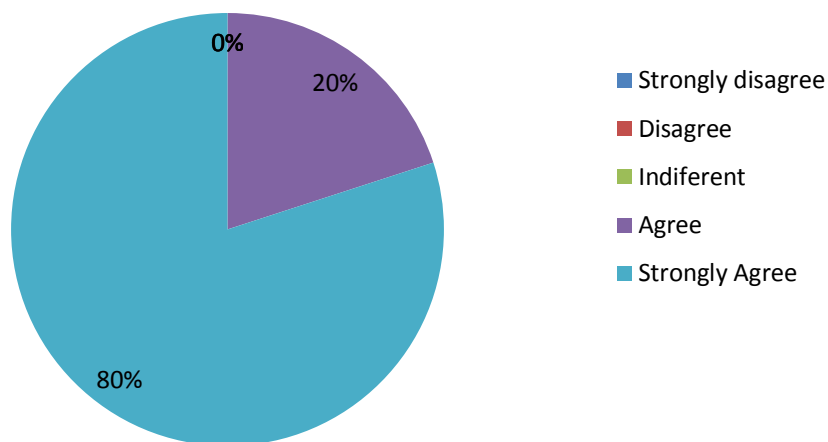


Figure 2 Item 1. Results Analysis

The use of innovating activities in the classroom show that students respond positively in the acquisition of the language. Students feel motivated and willing to participate in all the activities given and showed by the teacher.

Table 7 Survey results. Item 2 Teachers must present new classes with fun activities before teaching the new topic or unit.

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	1	20%
Agree	1	20%
Strongly Agree	3	60%
Total	5	100,00%

Note: Results gathered from the survey given to teachers in the second item are shown in this table

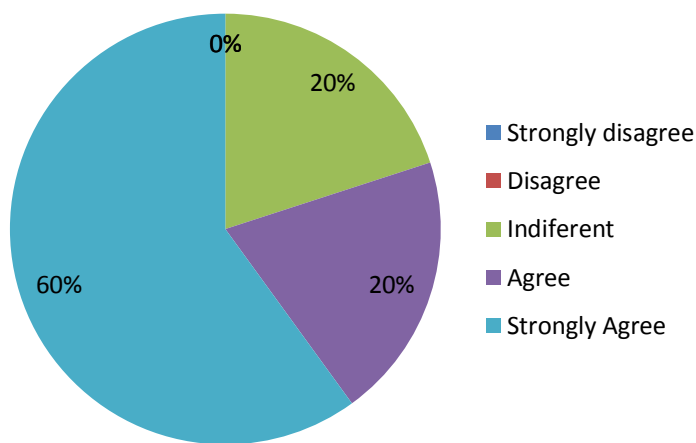


Figure 3 Item 2. Results Analysis

During the application of the strategies we have realized that it is important to provide the students with fun activities in order to engage them in the learning process. These fun activities allow APD to enjoy the language and assimilated acoustic information and help the brain to process knowledge.

Table 8 Survey results. Item 3 Teachers must give students extra helpful material to reinforce new words from the units using visual figures and exercises.

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	5	100%

Note: Results gotten from the survey given to teachers in the third item are shown in this table

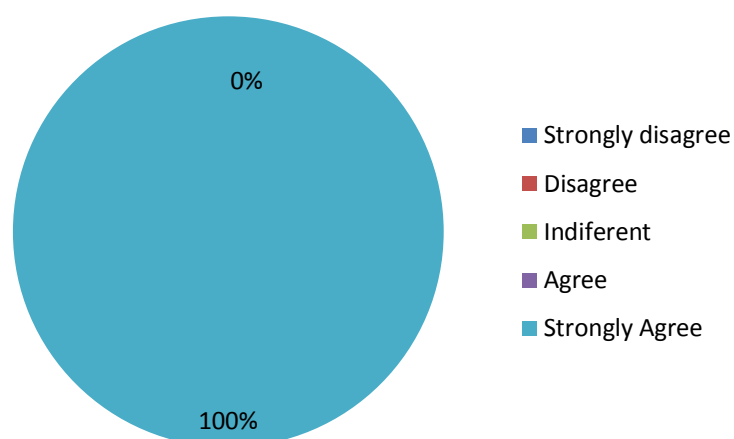


Figure 4 Item 3. Results Analysis

Using the appropriate resources in the classroom can facilitate APD students learning because it is important to create a balance between visual aids and spoken information to reinforce the content already learnt inside the classroom.

Table 9 Survey results. Item 4 Teachers must know about the new educational techniques and adaptations to make the learning process easier in the classroom.

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	2	40%
Strongly Agree	3	60%
Total	5	100%

Note: Results gathered from the survey given to teachers in the fourth item are shown in this table

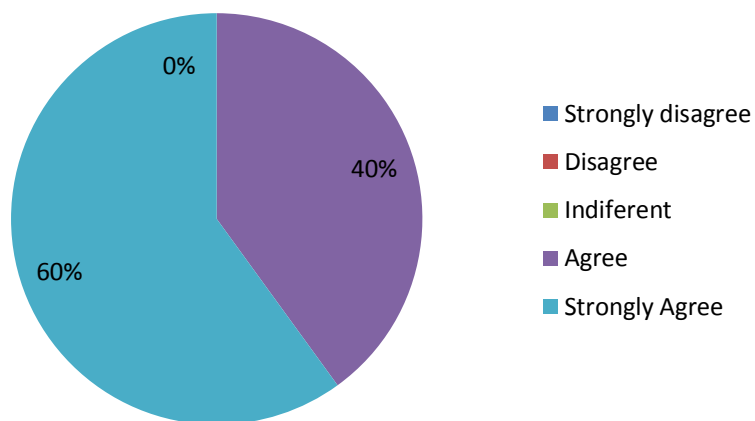


Figure 5 Item 4. Results Analysis

In order to have an effective learning development in APD students it is important to know what adequate techniques in classroom adaptations can be used to help in the process acquiring English speaking skills.

Table 10 Survey results. Item 5 Teachers should provide feedback to reinforce vocabulary and grammar structures in order to have a good development of their classes.

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	1	20%
Agree	2	40%
Strongly Agree	2	40%
Total	5	100%

Note: Results gotten from the survey given to teachers in the fifth item are shown in this table

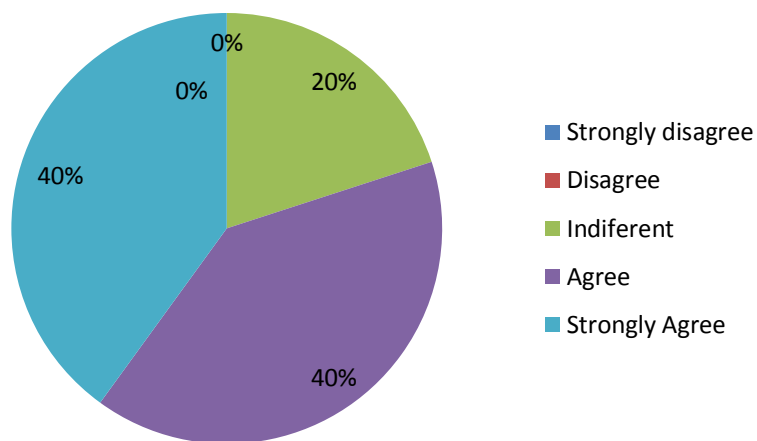


Figure 6 Item 5. Results Analysis

It is necessary to provide plenty of activities to reinforce vocabulary and grammar structure. We noticed that students deliver a better performance in the classroom due to the feedback provided to increase learning.

Table 11 Survey results. Item 6 Teachers should provide the students with speaking activities that helps them with their performance in class applying the content already learnt classes.

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	5	100%
Strongly Agree	0	0%
Total	5	100%

Note: Results gathered from the survey given to teachers in the sixth item are shown in this table

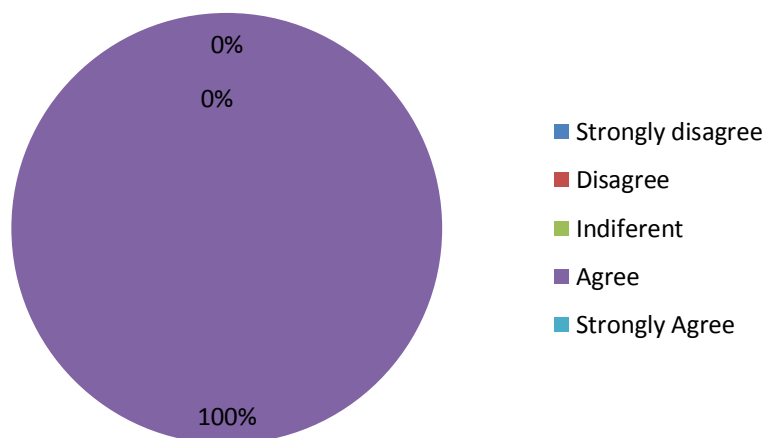


Figure 7 Item 6. Results Analysis

The application of speaking activities in the classroom promotes oral production in APD students in which they could practice what they have acquired in the classroom. We could notice the students develop better speaking skills to communicate in a freely way.

Table 12 Survey result. Item 7 Didactic activities are essential to make interesting and amusing classes to elicit English oral performance.

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	1	20%
Strongly Agree	4	80%
Total	5	100%

Note: Results gotten from the survey given to teachers in the seventh item are shown in this table

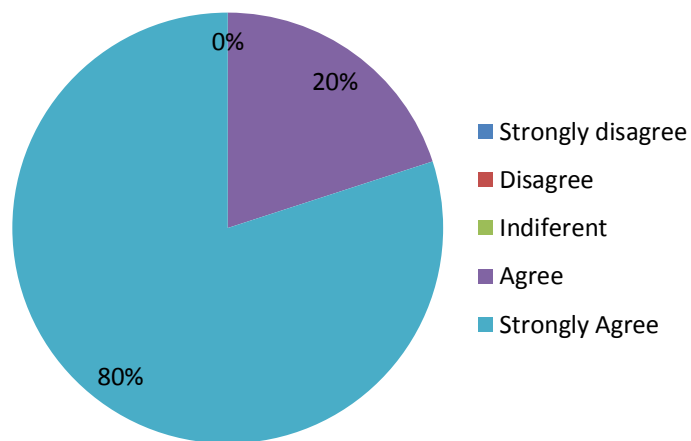


Figure 8 Item 7. Results Analysis

Oral performance takes an important role in the learning process and it is necessary to provide a positive atmosphere to motivate the students to participate and to enjoy the learning with stimulating activities that makes easier to produce spoken information.

Table 13 Survey results. Item 8 It is easier to learn English and improve speaking skills through didactic activities.

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	3	60%
Strongly Agree	2	40%
Total	5	100%

Note: Results gathered from the survey given to teachers in the eighth item are shown in this table

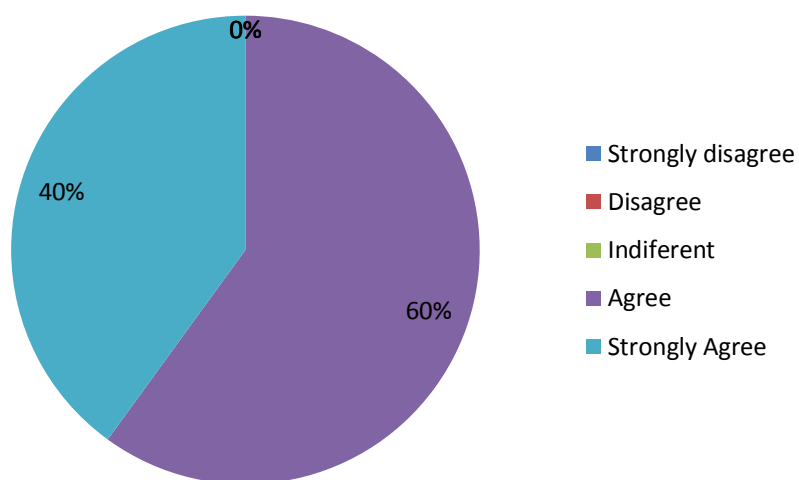


Figure 9 Item 8. Results Analysis

The majority of the teachers strongly agree that the use of didactic activities enrich students' knowledge and let them to develop their speaking skills in the classroom and allow them to improve the level of competence and performance.

Table 14 Survey results. Item 9 EFL teachers must attend seminars to improve the style of teaching and apply different strategies in learners

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	4	80%
Strongly Agree	1	20%
Total	5	100%

Note: Results gotten from the survey given to teachers in the ninth item are shown in this table

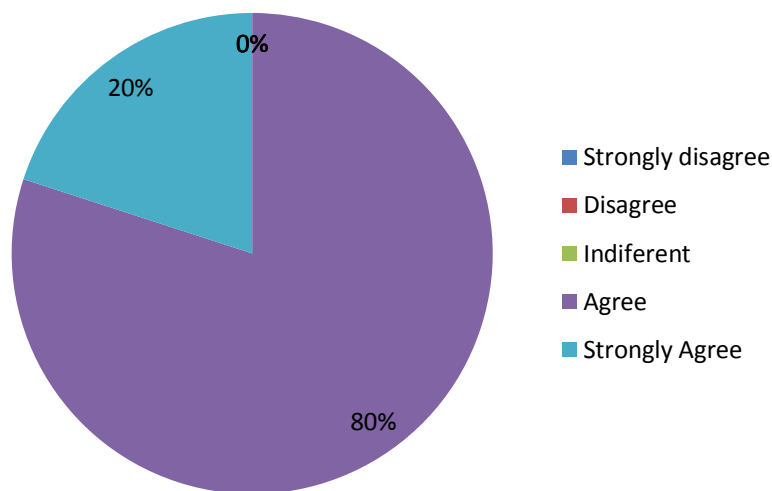


Figure 10 Item 9. Results Analysis

Teachers need to have a real idea of what they are facing in an everyday class. Workshops and seminars are useful tools to improve their own learning styles and apply the appropriate techniques to help the students in the learning process.

Table 15 Survey results. Item 10 The use of games, videos and real materials motivate students to concentrate in learning English and improve their performance in oral presentations.

CATAGORIES	FREQUENCY	PORCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Indifferent	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	5	100%

Note: Results gathered from the survey given to teachers in the tenth item are shown in this table

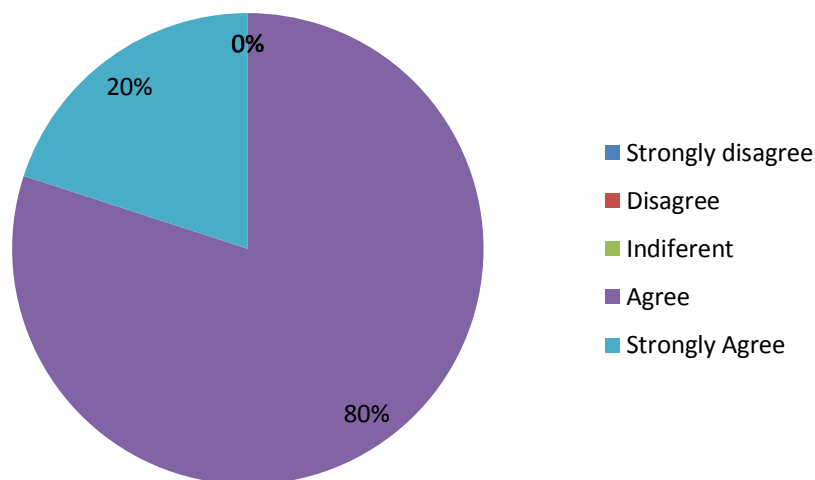


Figure 11 Item 10. Results Analysis

Using realia in the classroom allow learners to be in touch with the language building good foundations in English speaking skills because realia clarify the comprehension of acoustic information in APD students.

STUDENTS' SURVEYS

Table 16 Survey results. Question 1 Would you like to speak English fluently in the classroom?

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	32	89%
No	4	11%
Total	36	100%

Note: Results gotten after the application of a survey to the experimental group.
Analyzed Question: Would you like to speak English fluently in the classroom?

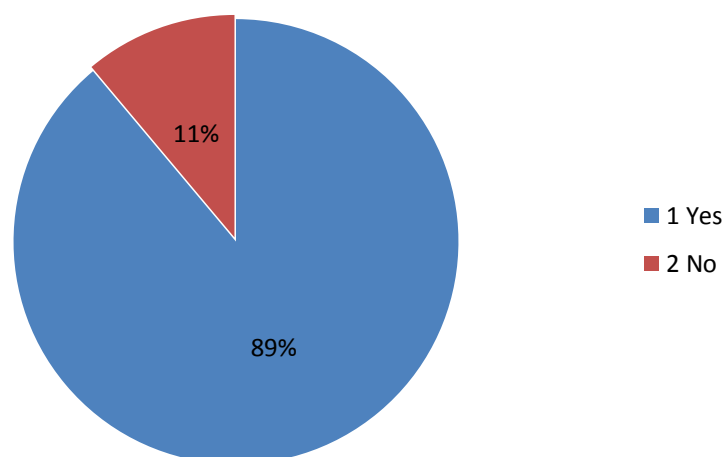


Figure 12 Question 1. Results Analysis

From the information given in this pie chart, it is easy to observe that students show a positive attitude towards the learning of English focused in speaking skills.

Table 17 Survey results. Question 2 Is speaking important to speak English in class?

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	29	81%
No	7	19%
Total	36	100%

Note: Results gathered after the application of a survey to the experimental group.
Analyzed Question: Is speaking important to speak English in class?

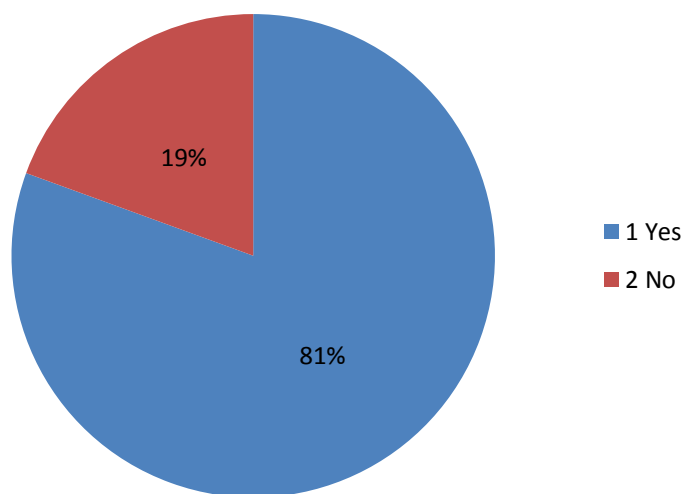


Figure 13 Question 2. Results Analysis

The majority of students thinks that speaking is meaningful skill that help them to produce the language and established communication among their peers and the teacher during the development of their English classes.

Table 18 *Survey results. Question 3 Would you like to use resources such as games, videos, visualization prompts and real materials in your English classes?*

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	35	97%
No	1	3%
Total	36	100%

Note: Results gotten after the application of a survey to the experimental group.
 Analyzed Question: Would you like to use resources such as games, videos, visualization prompts and real materials in your English classes?

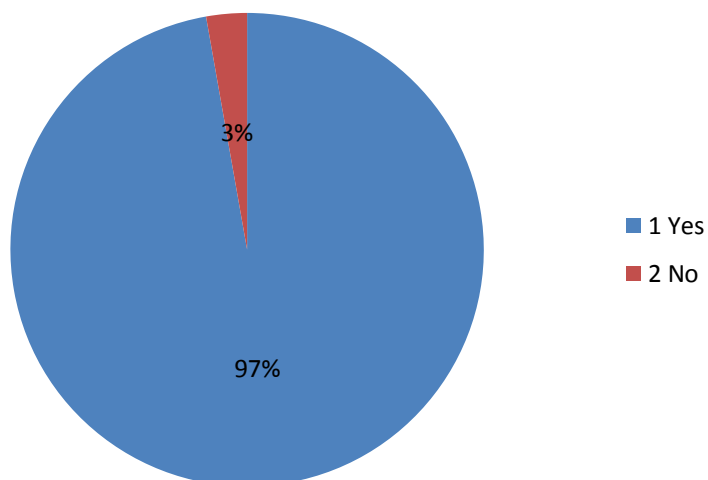


Figure 14 *Question 3. Results Analysis*

Most of the students want to have a different learning environment in order to feel motivated to learn English and this motivation includes games, videos, etc to make the learning a meaningful process.

Table 19 Survey results. Question 4 Would you like to use the new vocabulary in class in order to improve your speaking ability?

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	33	92%
No	3	8%
Total	36	100%

Note: Results gathered after the application of a survey to the experimental group.
Analyzed Question: Would you like to use the new vocabulary in class in order to improve your speaking ability?

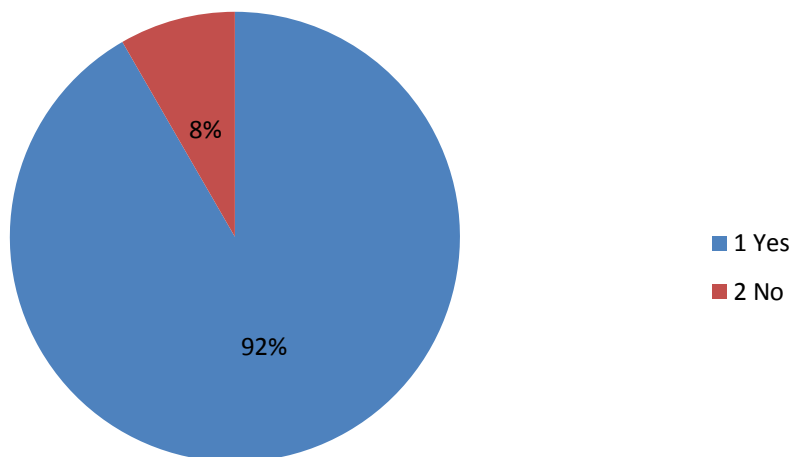


Figure 15 Question 4. Results Analysis

The pie chart shows that students want to learn and improve their capacity to produce the language in an accurate way using vocabulary according to their level of competence.

Table 20 Survey results. Question 5 Do you consider important that teachers use innovated activities to teach speaking?

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	33	92%
No	3	8%
Total	36	100%

Note: Results gotten after the application of a survey to the experimental group.
 Analyzed Question: Do you consider important that teachers use innovated activities to teach speaking?

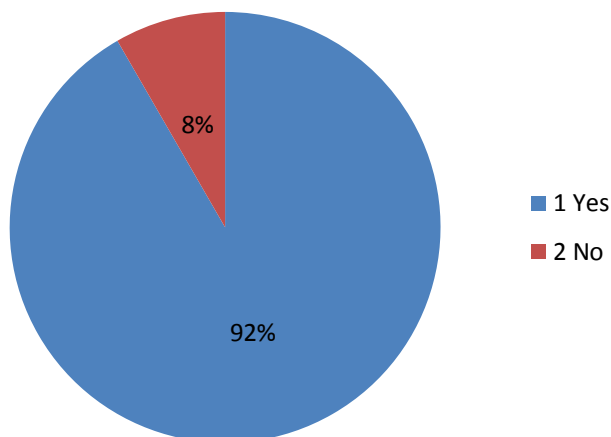


Figure 16 Question 5. Results Analysis

The pie chart shows that students want to learn and improve their capacity to produce the language in an accurate way using vocabulary according to their level of competence.

Table 21 Survey results. Question 6 Are dialogue techniques helpful resources to develop English speaking abilities in the learning process?

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	34	94%
No	2	6%
Total	36	100%

Note: Results gathered after the application of a survey to the experimental group.
Analyzed Question: Are dialogue techniques helpful resources to develop English speaking abilities in the learning process?

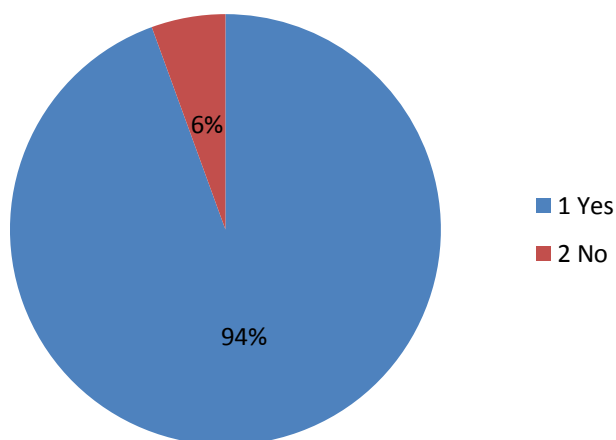


Figure 17 Question 6. Results Analysis

Students feel confident when the teacher uses simple dialogues in the classroom. Giving the students a wide range of ideas to develop fluency at the moment of speaking.

Table 22 Survey results. Question 7 Would you like to use role plays, singing, drilling to improve and develop your speaking skills?

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	33	92%
No	3	8%
Total	36	100%

Note: Results gotten after the application of a survey to the experimental group.
Analyzed Question: Would you like to use role plays, singing, drilling to improve and develop your speaking skills?

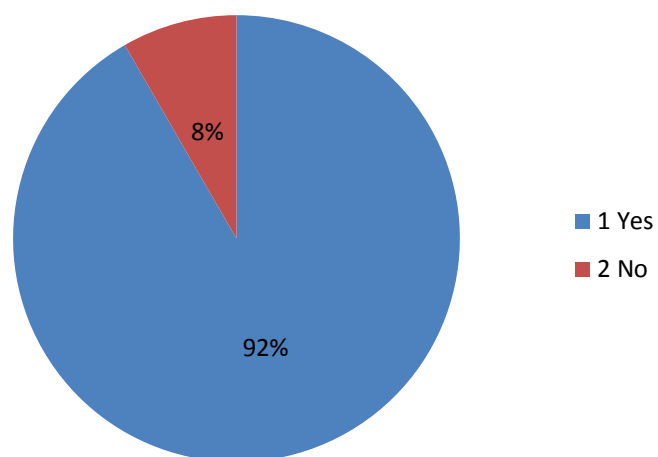


Figure 18 Question 7. Results Analysis

The majority of students are excited to use different activities during the development of English speaking skill in order to produce better performance of the language.

Table 23 Survey results. Question 8 Do you think classes are better using didactic activities?

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	35	97%
No	1	3%
Total	36	100%

Note: Results gathered after the application of a survey to the experimental group.
Analyzed Question: Do you think classes are better using didactic activities?

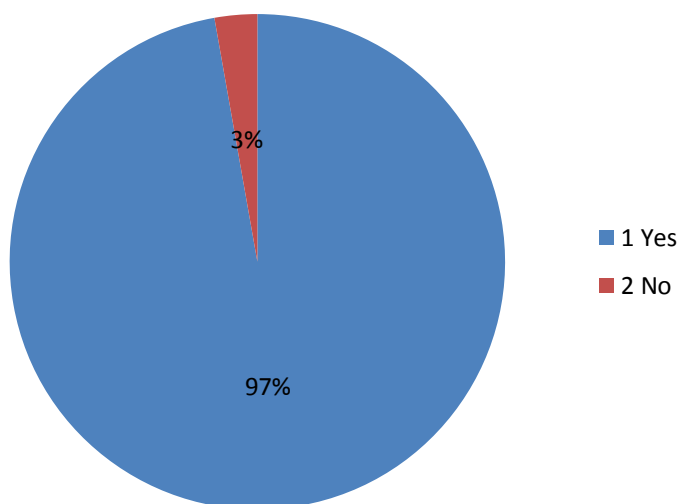


Figure 19 Question 8. Results Analysis

The pie chart shows that students want teacher that create innovating classes. They want to feel motivating by using didactic activities that allow them to develop oral skills.

Table 24 Survey results. Question 9 The use of didactic activities are necessary to improve speaking in the classroom.

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	34	94%
No	4	6%
Total	36	100%

Note: Results gotten after the application of a survey to the experimental group.
Analyzed Question: The use of didactic activities are necessary to improve speaking in the classroom.

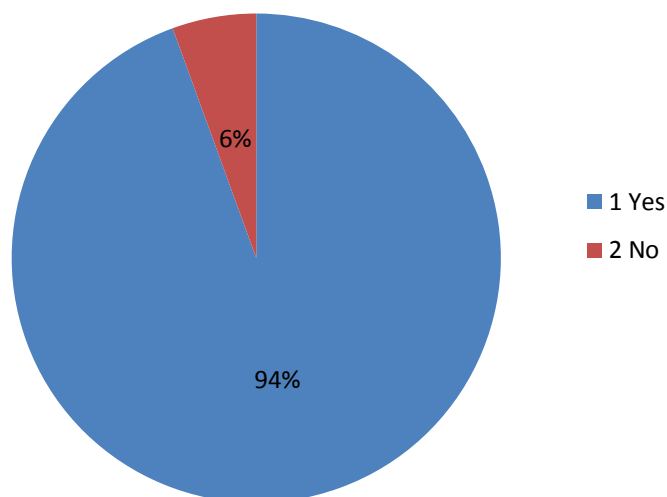


Figure 20 Question 9. Results Analysis

Most of the students think that using didactic activities inside the classroom allow them to improve oral performances because they can apply English information at the moment of speaking.

Table 25 Survey results. Question 10 Integrating didactic activities into the classroom is certainly a great way for speaking skill development.

CATAGORIES	FREQUENCY	PORCENTAGE
Yes	34	94%
No	2	6%
Total	36	100%

Note: Results gathered after the application of a survey to the experimental group. Analyzed Question: Integrating didactic activities into the classroom is certainly a great way for speaking skill development.

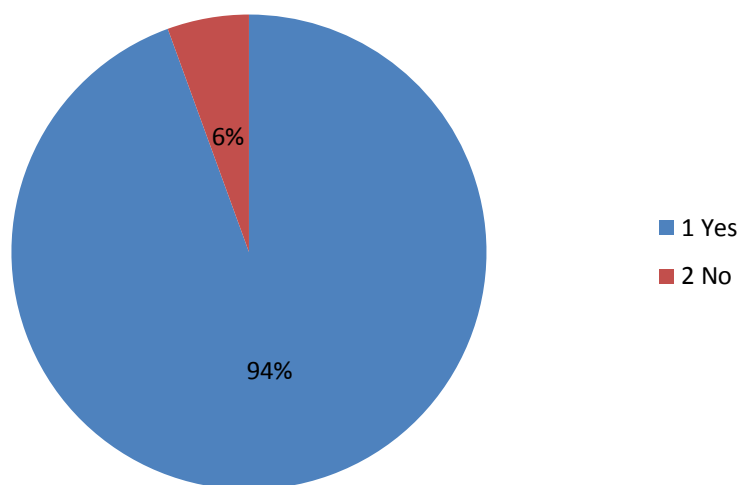


Figure 21 Question 10. Results Analysis

The majority of the students think that including innovating activities encourage their learning process and facilitate the assimilation and comprehension of the language.

4. PROPOSED PROJECT PLAN

4.1 Title

DIDACTIC ACTIVITIES TO IMPROVE ENGLISH SPEAKING SKILLS IN APD STUDENTS.

4.2. Justification

The classroom adaptation is essential since it will facilitate teachers' perspective about the way in which they can implement didactic activities like games, worksheets, videos, and visualization of real materials in their classes as strategies to improve English speaking skills in students. The need for this classroom adaptation arises since it has been detected that APD students are facing struggles during their English classes especially at the moment that they have to speak.

The implementation of those practical didactic activities during English classes will bring positive effects on the development of their oral proficiency skills. This research project will also benefit teachers since they will enrich their methodologies and will add more innovate and practical strategies.

Also teacher's enrichment will help the school to establish new strategies in which their students can acquire oral proficiency easier showing that the use of didactic activities allow them to develop basic communication in English using the appropriate technique that promote oral communication and interaction.

This research project will contribute to improve English speaking skills in APD students, giving them the opportunity to have a short conversation in the foreign language in an interactive way. As well, this project will bring a lot of opportunities to their lives, as being able to communicate with their classmate, answer questions and better opportunities in their academic studies.

4.3. Objectives (Broad and Specific)

Broad:

To develop practical didactic activities to APD students as strategies to improve their English speaking skills at Escuela de Educación Básica Carlos Calderón Chico.

Specific:

To compare didactic activities and others strategies and their benefit on students' speaking.

To provide a guide of strategies to use innovating classroom activities to promote English Speaking Skills in APD students.

To describe the benefit of using didactic activities to improve speaking in APD students.

4.4. Content Framework of the Proposed Project Plan

During the time, English has become the International language of business and education. It takes a significant place in education. People study and learn English because of the benefits it brings to all the human beings. In some countries people learn English as a second language, but here in Ecuador English is learnt as a Foreign Language. The government applies inclusive education since 2008. Its purpose is to provide the same education and opportunities to all the students regardless their race gender, nationality or disability. They cannot be excluded from any learning environment. After some investigation it is identified as a need at Escuela de Educación Básica Carlos Calderón Chico. Students present some difficulties in speaking especially those students with learning difficulties like Auditory Processing Disorder. This is because of the lack of strategies applying in students. It has been the necessity to find innovate strategies to promote and improve English speaking skills at seventh graders.

There was necessary to look for students' strengths and sole needs in order to know what kind of didactic activities apply to promote oral production in APD students.

In order to provide an effective learning to students, it was necessary to create a comfortable and safe environment in the classroom to motivate the students' participation. The implementation of the didactic activities provides an effective and positive learning in students with Auditory Processing Disorder. The use of those innovate activities help them to be able to express and share opinions, feelings, and thoughts.

4.5. The Proposed Project Plan

The proposal is designed with a playful approach that allows teachers to use didactic activities inside the classroom in order to improve and promote English speaking skills in seven graders. The family and the school community take an essential role during the development of the oral proficiency. The proposal provides funny activities which increase student's interest and encourage oral communication.

The project plan provides innovating activities including games, songs and videos where the aims, skills abilities, time, tools, and performance are found in every single activity applied. The materials are used to improve students' knowledge and easy to apply and perform. Teachers' role are to be a facilitator in order to provide students' confident. They engage students' knowledge creating a comfortable and funny classroom atmosphere where students feel motivated to work and produce. The development of English speaking skills goes through a naturally process.

The presented proposal involves scientific aspects because there was necessary to research the problem just to identify the appropriate activities and resources to make English speaking skills easy to understand and comprehend. It also involves a social impact due to the necessity to integrate English speaking skills in the social and educational environment. The use of didactic activities is essential during the learning acquisition of the language. It facilitates the oral production development and increase students' knowledge by using innovating strategies or activities that helps in the students' learning growth.

Activity N° 1

THE THREE LITTLE PIGS



Source: <http://www.cuentosinfantiles.net/cuentos-los-3-cerditos.html>

Strategy: Storytelling

Topic: The Three Little Pigs

Grade: Seventh UGB

Skills: Speaking

Objective: To listen and understand the story and say the main ideas

Time: 35 minutes

Procedure:

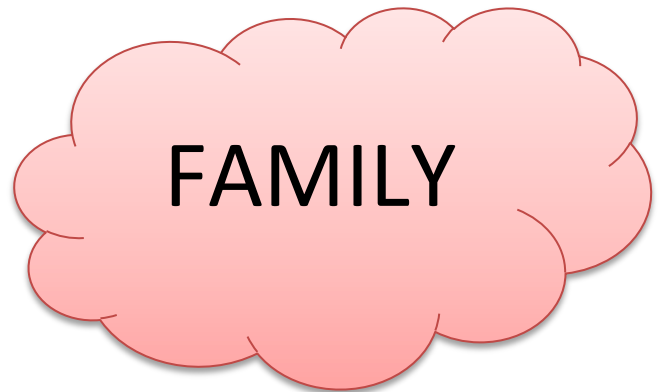
- Show and identify the pictures
- Give instructions
- Tell the story
- Discuss the main idea

Resources:

- Flashcards
- People in the classroom

LESSON PLAN

Group: 7 th	Subject: English	Time: 35 minutes	No. Of students: 40
Recent topic work:	Storytelling “The three little pigs”		
Objectives: <ul style="list-style-type: none"> • To develop an understanding of the language. • To talk about the main ideas of the story. To be able to ask and answer questions. 			
Assessment: <ul style="list-style-type: none"> • Listen the story and analyze the picture. Provide main ideas about the story and performance a short presentation. 			
Materials: Flashcards, people in the classroom, board, objects.			
Anticipated Problems: Auditory Processing Disorder Student inside the classroom has difficulties to perform presentation and is afraid of speak.			
Methodological Strategies		Achievement Indicators	
<ul style="list-style-type: none"> • Provide a short and simple storytelling to students. • Use flashcards to facilitate the understanding of it. • Make students relate visual aids with the spoken information. • Students have to write ideas about the story and discuss about it. • In pair, they are going to tell again the story following the pattern done by the teacher. 		<ul style="list-style-type: none"> • APD student is able to talk in front of their classmates. • The student can understand storytelling. • He is able to interact with their classmate. 	

Activity N° 2

Source: <https://i.ytimg.com/vi/cDg-jyQbptQ/hqdefault.jpg>

Strategy: Brainstorming

Topic: Family

Grade: Seventh UGB

Skills: Speaking

Objective: To give ideas and promote speaking skill

Time: 30 minutes

Procedure:

- Explain the students the activity
- Give instructions
- Write the word on the board and show pictures relate with the topic
- Exchange ideas and opinions

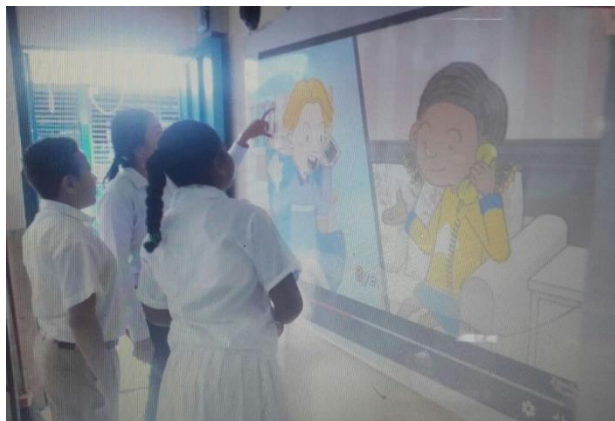
Resources:

- Flashcards
- People in the classroom

LESSON PLAN

Group: 7 th	Subject: English	Time: 30 minutes	No. Of students: 40
Recent topic work:	Brainstorming “My Family”		
Objectives: <ul style="list-style-type: none"> • To learn and use the possessive adjective to describe family members. 			
Assessment: <ul style="list-style-type: none"> • Establish a short and easy conversation. • Students have to describe pictures and apply content learnt in the lesson. 			
Materials: Flashcards, people in the classroom, board, tape.			
Anticipated Problems: Auditory Processing Disorder Student inside the classroom has difficulties to speak.			
Methodological Strategies		Achievement Indicators	
<ul style="list-style-type: none"> • Provide plenty of pictures or flashcards to facilitate the comprehension of spoken information. • Make students recognize the pictures and relates with their background information. • Introduce the use of possessive adjective by using example and pictures. • Practice speaking through describing simple pictures. Students must interact with their classmates using content learnt before. 		<ul style="list-style-type: none"> • APD student is able to describe pictures. • Student can use grammar learnt in the speaking performance. • He is able to ask and answer simple questions. 	

Activity N° 3



Tom: Hello, Tom speaking.

Mary: Hi Tom, this is Mary. Is your brother in?

Tom: No, he's at the cinema. Can I take a message?

Mary: Yes, could you tell him to call me back, please?

Tom: Sure.

Mary: Thanks. Bye.

Tom: Bye.

Strategy: Role play

Topic: Talking on the phone

Grade: Seventh UGB

Skills: Speaking and listening

Objective: To improve speaking skill

Time: 35 minutes

Procedure:

- Explain the instructions
- Show a video
- Give the worksheets
- Evaluate students comprehension (speaking)
- Work in pair and perform the scene

Resources:

- Video
- Worksheets
- People in the classroom

LESSON PLAN

Group: 7 th	Subject: English	Time: 35 minutes	No. Of students: 40
Recent topic work:	Role Plays		
Objectives: <ul style="list-style-type: none"> • To visualize a video and perform role plays. 			
Assessment: <ul style="list-style-type: none"> • Look, analyze, and perform a video in pairs. 			
Materials: Projector, video, computer, board, people in the classroom, worksheets.			
Anticipated Problems: Auditory Processing Disorder Student inside the classroom has difficulties in transmit messages in English.			
Methodological Strategies		Achievement Indicators	
<ul style="list-style-type: none"> • Watch a video and listen to the dialogue between two students. • Read the dialogue on the worksheet. • Listen again and practice pronunciation. • Practice the play and perform in pair. 		<ul style="list-style-type: none"> • APD student is able to understand conversations from a video. • He is able to stablish communication and practice speaking skills. • APD student gives opinions about the video. 	

Activity N° 4



Strategy: Describing picture

Topic: In the classroom

Grade: Seventh UGB

Skills: Speaking

Objective: To describe the picture

Time: 30 minutes

Procedure:

- Explain the students this activity
- Give instructions
- Show the pictures
- Tell what people are doing in the picture

Resources:

- Flashcard
- People in the classroom

LESSON PLAN

Group: 7 th	Subject: English	Time: 35 minutes	No. Of students: 40
Recent topic work:	Describing pictures		
Objectives: <ul style="list-style-type: none"> • To describe pictures using the present continuous. 			
Assessment: <ul style="list-style-type: none"> • Identify pictures and say what people are doing in the pictures 			
Materials: Flashcard, tape, board, people in the classroom.			
Anticipated Problems: Auditory Processing Disorder Student inside the classroom has difficulties in using speaking skills.			
Methodological Strategies		Achievement Indicators	
<ul style="list-style-type: none"> • Review the structure of the present continuous. • Show pictures and make students describe what people are doing? • They can ask and answer. 		<ul style="list-style-type: none"> • The APD student is able to describe pictures using content already learnt. • He is able to establish conversation with his classmates. He can ask and answer questions. 	

4.6. Validation of the proposed project plan



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

“Classroom Adaptation to Improve English Speaking Skills in Students with Auditory Processing Disorder at Escuela de Educación Básica Carlos Calderón Chico during the school year 2016 – 2017”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	3				
Social impact	3				
Feasibility	3				
Relevance	3				
Originality	3				
Language	3				
Comprehension	3				
Creativity	3				

Conclusion:

According to the results, teachers said that the proposed research project is relevant and significance in order to improve the quality of education in students with APD.

4.7. Impact/benefits of the proposed project plan

The application of didactic activities has been designed for English teachers at Escuela de Educación Básica Carlos Calderón Chico in order to improve and promote English speaking skills in the students. The assistance provides to the teachers contain information about the application of didactic strategies in the English classes. Those strategies can ameliorate teachers' own teaching styles. Thereby the application of those strategies has a positive impact if they are applied in the classroom to promote students' oral communication.

The most important recipient of the application of these didactic activities is the students because they use the strategies as a relevant tool to increase their English knowledge and speaking performance. The outcome can be seen immediately after the application of the strategies. Also students are able to manage the language through the use of useful strategies that help them in the brain development and facilitate the comprehension and production of the spoken information.

In addition all the members from the institution will be beneficiated with the development and application of this proposal plan because the didactic activities show positive and immediately results in the acquisition of the English speaking skills. The proposal is useful and feasible to use in public schools and guarantee a successful learning.

Conclusions

Teachers have not been trained in this kind of learning difficulty. They should be involved in the process of improving English speaking skills in children with Auditory Processing Disorder. We could notice that teachers do not use the appropriate materials to promote Speaking performance in students. It was necessary to get school permission to implement the proposal plan to identify APD students' needs and how this affects the learning process. The authorities were open mind to new inclusive strategies

to enhance the development of English speaking skills. They supported the research project and provided us the resources.

Parents took an important role during this process. They reinforced information at home. It means that they were responsible that children reviewed the activities done in the classroom. During the implementation of the proposal in the classroom, we could notice that students were interested and motivated to participate actively in class specially our APD child. The responses were positive in a way that they could establish simple and short communication following the teacher through activities that encourage the use of English improving their speaking skills.

Recommendations

This research project can be connected to other educational institutions that have the same weaknesses and even to share it around the country in order to help Auditory Processing Disorder students to improve English Speaking skills.

It is essential to create a comfortable and safe environment during the learning process. The use of didactic activities motivates students, facilitate the learning and increase students' interest.

Teachers should focus on the communicative skills in APD students by using classroom adaptation and authorities should support those adaptations in order to facilitate the learning process in APD students.

Teachers should use didactic activities in APD students because they provide an effective learning that help them to acquire and perform the language without many struggles.

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Appendixes



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO TEACHERS

Objective: To get information related to use of didactic activities to improve English speaking skill in 7th basic education year.

The requested information in the next survey will be handled confidentially, it does not require your personal data. We thank you for your cooperation.

Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>Strongly Disagree</u> <u>1</u>	<u>Disagree</u> <u>2</u>	<u>Indifferent</u> <u>3</u>	<u>Agree</u> <u>4</u>	<u>Strongly Agree</u> <u>5</u>
1. Teachers have to promote active classes by using innovating activities in order to increase student's curiosity to learn English.					
2. Teachers must present new classes with fun activities before teaching the new topic or unit.					
3. Teachers must give students extra helpful material to reinforce new words from the units using visual figures and exercises.					
4. Teachers must know about the new educational techniques and adaptations to make the learning process easier in the classroom.					
5. Teachers should provide feedback to reinforce vocabulary and grammar structures in order to have a good development of their classes					
6. Teachers should provide the students with speaking activities that helps them with their performance in class applying the content already learnt.					
7. Didactic activities are essential to make interesting and amusing classes to elicit English oral performance.					
8. It is easier to learn English and improve speaking skills through didactic activities.					
9. EFL teachers must attend seminars to improve the style of teaching and apply different strategies in learners					
10. The use of games, videos and real materials motivate students to concentrate in learning English and improve their performance in oral presentations.					



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL SURVEY TO STUDENTS

Objective: To get information related to use of didactic activities to improve English speaking skill in 7th basic education year.

The requested information in the next survey will be handled confidentially, it does not require your personal data. We thank you for your cooperation.

Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>YES</u>	<u>NO</u>
1. Would you like to speak English fluently in the classroom?		
2. Is speaking important to speak English in class?		
3. Would you like to use resources such as games, videos, visualization prompts and real materials in your English classes?		
4. Would you like to use the new vocabulary in class in order to improve your speaking ability?		
5. Do you consider important that teachers use innovated activities to teach speaking?		
6. Dialogue techniques are helpful resources to develop English speaking abilities in the learning process?		
7. Would you like to use role plays, singing, drilling to improve and develop your speaking skills?		
8. Do you think classes are better using didactic activities?		
9. The use of didactic activities are necessary to improve speaking in the classroom		
10. Integrating didactic activities into the classroom is certainly a great way for speaking skill development.		



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

“Classroom Adaptation to Improve English Speaking Skills in Students with Auditory Processing Disorder at Escuela de Educación Básica Carlos Calderón Chico during the school year 2016 – 2017”

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments

Name:	Janeth Mora	Signature
Occupation:	University Teacher	
Phone number:	0990536501	



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**Validation of the proposed Project plan
 “Classroom Adaptation to Improve English Speaking Skills in Students with Auditory Processing Disorder at Escuela de Educación Básica Carlos Calderón Chico during the school year 2016 – 2017”**

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	x				
Social impact	x				
Feasibility	x				
Relevance	x				
Originality	x				
Language	x				
Comprehension	x				
Creativity	x				

Comments

El tema de esta tesis tiene mucho beneficio que van ayudar a los niños con “Trastorno de Procesamiento Auditivo” para superar sus dificultades de captar información oral, para poder establecer una conversación efectiva utilizando lengua extranjera.

Name:	Mariela Asunción Ronquillo	Signature
Occupation:	Docente nivel superior	
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**Validation of the proposed Project plan
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Relevance	x				
Originality	x				
Language	x				
Comprehension	x				
Creativity	x				

Comments

Es evidente la calidad del trabajo realizado en el proyecto obteniendo como resultado estudiantes con altos grados de aprendizaje significativo mediante las técnicas metodológicas utilizadas pertinentes para el desarrollo y crecimiento profesional.

Name:	MSc. Karina Martinez C.	Signature
Occupation:	Docente	
Phone number:	0968357540	



Figure 23 The interview with the principal of the Escuela de Educación Básica Carlos Calderón.



Figure 24 Teachers providing support on the development of activities inside the classroom.



Figure 25 Teachers and students are interacting one another during the development of speaking activities.



Figure 26 Auditory Processing Disorder student practicing speaking skills during English classes

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: "CLASSROOM ADAPTATION TO IMPROVE ENGLISH SPEAKING SKILLS IN STUDENTS WITH AUDITORY PROCESSING DISORDER AT ESCUELA DE EDUCACIÓN BÁSICA CARLOS CALDERÓN CHICO DURING THE SCHOOL YEAR 2016 – 2017"

<p>AUTOR/ES:</p> <p>SANDY MARJORIE BANCHÓN MARTINEZ</p> <p>DOMENECH DEL ROCIO YAGUAL PIONCE</p>	<p>TUTOR:</p> <p>MSc. FRANCISCO VILLAO</p> <p>REVISORES:</p> <p>MSc. FRANCISCO VALENCIA</p> <p>MSc. GIOVANNI FREIRE JARAMILLO</p> <p>MTEFL. XAVIER TORRES FRERES</p> <p>MSc. LOURDES GRANIZO VARGAS</p>
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<p>INSTITUCIÓN:</p> <p>UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL</p>	<p>FACULTAD:</p> <p>EDUCACIÓN</p>
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CARRERA: LICENCIATURA EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL.

<p>FECHA DE PUBLICACIÓN:</p>	<p>No. DE PÁGS:</p> <p>71</p>
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TÍTULO OBTENIDO:
LICENCIADA EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL.

ÁREAS TEMÁTICAS:
ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

PALABRAS CLAVE: Acoustic information, APD, Classroom adaptation, Communication, Didactic activities, Sound discrimination, Environment, Learning discrimination, Speaking skills.

RESUMEN: El presente proyecto de investigación evalúa la importancia que tiene el uso de actividades lúdicas para mejorar la proeficiencia oral de los estudiantes con Trastorno de Procesamiento Auditivo en la Escuela de Educación Básica Carlos Calderón Chico durante el período lectivo 2016-2017.

<p>No. DE REGISTRO (en base de datos):</p>	<p>No. DE CLASIFICACIÓN:</p>
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Urkund Analysis Result

Analysed Document: THESIS urkund.docx (D22311748)
Submitted: 2016-10-11 04:13:00
Submitted By: mastervillao@gmail.com
Significance: 3 %

Sources included in the report:

CHAPTER II PARA EL ORKUN.docx (D14405999)
Last Chapter 1 to five KURKUN.docx (D14912935)
CHAPTER II.docx (D14974884)

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Instances where selected sources appear:

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