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INFORME FINAL DEL PROYECTO

TEMA:

“ESTRATEGIAS METACOGNITIVAS PARA MEJORAR LA HABILIDAD DE
ESCUCHAR EL IDIOMA INGLÉS EN LOS ESTUDIANTES DE ENTRE 3 A 15 AÑOS
DEL CENTRO DE EDUCACIÓN POPULAR DE IMBABURA”

PREVIO LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN LINGÜÍSTICA
APLICADA CON MENCIÓN EN ENSEÑANZA DE LENGUAS

LÍNEA DE INVESTIGACIÓN:

Lingüística y cultura para el desarrollo social

AUTORA: SRTA. EVELYN IBEETH VALDIVIEZO HIDALGO

ASESORA: MGS. SANDRA ESMERALDAS DEL PILAR AYALA TRUJILLO

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Ibarra, 5 de marzo de 2018

Mgs. Sandra Ayala Trujillo
ASESORA

CERTIFICA:

Haber revisado el presente informe final de investigación, el cual se ajusta a las normas vigentes en la Escuela de Lenguas y Lingüística (E.L.L), de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE-SI); en consecuencia, autorizo su presentación para los fines legales pertinentes.

.....
Mgs. Sandra Ayala Trujillo
C.C.: 1002060794

APROBACIÓN DEL TRIBUNAL

El jurado examinador aprueba el presente informe de investigación en nombre de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE-SI):

.....
Mgs. Sandra Esmeraldas Ayala Trujillo
C.C.: 1002060794

.....
Lic. Elena Valeria Flores Borja
C.C.: 040149971-0

.....
Lic. Carla Cristina Minda Folleco
C.C.:100251057

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.....
Evelyn Ibeeth Valdiviezo Hidalgo
C.C.: 100310906-1

AUTORÍA

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.....
Evelyn Ibeeth Valdiviezo Hidalgo

C.C.: 100310906-1

RESUMEN

El presente proyecto, fue desarrollado después de conocer las diferentes dificultades que las personas con discapacidad visual han enfrentado durante su proceso de aprendizaje del idioma Inglés como lengua extranjera, en el Centro de Educación Popular Especial de Imbabura (CEPE-I). De esta manera, después de estudiar acerca de las estrategias metacognitivas durante la formación profesional en la carrera de Lingüística Aplicada con Mención en Enseñanza de Lenguas, se decide trabajar con este grupo de personas, con la finalidad de mejorar su desarrollo académico, así como también su calidad de vida.

De este modo, se pudo encontrar la relación entre algunos aspectos del desarrollo cognitivo y las habilidades intelectuales en las personas con discapacidad visual durante el proceso de aprendizaje. Este aspecto está estrechamente vinculado a los sentidos y la construcción de nuevo conocimiento. Por esta razón, la presente investigación está enfocada en el estudio de estrategias metacognitivas para lograr una acertada comprensión de idioma en las personas con discapacidad visual.

Con respecto a las estrategias metacognitivas, y a pesar de que estas no son muy distinguidas de entre el resto de estrategias de aprendizaje, se han aplicado durante varios años por maestros y alumnos, durante el proceso de enseñanza-aprendizaje en diferentes asignaturas. Hoy en día, gracias a previas investigaciones se puede conocer acerca de la efectividad de este tipo de estrategias y su importancia en el proceso de aprender un idioma extranjero. Así también, la presente investigación aspira ser fuente de información a maestros, a cargo de la enseñanza del idioma Inglés y a los estudiantes con deficiencia visual en el desarrollo de la habilidad auditiva de esta lengua bajo el uso de estrategias metacognitivas para lograr mejores resultados de aprendizaje en estudiantes del CEPE-I.

En este sentido, es importante establecer la diferencia entre estrategias, técnicas y métodos dentro del proceso de enseñanza-aprendizaje. Teniendo en cuenta que se consideran “estrategias” a todas aquellas guías de acción a seguir; estas serán conscientes e intencionales y estarán dirigidas a un objetivo relacionado con el aprendizaje.

Por otro lado, las “técnicas” son actividades específicas que realizan los estudiantes cuando aprenden: repetición, subrayado, esquema, etcétera. Y, por último, el “método” es un proceso lógico a través del cual se obtiene conocimiento. También se considera un método una secuencia lógica de pasos que conducen a lograr un objetivo determinado. Así, en un breve resumen las estrategias metacognitivas fueron elegidas para desarrollar este proyecto porque han sido vistas como una herramienta útil en estudiantes del CEPE-I ya que estas permiten a los estudiantes buscar una solución por sí mismos en tareas o actividades durante el proceso de aprendizaje, utilizando mecanismos de autoevaluación.

Por otra parte, el enfoque educativo del trabajo considera oportuno y necesario atender aspectos pedagógicos relacionados con la educación inclusiva. Así también, se hace un llamado a la reflexión sobre las necesidades especiales de este y todos los grupo vulnerables o las minorías dentro del aula de clase y el rol que la/el docente tiene. De esta manera, el proyecto de tesis se encuentra dividido en cuatro capítulos que describen de una manera detallada y relevante datos e información acerca de las estrategias metacognitivas y habilidades auditivas en personas no videntes.

En conclusión, el primer capítulo describe el marco teórico, donde se encuentra información específica acerca de varios estudios realizados previamente para apoyar y sustentar este trabajo con evidencia científica. El segundo capítulo informa el diagnóstico de esta investigación, análisis de datos y los instrumentos utilizados para la recopilación de información. El capítulo tres relata la propuesta, en la que se propone un cuadro guía con estrategias metacognitivas que se podrían utilizar en diferentes actividades de escucha para mejorar la comprensión del Inglés en estudiantes del CEPE-I. Finalmente, el cuarto capítulo describe los impactos de este proyecto en algunos ámbitos, así como las conclusiones y recomendaciones alcanzadas después del estudio y análisis de toda la información recolectada.

PALABRAS CLAVES: Estrategias metacognitivas, habilidad de escuchar, personas con discapacidad visual, aprendizaje del idioma inglés.

ABSTRACT

This project was developed after learning the different difficulties that people with visual disabilities have faced during their English learning as a foreign language in the Centro de Educación Popular Especial de Imbabura (CEPE-I). In this way, after studying about metacognitive strategies in the “Lingüística Aplicada con Mención en Enseñanza de Lenguas” major, it was decided to work with this group of people, with the aim of improving their academic development as well as their quality of life. In this way, could be find the relationship between some aspects of cognitive development and intellectual skills in people with visual impairment, during the process of learning. This aspect is closely linked to the senses and the construction of new knowledge. For this reason, this research is focused on the study of metacognitive strategies to achieve a successful understanding of language in people with visual disabilities.

With regard to metacognitive strategies, and although these are not as differentiated as the rest of learning strategies, they have been applied several years ago by teachers and students during the teaching and learning process in many subjects. Nowadays, thanks to previous researches is possible to learn about the effectiveness of these strategies and their importance in the process of learning a foreign language. So also, this research aims to be source of information to teachers, in charge of the teaching of the English language and students with visual impairment in the development of the listening with the use of metacognitive strategies for achieving better learning outcomes in students of the CEPE-I.

In this regard, it is important to establish the difference between strategies, techniques and methods. Taking into account that are considered 'strategies' to all those action guidelines to be followed; these will be conscious and intentional and aimed to a target related to learning. On the other hand, the "techniques" are specific activities that students do when they learn: repetition, underline, highlight, etc. And, finally, the "method" is a logical process through which knowledge is obtained. A method is also considered a logical sequence of steps that lead to achieve a particular goal. Thus, in a brief summary metacognitive strategies were

chosen to develop this project because they have been seen as a useful tool in the CEPE-I students since they allow them to find a solution by themselves in tasks or activities during the learning process, using self-evaluation mechanisms.

On the other hand, the educational approach of this work consider timely and necessary to meet pedagogical aspects related to inclusive education. So, is also called for reflection on the special needs about vulnerable groups or minorities within the classroom and the role that teachers have. In this way, the thesis project is divided into four chapters that describe in a detailed way all relevant information about metacognitive strategies and listening skills in blind people.

In conclusion, the first chapter describes the theoretical framework with specific information about previous studies to support this work with scientific evidence. The second chapter reports the diagnosis of this research, data analysis, and instruments used for compilation of accurate information. Chapter three says the proposal, which describes a guide chart with metacognitive strategies that could be used in different listening activities to improve English understanding in students of the CEPE-I. Finally, the fourth chapter describes the impacts of this project in some areas, as well as the conclusions and recommendations reached after the study and analysis of the information collected.

KEY WORDS: Metacognitive strategies, listening, people with visual impairment, English language learning.

DEDICATION

It is dedicated to my sister and my mother, the two most important women in my life who always have been helping me to be a better person. Thank you mom and sister for every advice and for every sacrifice that prompted me to conclude my studies.

Evelyn Valdiviezo H.

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INDEX

PORTADA.....	i
CERTIFICACIÓN DE ASESORA	ii
APROBACIÓN DEL TRIBUNAL	iii
ACTA DE CESIÓN DE DERECHOS	iv
AUTORÍA	v
RESUMEN	vi
ABSTRACT.....	viii
DEDICATION.....	x
ACKNOWLEDGEMENT	xi
INDEX.....	xii
ÍNDICE DE TABLAS	xv
ÍNDICE DE GRÁFICOS.....	xvi
INTRODUCTION	1
CHAPTER I	2
1. THEORETICAL FRAMEWORK.....	2
1.1. INTERNATIONAL AGREEMENTS OF INCLUSIVE EDUCATION	2
1.1.2 Inclusive education in Ecuador	4
1.1.3 Importance of inclusive education.....	6
1.2. SPECIAL EDUCATION FOR VISUAL IMPAIRMENT PEOPLE	7
1.2.1. Special education in Ecuador	9
1.3. NEUROLINGUISTICS	11
1.4. COGNITION	13
1.4.1. Cognition in visual impairment people	14
1.4.2. Memorization in people with visual impairment.....	16
1.5. METACOGNITION	17
1.5.1. Metacognitive strategies	20
1.6. LINGUISTICS	22
1.6.1. Linguistic development in people with visual impairment	23
1.6.2. Language skill development in people with visual impairment	24

1.7. FOREIGN LANGUAGE ACQUISITION IN PEOPLE WITH VISUAL IMPAIRMENT	27
1.8. LISTENING SKILL DEVELOPMENT IN PEOPLE WITH VISUAL IMPAIRMENT	30
CAPÍTULO II	32
2. DIAGNÓSTICO	32
2.1. Antecedentes	32
2.2. OBJETIVOS DIAGNÓSTICOS	33
2.2.1. Objetivo General	33
2.2.2. Objetivos Específicos	33
2.3. VARIABLES DEL DIAGNÓSTICO	34
2.5. MATRIZ DE RELACIÓN DIAGNÓSTICA.....	35
2.6. MECÁNICA OPERATIVA.....	36
2.6.1. Población	36
2.6.2. Muestra.....	36
2.6.3. Información Primaria.....	36
2.6.4. Información Secundaria.....	36
2.7.1. Análisis de las encuestas realizadas a del CEPE-I	37
2.7.2. Análisis de las encuestas dirigidas a profesores del CEPE-I.....	48
CHAPTER III	60
3. PROPOSAL	60
3.1. GUIDE CHART WITH METACOGNITIVE STRATEGIES	60
CAPÍTULO IV	69
4. IMPACTOS	69
4.1. ANÁLISIS DE IMPACTOS	69
4.1.1. Impacto Educativo.....	71
4.1.2. Impacto Psicosocial	72
4.1.3. Impacto General	73
CONCLUSIONES.....	74
RECOMENDACIONES.....	75
FUENTES DE INFORMACION	76
BIBLIOGRAFÍA	76

ANEXOS	82
Anexo 1: Encuesta dirigida a profesores del CEPE-I.....	82
Anexo 2: Encuesta dirigida a estudiantes del CEPE-I.....	85
Anexo 3: Imagen de la encuesta realizada a un estudiante del CEPE-I	88
Anexo 4: Imagen de la encuesta realizada a un estudiante del CEPE-I	88
Anexo 5: Imagen de la encuesta realizada a una estudiante del CEPE-I.....	89
Anexo 6: Imagen de la encuesta realizada a una estudiante del CEPE-I.....	89
Anexo 7: Imagen de la encuesta realizada a una estudiante del CEPE-I.....	90
Anexo 8: Imagen de la encuesta realizada a una estudiante del CEPE-I.....	90
Anexo 9: Imagen de la encuesta realizada a un estudiante del CEPE-I	91
Anexo 10: Imagen de la encuesta realizada a un estudiante del CEPE-I	91
Anexo 11: Imagen de la encuesta realizada a un estudiante del CEPE-I	92
Anexo 12: Imagen de la encuesta realizada a una estudiante del CEPE-I.....	92
Anexo 13: Imagen de la encuesta realizada a profesores del CEPE-I.....	93
Anexo 14: Imagen de la encuesta realizada a un estudiante del CEPE-I	93
Anexo 15: Imagen de profesores y estudiantes del CEPE-I.....	94
Anexo 16: Imagen de una profesora con su estudiante del CEPE-I.....	94
Anexo 18: Imagen de una estudiante del CEPE-I trabajando con material didáctico.....	96

ÍNDICE DE TABLAS

Tabla 1: Variables e Indicadores	34
Tabla 2: Matriz de Relación Diagnóstica	35
Tabla 3: Comprensión de Audios en Inglés.....	37
Tabla 4: Ejercicios Auditivos en Inglés.....	38
Tabla 5: Frecuencia en la práctica de escuchar audios en Inglés	39
Tabla 6: Importancia de la habilidad de escuchar Inglés.....	40
Tabla 7: Conocimiento sobre estrategias metacognitivas	41
Tabla 8: Estrategias metacognitivas	42
Tabla 9: Importancia de estrategias de aprendizaje	44
Tabla 10: Estrategias aplicadas por los profesores	45
Tabla 11: El aprendizaje del idioma y la confianza	46
Tabla 12: Nivel de satisfacción.....	47
Tabla 13: Educación inclusiva.....	48
Tabla 14: Experiencia laboral	49
Tabla 15: Dificultades en el proceso de enseñanza-aprendizaje	50
Tabla 16: Estrategias de enseñanza	52
Tabla 17: Conocimiento sobre estrategias de aprendizaje.....	53
Tabla 18: Importancia estrategias de aprendizaje.....	54
Tabla 19: Conocimiento sobre estrategias metacognitivas.....	55
Tabla 20: Estrategias metacognitivas	56
Tabla 21: Beneficios de estrategias metacognitivas	57
Tabla 22: Aprendizaje de estrategias	59
Tabla 23: Proposal chart	65
Tabla 24: Description of metacognitive strategies	68
Tabla 25: Impacto educativo.....	71
Tabla 26: Impacto psicosocial	72
Tabla 27: Impacto general	73

ÍNDICE DE GRÁFICOS

Gráfico 1: Comprensión de Audios en Inglés.....	37
Gráfico 2: Ejercicios Auditivos en Inglés.....	38
Gráfico 3: Frecuencia en la práctica de escuchar audios en Inglés	39
Gráfico 4: Importancia de la habilidad de escuchar Inglés.....	40
Gráfico 5: Conocimiento sobre estrategias metacognitivas.....	41
Gráfico 6: Estrategias metacognitivas	42
Gráfico 7: Importancia de estrategias de aprendizaje.....	44
Gráfico 8: Estrategias aplicadas por los profesores	45
Gráfico 9: El aprendizaje del idioma y la confianza.....	46
Gráfico 10: Nivel de satisfacción	47
Gráfico 11: Educación Inclusiva	48
Gráfico 12: Experiencia Laboral	49
Gráfico 13: Dificultades en el proceso de enseñanza-aprendizaje	50
Gráfico 14: Estrategias de enseñanza	52
Gráfico 15: Conocimiento sobre estrategias de aprendizaje.....	53
Gráfico 16: Importancia estrategias de aprendizaje.....	54
Gráfico 17: Conocimiento sobre estrategias metacognitivas.....	55
Gráfico 18: Estrategias metacognitivas	56
Gráfico 19: Beneficios de estrategias metacognitivas	57
Gráfico 20: Aprendizaje de estrategias.....	59

INTRODUCTION

The present document is oriented to study of metacognitive strategies and their incidence in the English learning process of people with visual impairment in order to know the best way to apply them in a real context. Likewise, this research involves the description of some studies carried out before in order to argue with solid bases the importance of this work. Also, it pretends to ensure a satisfactory inclusive education, taking into account the necessities and problems that people with visual impairment face in the educational field every day.

In the same way, this research tries to give an answer and solution to a real problem in the process to learn English as foreign language. It is related with the different mental processes that occur in people with visual impairment at the time to learn a new language which generally are based on memory and repetition of new words. So, the metacognitive strategies will serve as a way to solve the traditional method to learn and teach, giving the opportunity to develop a unique way to learn and reflect in other language. It will help them to increase new knowledge in English, but also will affect in other life aspects, which will ensure a whole learning process.

This implies that, this research will assistance, as a guide, to teachers who are interested in the English special education of blind people, as well as blind students, who want to develop a proper way to improve English language listening skills. It means that teachers can find an alternative in their lessons development focusing on the different abilities that people with visual impairment have if they understand how to develop metacognitive strategies in their students. Under these circumstances, the theoretical bases were described and studied taking into account satisfy the blind students' needs to encourage the right way in a successful teaching-learning English route.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. INTERNATIONAL AGREEMENTS OF INCLUSIVE EDUCATION

The education is a right of all people which the States have the responsibility to promote, respect and ensure. In this way, international entities have signed and established agreements in order to assure an inclusive education across the world; which involves quality of education in equal opportunities and conditions reducing all forms of discrimination and exclusion. Thus, in the World Forum of Education for All, Dakar 2000, is reaffirming the idea of the World Declaration about Education for All (Jomtien, 2000) supported by the Universal Declaration of Human Rights and the Convention about children's rights, in which all children, young people and adults, in their condition as human being, have the right to benefit from education that meet the basic learning needs, an education that understand the learning process as a set of social actions, knowledge store and the cultivation of values and attitudes for learning to live together.

On the other hand, the inclusive education was created to regulate and transform the traditional education, taking into account the special needs of students. In this way the inclusive education ensures the teaching learning process of all kind of students in a classroom. One of the most important aspects is related with the accessibility that this model of education promotes which involves some aspects such as curriculum adaptation, accessibility arrangements, the teachers training and the innovative use of modified methods, strategies and techniques (Mitchell, 2008) Also, according to (UNESCO, 1994) the action in the inclusive education area has been set explicitly within the 'inclusive education' framework adopted at the Salamanca Conference which says that "... Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions." (Article 3, Salamanca Framework for Action)

Also, the (UNESCO, 1994) in the conference argued that:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (Article 2, Salamanca Statement)

In general terms Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve an Education for All. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society (UNESCO, 2009) In this context, the main objective of inclusive education is to include in a whole way the diversity of students and their own abilities within the regular educational process where children, youth and adults with special abilities can be active part of an academic formation of high standards. Consequently, is intended to ensure the human and constitutional rights with facilities and without any discrimination.

In that regard, the present project was developed taking into account the vulnerability of this segregated group of people who always have made up a minority, whereby their rights have been violated over the years. However, the international organization as UNESCO, have seen the duty to regularize the education through the inclusive education where the schools take part in the change of education. Through this, the teachers and the education system are the key factors to transform the traditional education in an inclusive education able to offer mechanisms that suit the needs of people with disability.

Therefore, the international entities agree in the normative regulation where the inclusion education could be seen as a change in the attitudes recognizing the diversity through an inclusive model for everyone. On this, the (Article 24 Convention on the Rights of People with Disabilities, 2006), provide further international support for inclusive education. Annex 3 contains a selection of the most relevant standard-setting instruments (conventions, declarations and recommendations) that form the basis for the development of inclusive

policies and approaches. They set out the central elements that need to be addressed in order to ensure the right to access to education, the right to quality education and the right to respect in the learning environment.

Under circumstances the new model of inclusive education is in a continuous search of quality where the schools and the teachers around the world can receive the materials and tools in order to ensure the real connotation of inclusive education, but also the development of values and attitudes to all students, who also begin to be part of this process. Likewise, the social impact that inclusive education pursues is closely related with the indicators of quality of learning process that it allows. Correspondingly, the attitudes, values and social skills developed by students, teachers and disabled people together with the ability to deal and solve the different kind of troubles outside the teaching-learning usually linked with prejudices, diversity, etc.

1.1.2 Inclusive education in Ecuador

The inclusive education is intrinsic in the principles above mentioned that are based in constitutional rights and legal documents conferred by international entities. Overall, it pretends to ensure a quality education for everyone, it means radical change as in the way to understand and develop the education in the curricular model as in the attitude that teachers have with the students. This way, the present research adopts a social, political and educational approach. It has a social approach because pretends to provide useful and important information to visual impairment people in the academic program of CEPE-I facilitating in this way a growth in the labor market and as consequence in their social life.

Also, the political approach in the inclusive educative consists in the protection and constitutional guarantees of rights of people with disabilities which benefit the integral participation of people with special needs in the society, of this way it intends to provide the same opportunities to everyone without distinction. This way, the Constitución de la República del Ecuador in the “Ley Orgánica de Discapacidades”, indicate the following:

Article 27.-Right to education. -The State will seek that people with disability can access, remain and culminate within the National Education System and the Higher Education System to get education, training, attending to classes in an educational specialized establishment or in an establishment of education schooled, according to the case.

Article 28.-Inclusive education. The national educative authority will implement appropriate measures, to promote the inclusion of students with special educational needs who require technical, technological and human support, such as specialized temporary or permanent staff and/or curriculum adapted which have to be of physical and communication accessibility and learning spaces, in an establishment of school education. (Ecuador, 2012).

According to before mentioned the inclusive education in Ecuador takes part of a continuous teaching training college which is developed by “Ministerio Nacional de Educación del Ecuador” since 2008. It pretends to be addressed by teachers in all education levels as response to people with disabilities and their needs in the academic area. Equally, the inclusive education in Ecuador pursues the quality as main principle like in the other countries. Thus, it commits us who are involved in the educative system to meet the educational requirements of children, young people and adults without discrimination of any kind. As well, the inclusive program stated the importance of role the schools which must be oriented to teaching-learning process, but also directed to socialization of students taking into account the emotional well-being making a favorable school environment.

In addition, according to (Ministerio de Educación, 2017) the inclusive education is a quest to maximize the presence, participation and achievement of all students. The term "presence" is related to the place where children and adolescents are educated. Being aware of inclusive education is understood as a matter of location, but is also intimately related to their regular attendance and time of participation with their peers in the classroom. The term "participation" refers, for its part, to the quality of their experiences while they are in school; it incorporates

views of students, and also take into account their well-being and social well-being. Participation denotes the most dynamic component of the inclusion, where all are involved actively in the life of the institution, and are recognized and accepted as members inside of the educational community. Finally, "learning" refers to the achievements that the student depending on its characteristics, can reach. Also it refers to the opportunities to participate on equal terms and how the educational institution responds to their educational needs. (Ministerio de Educación, 2017).

In the same way, the inclusive education is a process and it should be seen as a permanent seek of improvements for responding in an optimistic way the student's diversity. Also, it tries to find the academic success of all students, but emphasizing those student's groups that could be in risk of marginalization, exclusion or school drop-out. For this reason, is important to adopt urgent measures in order to ensure their participation, learning and academic achievement inside education system.

1.1.3 Importance of inclusive education

In Ecuador and in the rest of the world the inclusive education plays an important role in the construction of a culture based in values as the respect to all people, the non-discrimination, and the respect to the diversity. Furthermore, it seeks that people with any kind of disability do not receive a segregated education otherwise it can be offered in guaranteed schools able to recognize the special needs of everyone and also be able to seek the learning development independent of its condition. At the same time, it pretends to implicate all students in a new educational model where the social diversity is respected without any kind of exclusion. So, an inclusive education works to develop special skills for an active working life for contributing to development of their society.

Moreover, for a successful inclusive education is required of two important factors. The first one is related with the support staff trained in working with diverse and vulnerable population, the second important factor is linked to the awareness-raising work and training of teachers

working with students every day. Without a proper awareness of the needs of all students, including those with special educational needs, teachers will not wish to have them in your classroom. This awareness should also include the recognition of their rights, especially the right to education. In addition, it is necessary to give the educators the tools required for the daily work with this population. Only with appropriate knowledge and skills, teachers can provide quality education to all students.

In this way, to comply with the regulations related to the population with special educational needs, it requires a determined effort from the State and educational institutions. On the other hand, families of children and youth with disabilities and/or with exceptional talents should be informed about their rights, in this way they could be aware of existing legislation and require compliance of their rights and start when appropriate, actions necessary under legal advice. In this way will be possible a real education with social and labour inclusion.

1.2. SPECIAL EDUCATION FOR VISUAL IMPAIRMENT PEOPLE

The Organization of American States said that 500 to 600 million people worldwide suffer a disability, of which 85% do not have access to rehabilitation services and 95% does not attend school. For this reason, the special education as fundamental part of the process of an inclusive education involves the marginalized sector of people with disabilities among them are the people with visual impairment who are the main reason of the present research work. In this manner, it is estimated that worldwide there are between 40 and 45 million blind people and 135 million people with low vision according to the World Health Organization and the International Agency for Prevention of Blindness.

Thus, blindness is a disability that affects between 1% and 4% of the population of Latin American countries. Also, according to the (World Health Organization , 2011) 285 million of people suffer some degree of visual impairment for various reasons, and 39 million of them are blind. In this regard, it is important to mention that WHO (World Health Organization) uses the international classification of diseases, in which the visual function is divided into

four levels: normal vision; moderate visual impairment; severe visual impairment and blindness. In this group, the moderate visual impairment and severe visual impairment (Visual Acuity < 20/60 - 20/400), are recognized as visual deficit; and blindness and visual deficits represent the total number of cases of visual impairment (< 20/60).

In the same way, according to statistical data of (Información Estadística de Personas con Discapacidad Registradas, 2017) there is a register of all people with disabilities in which shows 425 877 people registered with any kind of disability. About 11,84% of the population, it means 50.4280 registers that belong to all people with visual impairment in Ecuador within which there are 1 214 registers in the Province of Imbabura. Likewise, according to (INEC, 2017) in Ecuador there are 274 000 blind people.

However, the education for this little group of people has been one of the main problems that these people have had to face over the years. In this sense, the fight to access to education of quality was possible thanks to the inclusive education. According to (Montoro Martinez, 1991) we know through Universal History about blind people who performed a relevant role in the world of arts, in the science, in politics and religion. The deficiency in vision has not been an obstacle for people with visual impairment leave their mark in every time period. Nevertheless, the progress in educational field for these people has developed in slow pace after to the valuable contribution of Louis Braille with the reading code which is a form of written language for blind people, in which characters are represented by patterns of raised dots that are felt with the fingertips in accordance with the terminology of (Oxford Dictionaries, 2017).

Under these circumstances, touch and hearing senses is become in the principal elements in people with visual impairment to access to the information. The sense of touch is the medium to participate in active way in the process to construct the knowledge, the culture, social skills and also to get involved in the education process. For these reason, the vital importance of applications, adaptations, the evolution of technological tools and knew mechanisms to improve the learning process in people with visual impairment. Only of this way, the

education could accomplish with a real inclusive education where the above requirements function as key components.

Initially, blind people could not access to education, the history shows the marginalized lives that they had for their condition, as consequence the majority of them lived in the begging. On this, the first education program for visual impairment people was documented in 970 A.C in Al-Ashar University, Egypt; it consisted in the total memorization of all material during a period of 12 years (Kirtley, 1975) During the XV century is started to establish differences between children, young people and adults' blind people which was reflected in the educational treatment. In 1829 appears the first publication in Braille and in the IX century the only option to receive special education were possible in boarding schools. So it was questioned and helps to empower a fight for to obtain the right to receive education in ordinary centers. The works of Valentine Hauy help to understand a new concept of teacher dedicated to specialize in special education. About this, new advances nowadays are related with the technology and didactic material to offer them the facilities that they need. (Montoro Martinez, 1991).

1.2.1. Special education in Ecuador

In Ecuador, according to (Santana, 2013) the special education is a form of attention of the educational system. It is addressed to students with special educational needs. In the same way, it raises the recognition of differences and respect for diversity, ensures compliance with the principle of equality of opportunities, as an aspect of enrichment. It is characterized by providing a set of services, human and technical resources, expertise and aid, in order to ensure quality learning to the students. Special Education serves as educational and preparatory base for a possible inclusion of students accessing these institutions the students with special educational needs associated with disability, determined by the evaluation team of the Unidad Distrital de Apoyo a la Inclusión (UDAI).

In the same way, in concert with (Ministerio de Educación, 2017) The Ministry of education has implemented 140 district units of support to inclusion at national level. The main objective of this is to strengthen the inclusive and special education, but also ensure access, retention, participation and learning of children, children and young people with special educational needs associated or not to the disability. In this sense, the role of governmental authorities has fulfilled the real purpose of the inclusive education with the creation of organization and entities in charge of specific functions in favor of people with disability.

Thus, according to (Ministerio de Educación, 2017)The “Unidades de Apoyo a la Inclusión” are technic and operative instances which provide technical, methodological and conceptual support through the work of a team of professionals. Supports are oriented to the development of institutions through the emphasis on the reduction or elimination of barriers to learning and participation generated in contexts. Likewise, the aim is to facilitate the inclusion of children and adolescents with educational needs special associated or not with a disability. It has a special preference of care to who are in situation or risk of exclusion, marginalization or neglect of the educational process to through three areas of care: assessment location, intervention, and follow-up, favoring their access, permanence, participation, learning, promotion, and culmination in the national education system.

Currently in Ecuador there are 106 fiscal specialist educational institutions in the distinct provinces in the country. Nowadays, according to (Ministerio de Educación, 2017) Imbabura has only three UDAI, which become in a problem, taking into account the number of people with any kind of disability in the province. For this reason, the importance to contribute with the research project in the capacitation and training of teachers, providing the knowledge to help in the formation of qualify teachers who participate in the academic process of people with disability.

1.3. NEUROLINGUISTICS

The neurological field is taking into account on this work research as the general base of knowledge on the language field. Knowing the special function of language in the mental processes that a person have to through to acquire and learn a new language of this way the present project is focused on the specific parts of the brain that are in charge of the analysis of information and the way to process the information to store in the memory, but away of the different hypothesis of how the language is constructed it is centered in the processes about how the information is carried out to acquire a new language, in this case the English and the development of the one of the most important language skills “listening”.

In this point the psycholinguistics and the neurolinguistics are very important factors to analyze as first point for knowing what kind of parts are activated at the moment to listen and store the new language in the process to learn English language. The background of neurolinguistics will allow knowing in general terms the language aspects in respect of the process to learn English and how people who is learning is storing and assimilating and taking advantage of the previous and knew information. In this point, we have to take into account the differences that all people have as individual people, the types of brain structure, the ages and also as part of this investigation is important to distinguish between if the process to learn is the same in people with any kind of disability such as blind people who are the main figure of the present research.

On this, (Oblor, 1999) defined the term as:

The neurolinguistics in general term is the study of how the brain (“neuro”) permits us to have language (“linguistics”). Neurologists study brain and nerve systems; those neurologists who contribute to the field of neurolinguistics study human neurology and how behavior breaks down after damage to the brain and nervous system. Linguistics study the way human language is structured (p. 1).

Likewise, the neurolinguistic approach in the process of learn a new language has been analyzed by important linguists and scientists to discover the secrets about how we acquire a new language, how we learn and also to study some causes of language disorders which usually occurs when a specific part of the brain is damaged. Currently the language brain studies have been focused on a specific area; it is the Broca's area, which was named by French neurosurgeon Paul Broca who discovered the function of this area while examining the brains of patients with language difficulties.

This area which is one of the main parts of the cerebral cortex in charge of develops the complex process of a language. So one of the most important facts was the discovery about how people with damage in the Broca's area can understand language but cannot properly form words or speaks fluently. It is due to the Broca's area is connected to another brain region known as Wernicke's area which is associated with the process of understanding a language. (Bailey, 2017) On the other hand, the multiple advances in the neurolinguistics field have shown the importance of a complete system that functions as mechanism able to decode, analyze, store, comprehend and construct new knowledge through a language; the same one that functions as an instrument that works in a dominant hemisphere of the brain (which for most people is the left hemisphere) seems to be well established. The posterior part of this area is involved more in the comprehension of speech and the construction of grammatically and semantically coherent utterances, and the anterior part is concerned with the articulation of speech and with writing (Opler, 1999).

So is important recognize that a language and the construction of this is carried out by a countless of mental and neurological processes in a specific part of our brain where each second millions of neurons are activated in order to develop language abilities that allows to do since little things such as repeat a word, read a phrase until to keep more complex neurological mechanisms the storage and processing of language abilities. (Bailey, 2017).

1.3.1. NLP (Neuro-Linguistic Programming)

Still on the neurolinguistics field, the PNL Neuro-Linguistic Programming a name that encompasses the three most influential components involved in producing human experience: neurology, language and programming. The neurological system regulates how our bodies function, language determines how we interface and communicate with other people and our programming determines the kinds of models of the world we create. Neuro-Linguistic Programming describes the fundamental dynamics between mind (neuro) and language (linguistic) and how their interplay affects our body and behavior (programming). (Dilts, 2016).

Thus, the relationship that exists between the language and the success of the human being in a real world have become in a science. The PNL take into account the language as fundamental instrument next to the mental processes that occurs in our mind which affects our social environment in the real life in our own world. In this point this science provides us a tool that joins the different ways to perceive the reality through the senses in a chain to obtain a better life. So it is one of the most important reason to study what kind of aspects involves and how could help to develop a wider discretion in the process to learn a second language. Likewise, it helps as a base to understand the distinctive ways to perceive the world in people with visual impairment who have developed one or more senses and as consequence they have another worldview.

1.4. COGNITION

In general terms and considering the (American Heritage Dictionary of the English Language , 2000) the cognition is defined as: “The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment”.

In other words, the cognition is referring to all information that we have picked up through learning or experience and the ability to process it in order to integrate the information in a real context making it in real knowledge. In this way, the cognition is a mental phenomenon

that involves more than one process in our brain. So it is important to know this process is carried out in different ways by each people, but in general terms the cognition includes diverse cognitive processes, like attention, reasoning, memory, learning, decision making, etc., which take part of our intellectual development and experience.

Furthermore, the cognition has been topic of study for some important disciplines such as psychology, anthropology in which important scientists have tried to give responses to the brain work at the time to store and analyze information. However, the psychology was the science that begun to study this complex mental process related with the behavior and its relationship with the acquisition knowledge. In this way, there were some scientists who revolutionized the scientific panorama with important theories about development and cognitive learning, which are still relevant today; it is the case of Piaget and Vigotsky.

Finally, the study of this complex science helps to understand and give a premise about how to comprehend the learning process in the classrooms where students are in straight contact with new concepts and knowledge which they have to learn, memorize and apprehend. In this way the cognition and its correct use of strategies is the tool to ensure the success or failure academic. Understanding that it is carried out by different ways for each individual, the strategies that teachers should use in their lessons are direct related with the way that they present and provide the new information to students depending of student's needs.

1.4.1. Cognition in visual impairment people

In this sense, the way that information reaches the brain is crucial for cognition. So the cognition in blind people is different. The quality of the information received through touch and hearing is very different in nature to visual information. (Freides, 2002) points out:

The vision is very competent in the integration of information and therefore is an excellent processor of spatial information. Likewise, some studies argue that cognitive development has increased and also they claim that learning processes are flexible and,

therefore, there is compensation when is missing a sense. It means that people with visual impairment use different cognitive strategies to acquire specific skills. (p. 114)

Some authors such as (Andersen, E. S. y Olson, M., 1981) downplay the primordial role of vision in cognitive development and consider that the information picked up through touch way can be equated with the visually recollected, while, on the other hand, other as (Fogel, 1997) claims that blind people develop cognitive schemes different from viewers as a result of sequential information obtained through touch.

To describe the characteristics of blind children's psychological development is important to mention the theory about (Piaget, 1970) because the mental processes described by him are especially useful for studying the relationship between mental development and development of the language. This theory has been discussed since the 1970s by various psychologists, one of them is (Gardner, 1995) who proposed the theory about multiple intelligences. . Therefore, Piaget's theory will be complemented with the sociocultural theory of (Vygostki, 1962) to explain the importance of that language on the development in children with visual impairment. In this sense, Piaget conceived biological development as a process of maturation while for (Vygotski, 1979) the cognitive development of the child is much less deterministic because the child plays a role much more active role which is influenced by inherited culture and interaction the people who are surround him.

However, despite the debate about Piaget's constructivist theory, the stages of cognitive development described in his theory are still used today in the process to know the cognitive development, and determining at what stage is a child. Also, (Piaget, 1970) established a relationship of different cognitive stages by which children pass along their mental development: Stadium (0-2 years) sensorimotor, preoperational stage (2-7 years), stage of concrete operations (7-11 years) and Stadium formal operations (11 years onwards). These stages enable us to compare which tasks are capable of doing a blind boy and a blind child at the same ages, based on investigations by (Hatwell, 1985)

1.4.2. Memorization in people with visual impairment

Memorization as a cognitive process is close related with one of the first skills that blind people make to acquire a language. In this sense memorization is the cognitive function that allows us to code, store, and recover information from the past. Memory is a basic process for learning, as it is what allows us to create a sense of identity. There are many types of memory, like short-term memory, which is the ability to retain information for a short period of time (remember a telephone number until we can write it down on paper), and long-term memory, which are all of the memories that we keep for a long period of time. Long-term memory can be broken into smaller groups, declarative memory and procedural memory. Declarative memory consists of the knowledge that was acquired through language and education (like knowing that World War II ended in 1945), as well as knowledge learned through personal experiences (remembering what my grandma used to make for me). Procedural memory refers to learning through routines (learning how to drive or ride a bike). Other types of memory are auditory memory, contextual memory, naming, and recognition. (Shatil, 2013).

Memory plays a very important role as substitute for vision because the blind population is forced to remember and store information in many situations of daily life. Equally, some authors have studied the memory in people with visual impairment, in this way (Fernández, E., Ochaíta, E. y Rosa, A., 1988) analyzed the processes of codification and storage in tasks that imply the short term memory system or working memory system and concluded that the blind people can maintain and retrieve information from the short term memory not only in a phonemic code but also in tactile code - while viewers information is predominantly processed in speech.

They explain that both codes are coordinated so that the blind subject resorts to tactile code when the submitted items are phonetically easily confused. (Raz, N., Striem, E., Pundak, G., Orlov, T. y Zohary, E., 2007) Found that blind people are good in the memorization process of sets of items. Also they conclude that with the absence of vision the world is experienced as a sequence of events by the constant use of memory strategies in series in the tasks of everyday

life; and as consequence of this practice they developed a superior ability in the tasks of memorizing. The findings of these two studies corroborate the role of memory as a substitute for vision. It means that blind people not only recall better, but also they are forced to remember in series or use the touch.

1.5. METACOGNITION

According to (Flavell, John y Wellman, Hagen, 1977) “metacognition consists of metacognitive knowledge and metacognitive experiences or regulation”. Also, (Klingler, Cynthia, 2001) defined metacognition, as “the knowledge that the individual has on the processes of cognition, but also on the states such as memory, attention, knowledge, conjecture and the illusion”. (p.85). Similarly, (Domenech, Marina, 2004) defined metacognition as “the ability to know the own knowledge, think, reflect on how we will react or we have reacted to a problem or task” (p.54). Likewise, the author claims that the introduction of the term metacognition is attributed to John Carnation in 1970, who described it in the following way: “It means the knowledge of oneself concerning own processes and cognitive products or all the related to them, for example the information properties or relevant data for learning” (p.55)

In addition, (Batista, Judith , 2007)explains:

Metacognition is the ability that has the individual for observing oneself and self-regulates his or her learning processes. It is a skill of thinking of high level which includes the ability for planning, monitoring and evaluation of the own cognitive processes and learning strategies used in the fulfillment of a task (p.62).

Finally, (Sanz, María, (2010) defined Metacognition as “a mental activity focused on psychological functioning; it means the awareness and regulation of the inner world, in opposition to activities focusing on the information provided by the outside world” (p. 111).

To summarize, metacognition is the degree of consciousness and knowledge that the individual has on how he or she thinks, and how it develops in order to solve a particular situation. In other words, metacognition is related with the critical, analytical and reflective capacity of each person, but also it is allusive to the degree of knowledge that the individual has about their levels of understanding in all learning process. In this way, students and people in general are able to recognize the useful and appropriate strategies to complete whatever activity in successfully way.

In this sense, metacognitive knowledge is understood as the general knowledge about how human beings learn and process information. For example, when a person is able to recognize that his or her work could be more productive if it is carried out in a silent place, instead of where there are many distractions. In other words, metacognitive experiences involve the use of metacognitive strategies or metacognitive regulation (Chirinos, 2013) Metacognitive strategies are sequential processes that one uses to control cognitive activities, and to ensure that a cognitive goal (e.g., understanding a text) has been met. These processes help to regulate and oversee learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities, inside of this the metacognitive strategy of self-questioning is used to ensure that the cognitive goal of comprehension is met. (Livingston, 1997).

In this sense, the Metacognition is a basic reference to teach thinking, because the student develops the ability to control the learning situation and realizes what makes and need to do. In other words, it refers to the ability that an individual has for organizing, applying and controlling mental processes in a particular context marked by the activity or task. In other words, Metacognition facilitates the whole process of learning in an effective way because it contributes to the self-reflection and self-regulation of the mental processes in a conscious way on how students learn.

In this sense, (Villar, Feliciano, 2005) states that:

Flavell en 1971 utilizó el término metamemoria al cual, rápidamente, acompañaron otros dos vocablos vinculados con él: metacognición y metacompreensión. Con el fin de analizar el conocimiento acerca de la cognición Flavell y Wellman (1977) plantean que el eje principal de estos estudios es la hipótesis; donde el uso de los recursos cognitivos propios no es espontáneo, sino que, cuando se tiene la necesidad de enfrentar tareas o problemas concretos, es prioridad activarlo, a fin de seleccionar la estrategia más pertinente en cada situación. (p. 66)

Under these circumstances, the metacognition plays an important role not only inside in the classroom, also it implies to know how to solve problems in other aspects of their life such as social, sentimental, economic and professional development situations. In the case of students, to know about how they are learning or the strategies that they are using to complete an activity will allow them evaluate their learning and take advantage on their strengths and improve some of their weaknesses. Of this way, a student is able to recognize how is function his/her brain in respect of classroom tasks, homework or different activities in the real life, always will have an advantage on the rest of people whose maybe do the same activity in a mechanic way without analyzing the process carried out to complete it successfully.

To understand better, the term cognitive psychology has been studied in order to give a solid argument about the importance that it has. In this sense, According to (Poggioli, Lisett, 2005) it refers to all processes by which sensory input is transformed, reduced, elaborated, stored, recovered and used. In other words, it is the scientific analysis of structures of the memory and mental processes of humans in order to understand human behavior. In this sense, (Bruner, 1968) contributed to cognitive psychology in order to demonstrate non-observable mental processes in an empirical framework. It is as well as cognitive structure provides meaning and organization to experiences and allows the individual to go beyond the information provided. In the same way, according to educational advances and the interests in the instruction, the teacher should try to motivate the students to discover strategies and the best way to learn by

themselves. The role of the teacher is to translate the information learned in an appropriate format to the level of current understanding of the student.

1.5.1. Metacognitive strategies

Metacognitive strategies are a group of learning strategies which consist of different resources that serves the learner to plan, monitor and evaluate the development of their learning. Metacognitive strategies are used in the process of learning, but also it allows facilitating the daily life in different circumstances in people who apply them. For this reason, is important to know about what of these is more useful to regulate the own learning process in students. In the same way, as main subject of this study, is important to give a definition according to scientists who have studied metacognition as a helpful source to acquire a meaningful learning.

In this sense, (Flavell, 1979) establishes differences between cognitive strategies and metacognitive strategies; he considers that the cognitive strategies are applied to advance an activity, while the metacognitive strategies have as function to supervise the process. On the other hand (Burón, Orejas , 2006)described many kinds of metacognitive strategies, which are classified in:

- Meta-attention, which refers to the knowledge of the processes involved in the action of paying attention. It means the complex mental process which is carried out while paying attention. It involves some factors, for example: what should you focus on? What to do mentally to respond; all of this factors implies the recognition of the weaknesses of the individual. Finally, if individual is able to realize the distractions, he or she could consider the corrective actions necessary to give solution.

- Meta-comprehension, which is related with the knowledge that a student can have about him or herself, and also of appropriate strategies for doing the task

assigned successfully. In other words, is own understanding and knowledge of the mental processes necessary to achieve it. In other words, it is the knowledge of own understanding and the mental processes which are necessary to achieve it.

Likewise, (Baumann, 1990) states that the meta-comprehension happens when a student is able to transfer the identification of the central theme, but also it is able to infer the implicit ideas which means the students count on metacognitive and declarative knowledge very solid.

- Meta-memory, which consist in the degree of knowledge and consciousness that has the Individual about memory and everything relevant for registration, storage and retrieval of information.
- Meta-language: it refers to the metalinguistic skills, it involves knowing, thinking, and handing cognitively the language and the linguistic activity of any speaker and in particular one's own subject (Burón, 2006). In this sense, the language is a component of cognitive action, through it we think and we express ourselves contributing to the construction of ideas and meanings, it is the instrument of knowledge that allows us to learn.

Consequently, recognizing the type of metacognitive strategy that a student has, the teacher plays an important role because it is one of the responsible for monitoring and promoting the effective metacognitive development during the learning process for the achievement of quality learning. In the same way, a good learning development lets to students work out the proper strategies in order to achieve the best results.

On the other hand, should be noted that most of the definitions agree specifically: the knowledge of a person about the nature of learning, the effectiveness of the strategies applied, knowledge about their strengths, weaknesses, and supervision of the nature of their progress to perform a task and ultimately control over learning through information and decision-making.

According to (Soto, 2003) metacognition is associated with two components: the first is related to the knowledge that a person has on their own cognitive processes. The second component refers to the regulation of cognitive processes and it is associated with the activities of planning, monitoring and evaluation. It involves the procedural aspect of knowledge and allows us to chain effectively the actions needed to achieve a goal.

Likewise, metacognitive knowledge refers to the potentialities and cognitive limitations in different domains, but also to different strategies that students, depending of personal situation, can develop in the learning tasks. Consequently, this type of knowledge can provide the student a better understanding, monitoring and evaluation of the conceptual and procedural content of the field of study.

1.6. LINGUISTICS

When we study human language, we are approaching what some might call the "human essence," the distinctive qualities of mind that are, so far as we know, unique to man. For this reason the science in charge of study this complex phenomenon has been defined in different words, on this (Lyons, 2001) says that: "Linguistics is the scientific study of language by means of controlled and empirically verifiable observations with reference to some general theory of language structure" (p. 96).

In the same way, the linguistics is considered as a scientific or logical examination of any aspect and property of language. In this sense is important to mention to a main figure in the linguistics' world such as Noam Chomsky, American linguist and political writer born on December, 1928 in Philadelphia, Pennsylvania. He had as objective try to find the common principles to all languages which allow people to speak creatively and freely. One of the most important contributions is his theory where Chomsky says that children are born with knowledge of the principles of the grammatical structure of all languages, and this innate knowledge explains the success and speed with which they learn language.

Thus, the present project is focused on one of the most important aspects in the social and personal development in a person, the language, and the complex process that people have to cross over in order to develop the ability to communicate each other. So the linguistics is a broad topic that involves different theories and arguments which have tried to give a response to many enigmatic events related with the human language. However, this study is focused on a particular language ability and in a specific group of people; topics that will be developed below.

For this reason, is important to conclude with a clear idea of Linguistics. So, a complete definition could summarize in these terms: The linguistics is in charge of description and explanation of different process in languages of the world. It means a special study between internal relations of language and its functions with the society. In the scientific study of different languages, the linguistics has as objective to find the important and necessary data to demonstrate the common features among diverse languages and as of significant data it formulates theories which allow explain the general capacity: the language.

1.6.1. Linguistic development in people with visual impairment

The linguistics, as science, embrace a lot of aspects such as morphology, semantic, phonology and syntax, considered as branches of linguistics, which have been studied since different points of view. Likewise, many important linguists such as Noam Chomsky, Karl Bühler, Eugen Coseriu, Karl Vossler, Umberto Eco, Antoine Meillet, Charles Bally, Ferdinand de Saussure, etc have tried to contribute to this amazing science with their theories. However, the language studies focused on people with visual impairment are still few. For this reason, is important to contribute with this kind of investigations with the purpose of increasing the tools for this segregated group of people.

As far as special studies are concerned, in the 1970's starts a real systematic research on the development of the language in blind children, surpassing was the previous research based, in many cases, in remarks shortly rigorous and partial. The vast majority of these investigations

concluded that the blind child, if he has no other associated deficits or do not have altered his voice tract, he should not be problems in their language development. However, some authors (Leonhardt, M., Cantavella, F. y Tarragó, R., 1999) observed the development of language alterations, voice disorders and demotivation that in the majority of cases are temporary and are self-correcting according to the child's adaptation in the lack of vision.

1.6.2. Language skill development in people with visual impairment

The language development skill in people with visual impairment is different compared with people without any disability. So it is important to know blind children do not have any damage in their cognitive abilities by the mere fact of being blind, therefore, it is a mistake to identify the particular characteristics of language of the children with blindness as problems or delays. In this sense, (Rosa, A. y Ochaíta, E., 1993) point out that, in analyzing the language of blind children, we must distinguish between what could be considered a differential behavior, fruit of a different psychological behavior, and the evolutionary delays as result of an abnormal psychological development. The correct interpretation of these differences should be it analyzing how the language of these children reflects the sensory deprivation that they suffer. If we accept that all humans build our thinking with language, logically the language of a child blind will be a clear reflection of how it is building an image of the world without visual information.

In this sense there were some authors who contribute to the study of blind children adopting an innate posture closest to Chomsky such as Gleitman, Landau, etc. who did not see notable differences between the acquisition of the language by blind and seers, to consider language as an independent module of learning or the extra-linguistic experience.

On the other hand, the constructivist theory has been taking into account to study the different cases of learning process in people with visual impairment. In this way, some authors, based on Piaget's theory such as Fraiberg, Urwin, Andersen, etc. assume that the lack of an experience as important as that provides the visual channel originates delays in language development of blind children. However, there are some authors that indicate the children with

visual impairment use holistic strategies instead of analytic strategies for acquiring the L1 (Pérez-Pereira, M. & Castro, J., 1997). With regard to holistic strategies, could be defined since distinct points of view, but related with teaching and learning, according to (Martínez, 1999) is important to recognize the following:

Toda persona, al nacer, se inserta en una historia que no es personal, que no es suya, se inserta en una corriente de pensamiento, en una tradición y en un idioma. Por esto le resulta casi imposible pensar sin esa tradición y sin ese lenguaje. (p. 47)

In this sense, the human being is seen as a complete system that is formed by experiences, facts and event which could be interpreted from physical dimension, psychological dimension and spiritual dimension. To know this, help us to understand the kinds of knowledge; knowledge of sensitive order which is captured through the senses; knowledge of intelligent order which come from the mind and is based on the use of particular languages to the object that is known; and knowledge of transcendent order, which is located in experiences.

Likewise, the social theory of Vygotski and Bruner has helped to explain the role of language in blind children. In this sense, in the theory of social development, Vygotsky explains that socialization affects the learning process of an individual. It reflects the importance of role to interact and communicate ideas and concepts between teachers and students, but also between classmates in order to construct a knowledge based on different point of view from proper ideas of people involved in the communication process.

In respect of language development in people with visual impairment and the language development with other common people there are some differences because the knowledge is built through the senses. In the case of blind people, the lack of vision has caused some controversial arguments about how it affects the language development. In this sense, (Fraiberg, S., (1977) concluded that the poor experience in blind child caused a delay in the development of their language because they do not dispose of set of pictorial information

which allow them classify, recognize, name and retrieve images in their memory. Otherwise, the people with visual impairment have to perform a set of tactical and acoustic exercises in order to establish the identity of persons and objects.

Under these circumstances, people with visual impairment have to face many difficulties at the time to develop a language. As regards the latter, (Urwin, C., 1981) emphasizes the idea of the importance of language for blind children; although this does not mean that they acquire it without difficulties, including:

- Delay in the acquisition of words.
- Use of a language very close to their own actions or restricted to family routines.
- Delay in the proper use of the pronouns "I" and "you".
- Tendency to use phrases, which implies an excessive confidence in imitation.
- Echolalia (repetition without understanding the meaning).

However, the author clarifies that, in the majority of cases, these problems are overcome to reach school age. On the other, the studies about how people with visual impairments acquire a language are compared with the same process of the rest of people. Nevertheless, (Warren, D. H., 1984) distinguished the following aspects:

- Blindness does not interfere with the development of basic interpersonal communicative skills.
- Lack of vision can affect the social use of the language on issues such as know if the listener is paying attention to the blind speaker, start a conversation, determine the degree of interest of a person to whom one is speaking, or find ways to interrupt a conversation.
- The meaning of the words is richer and more elaborate to blind children than for blind children. Vision enables children to make generalizations and extend semantic associations.

- The inability to determine what a pronoun refers is a specific linguistic delay of blind children.

In conclusion, the language development in people with visual impairment is different because a person with this kind of disability has to cross other cognitive strategies in order to achieve the knowledge construction successfully. In addition, blind people make use of their other senses replacing the lack of vision to satisfy their social and communicative needs. So, the present project pretends to take as base this information to provide a help to teachers about the difficulties that this kind of people face in the learning process.

1.7. FOREIGN LANGUAGE ACQUISITION IN PEOPLE WITH VISUAL IMPAIRMENT

Currently psychologists and educators recommend the benefits of exposure to the foreign language learning, even for students with severe learning problems. In this way, some authors like (Woods, A, 1995) highlighted the benefits that provides the learning of a foreign language for beginners with any kind of deficit because it helps to increase self-esteem, the possibility of greater professional mobility and opportunities for travel, tourism and leisure, as well as the ability to start from scratch in a new area of knowledge. As consequence, it encourages to improve the life quality of people with disability because the complex process of learning a foreign language involves some aspects which help them to develop social skills and learn about other culture.

However, for the blind population the foreign language learning is often dashed as consequence of lack of methodology that teachers apply in their lessons. So it causes demotivation in blind students and as result the some of them decide do not learn. On the other hand, the communication methodologies currently used as are main objective to get communication, emphasizing the speaking skills; it means oral production and oral comprehension. This could be interpreted as an advantage for the visual impairment people since they are experts to get the majority of information through the sense of hearing, however

the observations of languages lessons in which blind students are integrated are running towards the opposite (Santana, M. E. , 2001)

Most of researches have concluded that people with visual impairment learn a foreign language in the same as the native language, However, this assumption may not be true and, at the moment there is no empirical study which show if blind learners learn a second language following the same pattern or, on the contrary, the visual impairment people have to face this process in a different way and at a different pace. As we will see below, the majority of researches on blindness are limited to reporting on the influence of certain pedagogical practices in the degree of success of a particular group of blind learners faced with the task of learning a foreign language. (Santana, 2013)

In general, they conclude that there is no reason by which a person with blindness may not learn a foreign language, provided they suitable materials and the necessary pedagogical adjustments. In this way some of problems that people with visual impairment suffer are the adaptation is not always carried out, and when it is done is nothing more than a tedious transcript to Braille text book. Also, teachers who teach a foreign language are not experts in special education, and often they feel overwhelmed by the presence of a blind student to be unable to pay the attention that would need without ignoring the demands of the rest of the class or make blind student feel uncomfortable to receive extra attention.

On the other hand, (Claudine, M, 1976) noticed that in spite of a reduced visual perception, children with visual impairment have a mental development very similar to children seers, provided the blind children had gone to school at the right time. Also, he assumed that, visual impairment does not obstruct the learning process of a new language. Also pointed out that, while it is true that blindness affects perception, this does not harm the verbal and linguistic development of the blind people. It means that blind apprentice does not present any difficulties in the foreign language, provided these students count with appropriate pedagogical and methodological conditions.

Alternatively, (Yearley, 1978) from his experience at Worcester College, concluded that the success of its students in the learning of foreign languages was the result of the following factors: enthusiasm, good ear, excellent memory and power of concentration. In the same there were other criteria about the obligation to consider necessary the Braille code instruction before receiving the foreign language instruction.

Likewise, it is important to underline the importance of an adequate adaptation of educational materials, adapt the material means to change it to compensate the absence or view deficit to promote the use of other senses, and not make an adjustment for mental development. Also, teachers should highlight the importance of reading and writing in Braille of the native language in order to students can progress satisfactorily in the skills of reading and writing in the target language. Finally, (Wu, 1995) developed the following principles to guide its work in the development of the helpful material for visual impairment people:

- The listening skill in English teaching is basic; so much of his work focused on the development of materials for listening comprehension and oral production.
- Only when the teaching materials are related to activities of cognitive and conceptual development of apprentices, teaching will be significant for them and the learning process will become into something fun.
- The educational materials must be combined with the development of social skills activities and daily interaction, in other words, learning will be boring and teaching will be artificial.
- During the early stages of teaching all materials should to be explored and understood through touch, hearing, taste, smell and movement.

Under these circumstances, the foreign language learning is directly related with all mechanisms that teacher and tutors develop during this process. So is important to take into account the different skills that visual impairment people have in order to benefit the cognitive and metacognitive abilities. Finally, the role of teachers in the foreign language teaching in

special education is also keep informed about some difficulties that each student present according to special needs.

1.8. LISTENING SKILL DEVELOPMENT IN PEOPLE WITH VISUAL IMPAIRMENT

Turning to the process of learn a new language, the development of language skills is based in specific activities. In this way, one of the main language skill developed by people with visual impairment is the listening skill, taking into account the lack of vision, it and speaking skill become in fundamental part in the teaching learning process. In this way, below is an outline of the sequence of a listening comprehension skills development program which has been by (Bishop, 1996)

- **Level I:** Discrimination and perception during preschool and first years in elementary education.
 1. Awareness of the sound
 2. Attention to the sound
 3. Sound localization
 4. Discrimination of sound (high/low, fast/slow)
 5. Recognition, identification and imitation of environment sounds (animals, things, voices, musical instruments, etc.)
 6. Pairing sounds
 7. Follow directions
 8. Selective listening
- **Level II:** Phonetics / Grammar
 - A. Pairing of words (similarities and differences by sound, rhyme; initial consonant, middle and end; vowel sounds, word families)
 - B. Meanings of words (things, action words, descriptors)
 - C. Use of words (phrases; follow more complex directions)
- **Level III:** Abstract comprehension.
 - A. Details (who what, when, where, why)

- B. Main ideas (in phrases, paragraphs, stories, books)
- C. Summarize
- D. Take notes during the listening experience
- **Level IV: Applications**
 - A. Separate facts from opinions
 - B. Accumulation of information through listening.
 - C. Miscellaneous applications
 1. Use audio tracks to move
 2. Giving directions
 3. Use listening tracks (words, tones) to discern feelings, personalities and attitudes
 4. Other auditory study skills

In this manner, if any person the sense of hearing has special relevance, in the case of the blind people takes on fundamental importance, because it gives them not only part of the information about your environment, but especially that which is beyond the limits of direct contact. However, the ear is a poor substitute of the view because it does not provide the rich variety of information that is obtained through the view and is not so accurate. This kind of people needs to concentrate on consecutive sounds in order to get information. So, the effective use of the ear requires concentration and a minimum of aural distractions, only of this way the person with visual deficits can decode the complete meaning.

Finally, some authors have concluded that there are not clear differences between blind and seer people in what refers to the ability to discriminate or distinguish sounds. On the other hand, people with visual impairment have a broader memory for letters when they are presented acoustically. In conclusion, blind people don't present as difficulties as teachers think, but the process to complete or develop listening activities requires more attention than the students without any disability.

CAPÍTULO II

2. DIAGNÓSTICO

2.1. Antecedentes

El presente proyecto de investigación se desarrolló en la provincia de Imbabura en los meses Mayo a Julio del 2017, en el Centro de Educación Popular Especial de Imbabura (CEPE-I) situado en la ciudad de Ibarra. Este centro se encuentra dirigido por la Srta. Noemí Trejo, persona con discapacidad visual total como consecuencia de un accidente de tránsito, quien colaboró activamente en la realización de este proyecto, brindando información oportuna y necesaria. De esta manera, se pudo conocer que actualmente el CEPE-I está conformado por 20 estudiantes entre niños, jóvenes y adultos con dificultad visual total y parcial, quienes se encuentran inmersos en el programa educativo del centro con la capacitación en diferentes asignaturas escolares como: matemáticas, inglés, Braille, computación y orientación especial para no videntes; las mismas que están bajo la tutela de 7 docentes fijos que laboran voluntariamente.

Por lo tanto, como futura profesional inmersa en el mundo educativo es fundamental considerar el aprendizaje como construcción de significados, teniendo en cuenta las distintas habilidades que pueden desarrollar las personas con necesidades especiales. Consecuentemente, es justo decir que el aprendizaje es alcanzado por un conjunto de procesos y habilidades cognitivas que orientan el avance humano del pensamiento. En relación con esto (Rigney, 1978) señala que: "La metacognición se refiere a los conocimientos, conciencia, control y naturaleza de los procesos de aprendizaje" (p. 165).

En consecuencia, los estudiantes que sufren algún tipo de dificultad visual necesitan personas que reconozcan y valoren sus capacidades, ofreciendo las mismas oportunidades y favoreciendo así un óptimo desarrollo en la vida personal, profesional y en el campo educativo. Finalmente la investigación de campo fue realizada sin ningún obstáculo gracias a la colaboración de todas las personas a quienes se les solicitó la información y de estos

resultados se realizó un análisis de acuerdo a cada pregunta de encuestas realizadas tanto a profesores como estudiantes del centro para conocer acerca de la formación y creación de estrategias metacognitivas para desarrollar habilidades lingüísticas, enfocados en el desarrollo de la habilidad de escuchar en el proceso de enseñanza-aprendizaje del idioma Inglés.

2.2. OBJETIVOS DIAGNÓSTICOS

2.2.1. Objetivo General

Realizar una investigación de campo utilizando instrumentos de investigación a profesores y estudiantes del CEPE-I para conocer sobre estrategias metacognitivas usadas en el proceso de enseñanza-aprendizaje del idioma inglés.

2.2.2. Objetivos Específicos

- Sustentar la investigación realizada utilizando estudios previos para validar la información con el criterio profesional de investigadores sobre estrategias metacognitivas y el desarrollo de la habilidad lingüística de escuchar en personas con discapacidad visual para mejorar el aprendizaje del idioma inglés.
- Encontrar que tipo de dificultades han enfrentado las personas con discapacidad visual del CEPE-I en actividades auditivas en el proceso de aprendizaje del idioma de inglés como lengua extranjera con la finalidad de favorecer un proceso efectivo de aprendizaje.
- Conocer técnicas y estrategias que los profesores y estudiantes han estado utilizando en el proceso de enseñanza-aprendizaje del inglés para determinar su eficacia.
- Evaluar los impactos que ha tenido el estudio de estrategias metacognitivas y el desarrollo de la habilidad de escuchar en personas con discapacidad visual para llegar a conclusiones y recomendaciones que aporten al desarrollo y aplicabilidad de estrategias metacognitivas en estudiantes del CEPE-I.

2.3. VARIABLES DEL DIAGNÓSTICO

Tabla 1: Variables e Indicadores

VARIABLE N° 1	INDICADORES
Estrategias metacognitivas	- Bibliografía
VARIABLE N° 2	INDICADORES
Habilidad de escuchar.	- Actividades Auditivas - Atención - Práctica
VARIABLE N° 3	INDICADORES
Técnicas y estrategias auditivas	- Conocimiento - Efectividad - Aplicabilidad
VARIABLE N° 4	INDICADORES
Habilidades y estrategias de aprendizaje de los estudiantes.	- Educación inclusiva - Estrategias metacognitivas - Habilidades socio-afectivas

Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Evelyn Ibeeth Valdiviezo Hidalgo

2.5. MATRIZ DE RELACIÓN DIAGNÓSTICA

Tabla 2: Matriz de Relación Diagnóstica

OBJETIVOS	VARIABLES	INDICADORES	TÉCNICAS	FUENTES DE INFORMACIÓN E INSTRUMENTOS
Sustentar la investigación realizada utilizando estudios previos para validar la información con el criterio profesional de investigadores sobre estrategias metacognitivas y el desarrollo de la habilidad lingüística de escuchar en personas con discapacidad visual para mejorar el aprendizaje del idioma inglés.	Estrategias metacognitivas	<ul style="list-style-type: none"> • Bibliografía 	Bibliográfica	Documentos Libros Internet
Encontrar que tipo de dificultades han enfrentado las personas con discapacidad visual del CEPE-I en actividades auditivas en el proceso de aprendizaje del idioma de inglés como lengua extranjera con la finalidad de favorecer un proceso efectivo de aprendizaje.	Habilidad de escuchar.	<ul style="list-style-type: none"> • Actividades Auditivas • Educación inclusiva • Práctica 	Encuesta	Estudiantes y profesores
Conocer técnicas y estrategias que los profesores y estudiantes han estado utilizando en el proceso de enseñanza-aprendizaje del inglés para determinar su eficacia.	Técnicas y estrategias auditivas	<ul style="list-style-type: none"> • Conocimiento • Efectividad de las estrategias • Aplicabilidad 	Encuesta	Estudiantes y profesores
Evaluar los impactos que ha tenido el estudio de estrategias metacognitivas y el desarrollo de la habilidad de escuchar en personas con discapacidad visual para llegar a conclusiones y recomendaciones que aporten al desarrollo y aplicabilidad de estrategias metacognitivas en estudiantes del CEPE-I.	Habilidades y estrategias de aprendizaje de los estudiantes.	<ul style="list-style-type: none"> • Educación inclusiva • Estrategias metacognitivas • Habilidades socio-afectivas 	Encuesta	Estudiantes

Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Evelyn Ibeeth Valdiviezo Hidalgo

2.6. MECÁNICA OPERATIVA

2.6.1. Población

La investigación está dirigida a la siguiente población:

Estudiantes del CEPE-I	10
Profesores de planta del CEPE-I	5

2.6.2. Muestra

Quince personas involucradas en el proceso de enseñanza-aprendizaje de personas con discapacidad visual.

2.6.3. Información Primaria

Encuestas

Se realizaron encuestas a los/as profesores del CEPE-I quienes se encuentran inmersos en el programa de educación especial del Centro, brindando capacitación en las distintas áreas académicas. Así como también a los y las estudiantes con discapacidad visual quienes reciben formación académica en distintas asignaturas. De esta manera se pretendió conocer sobre el desarrollo de estrategias metacognitivas en el aprendizaje del idioma inglés y las dificultades que presentan sus estudiantes en el desarrollo de la habilidad auditiva de esta lengua.

2.6.4. Información Secundaria

Para obtener un sustento científico y fundamentos amplios sobre el tema del proyecto, ha sido necesario recurrir a otra técnica relacionada con la investigación bibliográfica; técnica que ha proporcionado valiosa e indispensable información para alcanzar los objetivos planteados así como para poder llegar a conclusiones y recomendaciones, mismas que se puedan determinar una vez que se comprenda el tema que en nuestro caso es: Estrategias metacognitivas para mejorar la habilidad de escuchar el idioma inglés en los estudiantes de entre 3 a 15 años del Centro de Educación Popular de Imbabura.

2.7. TABULACIÓN Y ANÁLISIS DE LA INFORMACIÓN

2.7.1. Análisis de las encuestas realizadas a los estudiantes con discapacidad visual del CEPE-I

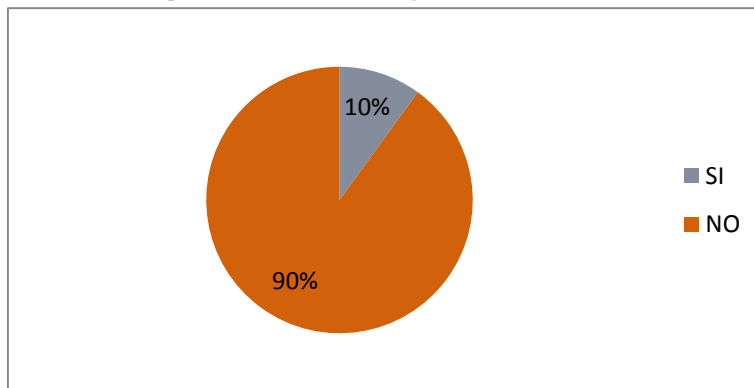
Pregunta N° 1

¿Puede usted entender con facilidad audios en el idioma Inglés?

Tabla 3: Comprensión de Audios en Inglés

ALTERNATIVA	FRECUENCIA	%
SI	1	10
NO	9	90
TOTAL	10	100

Gráfico 1: Comprensión de Audios en Inglés



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

La mayor parte de los encuestados han manifestado que no pueden entender con facilidad audios en el idioma Inglés. Esto nos muestra que siendo esta habilidad del lenguaje la más importante para el desarrollo de la comprensión del idioma en personas con discapacidad visual solo el 10% de los encuestados afirma poder entender audios en inglés lo que supone que la mayoría de ellos enfrentan problemas que pudieran estar relacionados con las estrategias o metodologías aplicadas dentro del proceso de aprendizaje del idioma Inglés.

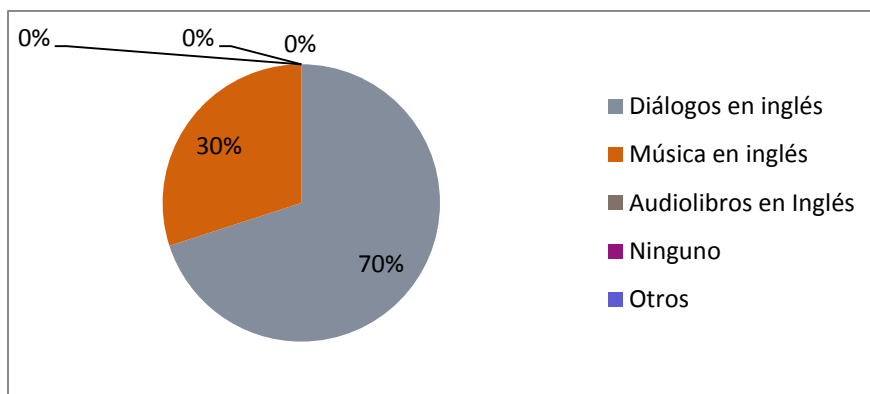
Pregunta N° 2

¿De los siguientes ejercicios auditivos, ¿cuál le parece a usted más efectivo para aprender Inglés?

Tabla 4: Ejercicios Auditivos en Inglés

ALTERNATIVA	FRECUENCIA	%
Diálogos en Inglés	7	70
Música en Inglés	3	30
Audiolibros en Inglés	0	0
Ninguno	0	0
Otros	0	0
TOTAL	10	100

Gráfico 2: Ejercicios Auditivos en Inglés



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

La mayoría de los encuestados menciona que los diálogos en Inglés es el ejercicio auditivo más efectivo para aprender este idioma, mientras que el resto de encuestados mencionó que la actividad de escuchar música supone ser más útil para desarrollar la habilidad de escuchar esta lengua. Lo que nos muestra que los ejercicios auditivos de diálogos en Inglés pueden ser utilizados de manera efectiva en el proceso de enseñanza-aprendizaje del idioma inglés en personas con discapacidad visual. De esta manera se pudo conocer un recurso válido para poner en práctica el uso de estrategias metacognitivas en actividades auditivas.

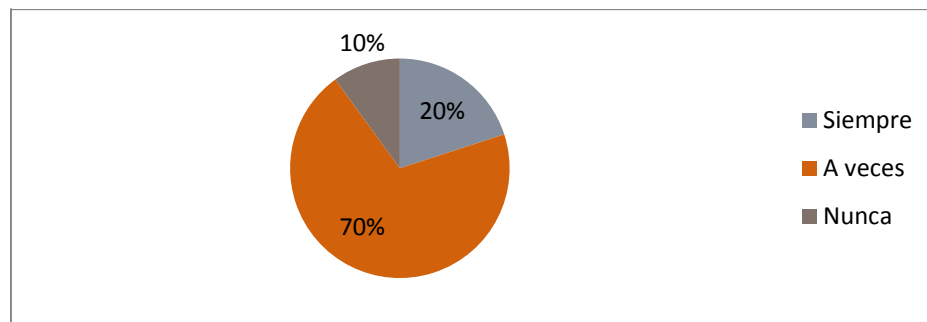
Pregunta N° 3

¿Cuán a menudo realiza usted ejercicios para mejorar la habilidad de escuchar en Inglés?

Tabla 5: Frecuencia en la práctica de escuchar audios en Inglés

ALTERNATIVA	FRECUENCIA	%
Siempre	2	20
A veces	7	70
Nunca	1	10
TOTAL	10	100

Gráfico 3: Frecuencia en la práctica de escuchar audios en Inglés



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

De acuerdo al gráfico expuesto, se puede evidenciar la frecuencia con la que realizan ejercicios auditivos para mejorar su habilidad de escuchar en el idioma inglés. De esta manera, la mayoría de los encuestados afirma que a veces realiza ejercicios para mejorar la comprensión auditiva; solo un 20% de los encuestados afirma que practica siempre o de manera frecuente, mientras que solamente el 10% de los encuestados afirma nunca realizar ejercicios de escucha en inglés. Esto nos indica que los estudiantes con discapacidad visual mantienen interés en la práctica del idioma Inglés con la finalidad de mejorar su habilidad, realizando ejercicios por su propia cuenta, por lo que se puede deducir que han desarrollado estrategias para mejorar su comprensión auditiva por sí mismos mientras escuchan audios en inglés ya que lo hacen solos sin necesidad de un profesor o tutor alado suyo.

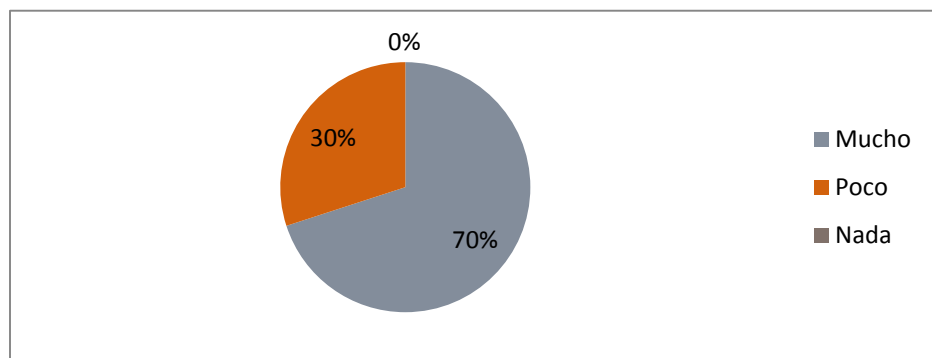
Pregunta N° 4

¿Cuán importante ha sido para usted desarrollar la habilidad de escuchar en inglés en su progreso académico?

Tabla 6: Importancia de la habilidad de escuchar Inglés.

ALTERNATIVA	FRECUENCIA	%
Mucho	7	70
Poco	3	30
Nada	0	0
TOTAL	10	100

Gráfico 4: Importancia de la habilidad de escuchar inglés



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

De acuerdo al cuadro de resultados, se puede mencionar que la importancia brindada a la habilidad de escuchar en inglés en el progreso académico por las personas con discapacidad visual es alto, es decir, una generalidad de los encuestados recalca la importancia de esta lengua extranjera en su progreso académico educativo, mientras que un 30% de los encuestados ha sabido mencionar la poca importancia sobre la habilidad de escuchar en Inglés. De esta manera se puede concluir que existe el interés de las personas con discapacidad en desarrollar la habilidad de escuchar en inglés ya que lo consideran importante para su progreso académico.

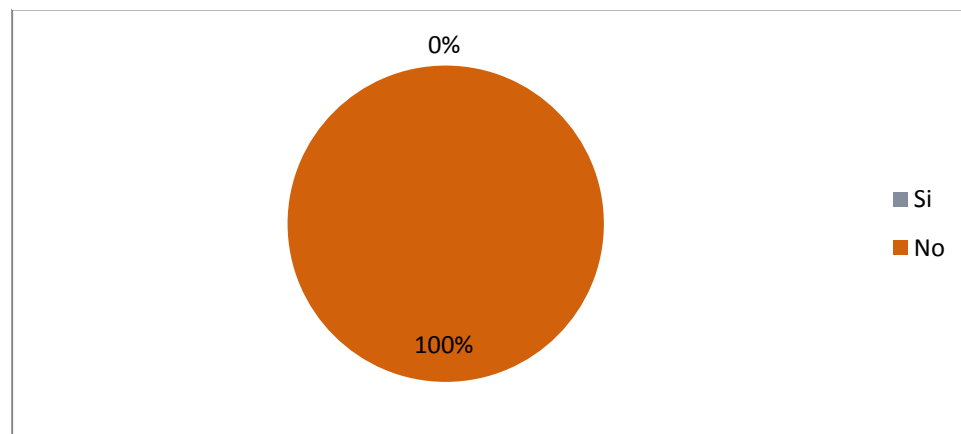
Pregunta N° 5

¿Tiene usted conocimiento sobre estrategias metacognitivas?

Tabla 7: Conocimiento sobre estrategias metacognitivas

ALTERNATIVA	FRECUENCIA	%
Si	0	0
No	10	100
TOTAL	10	100

Gráfico 5: Conocimiento sobre estrategias metacognitivas



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

De acuerdo a lo expuesto en el gráfico de porcentajes se puede evidenciar que la totalidad de los encuestados han manifestado no tener conocimiento sobre estrategias metacognitivas, lo que nos indica que a pesar de que han desarrollado mecanismos propios para desarrollar la habilidad de escuchar Inglés lo han hecho por la necesidad de prender, pero sin conocer específicamente porque lo hacen y sin conocimiento sobre algún tipo de estrategias de aprendizaje. Así mismo, el desconocimiento de estas puede deducirse como otro de los problemas que enfrentan los estudiantes con discapacidad visual dentro del proceso de enseñanza-aprendizaje del idioma Inglés.

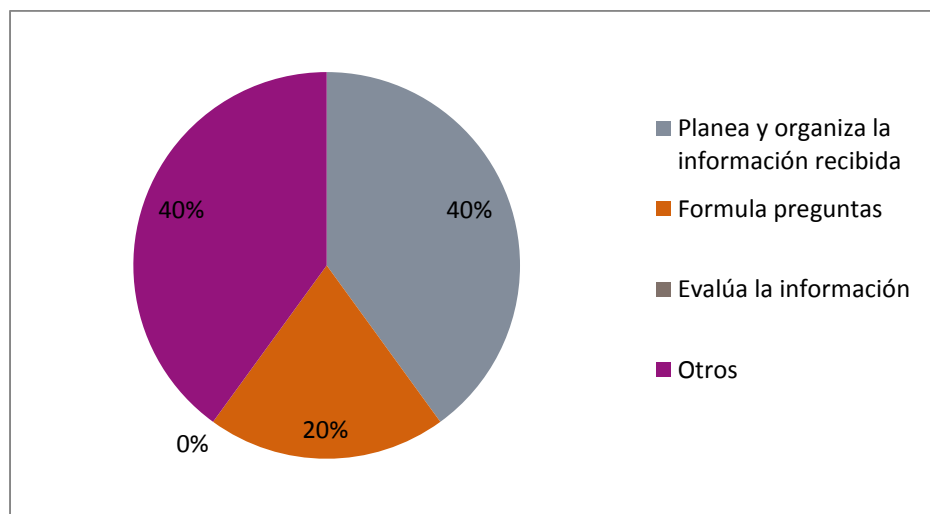
Pregunta N° 6

De los siguientes. ¿Qué mecanismo utiliza para procesar la información en Inglés?

Tabla 8: Estrategias metacognitivas

ALTERNATIVA	FRECUENCIA	%
Planea y organiza la información recibida	4	40
Formula preguntas	2	20
Evalúa la información	0	0
Otros	4	40
TOTAL	10	100

Gráfico 6: Estrategias metacognitivas



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

Según lo antes mencionado en el gráfico se puede mostrar que un 40% de los encuestados procesan la información recibida en inglés planeando y organizando mentalmente todo lo que escuchan en la lengua extranjera; un 20% de los encuestados afirma formular preguntas con la finalidad de procesar la información recibida en Inglés, proceso cognitivo que se lleva a cabo de manera autónoma. De esta manera se deduce que un bajo porcentaje de los estudiantes con

discapacidad visual han logrado desarrollar estrategias metacognitivas las cuales regulan su aprendizaje en una segunda lengua. Un 40% de los encuestados menciona que usa otro tipo de mecanismos para procesar la información en inglés, entre estos están: los diálogos entablados entre profesor y estudiante en la lengua extranjera, la conjugación de verbos en los distintos tiempos verbales y el uso del traductor del celular o la computadora. Esto nos muestra que los estudiantes con dificultad visual utilizan distintos tipos de estrategias metacognitivas en su aprendizaje, las mismas que están vinculadas con la planeación de la información y la organización mental del idioma, así también algunos de los estudiantes supieron manifestar que utilizan otro tipo de estrategias y herramientas tecnológicas que faciliten su comprensión auditiva.

De esta manera se concluye que los estudiantes del CEPE-I utilizan estrategias de aprendizaje dentro de las cuales se puede identificar el uso de estrategias metacognitivas, las cuales están relacionadas con el análisis y el proceso de la información recibida en el otro idioma. Así también se conoce que estas estrategias son consideradas útiles para que los y las estudiantes con discapacidad visual regulen su autoaprendizaje.

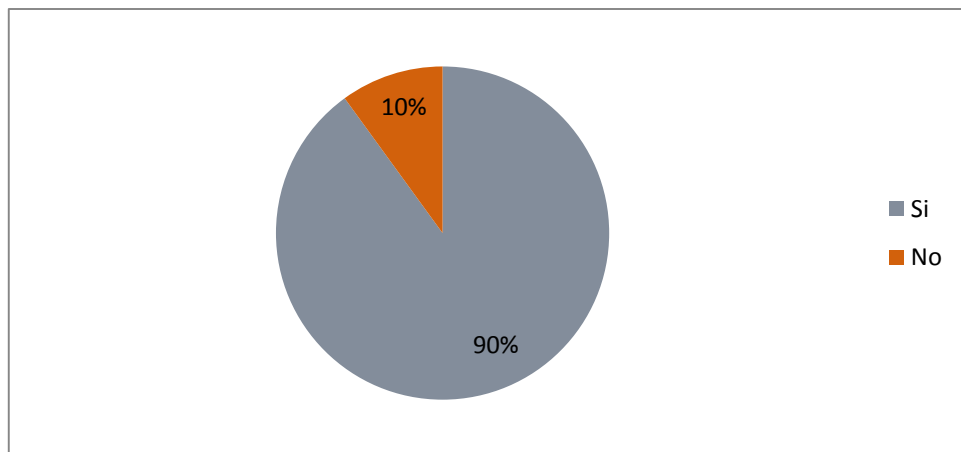
Pregunta N° 7

¿Considera importante desarrollar estrategias de aprendizaje que faciliten la comprensión del idioma Inglés?

Tabla 9: Importancia de estrategias de aprendizaje

ALTERNATIVA	FRECUENCIA	%
Si	9	90
No	1	10
TOTAL	10	100

Gráfico 7. Importancia de estrategias de aprendizaje



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

De acuerdo a los datos graficados se puede evidenciar que la mayoría de los encuestados consideran importante desarrollar estrategias que faciliten la comprensión del idioma Inglés, lo que nos lleva a concluir que el aprendizaje de esta lengua extranjera puede llegar a considerarse de complejidad para personas con discapacidad visual. Por lo que es necesario e importante para ellos/as conocer sobre distintos tipos de estrategias de aprendizaje las mismas que sean útiles para facilitar su proceso de aprendizaje.

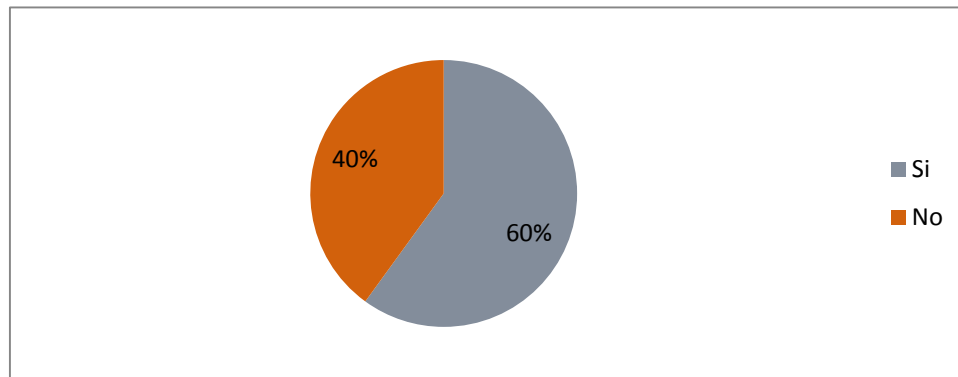
Pregunta N° 8

¿Conoce si alguno de sus profesores aplica algún tipo de estrategia que lo ayude en el proceso de enseñanza aprendizaje del idioma Inglés?

Tabla 10: Estrategias aplicadas por los profesores

ALTERNATIVA	FRECUENCIA	%
Si	6	60
No	4	40
TOTAL	10	100

Gráfico 8: Estrategias aplicadas por los profesores



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

En esta pregunta se puede conocer que la mayoría de encuestados afirmaron conocer que sus profesores aplican algún tipo de estrategia. Lo que muestra que gran porcentaje de los estudiantes sienten que son tomadas en cuenta sus necesidades especiales por parte de los profesores y de este modo han decidido abordar las clases con la aplicación de estrategias que garanticen que sus estudiantes aprendan a pesar de la dificultad visual que presenten. Por otra parte un 40% de los encuestados manifestó que no conocen si sus profesores aplican algún tipo de estrategia en su proceso de enseñanza aprendizaje, lo que nos lleva a deducir que la educación inclusiva y el rol del profesor del estudiante con discapacidad va de a poco en busca de herramientas para satisfacer las necesidades académicas de este grupo de personas.

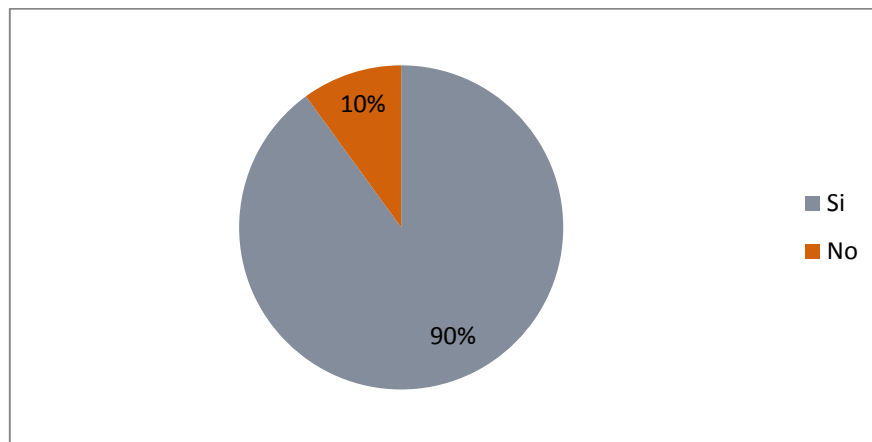
Pregunta N° 9

¿Cree que entender el idioma Inglés de mejor manera mejoraría su confianza para seguir formándose académicamente?

Tabla 11: El aprendizaje del idioma y la confianza

ALTERNATIVA	FRECUENCIA	%
Si	9	90
No	1	10
TOTAL	10	100

Gráfico 9: El aprendizaje del idioma y la confianza



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

Conforme a lo descrito anteriormente, se deduce que muchos de los encuestados afirman que entender el idioma Inglés mejoraría su confianza para seguir formándose académicamente. De este modo se puede concluir que la habilidad de escuchar este idioma podría traer beneficios no solo al aspecto académico sino también a su vida personal. Así se concluye que desarrollar de mejor manera la habilidad de escuchar en Inglés motiva a las personas con discapacidad visual a seguir formándose académicamente. Finalmente, solo un pequeño porcentaje le resta importancia al aprendizaje y mejora de las habilidades de esta lengua en la autoconfianza y motivación de la formación académica.

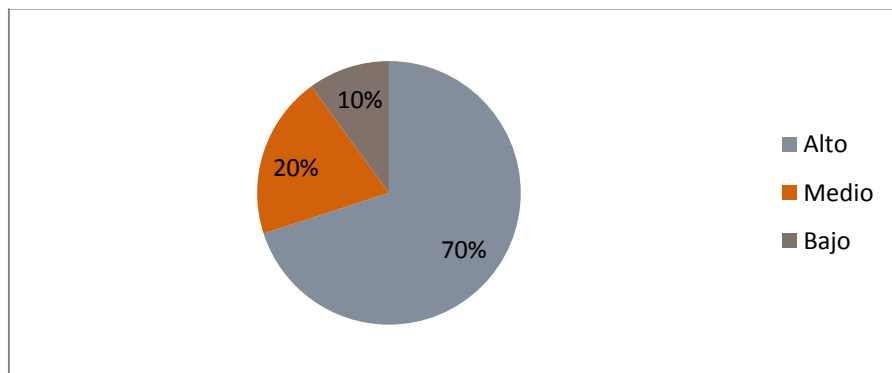
Pregunta N° 10

Si conociera nuevas estrategias de aprendizaje que faciliten su comprensión auditiva en el idioma Inglés ¿cuál sería su nivel de satisfacción?

Tabla 12: Nivel de satisfacción

ALTERNATIVA	FRECUENCIA	%
Alto	7	70
Medio	2	20
Bajo	1	10
TOTAL	10	100

Gráfico 10: Nivel de satisfacción



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

Gran parte de los encuestados consideran que se sentirían altamente satisfechos al conocer nuevas estrategias de aprendizaje que faciliten la comprensión auditiva del idioma inglés, lo que muestra que gran parte de los encuestados mantienen un alto nivel de interés en el proceso de aprendizaje de este idioma. Por otro lado, un 20% de los encuestados manifiestan que tendrían poca satisfacción al aprender nuevas estrategias de aprendizaje para mejorar sus habilidades auditivas en la segunda lengua, finalmente solo el 10% le resta completa importancia al conocer sobre nuevas estrategias de aprendizaje que podrían en práctica en el proceso de aprender Inglés.

2.7.2. Análisis de las encuestas dirigidas a profesores del Centro de Educación Popular Especial de Imbabura (CEPE-I).

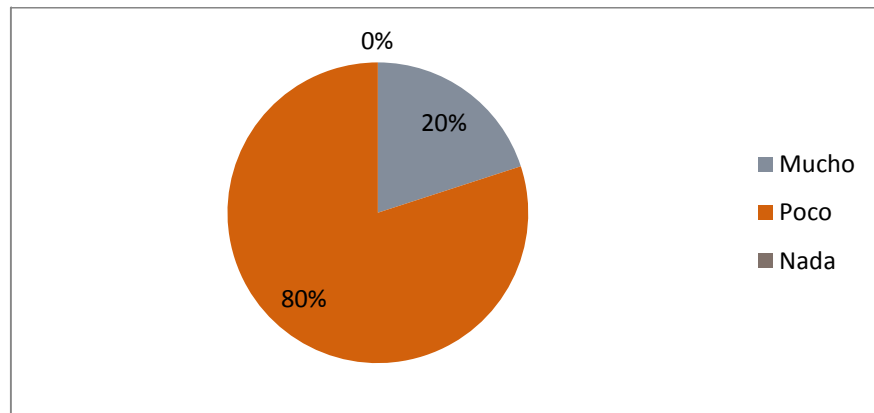
Pregunta N° 1

¿Cuánto conoce usted sobre la educación inclusiva en el Ecuador?

Tabla 13: Educación Inclusiva

ALTERNATIVA	FRECUENCIA	%
Mucho	1	20
Poco	4	80
Nada	0	0
TOTAL	5	100

Gráfico 11: Educación Inclusiva



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Profesores del CEPE-I

ANÁLISIS

De acuerdo a lo graficado anteriormente, se puede deducir que la mayoría de profesores encuestados encargados del proceso de enseñanza-aprendizaje en el CEPE-I tienen poco conocimiento sobre la educación inclusiva en el Ecuador. Es decir que trabajan para y por el beneficio de un grupo de personas con necesidades especiales, pero desconocen sobre las leyes que los amparan, sobre los programas del gobierno en favor de mejorar la educación inclusiva en el país. Consecuentemente el desconocimiento de este aspecto disminuye las posibilidades de brindar una mejor educación para las personas con discapacidad visual.

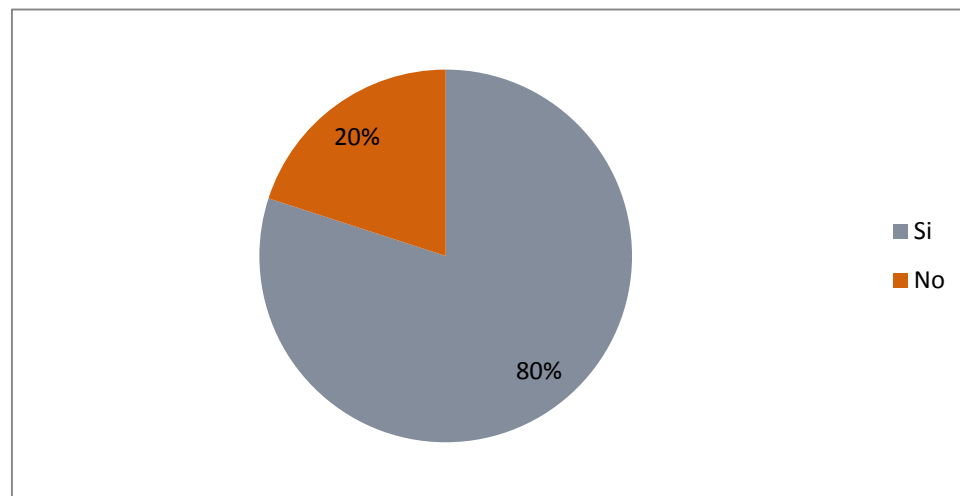
Pregunta N° 2

¿Tiene usted amplia experiencia en el proceso de enseñanza a personas con discapacidad visual?

Tabla 14: Experiencia Laboral

ALTERNATIVA	FRECUENCIA	%
Si	4	80
No	1	20
TOTAL	5	100

Gráfico 12: Experiencia Laboral



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Profesores del CEPE-I

ANÁLISIS

De acuerdo a lo estipulado anteriormente se deduce que gran porcentaje de los profesores encuestados tienen amplia experiencia en la labor de enseñanza a personas con discapacidad visual, de esta manera se puede conocer que la mayoría de profesores o instructores encuestados por su experiencia deben conocer sobre algunas de las adaptaciones curriculares con mecanismos que faciliten el aprendizaje y la enseñanza de este grupo de personas.

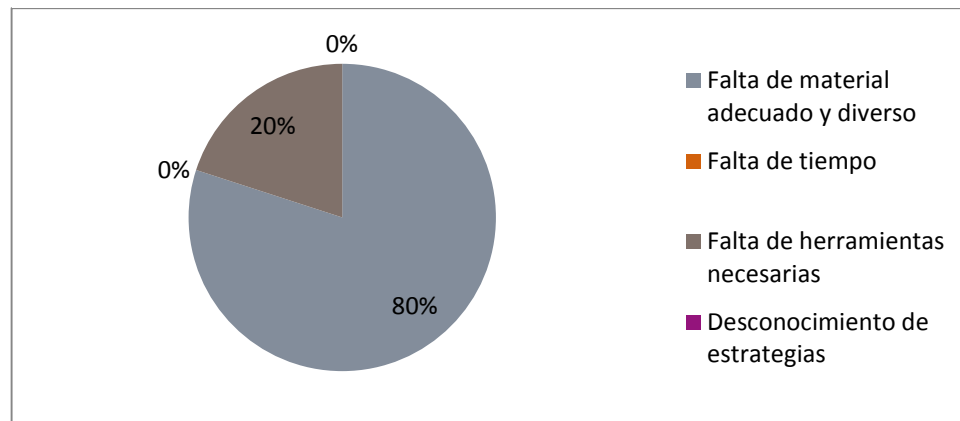
Pregunta N° 3

¿Qué tipo de dificultades ha encontrado usted como instructor/a en el desarrollo de la habilidad lingüística de escuchar el idioma Inglés en sus estudiantes con discapacidad visual?

Tabla 15: Dificultades en el proceso de enseñanza-aprendizaje

ALTERNATIVA	FRECUENCIA	%
Falta de material adecuado y diverso	4	80
Falta de tiempo	0	0
Falta de herramientas necesarias	1	20
Desconocimiento de estrategias	0	0
TOTAL	5	100

Gráfico 13: Dificultades en el proceso de enseñanza-aprendizaje



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Profesores del CEPE-I

ANÁLISIS

Las gráficas y porcentajes arrojan como resultado que la mayor parte de instructores y profesores encuestados, encargados de la enseñanza del idioma inglés, consideran que la falta de material adecuado y diverso es una de las principales dificultades que enfrentan los estudiantes con discapacidad visual a la hora de poner en marcha el desarrollo de la habilidad auditiva del idioma Inglés. Mientras que otro porcentaje de encuestados consideran un problema la falta de herramientas necesarias dentro del proceso de enseñanza-aprendizaje de la lengua extranjera.

En este punto, conviene resaltar que el material que necesitan los estudiantes con discapacidad visual está estrechamente ligado a material en relieve, lo que garantiza un aprendizaje óptimo en cualquier asignatura. De este modo, las estrategias metacognitivas facilitarían trabajar con este tipo de recursos a favor de garantizar un proceso efectivo en el desarrollo de habilidades lingüística.

Esto demuestra que los profesores del CEPE-I son conscientes que existen dificultades que impiden el éxito del proceso educativo en la enseñanza del idioma Inglés, las cuales están relacionadas con material diverso apto para satisfacer las necesidades de los estudiantes, sin embargo, no se aplican estrategias o no se habla de ellas con los estudiantes. Por otra parte, la ausencia de estos mecanismos limita el desarrollo de la habilidad de escuchar en Inglés y presenta un problema o dificultad con el que los estudiantes del centro tienen que lidiar.

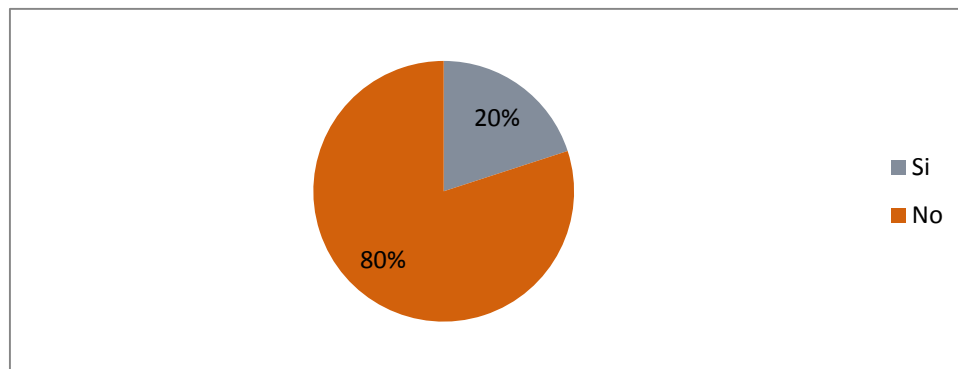
Pregunta N° 4

Durante el proceso de enseñanza del idioma Inglés a personas con discapacidad, ¿utiliza usted algún tipo de estrategia para facilitar el aprendizaje en sus estudiantes?

Tabla 16: Estrategias de enseñanza

ALTERNATIVA	FRECUENCIA	%
Si	1	20
No	4	80
TOTAL	5	100

Gráfico 14: Estrategias de enseñanza



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Profesores del CEPE-I

ANÁLISIS

De acuerdo a la gráfica presentada, se puede conocer que gran mayoría de la población encuestada niega utilizar algún tipo de estrategia para facilitar y aportar al desarrollo de la habilidad auditiva del idioma Inglés en los estudiantes con discapacidad visual. Otro porcentaje mucho menor de encuestados afirman utilizar estrategias para facilitar el aprendizaje en sus estudiantes. Lo que permite conocer que las estrategias conocidas no son tomadas en cuenta por los docentes a la hora de planificar y dar sus clases. De esta manera se puede concluir que existe desconocimiento de estrategias o simplemente no son puestas en práctica en la enseñanza y en el desarrollo de habilidades lingüísticas en los estudiantes con discapacidad visual.

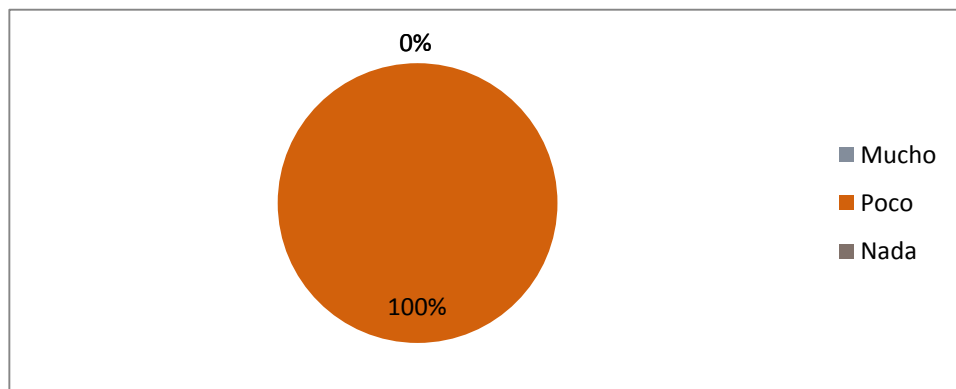
Pregunta N° 5

¿Cuánto conoce usted acerca de estrategias de aprendizaje para personas con discapacidad visual?

Tabla 17: Conocimiento sobre estrategias de aprendizaje

ALTERNATIVA	FRECUENCIA	%
Mucho	0	0
Poco	5	100
Nada	0	0
TOTAL	5	100

Gráfico 15: Conocimiento sobre estrategias de aprendizaje



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Profesores del CEPE-I

ANÁLISIS

De acuerdo a los valores establecidos se puede demostrar que el total de los profesores encuestados consideran tener poco conocimiento sobre estrategias de aprendizaje para personas con discapacidad visual. De este modo se puede conocer que los profesores que trabajan en la enseñanza del idioma Inglés a personas con discapacidad visual no aplican y no hablan con sus estudiantes sobre este tipo de estrategias, lo cual haría que ellos desarrollen destrezas con mayor efectividad, pero al desconocer sobre estas no se aplican en el proceso de enseñanza aprendizaje.

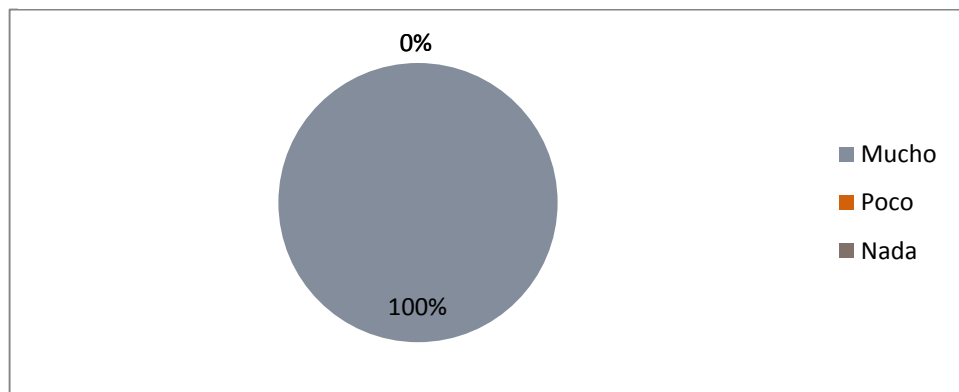
Pregunta N° 6

¿Cuán importante considera la aplicación de estrategias de aprendizaje en el proceso de enseñanza-aprendizaje de personas con discapacidad visual?

Tabla 18: Importancia estrategias de aprendizaje

ALTERNATIVA	FRECUENCIA	%
Mucho	5	100
Poco	0	0
Nada	0	0
TOTAL	5	100

Gráfico 16: Importancia estrategias de aprendizaje



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Profesores del CEPE-I

ANÁLISIS

De acuerdo a los valores establecidos se puede conocer que el total de las/os profesores encuestados consideran importante la aplicación de estrategias de aprendizaje en el proceso de enseñanza-aprendizaje de personas con discapacidad visual. Sin embargo, la totalidad de ellos desconoce sobre estas o no las aplica, lo que nos lleva a una contradicción porque al considerarlas importantes saben que garantizaría un mayor desenvolvimiento académico en los estudiantes, conociendo las necesidades especiales de sus estudiantes los profesores saben que se necesita de un mecanismo que regule su aprendizaje tomando en cuenta su discapacidad con la finalidad de garantizar una educación inclusiva de calidad.

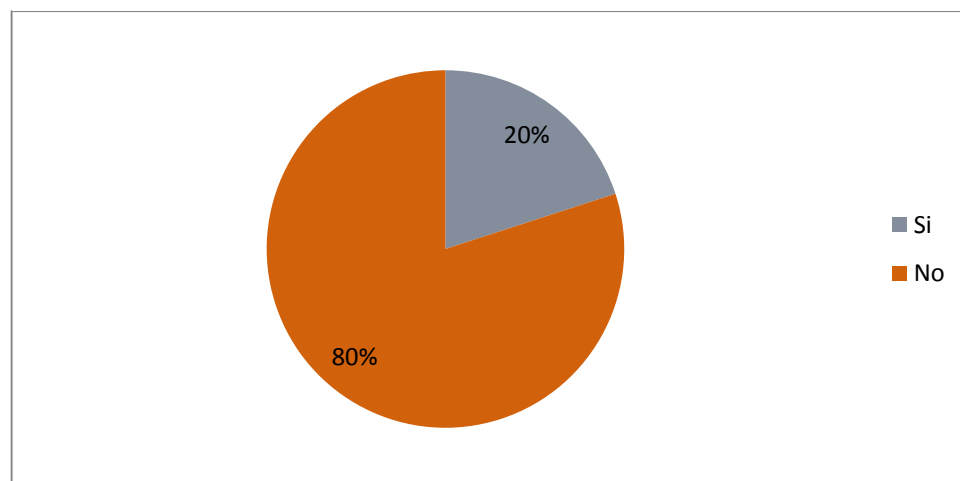
Pregunta N° 7

¿Conoce usted qué tipos de estrategias metacognitivas podrían ser útiles para facilitar la enseñanza del idioma Inglés de personas con discapacidad visual?

Tabla 19: Conocimiento sobre estrategias metacognitivas

ALTERNATIVA	FRECUENCIA	%
Si	1	20
No	4	80
TOTAL	5	100

Gráfico 17: Conocimiento sobre estrategias metacognitivas



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Profesores del CEPE-I

ANÁLISIS

Como resultado de la encuesta realizada a docentes e instructores encargados del proceso de enseñanza a personas con discapacidad se puede deducir que la mayoría de ellos no conocen o están familiarizados con las estrategias metacognitivas existentes para potenciar el aprendizaje de los estudiantes con discapacidad visual a favor de garantizar la autorregulación del aprendizaje del idioma Inglés. De este modo, el desconocimiento de estrategias metacognitivas impide que se apliquen y que los estudiantes obtengan mejores resultados en el desarrollo de habilidades auditivas del idioma.

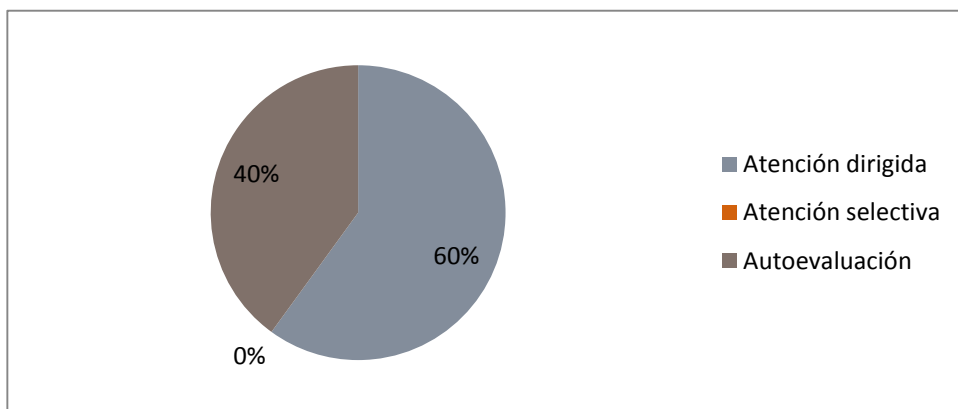
Pregunta N° 8

¿Cuál de estas opciones cree que serían útiles en el proceso de enseñanza aprendizaje del idioma Inglés en personas con discapacidad visual?

Tabla 20: Estrategias metacognitivas

ALTERNATIVA	FRECUENCIA	%
Atención dirigida	3	60
Atención selectiva	0	0
Autoevaluación	2	40
TOTAL	5	100

Gráfico 18: Estrategias metacognitivas



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

Bajo lo expuesto se concluye que la mayoría de los encuestados consideran que la atención dirigida es una de las opciones más útiles dentro del proceso de enseñanza-aprendizaje a personas con discapacidad visual. Tomando en cuenta que las opciones mencionadas son algunas de las estrategias metacognitivas utilizadas para regular el aprendizaje, los profesores afirman su importancia. Sin embargo, recalcando la importancia de las estrategias metacognitivas como una herramienta para autorregular el aprendizaje, solo el 40% tomó en cuenta la autoevaluación como estrategia efectiva.

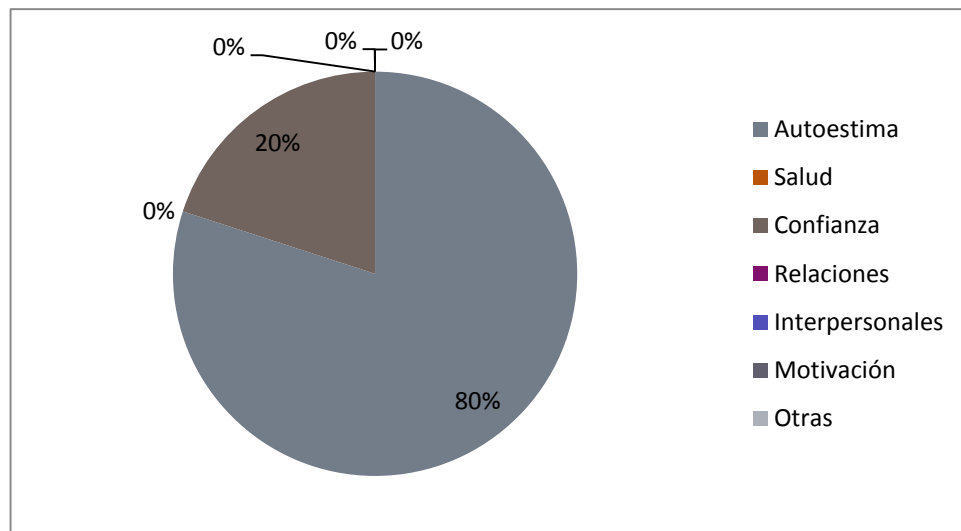
Pregunta N° 9

Desde su punto de vista, ¿Cuál sería el beneficio de la implementación de alguna de las opciones de la pregunta anterior en el proceso de enseñanza-aprendizaje para el desarrollo de la habilidad de escuchar el idioma Inglés en los estudiantes con discapacidad visual?

Tabla 21: Beneficios de Estrategias Metacognitivas

ALTERNATIVA	FRECUENCIA	%
Autoestima	4	80
Salud	0	0
Confianza	1	20
Relaciones interpersonales	0	0
Motivación	0	0
Otras	0	0
TOTAL	5	100

Gráfico 19: Beneficios de Estrategias Metacognitivas



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

La mayoría de los profesores tomados en cuenta como muestra para la realización de este proyecto investigativo afirman que el aumento de autoestima es uno de los beneficios en la implementación de estrategias metacognitivas en los estudiantes con discapacidad visual en su proceso de aprendizaje y desarrollo de la habilidad de escuchar el idioma Inglés. Por otra parte, un pequeño porcentaje de los encuestados considera que la confianza sería uno de los beneficios que adquiriría el estudiante con problemas visuales en el proceso de aprender a escuchar el idioma Inglés. De esta manera se conoce que el desarrollo de habilidades lingüísticas favorece el progreso académico y facilita la vida del estudiante brindando mejores oportunidades en el aspecto laboral y profesional lo que trae a consecuencia un incremento en la autoestima del estudiante, lo que genera confianza en sus capacidades.

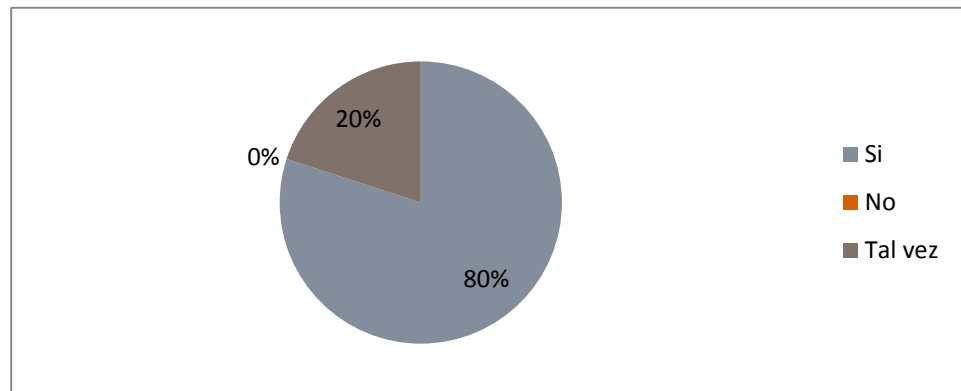
Pregunta N° 10

¿Estaría dispuesta/o a aprender sobre cómo enseñar y aplicar estas estrategias en clase a personas con discapacidad visual?

Tabla 22: Aprendizaje de estrategias

ALTERNATIVA	FRECUENCIA	%
Si	4	80
No	0	0
Tal vez	1	20
TOTAL	5	100

Gráfico 20: Aprendizaje de estrategias



Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

La mayoría de los profesores afirman estar dispuestos a aprender sobre cómo enseñar y aplicar estrategias metacognitivas en clase a personas con discapacidad visual. Esto demuestra que existe un interés por conocer sobre estrategias metacognitivas con la finalidad de aplicarlas en sus estudiantes en el desarrollo de habilidades, por lo que la propuesta descrita más adelante sería una herramienta ventajosa en la enseñanza del idioma Inglés a personas con discapacidad visual.

CHAPTER III

3. PROPOSAL

3.1. DEVELOP A GUIDE CHART WITH METACOGNITIVE STRATEGIES ACTIVITIES FOR TEACHERS IN ORDER TO DEVELOP LISTENING SKILLS IN VISUAL IMPAIRMENT STUDENTS OF CEPE-I

The proposal for the present project is based the development of a chart which was developed and adapted in order to help English teachers in CEPE-I and their students in the English teaching –learning process. It was developed according to the previous research where we could evidence the lack of strategies in the English development lessons by teachers and students. Now, it is important to mention that the metacognitive strategies and its use in students with visual impairments because as we knew during this investigation, so first is mentioned some brief definitions about metacognition and some metacognitive strategies below so as to have a clear idea about the meaning and its importance in the teaching-learning process. On the other hand, also is important to mention some aspects about the process to learn a foreign language in people with visual impairment which will be labeled later.

In this sense, the metacognition is defined synthetically as cognition on cognition; it means, knowledge of own knowledge. It refers, according to (Soto, 2003) “to take conscience of process control and self-regulation which give rise to the organization to face the needs and adapt to the environment". Linked to this concept, it should be noted that most of the definitions agree specifically in: the knowledge of a person about the nature of learning, the effectiveness of the strategies applied, knowledge about their strengths, weaknesses, and supervision of the nature of their progress to perform a task and also the control on learning through information and decision-making. According to (Soto, 2003) metacognition is associated to two components:

The first is related to the knowledge that a person has on their own cognitive processes (know how). The second component refers to the regulation of cognitive processes and is associated with the activities of planning, monitoring and evaluation. It involves the procedural aspect of knowledge and allows you to chain effectively the actions needed to achieve a goal. (p.113)

Likewise, it is considered that metacognitive knowledge refers to the potentialities and cognitive limitations in different domains, as well as, the different strategies or resources that may require different tasks of learning. Consequently, this type of knowledge can provide the student a better understanding, monitoring and evaluation of the conceptual and procedural content of the field of study. According to this concept, (Klingler, Cynthia, 2001) defined metacognition as "knowledge that the individual has on the processes of cognition and states such as memory, attention, knowledge, conjecture and illusion".

On the other hand, it is the degree of consciousness and knowledge that the individual has on how he thinks, and how it develops or solve a particular situation. Similarly, (Domenech, Marina, 2004) defined Metacognition as "the ability to know the own knowledge, think, reflect on how we react or we have reacted to a problem or task". Finally, and the most important contribution to this project, which always was focus in improve the English learning-teaching quality of people with visual impairment in CEPE-I, taking into account the listening skill development. In this sense the importance of an adequate adaptation of educational materials and the good development of the mother tongue in visual impairment students could be the best tool to acquire a second language, but also the knowledge of Braille to acquire new knowledge which could be changed or translated in a foreign language. For this reason, is important to adapt the material to compensate the absence or view deficit and for promoting the use of the remaining senses, and not - as some educators think - make a fit for mental development.

As we can evidence throughout this research, lots of professionals immersed in the studies of cognition and strategies used for teaching blind people have seen a great professional potential for this group of people in the area of foreign languages. One of the main reasons is that they often show a marked talent for learning other languages probably by his sensitive hearing and its intensive memory training. So, the teaching of English to students with visual disabilities is within the framework of the curriculum of normal education and it is important to work with new strategies that help them to participate actively in this process like the rest of students. In this way the role of teachers is looking for teaching tools in order to work with the strengths of these people and develop the language abilities with positive results. It could be the path to achieve a high English level for them because they feel motivated.

As consequence, it is very important to establish different kind of strategies that ensure an effective process of learning in English for visual impairment students through developing listening skills. For this reason, the study of metacognitive strategies during this research project has shown its importance in self- regulate the learning applying new sources and procedures to solve problems. In this way and taking into account the special needs of visual impairment people, the use of metacognitive strategies is convenient for this kind of people since they are always involved in a difficult environment that is not prepared yet to include them in the education system and also in the daily life.

In this way and taking into account the successful development of their sensitive capabilities, the following chart illustrates several metacognitive strategies to be used to facilitate work with listening activities in order to improve the English level of students with visual impairment, but also for helping them to apply in activities that require the problem-solving abilities. In this manner, this process should be seen as a dynamic, non-linear and flexible approach. Students should be encouraged to develop and discover their own problem-solving strategies and become adept at using them for problem-solving. This will help them with their confidence in tackling problem-solving tasks in any situation, and enhance their reasoning skills.

In this manner the following chart pretends to help in the process of inclusive education especially in the case of blind students. Teachers can use the steps proposed in order to motivate their students with visual impairment in the listening skill development. As consequence, the students can be part of the complex process to acquire information in English using reasoning abilities. Also it helps them to develop other mental skills which will be helpful in their daily life.

Finally, it is important to mention that this proposal was based on a similar chart which was developed before in Florida Department of Education, Bureau of Exceptional Education and Student Services which was focused on the metacognitive development in the process of teaching and learning mathematics, but the present chart was adapted to work the listening skill development in people with visual impairment using metacognitive strategies for ensuring an effective learning process. The Problem-Solving Process: Students can learn to become better problem solvers. In this way (Polya, 1957) presented four phases or areas of problem-solving, which have become the framework often recommended for teaching and assessing problem-solving skills (Florida Department of Education, Division of Public Schools and Community Education,, 2009).

The four steps are:

1. Understanding the problem,
2. Devising a plan to solve the problem,
3. Implementing the plan, and
4. Reflecting on the problem.

The following problem-solving process chart illustrates several strategies to be used to facilitate work with problem-solving. This process should be seen as a dynamic, non-linear and flexible approach. These problem-solving processes could be very useful in mathematics, science, social sciences and other subjects. Students should be encouraged to develop and discover their own problem-solving strategies and become adept at using them for problem-solving. This will help them with their confidence in tackling problem-solving tasks in any

situation, and enhance their reasoning skills. As soon as the students develop and refine their own repertoire of problem-solving strategies, teachers can highlight or concentrate on a particular strategy, and discuss aspects and applications of the strategy. As necessary, the students should develop flexibility to choose from the variety of strategies they have learned.

Step 1: Understanding the Problem			
1. Listen the audio in English, (for understanding)	2. Paraphrase before listening. (using own words)	3. Self- assessment questions (mentally or speaking)	4. Work in pairs or small groups
5. Identify Goal	6. Identify Required Information	7. Identify new vocabulary.	8. Detect Missing Information
9. Define/Translate Use a dictionary	10. Check Conditions and/ or Assumptions	11. Share Point of View with Others	12. Add Others as Needed
Step 2: Devising a Plan to Solve the Problem			
1. Estimate	2. Revise 1st Estimate, 2nd estimate & so on	3. Share/Discuss Strategies	4. Work in pairs or small groups
5. Explain why the plan might work	6. Each try a common strategy or a different one	7. Reflect on Possible Solution Processes	8. Others as Needed
Step 3: Implementing a Solution Plan			
1. Experiment with Different Solution Plans	2. Allow for “Mistakes”/Errors	3. Show all of my work Including partial solutions	4. Work in pairs or small groups
5. Discuss with others Different Solution Plans	6. Keep track and save all results/data	7. Compare attempts to solve similar problems	8. Find solution Do not give up
9. Implement your own solution plan	10. Attempts could be as important as the solution	11. Check your Answer(s)/Solution(s)	12. Others as Needed
Step 4: Reflecting on the Problem: Looking Back			
1. Reflect on plan after students have an answer.	2. Reflect on plan while finding the answer.	3. Check if all listening activity is completed.	4. Make sure I can justify/explain my answer
5. Check if correct assumptions were made	6. Check that students answer the listening questions.	7. Check if answer is unique or there are others	8. Reflect for possible alternative strategies
9. Reflect about possible others as Needed more efficient process	10. Look for ways to extend the listening theme.	11. Reflect about grammar using in the listening activity.	12. Others as Needed

Tabla 23: Proposal Chart

Fuente: (Florida Department of Education, Division of Public Schools and Community Education., 2009).

Modified by: Evelyn Valdiviezo

Steps	Definition	Metacognitive Strategies that could be used	Describing the Activity	Teacher and student role
N°1 Understanding the Problem	The first step in the Polya model is to understand the problem. As simple as that sounds, this is often the most overlooked step in the problem-solving process. This may seem like an obvious step that doesn't need mentioning, but in order for a problem-solver to find a solution, they must first understand what they are being asked to find out.	<ul style="list-style-type: none"> ➤ Paraphrase ➤ Cooperate Learning Groups ➤ Analyze Information 	<ol style="list-style-type: none"> 1. Listen the audio in English, (for understanding) 2. Paraphrase before listening. (Using own words) 3. Self- assessment questions (mentally or speaking) 4. Work in pairs or small groups 5. Identify Goal 6. Identify Required Information 7. Identify new vocabulary. 8. Detect Missing Information 9. Define/Translate Use a dictionary 10. Check Conditions and/ or Assumptions 11. Share Point of View with Others 12. Add Others as Needed 	<ul style="list-style-type: none"> ➤ Do you understand all the words used in the audio stating the problem? ➤ What are you asked to find or show? ➤ Can you restate the problem in your own words? ➤ Can you think in something that might help you understand the problem? ➤ Did you listen enough information to enable you to find a solution?
N° 2 Devising a Plan to Solve the	The second step in the Polya model requires that the learner devise a plan for solving the problem. They should find the connection between the data and the unknown. By the end of this step they should have a plan for the	<ul style="list-style-type: none"> ➤ Hypothesizing ➤ Estimating ➤ Discussing/Shari 	<ol style="list-style-type: none"> 1. Estimate 2. Revise 1st Estimate, 2nd estimate & so on 3. Share/Discuss Strategies 	<ul style="list-style-type: none"> ➤ Have you known the same type of problem in a slightly different form?

Problem	solution.	<p>ng Strategies</p> <ul style="list-style-type: none"> • Guess and Check • Look for a Pattern Eliminate Possibilities Use Logical Reasoning • Use a Formula • Work Backwards <p>➤ Explaining the Plan</p>	<p>4. Work in pairs or small groups</p> <p>5. Discuss with others Different Solution Plans</p> <p>6. Keep track and save all results/data</p> <p>7. Compare attempts to solve similar problems.</p> <p>8. Find solution Do not give up</p> <p>9. Implement students Others as Needed own solution plan</p> <p>10. Attempts could be as important as the solution</p> <p>11. Check the Answer(s)/Solution(s)</p>	<p>➤ Try to think of a familiar problem having the same or a similar unknown.</p> <p>➤ Could the problem be restated differently? Did you use all the data?</p>
N°3: Implementing a Solution Plan	<p>After students have decided on a specific plan, they should follow the steps outlined below.</p> <ol style="list-style-type: none"> 1. Solve the problem using your plan. 2. Be sure to double check each step. 3. If the plan is not working after a few attempts, try a different plan. 4. Allow for mistakes (remember the plan may need some revision). 5. Check your answer. Allow students to use the following “Implementing a Solution Guide”. 	<p>➤ Experiment with Different Solution Plans</p> <p>➤ Allow for Mistakes</p> <p>➤ Work Collaboratively</p> <p>➤ Implement your own solution plan</p> <p>➤ Check your Answer(s)/Solution(s)</p>	<p>1. Experiment with Different Solution Plans</p> <p>2. Allow for “Mistakes”/Errors</p> <p>3. Show all of my work Including partial solutions</p> <p>4. Work in pairs or small groups</p> <p>5. Discuss with others Different Solution Plans</p> <p>6. Keep track and save all results/data</p> <p>7. Compare attempts to solve similar problems</p> <p>8. Find solution Do not give up</p> <p>9. Implement your 12. Others as Needed own solution plan</p>	<ol style="list-style-type: none"> 1. Solve the problem using your plan. 2. Be sure to double check each step. 3. If the plan is not working after a few attempts, try a different plan. 4. Allow for mistakes (remember the plan may need some revision). 5. Check your answer.

			<p>10. Attempts could be as important as the solution</p> <p>11. Check your Answer(s)/Solution(s)</p> <p>12. Others as Needed</p>	
<p>N°4 Reflecting on the Problem</p>	<p>After students have completed their problem and come up with a solution they are satisfied with, they should reflect on the problem-solving process. Much can be gained by taking the time to reflect and look back at what you have done, what worked and what didn't. Doing this will enable you to predict what strategy to use to solve future problems (Polya, 1957).</p>	<p>➤ Reflect on the plan</p>	<p>1. Reflect on plan after students have an answer.</p> <p>2. Reflect on plan while finding the answer.</p> <p>3. Check if all listening activity is completed.</p> <p>4. Make sure students can justify/explain my answer</p> <p>5. Check if correct assumptions were made</p> <p>6. Check that I answer the listening questions.</p> <p>7. Check if answer is unique or there are others</p> <p>8. Reflect for possible alternative strategies</p> <p>9. Reflect about possible others as Needed more efficient process</p> <p>10. Look for ways to extend the listening theme.</p> <p>11. Reflect about grammar using in the listening activity.</p> <p>12. Others as Needed</p>	<p>➤ Can you check the result? Can you check the argument?</p> <p>➤ Does your answer make sense?</p> <p>➤ Did you answer all parts of the question?</p> <p>➤ What methods worked? What methods failed? What did you learn from completing this problem?</p> <p>➤ Could I have solved this problem another way?</p> <p>➤ Was there an easier way to solve this problem?</p> <p>➤ If I encountered a similar problem in the future, how could I better solve it?</p>

Tabla 24: Description of metacognitive strategies
Fuente: Florida Department of Education
Modificada por: Evelyn Ibeeth Valdiviezo Hidalgo

CAPÍTULO IV

4. IMPACTOS

4.1. ANÁLISIS DE IMPACTOS

A continuación, se describe a manera de análisis los impactos que tuvo la realización del presente proyecto investigativo en las diferentes áreas. De esta manera, es importante recalcar que se utilizó una metodología cualitativa-cuantitativa, la misma que permitió conocer la incidencia directa e indirecta de este trabajo, tomando en cuenta los indicadores planteados previamente.

Por consiguiente, se describe la metodología que se usó en este capítulo que, siendo sencilla, práctica y de fácil aplicación, es efectiva en los trabajos de investigación, para ello se hace uso de matrices de acuerdo a los impactos localizados y se sigue el procedimiento que a continuación se detalla:

a) Seleccionamos los niveles de impacto numéricamente de acuerdo a la siguiente tabla:

-3	Impacto alto negativo
-2	Impacto medio negativo
-1	Impacto bajo negativo
0	No hay impacto
1	Impacto bajo positivo
2	Impacto medio positivo
3	Impacto alto positivo

b) Para cada área o aspecto, se determina o se selecciona indicadores de impacto en la respectiva matriz.

c) Cada indicador se asigna un valor numérico de nivel de impacto.

d) Se realiza una sumatoria de los niveles de impacto en cada matriz y se divide este valor para el número de indicadores, obteniéndose de este modo el impacto promedio de área o ámbito.

e) Hay que señalar que bajo cada matriz se ha incluido el análisis y argumento de las razones y las circunstancias por la que asignó el valor correspondiente a cada indicador.

f) Una vez realizado el análisis de impactos de cada área o ámbito de influencia del trabajo de investigación, se realizó un Análisis de Impacto General o Global, solo que la columna de indicadores se sustituye por las respectivas áreas analizadas, ubicando la X, según el valor del impacto obtenido. No se creyó conveniente realizar bajo la matriz del Impacto General el análisis de las áreas.

4.1.1. Impacto Educativo

Tabla 25: Impacto educativo

INDICADOR \ NIVELES DE IMPACTO	-3	-2	-1	0	1	2	3
1. Conocimiento e importancia de estrategias en el proceso de aprendizaje del idioma inglés.							x
2. Desarrollo de ejercicios auditivos en inglés para mejorar la destreza.							x
3. Aplicabilidad de estrategias por profesores y estudiantes							x
TOTAL							9
Sumatoria = 9							
Número de indicadores = 3							
Nivel de Impacto Educativo = ALTO POSITIVO							

Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

La propuesta pretende ser una guía para profesores quienes se encuentran inmersos en el proceso educativo inclusivo del CEPE-I. De tal manera que los estudiantes sean los principales beneficiarios ya que desarrollarán su habilidad de escuchar audios en inglés haciendo uso de estrategias metacognitivas, las cuales les ayudarán a mejorar su nivel de inglés y garantizará que desarrollen diferentes procesos mentales para resolver problemas en su vida diaria. El desarrollo de estas destrezas favorecerá su rendimiento educativo y sus habilidades sociales. Así también el presente proyecto intenta ser una fuente informativa sobre estrategias metacognitivas para los profesores y que estas puedan ser aplicadas de manera efectiva en sus clases de inglés durante el desarrollo de la habilidad lingüística de escuchar.

4.1.2. Impacto Psicosocial

Tabla 26: Impacto psicosocial

INDICADOR \ NIVELES DE IMPACTO	-3	-2	-1	0	1	2	3
1. Aumento de confianza y autoestima en los estudiantes.							x
2. Conocimiento sobre manejo de necesidades especiales de personas con discapacidad visual.							x
TOTAL							6
Sumatoria = 6							
Número de indicadores = 2							
Nivel de Impacto Educativo = ALTO POSITIVO							

Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

ANÁLISIS

El proyecto desarrollado procura tomar en cuenta las necesidades de las personas con discapacidad visual del CEPE-I, y más allá de las necesidades educativas es importante recalcar que la eficacia en el desarrollo y comprensión de estrategias metacognitivas permite a los estudiantes conocer y aprender sobre el uso de estas para aplicarlas a nivel académico. Así mismo, el impacto es altamente positivo cuando podemos reconocer que la aplicabilidad en la vida real los ayudará a aumentar su confianza y autoestima ya que desarrollarán habilidades de razonamiento y pensamiento crítico lo que generará confianza para que ellos/as puedan expresarse sin dificultad frente a una situación en su vida diaria.

4.1.3. Impacto General

RESULTADOS QUE SALIERON EN LA DIVISIÓN DE CADA IMPACTO

Tabla 27: Impacto general

INDICADOR	NIVELES DE IMPACTO						
	-3	-2	-1	0	1	2	3
EDUCATIVO							x
PSICOSOCIAL							x
TOTAL							6
Sumatoria = 6							
Número de indicadores = 2							
Impacto General = ALTO POSITIVO							

Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

DE ACUERDO AL ANÁLISIS METODOLÓGICO, TANTO CUALITATIVO COMO CUANTITATIVO SE ESTABLECE QUE, EL IMPACTO QUE GENERA EL PROYECTO ES ALTO POSITIVO; POR LO TANTO, VIABLE PARA SU EJECUCIÓN.

CONCLUSIONES

- La presente investigación permite concluir que la educación inclusiva en Ecuador sigue en proceso, los materiales y capacitaciones ofertados por el gobierno para garantizar el cumplimiento de que la educación inclusiva sea de alto estándar para las personas con discapacidad no llegan a ser suficientes aún.
- En cuanto al proceso de enseñanza-aprendizaje del idioma inglés a personas con discapacidad visual del CEPE-I se concluye que tanto profesores como estudiantes mantienen interés y buena expectativa sobre el aprendizaje de una lengua extranjera, sin embargo las dificultades que presentan los estudiantes en el desarrollo de la habilidad lingüística de escuchar están estrechamente relacionadas con el desconocimiento y la poca aplicabilidad de estrategias en el desarrollo de habilidades lingüísticas.
- Por otra parte, también se concluye que el conocimiento de estrategias metacognitivas en estudiantes y docentes del CEPE-I es bajo o casi nulo, de acuerdo a nuestra investigación.
- Así también se pudo conocer el afán y el entusiasmo de los estudiantes con discapacidad visual del CEPE-I frente al tema de estrategias que faciliten y autorregulen su aprendizaje.
- Finalmente se concluye que el aprendizaje de una lengua extranjera en personas con discapacidad visual es importante en el desarrollo de funciones cognitivas y metacognitivas.

RECOMENDACIONES

- La investigación realizada con la finalidad de velar los derechos educativos de las personas con discapacidad visual quienes participan de forma activa en el proceso de enseñanza-aprendizaje del idioma inglés, en el Centro de Educación Popular Especial de Imbabura, permite recomendar a funcionarios públicos y privados inmersos en el ámbito educativo sobre la importancia y alcance del material ofertado por el gobierno en cuanto a la educación inclusiva para profesores y estudiantes involucrados en este proceso.
- Así también, se recomienda a profesores y directivos del CEPE-I involucrarse en el aprendizaje y aplicación de nuevas estrategias de enseñanza-aprendizaje del idioma inglés, las cuales faciliten el cumplimiento de una educación de calidad y la eficacia del desarrollo de la habilidad lingüística de escuchar; por lo que se requiere un manejo o una ampliación del tema de parte de los profesores hacia sus estudiantes, como un deber profesional ya que de esta manera se está brindando al estudiante, independientemente de las capacidades físicas, herramientas óptimas para sobrellevar problemáticas dentro del proceso educativo y en su entorno social.
- Del mismo modo se recomienda a profesores del CEPE-I leer y ampliar el tema de estrategias metacognitivas mediante este trabajo investigado para que estas puedan ser aplicadas en clase. Ya que esto facilitaría el aprendizaje y los estudiantes conocerían una manera más autónoma de trabajar en el desarrollo y solución de problemas que pueden enfrentar diariamente debido a su discapacidad.
- Se recomienda mantener la motivación de los estudiantes del CEPE-I haciendo uso de estrategias metacognitivas con actividades dinámicas guiándose en la propuesta realizada anteriormente.
- Se recomienda desarrollar las capacidades cognitivas y metacognitivas, las cuales son extraordinarias en los estudiantes con discapacidad visual para garantizar un buen desenvolvimiento académico y en su vida social.

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ANEXOS

Anexo 1: Encuesta dirigida a Profesores del Centro de Educación Popular Especial de Imbabura (CEPE-I)



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

ESCUELA DE LENGUAS Y LINGÜÍSTICA

LINGÜÍSTICA APLICADA CON MENCIÓN EN ENSEÑANZA DE LENGUAS

Encuesta dirigida a Profesores del Centro de Educación Popular Especial de Imbabura (CEPE-I) a cargo de la enseñanza del idioma Inglés de personas con discapacidad visual.

Objetivo: Conocer de qué manera los docentes llevan a cabo el proceso de enseñanza-aprendizaje en el desarrollo de la habilidad de escuchar el idioma Inglés en los estudiantes con discapacidad visual del CEPE-I.

Marque con una X según considere:

1. ¿Cuánto conoce usted sobre la educación inclusiva en el Ecuador?

Mucho() Poco () Nada ()

2. ¿Tiene usted experiencia en la enseñanza del idioma Inglés a personas con discapacidad visual?

Sí () No ()

3. ¿Qué tipo de dificultades ha encontrado usted como instructor/a en el desarrollo de la habilidad lingüística de escuchar el idioma Inglés en sus estudiantes con discapacidad visual?

Falta de material adecuado y diverso ()

Falta de tiempo ()

Falta herramientas necesarias ()

Desconocimiento de estrategias ()

4. Durante el proceso de enseñanza del idioma Inglés a personas con discapacidad, ¿utiliza usted algún tipo de estrategia para facilitar el aprendizaje en sus estudiantes?

Sí ()

Especifique cual _____

No ()

5. ¿Cuánto conoce usted acerca de estrategias de aprendizaje para personas con discapacidad visual?

Mucho() Poco () Nada ()

6. ¿Cuán importante considera la aplicación de estrategias de aprendizaje en el proceso de enseñanza-aprendizaje de personas con discapacidad visual?

Mucho() Poco () Nada ()

7. ¿Conoce usted qué tipos de estrategias metacognitivas podrían ser útiles para facilitar la enseñanza del idioma Inglés de personas con discapacidad visual?

Sí () No ()

8. ¿Qué tipo de estrategias metacognitivas cree que serían útiles en el proceso de enseñanza aprendizaje del idioma Inglés en personas con discapacidad visual?

Atención dirigida ()

Atención selectiva ()

Autoevaluación ()

9. Desde su punto de vista, ¿Cuál sería el beneficio de la implementación de este tipo de estrategias?

Autoestima ()

Salud ()

Confianza ()

Relaciones interpersonales ()

Motivación ()

Otras: _____

10. ¿Estaría dispuesta/o a aprender sobre cómo enseñar y aplicar estas estrategias en clase a personas con discapacidad visual?

Sí ()

No ()

Tal vez ()

Anexo2: Encuesta dirigida a estudiantes con discapacidad visual del Centro de Educación Popular Especial de Imbabura (CEPE-I)



PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR

ESCUELA DE LENGUAS Y LINGÜÍSTICA

LINGÜÍSTICA APLICADA CON MENCIÓN EN ENSEÑANZA DE LENGUAS

Encuesta dirigida a estudiantes con discapacidad visual del Centro de Educación Popular Especial de Imbabura (CEPE-I)

Objetivo: Conocer qué tipo de dificultades enfrentan los estudiantes con discapacidad visual en el desarrollo de la habilidad del idioma Inglés.

1. ¿Puede usted entender con facilidad audios en el idioma Inglés?
Si ()
No ()

2. De los siguientes ejercicios auditivos, ¿cuáles le parece a usted más efectivos para aprender Inglés?
Diálogos en Inglés ()
Música en Inglés ()
Audiolibros en Inglés ()
Ninguno ()
Otros _____

3. ¿Cuán a menudo realiza usted ejercicios para mejorar la habilidad de escuchar en Inglés?
Siempre ()
A veces ()
Nunca ()

4. ¿Cuán importante ha sido para usted desarrollar la habilidad de escuchar en Inglés en su progreso académico?

Mucho ()

Poco ()

Nada ()

5. ¿Tiene usted conocimiento sobre estrategias metacognitivas?

Si () No ()

6. De los siguientes. ¿Qué mecanismo utiliza para procesar la información en Inglés?

Planea y organiza la información recibida ()

Formula preguntas ()

Evaluar ()

Otras ()

Cuales:

.....
.....

7. ¿Considera importante desarrollar estrategias de aprendizaje que faciliten la comprensión del idioma Inglés?

Si ()

No ()

8. ¿Conoce si alguno de sus profesores aplica algún tipo de estrategia que lo ayuden en el proceso de enseñanza aprendizaje?

Si ()

No ()

Si respondió “sí”, mencione que tipo de estrategia:

.....

9. ¿Cree que entender el idioma Inglés de mejor manera mejoraría su confianza para seguir formándose académicamente?

Si ()

No ()

10. Si conociera nuevas estrategias de aprendizaje que faciliten su comprensión auditiva en el idioma Inglés ¿cuál sería su nivel de satisfacción?

Alto ()

Medio ()

Bajo ()

Autora: Evelyn Ibeeth Valdiviezo Hidalgo

Fuente: Estudiantes del CEPE-I

Anexo 3: Imagen de la encuesta realizada a un estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 4: Imagen de la encuesta realizada a un estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 5: Imagen de la encuesta realizada a una estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 6: Imagen de la encuesta realizada a una estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 7: Imagen de la encuesta realizada a una estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 8: Imagen de la encuesta realizada a una estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 9: Imagen de la encuesta realizada a un estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 10: Imagen de la encuesta realizada a un estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 11: Imagen de la encuesta realizada a un estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 12: Imagen de la encuesta realizada a una estudiante del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 13: Imagen de la encuesta realizada a profesores del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Profesores del CEPE-I

Anexo 14: Imagen de la encuesta realizada a un estudiante del CEPE-I



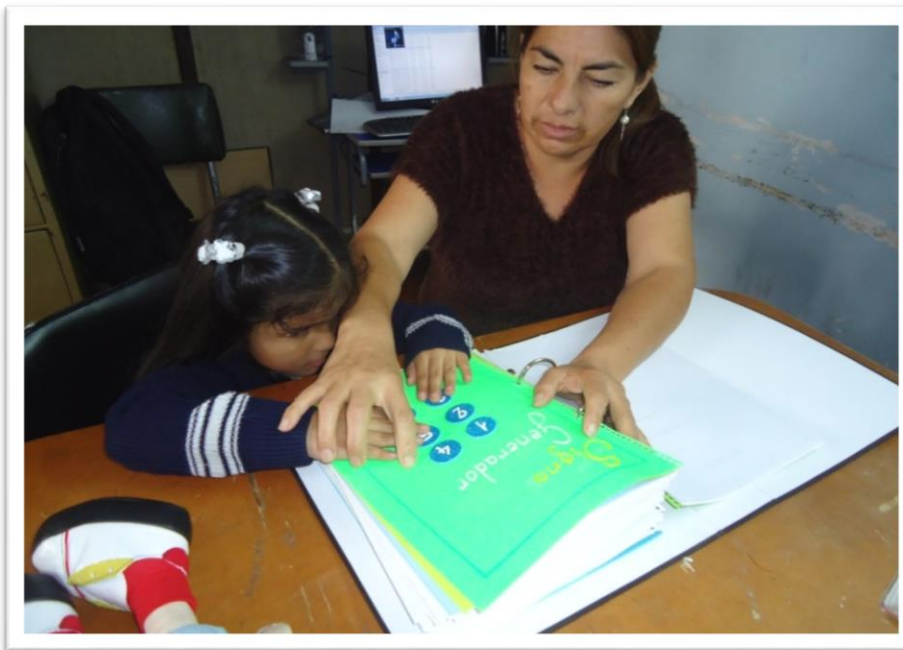
Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Profesores del CEPE-I

Anexo 15: Imagen de profesores y estudiantes del CEPE-I



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: Estudiantes del CEPE-I

Anexo 16: Imagen de una profesora con su estudiante del CEPE-I trabajando con material didáctico.



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: CEPE-I

Anexo 17: Imagen de estudiante del CEPE-I aprendiendo Braille.



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: CEPE-I

Anexo 18: Imagen de una estudiante del CEPE-I trabajando con material didáctico.



Autora: Evelyn Ibeeth Valdiviezo Hidalgo
Fuente: CEPE-I