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**TEACHING STRATEGY OF THE ENGLISH LANGUAGE FOR
PRESCHOOL CHILDREN THROUGH THE CARTOON
“MARTHA SPEAKS” PUT INTO PRACTICE BY A HIGH-
PERFORMANCE TEACHER WITH AUTISM DURING THE
SECOND QUARTER OF 2021.**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching.

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Abstract

This research wants to carry out a different project that allows improving the ability to listen and comprehension of the English Language in preschool students with Autism through the use of cartoon pictures which is expected to motivate, promote and develop such ability.

This is an investigation that seeks an answer about what is the impact of implementing cartoon images on the development of English comprehension ability in preschool students with Autism.

Second language acquisition has been a recurring research topic in recent years. Although research on language acquisition is numerous, very few establish a relationship between language acquisition and an Autism spectrum disorder. For this reason, the present investigation and the quantitative methodology of this project, with an exploratory approach, was born with the purpose to use a real material, such as cartoon, as innovative alternative to learn English as a second language, aimed at preschool children with Autism to observe the degree of interest of these students and put into practice by a teacher with high-performance Autism.

Unfortunately, due to the pandemic that the world is experiencing with covid-19 and the closure of schools, the researcher was forced to change his research methodology, and for this reason, the proposed use of the didactic guide is made.

Thanks to this research, it is hypothesized that the use of appropriate pedagogical and methodological practices increases linguistic ability and command of English in preschool children with Autism. Therefore, it is concluded in the first instance that the correct selection of a well-structured pedagogical strategy, with a defined methodology and applicable to the reality to intervene (in our case with the use of the cartoon "Martha Speaks" and the didactic guides) will generate, a favorable result to the improvement of the linguistic ability of the students who begin their based on the above.

Resumen

Esta investigación quiere realizar un proyecto diferente que permita mejorar la capacidad de escucha y comprensión del idioma inglés en estudiantes de preescolar con Autismo mediante el uso de dibujos animados que se espera motiven, promuevan y desarrollen dicha capacidad.

Se trata de una investigación que busca una respuesta sobre cuál es el impacto de la implementación de imágenes de dibujos animados en el desarrollo de la capacidad de comprensión del inglés en estudiantes de preescolar con Autismo.

Por tal motivo, la presente investigación y la metodología cuantitativa de este proyecto, con un enfoque exploratorio, nació con el propósito de utilizar un material real, como el dibujo animado, como alternativa innovadora para aprender inglés como segundo idioma, dirigido a niños en edad preescolar con Autismo para observar el grado de interés de estos alumnos y ponerlo en práctica por un profesor con Autismo de alto rendimiento.

Lamentablemente, debido a la pandemia que vive el mundo con el covid-19 y el cierre de escuelas, el investigador se vio obligado a cambiar su metodología de investigación, por lo que se hizo la propuesta de la guía didáctica.

Gracias a esta investigación, se plantea la hipótesis de que el uso de prácticas pedagógicas y metodológicas adecuadas aumenta la capacidad lingüística y el dominio del inglés en niños en edad preescolar con Autismo. Por tanto, se concluye en primera instancia que la correcta selección de una estrategia pedagógica bien estructurada, con una metodología definida y aplicable a la realidad a intervenir (en nuestro caso con el uso del dibujo animado "Martha Speaks" y las guías didácticas) generará, un resultado favorable a la mejora de la capacidad lingüística de los alumnos que inician sus estudios.

Chapter I

Introduction

Research on language acquisition is numerous; however very few establish a relationship between language acquisition and Autism Spectrum Disorder in preschool children. Each person with the Autism Spectrum Disorder has different communication skills; while some can express themselves without problems, other subjects speak little or nothing. Despite the communicative complication, it was shown that preschool age children with Autistic Disorder can acquire a second language. Consequently, the importance of learning foreign languages, particularly in these times, is undisputed. For Lopez, (2017) “Learning other languages becomes a growing trend, marking the evidence importance of promoting bilingual education from an early age” (p.2). However, despite its importance, research applied specifically to the teaching of the preschool stage to children with Autism in Costa Rica is scarce. Therefore, the present investigation entitled “Teaching Strategy of the English language for Preschool Children through the Cartoon “Martha Speaks” Put into Practice by a High-Performance Teacher with Autism”, aims to provide an educational innovation proposal to identify the possibilities offered by cartoons as an alternative strategy to improve the learning of English in preschool students with Autism.

1.1 Problem Statement

This research wants to carry out a different project that allows improving the ability to listen and comprehension of the English Language in preschool students with Autism through the use of cartoon pictures which is expected to motivate, promote and develop such ability.

Therefore, the research question of the present paper is: What is the impact of implementing cartoon images on the development of English comprehension ability in preschool students with Autism?

Objectives of the Investigation

1.2.1 General Objective.

To propose a teaching strategy in order to help preschool children with Autism to understand and learn English, through the cartoon “Martha Speaks” put into practice by a teacher with high-performance Autism during the second quarter of 2021.

Specific Objectives.

- To apply different English tasks and activities to boost the use of the foreign language in class.
- To contribute to the improvement of the attention levels of preschool students with Autism through the use of an audiovisual method.
- To motivate the participation of preschool students with Autism through the use of cartoon pictures to effectively develop the English lessons.

Justification of the Study

Due to the experience obtained as a student in the English language (with an emphasis on Teaching) at Universidad Internacional de las Américas, the researcher intends to be an English teacher for preschool children with Autism. This because, despite a late diagnose at the age of twenty-one years old, he was diagnosed with high-performance Autism. Consequently, the beneficiaries of this research will be future teachers who present difficulties due to their condition of Autism. It is important to state that this research will allow to observe from a different perspective, certain category of teachers, bringing benefits to the 21st century society. A society that reflects a growing openness and acceptance towards diversity. The beneficiaries will also be preschool children with Autism,

thanks to the use of an innovative methodological strategy such as the use of cartoons for learning English.

This research wants to also address the university teaching community so that they respect and take-into account the characteristics of each of their future teachers with Autism and their different capacities. People able to think of teaching as creative and researching a project with a different eye. Furthermore, this research wants to demonstrate that despite the existence of the Law on Labor Inclusion and Protection of People with Disabilities in the Public Sector (Law N°8862), the education system in Costa Rica has been somewhat deficient in its approach and the methods to include teachers with high-performance Autism. Therefore, to overcome this gap and favor the transition from exclusion to inclusion, there is a need to transform how it is taught and methodological strategies. Consequently, this research project becomes important to the extent that policies have been implemented at the national level that refer to the educational sector to implement projects that must respond to situations and the needs of students, to be concrete, feasible and evaluable.

Bearing in mind the above and the importance of implementing educational projects that generate quality and comprehensive education, the construction of this proposal is pertinent because early childhood education has established itself as fundamental for the development of the human being. In addition, it has to be stated that practicing the methods and strategies with which the foreign language is taught are not enough. Weaknesses have been detected in the processes of teaching and learning English in children with Autism and it is a priority that the person who directs information processes in these individuals is someone trained in the exercise, just as the centers that serve the child population have established projects clear curricula that allow these students to have access to a quality educational process. Consequently, it is necessary to orient a new curricular proposal for preschool level that is organized, by taking into account the needs of the population affected by Autism to generate a good education for the students, as well as teaching processes that generate and develop competencies.

The methodology proposed in this research seeks to improve the level of English in preschool children with Autism, to provide new ideas and strategies to teachers that allow them to be motivated and arouse interest in acquiring a second language in the preschool children. Moreover, this research project is necessary for preschool students to recognize English as a foreign language and initiate the appropriation of the language, since a greater exposure to the language is necessary to facilitate the children's communication and interaction with it. "With young children, their instinct (the mental capability we are all born) acts upon the language they hear and transforms it into a knowledge of the language and the ability to speak it. The most useful thing we could do with students would expose them to large amounts of comprehensible input in a relaxed setting". **(Harmer, 2001)**

In accordance with the above, it is important that children communicate in English, therefore, it is necessary to find a different way to develop the classes, and thus, the student is exposed to the foreign language according to their level. Consequently, this proposal contains an English learning strategy aimed at preschool students with Autism. Such a strategy that provides the quantity and quality of input to promote their communication and comprehension of English. Furthermore, the proposal is expected to remain as a tool that can be applied by other teachers and to serve as a reflection on the work of the English teacher

The purpose of the project is to open a space that offers the opportunity to acquire the English language before entering the official educational system, and on the other hand, to demonstrate that when young children have the opportunity to learn a second language in a fun and entertaining way frustration and difficulties are prevented, since naturally from their birth they are curious and eager to understand the world around them and interact with the environment. The researcher is specially motivated by the challenge of working with young children and creating a creative and entertaining proposal for both, the children and the teacher in charge of the group. Moreover, the researcher is excited to achieve a proposal that considers the students with Autism as the protagonists; in other words, as the object of a study that aims to provide something entertaining and fun and fulfill the

main objective, which is the acquisition of English through the cartoon “Martha Speaks” from an early age with the purpose of starting the school stage without the language handicap. In addition, this research aims to use the cartoon as an innovative alternative to learning English as a second language, aimed at preschool children with Autism and put into practice by a teacher with high-performance Autism.

The information obtained throughout this research may serve to point out the important role that a teacher affected by high-performance Autism can play; as the researcher is a sensitive, responsible teacher with his social role and committed to human development. A teacher who tries to think, to see, to dream, to imagine, to realize, to create, to know, to communicate, to relate, to be interested, to discover, to work, to make mistakes, to fail, to decide, to difficulties, to laugh, to respect, to fulfill, to achieve objectives, to grow; it is just about thinking...teaching.

Antecedents

1.4.1. Historical Antecedents

1) In Costa Rica, at the end of the 19th century and at the beginning of the 20th century, it was established the bases for the development of Preschool level in the country, with the view of promoting greater participation, especially of families in situations of poverty, in the educational process. As stated by Fernández Arauz.

“In Costa Rica, the first indications of education at this stage occurred in the year 1869, when the schools for preschool children where mentioned in the regulations for primary education with the age of 2 to 6 years old as the age to be admitted to these schools, when they were established. Of course, this should be considered a great achievement, because not attending preschool is the first obstacle that individuals face in their lives and that generates an important part of future benefits” (2016).

The importance of citing this author is to underline the birth of preschool education in Costa Rica. Recent research shows that investing in early interventions, designed to harness crucial stages of brain development, can allow to improve the lives of the most disadvantaged and vulnerable children and their societies, helping to break the cycles of poverty, violence and hopelessness. Thus, it can be said that this historical event becomes the platform for the current Costa Rican Preschool Public Education.

2) In the historical development of education in Costa Rica, the contribution of the lawyer Jesús Jiménez is important, when he again assumed the presidency of the Republic in 1868. In the Magna Carta of 1869, in its Article 6, it was established that: “Primary education of both sexes is mandatory, free and paid for the nation” (Dengo, 1998). Therefore, this historical event becomes the platform for the current Costa Rican public education.

Historically, the beginning of special education in Costa Rica took place in 1939 when, “On the initiative of the professor Fernando Centeno, the first special education school was opened, now the National Center for Special Education Fernando Centeno. This first school was installed in a small place near Park Morazán. (...) On July 23, 1940 the support of the school by the State becomes official” (**Montoya, 2012**)

The importance of citing this antecedent is to highlight one of the most important institutional achievements in education during the years of Social reform. This implied the recognition of a significant minor population, which required an educational approach that responded to their needs, since until then minors with these abilities did not have an institution that offered them the necessary educational resources. Consequently, it can be stated that long time ago, preschool students with disabilities were not a priority for any power entity; therefore, in most cases, it was an excluded population. It was thanks to the social reform of 1940 that it was understood that only through

education this category of students could be helped, and from the point of view of a high-performance teacher with Autism, he can give a good example of improvement and achievement.

1.4.2. International Antecedents

1)The article titled “Autism from the Inside” (**Development, 2007**) is based on Temple Grandin’s experience with Autism late diagnosed at the age of twenty-one (she is actually a Professor of Animal Science at the Colorado State University in the United States). This article quotes Grandin’s book “Thinking in Pictures” and introduces us to the subject. (**Grandin, 2007**) states that,

The most successful adults with Autism, Dyslexia, Asperger’s Syndrome or other Learning Problems are those who had teachers capable of developing the strengths of these students. For example, I use my ability to think visually, but not all people with Autism are photorealistic, visual thinkers like me. Some think in visual or sound patterns instead of images” (p.30).

“(…) The bottom line is that skills are uneven, and students should be encouraged to excel in their strongest areas, because it is better than trying to push for well roundedness. (…) Finding or be a mentor is important. Bill Carlock (my science teacher at school, saved me, thanks to interesting projects. He gave me a reason to study, to become a scientist” (p.31).

Using the quantitative methodology, we can affirm that the general objective of this article is to highlight how thanks to a good teaching and a good development of the strengths of the students (Autistic or not), they can be successful adults in the world of work. To the same, the following conclusion is obtained, responding to a part of the object of study of the research: teachers with a high-performance Autism can develop their strengths and abilities to teach.

2) By quoting verbatim from the book “The Autistic Brain” (Grandin, 2013),

“Autism and other developmental disorders have yet to be diagnosed with a clumsy system of behavioral profiling envisioned in a book called DSM, which is short for the Diagnostic and Statistical Manual of Mental Disorders. (...) The diagnostic criteria for Autism have changed and people must not be looked up in labels. (p.5). These people should not be allowed to think that they will never have a job, that all their lives just go around what they cannot do.” (p.64)

“(...) about fifty thousand people are diagnosed with Autism at eighteen each year in the United States alone. This is a little late to think about adulthood. But the world is full of fascinating things and they can potentially change the lives of people with Autism, but these people have to see the world”. (p.112)

The objective of citing Grandin’s book is to highlight as a mistake to label people with Autism, as this can lead to only see them as disabled or people who cannot do what other people can do. Consequently, it can be stated that even if an individual is late diagnosed with Autism, it does not mean that he will not have a satisfactory working life. An example is the testimony of Grandin, diagnosed with Autism at the age of twenty-one. She has had a successful career completing her Master’s Degree in Animal Science at the University of Illinois and she is currently an Assistant in Animal Science at the University of Colorado. **(Richard, 2013)**

3) By quoting verbatim the book “The Strangest Man”, Farmelo (2009) (the author) stated that,

Dirac was always the first to arrive, quietly occupying a seat in the front row and showing no interest in his peers. He spoke only when spoken to and spoke only in clipped and unimportant sentences, which showed no trace of emotion. (...) His classmates were

surprised to learn that, also he was eighteen months younger than anyone else in the class, he already had a degree in Engineering and was the best in the class” (p.56).

“(…) The journalist asked him how quantum mechanics is applied in everyday life and he replied that his work had not practical importance. (...) I have been working on my theory for eight years, and now I have started to develop a theory that deals with positive electrons. (...) I am not interested in literature, I do not go to the theater, and I do not listen to music. I am busy only with atomic theories” (p.113).

The idea of citing Farmelo’s book is to highlight how the physicist and mathematician Paul Dirac not only contributed fundamentally to the development of quantum mechanics, but also that he held the Lucasian chair of mathematics at the University of Cambridge, won the Nobel Prize for Physics in 1933 and among his most outstanding students was Robert Oppenheimer (Father of the Atomic Bomb). It is thought that Dirac to have had Asperger’s Syndrome according to Farmelo, with a very literal language and a very taciturn character. His difficulties in social relations were known, which did not prevent him from being a brilliant teacher. Consequently, it can be concluded that Dirac had never been shown to be Autistic; however, after Farmelo, studied Dirac’s life, he claimed that Dirac most certainly was. Nevertheless, this was not an impediment to excel in society and be one of the most relevant Physicist of the 20th century.

1.4.3. National Antecedents

1) In Costa Rica, learning English from an early age responds largely to the need to educate bilingual people, in order to be in accordance with the economic paradigm of globalization. Bilingualism is understood from the definition of Alarcon as “the possibility of developing in two languages”

This constitutes “a purpose that is part of the educational policies of this country, which is why the English language is part of the teaching curriculum from preschool through high school.

Particularly, the teaching of English in the preschool stage plays a transcendental role to improve the comprehension and production of the language” (**López-Montero, 2020**).

2) In Costa Rica Preschool Education is focused on communication and hence, and according to the program of the Ministry of Public Education (Ministerio de Educación Pública, 2014)” The student is provided with the series of opportunities to produce the foreign language through principles such as: lots of simulation through listening and practice. (...) The above paying attention to the different skills and styles of each student. (...)”.

Therefore, “The importance of providing preschool children with attention, affection, confidence and stimulation, is highlighted in order to achieve their appropriate progress”. (**Aliño Santiago, 2007**)

The potential for the modifiability possessed by boys and girls from 0 to 6 years old must be exploited to maximize their abilities. Consequently, it is fair to say that during early childhood the boy or girl has a high potential which deserves to be stimulated adequately so that they have greater possibilities of success at the beginning of their school life and in general.

The objective in citing this scientific article is to highlight the importance of preschool education in Costa Rica and above all the importance that has been given to teaching English to children at an early age, to strengthen their abilities to easily learn a second language. This is even true if we consider targeting preschool children with Autism. For this category of students, early stimulation and to focus on their strengths is very important. It is notorious that each child with Autism disorder has different communication skills, but this is not an impediment for some of them to acquire a second language.

Therefore, it can be stated that in order to achieve the objectives of the MEP, emphasis must be placed on the training that education teachers must have, as they are in charge of maximizing this potential with the appropriate techniques. (**Ministerio de Educación Pública, 2014**) explained that,

“The objective is to development of the potentialities and interests of boys and girls satisfying their biological, emotional, cognitive, expressive, linguistic and moral needs. (...) It is educated with the aim of fostering in affection, respect, imagination, creativity, flexibility, freedom, full enjoyment and learning. It is proposed that teaching staff make education a life experience, (...) that respond to the needs, characteristics, and particular conditions of the student with the purpose of promoting their integral development”

What the MEP affirmed about their objectives, assumes even more relevancy if they are putting to practice by a teacher diagnosed with high-performance Autism.

1.5 Scope

The scope of this research is to carry out a different project that contributes to improve comprehension of English language in preschool students with Autism through the use of pictures from the cartoon “Martha speaks”. It has to be considered that in Costa Rica, the study of English as a foreign language at the preschool level will expose learners to new educational experience. Therefore, students will realize that the English learning language is a simple, interesting, and a creative process. Moreover, in accordance with the program of the Ministry of Public Education, the “purpose of English Language Learning in our educational System is based primarily on the fact that childhood is the best time to acquire a foreign language” (Ministerio de Educación Publica, 2014)

Consequently, this project seeks to implement resources and activities that can help preschool students with Autism to learn English in a dynamic way, thanks to the use of cartoons and technology.

Chapter II

Theoretical Framework

2.1 Oral Comprehension in Teaching English

Comprehension skills play a very important role in the development of any foreign language. There have been many methods to teach English throughout history, however it was not until the 19th century with the direct method, that the importance of the four skills (Listening, Speaking, Reading, Writing), was revealed and thus, superimposing oral skills over written ones. These oral skills continue to gain importance in later methods (Audio-Lingual, Indirect, Total-Physical Response, Communicative). The communicative method is the one currently applied in language teaching. To develop communication skills, we must also develop oral comprehension, which is a skill that in recent years has been considered fundamental, as it not only involves the action of understanding the message heard, but “(...) it is about a subjective process, which depends on multiple factors related to the subject that builds it at the moment it occurs” (Zanón, 2010, p. 196).

The oral comprehension includes four categories: “1. Receptive (reception of the words of the speaker), 2. Constructive (construction and representation of the meaning), 3) Negotiator (negotiation of the meaning of the speaker and response) and 4) Transformative (creation of meaning through participation, imagination, and empathy)”. (Rost, 2013)

Therefore, it can be affirmed that oral comprehension is not a process that depends solely on the listener, but is bidirectional, as the speaker also plays an important role. In the classroom, this intersection appears when the speaker is the teacher. The teacher must incorporate this double direction in the English classroom and for this he must know the variables with which, according to **(Weir, 2005)**” the speaker can facilitate or hinder the comprehension of the listener: the speed of the speech, the variety of accent, the familiarity of the speaker’s voice, the number of speakers, the distinction between them and sex; as well as knowing the characteristics of the listener that affect

their comprehension: linguistic competence, short-term memory, degree of attention, affectivity, age, and previous knowledge”. The teacher must create activities based on these variables and characteristics so that the teaching of oral comprehension is effective.

2.2 Acquisition of a Second Language

To understand and explain second language acquisition, we can refer to the model of Krashen, which is built on principles that make a distinction between language acquisition and learning, and comprehension is emphasized more than production among others. This theory is based on five hypotheses. Nevertheless, that one of interest for this paper is, “Understandable input or input hypothesis. This hypothesis is the explanation of how the acquisition of the second language occurs. Moreover, it is established that this process only takes place if the person is exposed to samples of the language that are understandable but at the same time make the student strive to understand the message. In this hypothesis, the priority that the linguistic skills of comprehension have over those of expression, is emphasized; since one learns to express oneself in a new language through what is acquired through the oral comprehension of the same language. At this point the importance of the use of authentic materials and situations is highlighted”. (Krashen, 1981)

The emotional factors and the student’s attitude are directly related to the process of acquiring/learning a second language. If a person has a high affective filter causing them to be anxious, without motivation or without self-confidence, the acquisition mechanism is blocked so the input is understandable. Therefore, if a student has a negative attitude towards the language and if learning is out of obligation and but not pleasure, it is most likely that he will perform poorly.

2.3 Use of Authentic Materials in the English Classroom

The textbook or the activity notebook have been predominant materials within the English teaching classroom. However, this has changed after the incorporation of ECTs in the classroom.

Thanks to them, we find a wide range of materials available to both teachers and students. In the words of (Pozzobón, 2019)

“(…) In this case the teacher has the function of selecting the material for didactic use based on criteria: who are your students, what is the academic purpose of your subject, how do you expect your class to develop and what level of language proficiency do students have”. (…) Its adequate adaptation will produce an increase in the attention and motivation of the students as well as better results” (p.81).

In this research, we bet on activities carried out with materials that use authentic English, also call *realia*. The term *realia*, is defined as “real materials used for teaching-learning language, relating to what happens in real life that leads to understanding cultures and not just learning the English language” (Galaraga Imbaquingo, 2013, p.8)

Moreover, according to (Miranda, 2017), “*Realia* represents real things or objects with which a student can learn. (…) It is an essential tool in the teaching of foreign languages which, due to their authenticity, vocabulary and grammatical forms, foster interest in the target language and culture” (p.18).

Furthermore, authentic materials have several characteristics that differentiate them from traditional materials, as they are not created for didactic purposes, have real linguistic uses in various contexts, are current, show the culture of the language to be learned, are of interest to the students, and cannot be manipulated. Moreover, they have many advantages, as for example they are motivating, they show reality and language is used by natives (Gower, 1983). In addition, authentic or *realia* materials are mostly found in the visual, audio or audiovisual media; for instance, photos, postcards, songs, rhymes, videos of English programs, advertisements, etc. Authentic materials such as Audiovisual media are the ones that have produced the most positive results in students, specially,

considering the early age, where is very important to capture the attention of the children through the stimulation of images and sounds (Cancelas y Ouviaña, 1998).

2.4 Preschool English Study Program in the Transition Cycle MEP (2014).

2.4.1 General Orientation

The purpose of teaching English to children in the Transition Cycle level in our Educational System is based primarily on the fact that childhood is the best time to acquire a foreign language. According to the (Ministerio de Educación Publica, 2014),

“(...) The purpose of studying English in our curriculum is oral communication. Listening and Speaking skills are, therefore, emphasized at the transition cycle. (...) In this sense, any learning activity should take into consideration the integration of these two skills. In addition, the teacher should design different teaching procedures to approach a study block. The basic idea is to create a highly motivating atmosphere to encourage learning for natural communication” (p.10)

2.4.2 Attention of diversity

The educational center is made up of a diverse group of students that have common traits, characteristics and needs. However, at the same time, they have differences, which makes each person unique and unrepeatable. Consequently, it is very important to pay special attention to diversity on the part of the teaching staff, it is necessary to value differences as a source of enrichment.

Although it is true that there is a national curriculum established for preschool education, which has the purpose of offering the necessary elements to promote the learning and development of boys and girls, it is flexible and offers the possibility for teaching staff to carry out the necessary adaptations for its execution, which must respond to the characteristics, interests, needs and particular conditions of each student. According to the (Ministerio de Educación Publica, 2014), “(...) Attending to

diversity implies that in educational centers environments are fostered in which all students feel welcomed, accepted, respected, valued a capable of learning and developing their full potential, which requires identifying efforts to eliminate barriers that limit their learning” (p.29).

2.4.3 Use of technology

In the educational context, technology does not have unique uses and must be used to favor the administration of educational centers, teaching management and learning processes, since they are powerful tools that open opportunities.” The (Ministerio de Educación Publica, 2014) states that, (...) It has been shown that working with multimedia technology (image, sound and movement) supports the development of linguistic skills” (p.30).

2.5. Children with Autism and English language Learning

Weir (2005) conducted a research, on learning a foreign language in children with an Autism-like communication disorder, in Scotland. The data from this research is valuable as it examined the problems in learning a foreign language and pointed out the strengths that these children have in the learning process. Weir (2005) states that,

“The problems to learn a new language is that these children need a wide structure and routine in the learning process. (...) Among the obstacles encountered are inflexibility, difficulty in communication and social interaction, difficulty in keeping up with the class and resistance in speaking the foreign language” (p.15). “(...) One strategy to try to remove these obstacles is the use of ICT in the classroom. It is a crucial aspect to improve the learning experience in students with a communication disorder. The use of the technological devices helps motivation in the elaboration of tasks, which in turn improves the rhythm” (p.61).

“(…) Learning a foreign language is beneficial for these children, not only for the content of the language but also to broaden the awareness of other cultures” (p.63). “(…) Students with an Autistic type of communication disorder have generally good language ability in the concrete sense, because of their cognitive ability, they can use their power to memorize facts and vocabulary and tasks benefits from learning a new language” (p.75)

Chapter III

Methodological Framework

The quantitative methodology will be used in this project with the purpose of using real material, such as cartoon, as an innovative alternative to learn English as a second language, aimed at preschool children with Autism to observe the degree of interest of these students and to be put into practice by a teacher with high-performance Autism.

3.1. Research Approach

Research is a set of systematic, critical and empirical processes that are applied to the study of a phenomenon or problem. According to Carlos Fernandez Collado,

“Throughout the history of Science, different currents of thought and different interpretative frameworks have emerged, such as realism and constructivism.

Since the last century such currents have been polarized in two main research approaches: the quantitative approach and the qualitative approach. Both approaches employ careful, methodical, and empirical processes in their effort to generate knowledge, so the previous definition of research applies to both equally” (Carlos Fernández Collado, 2014 p.4).

“These methods use five similar and related strategies:

- They carry out the observation and evolution of phenomena.
- They make assumptions or ideas as a consequence of the observation and evolution made.

- They demonstrate the degree to which assumptions or ideas are grounded.
- They review such assumptions or ideas based on evidence or analysis.
- They propose new observations and evaluations to clarify, modify, and support assumptions and ideas, and even to generate others.

However, although the quantitative and qualitative approaches share these general strategies, each one has its own characteristics”. (Fernández Collado, 2014)

3.1.1. Characteristics of the Quantitative Approach

The quantitative approach is sequential and probative. Each stage proceeds to the next and we cannot “jump” or avoid steps. The order is rigorous. It starts from a successful idea and, once defined, objectives and research questions are derived, literature is reviewed and a theoretical framework or perspective is constructed. Hypotheses are established from questions and variables are determined; a plan is drawn up to test them (design); variables are measured in a given context; measurements obtained using statistical methods are analyzed, and a series of conclusions are drawn regarding the hypotheses. The quantitative approach

- “Reflects the need to measure and estimate magnitudes of research phenomena or problems.
- The researcher poses a delimited and concrete study problem about the phenomenon. Research questions are about specific questions.
- Once the study problem has been posed, the researcher considers what has been previously investigated (the literature review) and builds a theoretical framework (the theory that will guide his study), from which he derives one or more hypotheses (questions that to examine whether they are true or not) and test them using appropriate research designs.
- Hypotheses are generated before data is collected and analyzed.
- The data collection is based on measurement (the variables or concepts contained in the hypotheses are measured) as this approach is intended to measure, the phenomena studied must be able to be observed or refer to the real world.

- Quantitative research must be as objective as possible.
- The quantitative research occurs in the external reality of the individual. The phenomena that are observed should not be affected by the researcher, who should avoid as much as possible that their fears, beliefs, desires and tendencies influence the results of the study.
- The instruments to measure the variables are; questionnaires, quantitative observation, collection of factual information”. (Carlos Fernández Collado, 2014, p. 127)

3.1.2. Characteristics of the Qualitative Approach.

The qualitative approach is also guided by significant research areas or themes. However, qualitative studies can develop questions and hypotheses before, during, or after data collection and analysis. According to Fernández Collado,

- “The researcher poses a problem, but does not follow a clearly defined process.
- Qualitative research is based on a logical and inductive process (explore and describe and then generate theoretical perspectives).
- Hypotheses are not tested, but are generated during the process and refined as more data is collected, they are a result of the study.
- The approach is based on completely non-standardized data collection methods. Such gathering consists of obtaining the perspectives and points of view of the participants.
- The qualitative researcher uses techniques to collect data such as unstructured observation, open interviews, document review, recording of life stories, interaction with groups or communities”. (Carlos Fernández Collado, 2014, p.8)

3.1.3. Characteristics of the Mixed Approach.

The goal of a mixed research is not to replace quantitative or qualitative research, but to use the strengths of both types of inquiry by combining them and trying to minimize their potential weaknesses. The decision to use the mixed method is only appropriate when adding value to the study compared to using a single approach, because it regularly implies the need for greater financial

resources to involve more people, knowledge and time. According to Fernández Collado, the mixed approach,

- “Gets a broader and deeper perspective on the phenomenon.
- It produces richer and more varied data through the multiplicity of observations, since various sources and types of data, contexts or environments and analysis are considered.
- The sample is enriched.
- Greater fidelity of data collection instruments”. (2014, p.534)

3.1.4. Research Method Used in this Project.

The researcher method used in the development of this project is the quantitative with an exploratory approach.

As previously described, the quantitative approach chooses an idea, which it transforms into one or several relevant research questions after it derives hypotheses and variables; develop a plan to test them; measures the variables in a certain context and establishes a series of conclusions to the hypotheses.

“Exploratory studies are normally carried out when the objective is to examine a topic that has been little studied by a research problem, of which there are many doubts or have not been addressed before”. (Carlos Fernández Collado, 2014, p.91)

Therefore, based on the above, this project is implemented in the preschool environment, with children from five to six years old with Autism, and the approach seeks to analyze the possible positive effect that the use of a cartoon can have and to see if it gets the increased attention and understanding of the English language in this population category.

3.2 Research Design

The term design refers to the plan or strategy designed to obtain the desired information. The design indicates to the researcher what to do to achieve the study objectives and to answer the knowledge questions that have been raised.

In the case of the quantitative approach, “The researcher uses his design to analyze the certainty of the hypothesis formulated in a particular context or to provide evidence regarding the research guidelines” (Carlos Fernández Collado, 2014, p. 128).

Therefore, in this project, it was adopted an exploratory design. In other words, an action is taking (use of the cartoon “Martha Speaks”) in a preschool class with children with Autism and then it was observed; based on the results of the observation, we can say whether the hypothesis raised is true or not.

For the realization of this experiment, 15 days and 7 hours in total of structured observation will be necessary, as well as the collection of the information to verify the hypothesis proposed, which will be obtained through the instruments, that is the questionnaire and the checklist.

Furthermore, the computer material *realia* will be used so the students can watch of the cartoon “Martha Speaks” chapter 1, season 1 with the title: “Martha, the weather dog” with a duration of 12 minutes. Posters with the main characters of the cartoon and pictures related to the theme (the weather) will be presented and explained prior to watching the cartoon.

The students will watch the cartoon at least twice, to ensure that students can better grasp the message of the cartoon and become familiar with the vocabulary and increase their level of comprehension, as the cartoon is entirely in the English Language.

After watching the cartoon, the students will be asked to recognize the characters found in the posters, based on what they saw in the cartoon; this with the purpose of verifying if, they managed to recognize the characters without difficulty. Then they will be asked if they understood the topic covered in the selected episode and they will be shown the posters in which the drawings on the topic will be found.

To complete the experimentation, each child will be given a flashcard in which an image of the weather is represented (snowy, sunny, windy, rainy) and they will be asked to reproduce through a mimic the type of weather that is represented in the flashcard.

3.2.1. Martha Speaks’ cartoon

Martha Speaks is an American-Canadian children’s educational animated television series based on the 1992 children’s book under the same name by Susan Meddough, written by Ken Scarborough and directed by Dallas Parker.

The cartoon focuses on mainly on synonyms and vocabulary, and in each episode it features an underlying theme illustrated with (usually informal) keywords. However, the episodes occasionally focus on introducing preschoolers to various science learning concepts, such as the Spanish language through mentions, history and astronomy.

3.2.2. Martha Speaks' Characters

- *Martha* is a dog who gained the ability to talk after (accidentally) eating a bowl of alphabet soup. The letters in the soup went to her brain instead of her stomach, which was an event that could not be repeated with another dog, but Martha has to continue eating it to retain her ability to speak.
- *Skits*: Helen's other dog, who tried the same alphabet soup, but it did not make him talk.
- *Helen Lorraine*: Helen is Martha's and Skits owner, who is ten years old. She has red, short and ruffled hair, and is usually the voice of reason of the group. Helen thinks of Martha as her best friend.
- *T.D. (Tyroné Daniel)*: He is Helen best friend. He has blond hair and wears orange shorts with a blue and pale blue T-shirt with a picture of a tomato in the front.
- *Alice*: Another Helen's friend with blond hair. She wears glasses, brown shorts and a green T-shirt with red and white shoes.
- *Carolina*: Helen's cousin. She sometimes speaks in Spanish.
- *Truman*: Helen's friend, She has brown hair and a dark skin.

3.3 Information Sources

The literature review consists of detecting, obtaining and consulting the bibliography and other materials that are useful for the purposes of the study, from which the relevant and necessary information regarding the research problem must be extracted and compiled. "This review should be selected" (Fernández Collado, 2014).

There are three basic types of information source that can be used to carry out the literature review: primary, secondary and tertiary sources.

- A. "*Primary Sources* are the objective of the bibliographic research or literature review, as they provide first-hand data. Examples are: books, anthologies, newspaper articles,

monographs, theses and dissertations, official documents, association reports, papers presented at conferences or seminars, expert testimonies, films, documentaries, videotapes, forums, internet pages, etc.

- B. *Secondary Sources*: are compilations, summarize and list the references published in a particular area of knowledge (they are list of primary sources). That is, their process first-hand information, for example: indexes, abstract magazines, literary criticism and comments, encyclopedias, bibliographies, sources of information cited in the text.
- C. *Tertiary Sources*: are documents that summarize names and titles of magazines and other newspaper publications, as well as names of bulletins, conferences and symposia, websites, companies, industry associations and various services, for example: Public opinion, directories of companies that are dedicated to questions of human resources, etc.” (Danhke, 1989, p. 55 to 57).

Analysis Categories

3.4.1. Variables in Quantitative Research

Not all quantitative or numerical information is statistical data; in fact, what distinguishes a quantitative research is” not the use or representation of information on quantities or numerical values, but rather a theoretical-methodological approach and the use of statistical techniques for the recollection, analysis and interpretation of numerical data that, together, account for properties that are being studied, about a certain topic and research problem” (Goméz, 2016, p. 6).

3.4.2. Independent and Dependent Variable of the Investigation.

Two variables are adopted an independent variable x (the cartoon “Martha Speaks”) and a dependent variable y (preschool children with Autism).

“*The independent variable x* is one that explains, conditions or determines the change in the values of the dependent variable. It is also called casual or experimental because it is manipulated by the researcher. It is used for describing or measuring the factors that are supposed to cause or influence the problem.

On the other hand, the dependent variable y is the phenomenon or the situation explained. It is the variable that is affected by the presence or action of the independent variable. It is also called effect or conditioned action. It is used to discover or measure the problem studied”. (Fernández Collado, 2014).

Therefore, thanks to the use of these two variables, the researcher will be able to observe the effect that watching the cartoon “Martha Speaks” can have in increasing the interest and comprehension of the English language in preschool children with Autism.

3.4.2. Operational Variable

The activity to be carried out will be watching the cartoon “Martha Speaks” to measure the degree of comprehension and interest of preschool children with Autism. Posters and Flashcards with the characters of the cartoon and the theme (the weather), will be presented and explained to watching the cartoon.

3.4.3. Instrumental Variable

The measurement instruments that will be used in this investigation will be a structured observation, a questionnaire and a checklist. “A suitable measuring instrument is one that records observable data that truly represents the variables the researcher has in mind” (Carlos Fernández Collado, 2014, p. 276).

3.5 Data Collection Instruments

The instruments that will be used in this investigation will be a structured observation, a questionnaire, and a checklist. “The observation is a well- known technique used in scientific research. This method of data collection consists of systematic, valid and reliable recording of observable behaviors and situations. It is structured in that it contains very specific aspects to observe” (Carlos Fernández Collado, 2014, p. 104).

Moreover, “The questionnaire is the most widely used instruments to collect data, which is a set of questions regarding one or more variables to be measured. It contains closed questions (categories or answer options that have been previous delimited), and open questions (they do not delimit the answer alternatives). (Fernández Collado, 2014).

Finally, the checklist is used to carry out systematic activity checks and is used to collect data in an orderly and systematic way. (dictionary, 1995)

3.5.1 Structured observation

The observation is structured with the participant role of the researcher who joins the group as one of them.

The information will be obtained by taking handwritten notes. Such observation will be carried out for 15 days with total duration of 7 hours.

- The aspects to observe are: How the cartoon “Martha Speaks” contribute to the improvement of the attention level of preschool students with Autism.
- Whether the use of real material such as the computer and the pictures help students’ comprehension and oral skills.

3.5.2 The questionnaire

- How many years of experience do you have as an English teacher with preschool children?
- What behavioral characteristics do you have observed in preschool children with Autism?

1. Collaboration
2. Participation
3. Little Active
4. Very active
5. Most of them do their homework
6. Follow instructions

What academic characteristics do you have observed in preschool children with Autism?

Collaboration
Participation
Little Active
Very active
Most of them do their homework
Follow instructions

- What skills do you work with more frequency during the English lessons?
1. Speaking
 2. Listening
 3. Reading
 4. Writing

- **What kind of resources do you use more frequently to develop listening and speaking skills?**

1. Songs
2. Flashcards
3. Cartoons
4. Videos
5. Student book

- **What activities do you do more frequently to develop listening and speaking skills?**

1. Role plays
2. Dialogs
3. Theatrical activities
4. Story telling

- **How important do you consider the development of comprehension and oral skills in preschool students?**

1. Very important
2. Important
3. Not relevant

3.5.3 Checklist

- Did you like the cartoon “Martha Speaks”?
 1. Yes
 2. No
- Which character did you like most?
 1. Martha
 2. Helen T.D
 3. Skits
 4. Alice
 5. Carolina
 6. Truman
- Did you like the story told in the cartoon?
 1. Yes
 2. No
- Would you watch this cartoon in English again?
 1. Yes
 2. No
- What did you like most about this cartoon?
 1. Martha
 2. The theme
 3. The pictures

Chapter # 4

Data Analysis

The quantitative methodology of this project, with an exploratory approach, was born with the purpose to use a real material, such as cartoon, as innovative alternative to learn English as a second language, aimed at preschool children with Autism to observe the degree of interest of these students and put into practice by a teacher with high-performance Autism.

Unfortunately, due to the pandemic that the world is experiencing with covid-19 and the closure of schools, the researcher was forced to change his research methodology, and for this reason, the proposed use of the didactic guide is made.

The didactic guide is the basic instrument that guides the student on how to carry out independent study throughout the development of the subject. It must indicate, precisely, what student have to learn, how student can learn it, and when student will have learned it. It must be a unique material, organized by topic, taking into account, in addition, all the available means, such as; printed materials, TV, videos, software, and other resources.

The Didactic Guide is a valuable tool complementing and making the basic lesson more dynamic. It is done using creative didactic strategies by the teacher and generate a dialogue in order to offer students different possibilities to improve their understanding and the self-study process.

The option of developing a didactic guide was considered because the pandemic raised changes in the role of the teacher, who ceases to be the direct transmitter of knowledge to become the mediator, who guides the independent work of the student, who assumes a leading role in the learning.

4.1. The didactic guide several functions

The didactic guide has several functions: the motivating function, the facilitating function of understanding and activating learning, the orientation and dialogue function, the evaluating function.

- a. The motivating function:
 - Arouses interest in the subject and maintains attention during the self-study process.
 - Motivates and accompanies the student through a guided didactic conversation.
- b. The facilitating function of understanding and activators of learning:
 - It proposes clear goals that guide the study of the students.
 - Suggest intellectual work techniques that facilitate understanding of the subject and contribute to an effective study.
 - Suggest different activities and exercises, in an effort to address the different learning styles.
 - It specifies work strategies so that the student can carry out their remote evaluations.
- c. Orientation and dialogue function:
 - It fosters the capacity for organization and systematic study.
 - Promotes interaction with materials and classmates.
 - Encourage communication with the teacher-tutor.
 - Offers timely suggestions to enable independent learning.
- d. Evaluating function:
 - Activates relevant prior knowledge, to awaken interest and involve students.
 - Proposes recommended exercises as an evaluation mechanism continuous and formative.
 - Presents self-test learning exercises (self-assessment) so that the student can monitor their progress.
 - Constant feedback to the student, to provoke reflection about their own learning

4.2. Structure of the teaching guide for students

- Presentation of the subject for the student
- General Objective
- Specific Objectives
- Materials
- Self-appraisal
- Study guidelines

4.3. Structure of the guide for teachers

- Presentation of the guide for teachers
- General objective / Specific objectives
- Materials
- Evaluation
-

Self-study Guide # 1

Presentation of the subject for the student

In this work guide, # 1 we want the student to learn to identify the characters of the cartoon “Martha Speaks” through episode 1, season 1, with the title: “Martha Speaks”.

It can be found on

<https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

In this class, it is intended that the student be able to identify the characters in the cartoon and say aloud the names of these characters to their classmates. At the end of this guide, the student will carry out a self-evaluation that allows him/her to know how much he has learned and what he/she should improve.

General Objective

Offer students the opportunity to learn with playful, technological and receptive methodologies, a second language (English) through the cartoon “Martha Speaks”.

Specific Objectives

- Understand and identify the characters in the cartoon “Martha Speaks”.
- Express in an organized way the names of the characters from the cartoon “Martha Speaks”.

Materials

The materials necessary for the development of this guide are the video "Martha Speaks", the flashcards, and the explanation and help from the teacher.

Self-appraisal

The student marks with an x the answer that he/she thinks best reflects what he/she did in this guide. The student will be able to count on the help of the human resource offered by the teacher.

Study guidelines

Activity # 1

I prepare to do the guide

I watch the video "Martha Speaks", episode 1, season 1, paying attention to the images. I will do this activity in class with my classmates and teacher.

The maximum time for this activity is 15 minutes.

Activity # 2

I follow the instructions in the guide

In the six flashcards with the characters that appear in the cartoon that the teacher will show me, I will pay close attention to be able to identify each character later.

The maximum time for the activity is 10 minutes

Activity # 3

I put into practice what I learned in class

After having seen the video and the flashcards. I try to identify the main characters in the cartoon, saying the names of these characters aloud to my classmates, when the teacher show me the flashcards.

The maximum time for this activity is 15 minutes.

I have the opportunity to learn a second language (English) thanks to the use of the technology, in this case, thanks to the video "Martha Speaks".

School's Name:

Teacher's name:

Level: preschool

Subject: English

Specific Objectives:

Listening: Understand and identify cartoon characters

Speaking: Express the names of the cartoon characters in an organized way



1. I prepare to do the guide

<p>Materials or resources that I will need</p>	<p>Suggested materials:</p> <p>Video https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkjh71A4U1u9OAP/view?usp=drivesdk</p> <p>Flashcards</p> <p>Human resource (teacher's help)</p>
<p>Place where I go to work</p>	<p>My classroom</p>
<p>The time you are expected to do the guide</p>	<p>40 minutes</p>

2. I follow the instructions of the guide

Indications	I prepare to watch the Martha Speaks video, along with my classmates and my teacher.
Activity # 1	Topic 1: “Martha Speaks” I watch the Martha Speaks episode 1, season 1 video, paying attention to the images and the language contained in it. <u>This activity could be done for a time not exceeding 11 minutes.</u>
Activity # 2	The teacher will show me six flashcards with the characters that appeared in the cartoon: <ul data-bbox="544 1025 895 1256" style="list-style-type: none">• Martha• Helen• Helen’s father• Helen’s mother• TD-Helen’s friend• Truman-Helen’s friend. I have to pay close attention to what my teacher explains. <u>The time to carry out this activity will be 10 minutes</u>

3. I put into practice what I learned in class

Activity # 3

After having seen the video, the flashcards with the six characters from the episode 1, and have understood the story told in the cartoon and then explained by my teacher, I try to identify the characters out loud, addressing my classmates.

Time to do this activity 20 minutes

Vocabulary

Dog, mother, father, friend, girl, boy, woman, man

Self-appraisal

I understood the instructions



I followed the instructions



I managed to do what the guide asks me to do



I liked the guide



Presentation of the guide for teachers

One of the fundamental principles of our educational system is attention to diversity, understanding by attention to diversity, all educational action that is intended to respond to the different capacities of students.

In order to offer an adequate educational response to the diversity of the student body (especially students with special needs), the adaptation of curricular materials is required, among other measures.

The cartoon “Martha speaks” is adapted to the educational needs of a very specific student body (students with autism) and for preschool education, having as a priority objective, providing a basic and functional knowledge of the English language. In summary, through the cartoon “Martha speaks”, we want to work on the minimum contents of the area of the English language, especially the aspects of oral communication, vocabulary, and understanding of the language.

In guide n.1 it is desired that the student learns to identify the characters of the cartoon through the video

<https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

Thanks to the teacher's explanation, using the flashcards, the cartoon characters and the story contained in it will be presented in more detail.

At the end of this class, we would like the student to be able to identify the characters in the cartoon and to say these names aloud to their classmates.

General objective

Offer the student the opportunity to learn with real, technological, and recreational methodologies, a second language (English) through the cartoon “Martha speaks”.

Specific objectives

- **Listening:** understand and identify the characters in the cartoon "Martha Speaks"
- **Speaking:** Express in an organized way the names of the characters from the cartoon "Martha Speaks".
- Validate the pedagogical proposal of the use of the cartoon in order to verify the results and know the scope of the project

Materials

The materials necessary for the development of this guide will be the video "Martha Speaks", the flashcards, and the teacher's valuable human resource.

Video falls into the category of audiovisual materials that have to do directly with image and sound and serve to communicate messages.

Flashcards fall outside the category of traditional materials that help the student to memorize information in that it has been shown that verbal information increases if a relevant visual element is also present. In these, the characters that appear in this episode will be represented: Martha, Helen, TD, Helen's mother, Helen's father, Turner.

Evaluation

The evaluation will be formative and continuous.

- The continuous evaluation will allow us at every moment to collect information, both the teaching process followed, and the progress achieved by the student.
- The formative evaluation will allow us to detect the difficulties that appear in the development of the guides, once detected, correct them and adapt the teaching-learning process to the rhythm of the student's learning to achieve the proposed objectives.

Assessments instruments

Listening

Notes making about their correct listening, understanding of video and teacher's explanations.

Speaking

Notes making about good answers that students provide through the flashcards.

Why the used of these instruments to evaluate

- To verify that the student participates actively in communicative exchanges, paying special attention to the use of language
- To verify that the student Identify the most relevant elements that are presented in the video and flashcards.
- To verify that the student can express what they have learned orally, using signatures appropriate to the intention and context.
- To verify that the student tries to use the English language in the organization of the activity itself.
- To verify that the student can use the basic knowledge about the English language to satisfy the needs of expression.
- To verify that the student can locate and use the resources offered in this guide to meet the learning needs.

Guidelines for the development of the guide (Lesson plan n 1)

Instructor:	Andrea Mauceri	Region:	San José
Subject:	English	School	2nd Quarter
Level:	Preschool	Weeks:	
Institution		Plan	# 1

Learning Outcomes	Mediation Strategies	Performance Indicators
<p>At the end of this lesson students will be able to:</p> <p>Listening</p> <p>Identify the characters of the cartoon “Martha Speaks.”</p> <p>Speaking</p> <p>Practice conversation skill. Name and repeat the names of characters of the cartoon “Martha Speaks.”</p>	<p>Warm-up: Students will engage in learning and identifying the characters of the cartoon “Martha Speaks” through the episode 1 season 1</p> <p>https://drive.google.com/file/d/11KOQMUui1CUjUUGbtDK/JH71A4U1u9OAP/view?usp=Drivesdk</p> <p>Listening</p> <p>After watching the video, the teacher shows to the students some flashcards with the characters of the cartoon “Martha Speaks” and says the names of these characters and who they are (for example: Martha is the dog, Helen is owner’s dog, Turner and TD are Helen’s friends)</p> <p>Materials: Teacher’s explanation, flashcards, and video.</p> <p>Time: 30 minutes</p> <p>Speaking</p> <p>After watching the video and flashcards, teacher asks students to identify the characters through the flashcards and to say aloud their names to their classmates.</p> <p>Materials: flashcards</p> <p>Time: 10 minutes.</p>	<p>Students will be assessed through</p> <p>Listening</p> <p>Notes on making about the correct understanding of video and teacher’s explanations.</p> <p>Speaking</p> <p>Notes on the correct answers that students provide through the flashcards.</p>

Self-study Guide # 2

Presentation of the subject for the student

In this work guide, # 2 we want the student to learn to identify primary colors (yellow, blue, red) through the cartoon “Martha Speaks” episode 1, season 1, with the title: “Martha Speaks”.

It can be found on the following drive site:

<https://drive.google.com/file/d/11kOQMUi1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

In this class, it is intended that the student be able to identify primary colors and say aloud the names of these colors to their classmates. At the end of this guide, the student will carry out a self-evaluation that allows him/her to know how much he/she has learned and what he/she should improve.

General Objective

Offer students the opportunity to learn with playful, technological and receptive methodologies, a second language (English) through the cartoon “Martha Speaks”.

Specific Objectives

- Understand and identify primary colors (yellow, blue, red) through the cartoon “Martha Speaks”.
- Express in an organized way the names of primary colors and repeat them to the classmates.

Materials

The materials necessary for the development of this guide are the video "Martha Speaks", the flashcards, and the explanation and help from the teacher

Self-appraisal

The student marks with an x the answer that he/she thinks best reflects what he/she did in this guide. The student will be able to count on the help of the human resource offered by the teacher.

Study guidelines

Activity # 1

I prepare to do the guide

I watch the video "Martha Speaks", episode 1, season 1, paying attention to the images. I will do this activity in class with my classmates and teacher.

The maximum time for this activity is 11 minutes.

Activity # 2

I follow the instructions in the guide

The teacher will show me six flashcards, three flashcards with the primary colors (yellow, blue, red) that appear in the cartoon, and three flashcards with a particular characteristic of the cartoon characters (for example: the dog Martha is yellow, Martha's collar is red, Martha drinks a blue water). I will pay close attention to be able to identify each color later.

The maximum time for the activity is 10 minutes.

Activity # 3

I put into practice what I learned in class.

After having seen the video and the flashcards, I try to identify the primary colors that appear in the cartoon, saying the names of these colors aloud to my classmates, when the teacher show me the flashcards. The maximum time for this activity is 10 minutes.

I have the opportunity to learn a second language (English) thanks to the use of the technology, in this case, thanks to the video "Martha Speaks".

School's Name:

Teacher's name:

Level: preschool

Subject: English

Specific Objectives:

Listening: Identify primary colors (yellow, blue, red)

Speaking: Name and say out loud the primary colors



1. I prepare to do the guide.

Materials or resources that I will need	<p><i>Suggested materials:</i></p> <p><i>Video:</i> https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkjh71A4U1u9OAP/view?usp=drivesdk</p> <p><i>Flashcards</i></p> <p><i>Human resource (teacher's help)</i></p>
Place where I go to work	My classroom
The time you are expected to do the guide	40 minutes

2. I follow the instructions of the guide

Indications	I prepare to watch the Martha Speaks video, along with my classmates and my teacher.
Activity # 1	<p>Topic 2: The primary colors</p> <p>I watch the Martha Speaks episode 1, season 1 video, paying attention to the images and the language contained in it.</p> <p><u>This activity could be done for a time not exceeding 11 minutes.</u></p>
Activity # 2	<p>The teacher will show me three flashcards with the primary colors</p> <ul style="list-style-type: none">• Yellow• Blue• Red <p>The teacher will show me three flashcards with some of Martha's characteristics</p> <ul style="list-style-type: none">• The dog Martha is yellow• Martha's collar is red• Martha drinks a blue water <p>I have to pay close attention to what my teacher explains.</p> <p><u>The time to carry out this activity will be 10 minutes</u></p>

3. I put into practice what I learned in class

Activity # 3

After having seen the video, the flashcards with the primary colors, other ones with some of Martha's characteristics, and have understood the story told in the cartoon and then explained by my teacher, I try to identify primary colors and say them out loud, addressing my classmates.

Time to do this activity 20 minutes

Vocabulary

Yellow, red, blue, dog, collar, water, drinks

Self-appraisal

Frame with x

I understood the instructions



I followed the instructions



I managed to do what the guide asks me to do



I liked the guide



Presentation of the guide for teachers

One of the fundamental principles of our educational system is attention to diversity, understanding by attention to diversity, all educational action that is intended to respond to the different capacities of students.

In order to offer an adequate educational response to the diversity of the student body (especially students with special needs), the adaptation of curricular materials is required, among other measures.

The cartoon “Martha speaks” is adapted to the educational needs of a very specific student body (students with autism) and for preschool education, having as a priority objective, providing a basic and functional knowledge of the English language. In summary, through the cartoon “Martha speaks”, we want to work on the minimum contents of the area of the English language, especially the aspects of oral communication, vocabulary, and understanding of the language.

In guide # 2 it is desired that the student learns to identify the primary colors that he/she can find in the cartoon through the video on Drive

<https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

Thanks to the teacher's explanation, using the flashcards, the primary colors and the story and some of Martha's characteristics will be presented in more detail.

At the end of this lesson, we would like the student to be able to identify the primary colors in the cartoon and to say them aloud to their classmates.

General objective

Offer the student the opportunity to learn with real, technological, and recreational methodologies, a second language (English) through the cartoon “Martha speaks”.

Specific objectives

- **Listening:** understand and identify the primary colors (yellow, blue, red) through the cartoon "Martha Speaks"
- **Speaking:** Express in an organized way the names of the primary colors and say them out loud.
- Validate the pedagogical proposal of the use of the cartoon in order to verify the results and know the scope of the project

Materials

The materials necessary for the development of this guide will be the video "Martha Speaks",

<https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>,

the flashcards, and the teacher's valuable human resource.

Video falls into the category of audiovisual materials that have to do directly with image and sound and serve to communicate messages.

Flashcards fall outside the category of traditional materials that help the student to memorize information in that it has been shown that verbal information increases if a relevant visual element is also present. In these, the primary colors that appear in this episode will be represented (yellow, blue, red) and some Martha's characteristics (Martha is yellow, Martha's collar is red, Martha drinks a blue water).

Evaluation

The evaluation will be formative and continuous.

- The continuous evaluation will allow us at every moment to collect information, both the teaching process followed, and the progress achieved by the student.

- The formative evaluation will allow us to detect the difficulties that appear in the development of the guides, once detected, correct them and adapt the teaching-learning process to the rhythm of the student's learning to achieve the proposed objectives.

Assessments instruments

Listening

Notes making about their correct listening, understanding of video and teacher's explanations.

Speaking

Notes making about good answers that students provide through the flashcards.

Why the used of these instruments to evaluate

- To verify that the student participates actively in communicative exchanges, paying special attention to the use of language
- To verify that the student Identify the most relevant elements that are presented in the video and flashcards.
- To verify that the student can express what they have learned orally, using signatures appropriate to the intention and context.
- To verify that the student tries to use the English language in the organization of the activity itself.
- To verify that the student can use the basic knowledge about the English language to satisfy the needs of expression.
- To verify that the student can locate and use the resources offered in this guide to meet the learning needs

Guidelines for the development of the guide (Lesson plan n 2)

Instructor:	Andrea Mauceri	Region:	San José
Subject:	English	School	2 nd Quarter
Level:	Preschool	Weeks:	
Institution		Plan	# 2

Learning Outcomes	Mediation Strategies	Performance Indicators
<p>At the end of this lesson students will be able to:</p> <p>Listening</p> <p>Identify primary colors (yellow, blue, red)</p> <p>Speaking</p> <p>Name and repeat the primary colors.</p>	<p>Warm-up: Students will engage in learning and identifying primary colors through the episode 1, season 1 of the cartoon “Martha Speaks”.</p> <p>https://drive.google.com/file/d/11KOQMUu1lCUjUUGbtDK/JH71A4U1u9OAP/view?usp=drivesdk</p> <p>Listening</p> <p>After watching the video, teacher shows the students some flashcards with primary colors (yellow, blue, red) and students associate them with a particular characteristic of the cartoon characters (for example: Martha is yellow, Martha’s collar is red, the water that Martha drinks is blue).</p> <p>Materials: video, flashcards and teacher’s explanation</p> <p>Time: 30 minutes</p> <p>Speaking</p> <p>The teacher asks students to identify and say aloud the names of primary colors when he shows the flashcards.</p> <p>Materials: Flashcards</p> <p>Time: 10 minutes</p>	<p>Students will be assessed through</p> <p>Listening</p> <p>Notes on making about the correct understanding of video and teacher’s explanations.</p> <p>Speaking</p> <p>Notes on the correct answers that students provide through the flashcards.</p>

Self-study Guide # 3

Presentation of the subject for the student

In this work guide, # 3 we want the student to learn to identify common nouns according the characters of the cartoon “Martha Speaks” episode 1, season 1, with the title: “Martha Speaks”.

It can be found on the following drive site:

<https://drive.google.com/file/d/11kOQMUi1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

In this class, it is intended that the student be able to identify common nouns (for example: dog, girl, mother, father friend) and say aloud the names of these common nouns to their classmates. At the end of this guide, the student will carry out a self-evaluation that allows him/her to know how much he/she has learned and what he/she should improve.

General Objective

Offer students the opportunity to learn with playful, technological and receptive methodologies, a second language (English) through the cartoon “Martha Speaks”.

Specific Objectives

- Understand and identify common nouns according the characters of the cartoon “Martha Speaks”.
- Express in an organized way common nouns according the characters of the cartoon “Martha Speaks” and say out loud them to the classmates.

Materials

The materials necessary for the development of this guide are the video "Martha Speaks", the flashcards, and the explanation and help from the teacher.

Self-appraisal

The student marks with an x the answer that he/she thinks best reflects what he/she did in this guide. The student will be able to count on the help of the human resource offered by the teacher.

Study guidelines

Activity # 1

I prepare to do the guide.

I watch the video "Martha Speaks", episode 1, season 1, paying attention to the images. I will do this activity in class with my classmates and teacher.

The maximum time for this activity is 15 minutes.

Activity # 2

I follow the instructions in the guide.

The teacher will show me six flashcards with the characters of the cartoon "Martha Speaks, and the teacher will match the corresponding name of each character (for example: Martha is a dog, Helen is a girl, a woman is Helen's mother, a man is Helen's father, the boy is Helen's friend, the little child is Helen's brother). I will pay close attention to be able to identify each common noun later.

The maximum time for the activity is 10 minutes.

Activity # 3

I put into practice what I learned in class.

After having seen the video and the flashcards, I try to identify the common nouns that appear in the cartoon, saying the names of these nouns aloud to my classmates, when the teacher show me the flashcards. The maximum time for this activity is 15 minutes.

I have the opportunity to learn a second language (English) thanks to the use of the technology, in this case, thanks to the video "Martha Speaks".

School's Name:

Teacher's name:

Level: preschool

Subject: English

Specific Objectives:

Listening: Identify common nouns according the characters of the cartoon "Martha Speaks"

Speaking: Name and say out loud common nouns according the characters of the cartoon "Martha Speaks"



1. I prepare to do the guide

<p>Materials or resources that I will need</p>	<p><i>Suggested materials:</i></p> <p><i>Video:</i> https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk</p> <p><i>Flashcards</i></p> <p><i>Human resource (teacher's help)</i></p>
<p>Place where I go to work</p>	<p>My classroom</p>
<p>The time you are expected to do the guide</p>	<p>40 minutes</p>

2. I follow the instructions of the guide

Indications	I prepare to watch the Martha Speaks video, along with my classmates and my teacher.
Activity # 1	<p>Topic 3: “The common nouns”</p> <p>I watch the Martha Speaks episode 1, season 1 video, paying attention to the images and the language contained in it.</p> <p><u>This activity could be done for a time not exceeding 11 minutes.</u></p>
Activity # 2	<p>The teacher will show me six flashcards with common nouns</p> <ul style="list-style-type: none">• dog• mother• father• brother• girl• friend <p>The teacher will match the corresponding name of each character with these common nouns</p> <ul style="list-style-type: none">• Martha is a <i>dog</i>• The woman is Helen’s <i>mother</i>• The man is Helen’s <i>father</i>• Helen is a <i>girl</i>• The little child is Helen’s <i>brother</i>• The boy is Helen’s <i>friend</i> <p>I have to pay close attention to what my teacher explains.</p> <p><u>The time to carry out this activity will be 10 minutes</u></p>

3. I put into practice what I learned in class

Activity # 3

After having seen the video, the flashcards with common nouns, matching them to the corresponding name of each character of the cartoon “Martha Speaks”, have understood the story told in the cartoon and then explained by my teacher, I try to identify common nouns and say them out loud, addressing my classmates.

Time to do this activity 20 minutes

Vocabulary

Dog, Mother, Father, Brother, Girl, Friend

Self-appraisal

Frame with x

I understood the instructions



I followed the instructions



I managed to do what the guide asks me to do



I liked the guide



Presentation of the guide for teachers

One of the fundamental principles of our educational system is attention to diversity, understanding by attention to diversity, all educational action that is intended to respond to the different capacities of students.

In order to offer an adequate educational response to the diversity of the student body (especially students with special needs), the adaptation of curricular materials is required, among other measures.

The cartoon “Martha speaks” is adapted to the educational needs of a very specific student body (students with autism) and for preschool education, having as a priority objective, providing a basic and functional knowledge of the English language. In summary, through the cartoon “Martha speaks”, we want to work on the minimum contents of the area of the English language, especially the aspects of oral communication, vocabulary, and understanding of the language.

In guide # 3 it is desired that the student learns to identify the primary colors that he/she can find in the cartoon through the video on Drive

<https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

Thanks to the teacher's explanation, using the flashcards, the primary colors and the story and some of Martha's characteristics will be presented in more detail.

At the end of this class, we would like the student to be able to identify the primary colors in the cartoon and to say them aloud to their classmates.

General objective

Offer the student the opportunity to learn with real, technological, and recreational methodologies, a second language (English) through the cartoon “Martha speaks”.

Specific objectives

- **Listening:** Identify common nouns according the characters of the cartoon “Martha Speaks”.
- **Speaking:** Name and say out loud common nouns according the characters of the cartoon “Martha Speaks”.
- Validate the pedagogical proposal of the use of the cartoon in order to verify the results and know the scope of the project

Materials

The materials necessary for the development of this guide will be the video "Martha Speaks",

<https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>,

the flashcards, and the teacher's valuable human resource.

Video falls into the category of audiovisual materials that have to do directly with image and sound and serve to communicate messages.

Flashcards fall outside the category of traditional materials that help the student to memorize information in that it has been shown that verbal information increases if a relevant visual element is also present. In these, common names that appear in this episode will be represented (dog, girl, mother, father, brother, friend) and the teacher will match these to the corresponding names of each character of the cartoon (for example: Martha is a dog, Helen is a girl, the woman is Helen's mother, the man is Helen's father, the little child is Helen's brother, the boy is Helen's friend).

Evaluation

The evaluation will be formative and continuous.

- The continuous evaluation will allow us at every moment to collect information, both the teaching process followed, and the progress achieved by the student.

- The formative evaluation will allow us to detect the difficulties that appear in the development of the guides, once detected, correct them and adapt the teaching-learning process to the rhythm of the student's learning to achieve the proposed objectives.

Assessments instruments

Listening

Notes making about their correct listening, understanding of video and teacher's explanations.

Speaking

Notes making about good answers that students provide through the flashcards.

Why the used of these instruments to evaluate

- To verify that the student participates actively in communicative exchanges, paying special attention to the use of language
- To verify that the student Identify the most relevant elements that are presented in the video and flashcards.
- To verify that the student can express what they have learned orally, using signatures appropriate to the intention and context.
- To verify that the student tries to use the English language in the organization of the activity itself.
- To verify that the student can use the basic knowledge about the English language to satisfy the needs of expression.
- To verify that the student can locate and use the resources offered in this guide to meet the learning needs.

Guidelines for the development of the guide (Lesson plan n 3)

Instructor	Andrea Mauceri	Region:	San José
Subject:	English	School	2nd Quarter
Level:	Preschool	Weeks:	
Institutio		Plan	# 3

Learning Outcomes	Mediation Strategies	Performance Indicators
<p>At the end of this lesson students will be able to:</p> <p>Listening</p> <p>Identify common nouns according to the characters of the cartoon Martha Speaks</p> <p>Speaking</p> <p>Name and repeat common nouns according to the characters of the cartoon Martha speaks.</p>	<p>Warm-up: Students will engage in learning and identifying common nouns, according to the characters of the cartoon “Martha Speaks” through the episode 1 season 1 https://drive.google.com/file/d/11KOQMUui1CUjUUGbtDK/JH71A4U1u9OAP/view?usp=drivesdk</p> <p>Listening</p> <p>After watching the video, the teacher shows the students some flashcards of the characters of the cartoon “Martha Speaks.” The students will match the corresponding name of each character (for example: Martha is a dog, Helen is a girl, a woman is a mother, a man is a father).</p> <p>Materials: Teacher’s explanation, flashcards, and video.</p> <p>Time: 30 minutes</p> <p>Speaking</p> <p>After watching the video and flashcards, the teacher asks students to identify and say aloud the common nouns that they learned of the characters of the cartoon (dog, girl, mother, father, friend)</p> <p>Materials: flashcards</p> <p>Time: 10 minutes.</p>	<p>Students will be assessed through</p> <p>Listening</p> <p>Notes on the correct understanding of the video and teacher’s explanations.</p> <p>Speaking</p> <p>Notes on the correct answers that students provide through the flashcards.</p>

Self-study Guide # 4

Presentation of the subject for the student

In this work guide, # 4 we want the student to learn to identify the vowels, and for this, student will engage through the episode 1, season 1 of the cartoon “Martha Speaks”.

It can be found on the following drive site:

<https://drive.google.com/file/d/11kOQMUwi1CUjUUGbtDkjh71A4U1u9OAP/view?usp=drivesdk>

In this class, it is intended that the student be able to identify the five vowels (a, e, I, o, u) and say aloud these five vowels to their classmates. At the end of this guide, the student will carry out a self-evaluation that allows him/her to know how much he/she has learned and what he/she should improve.

General Objective

Offer students the opportunity to learn with playful, technological and receptive methodologies, a second language (English) through the cartoon “Martha Speaks”.

Specific Objectives

- Understand and identify the five vowels (A, E, I, O, U)
- Express in an organized way and say out loud the five vowels to the classmates.

Materials

The materials necessary for the development of this guide are the video "Martha Speaks", the flashcards, and the explanation and help from the teacher.

Self-appraisal

The student marks with an x the answer that he/she thinks best reflects what he/she did in this guide. The student will be able to count on the help of the human resource offered by the teacher.

Study guidelines

Activity # 1

I prepare to do the guide.

I watch the video "Martha Speaks", episode 1, season 1, paying attention to the images. I will do this activity in class with my classmates and teacher.

The maximum time for this activity is 11 minutes.

Activity # 2

I follow the instructions in the guide.

The teacher will show me five flashcards with the vowels (A, E, I, O, U) and the teacher will match every vowel with some color (for example: A in yellow; E in blue; I in red; O in orange; U in green). I will pay close attention to be able to identify each vowel later.

The maximum time for the activity is 10 minutes.

Activity # 3

I put into practice what I learned in class.

After having seen the video and the flashcards, I try to identify the vowels through the flashcards, saying the names of these vowels aloud to my classmates, when the teacher show me the flashcards.

The maximum time for this activity is 20 minutes.

I have the opportunity to learn a second language (English) thanks to the use of the technology, in this case, thanks to the video "Martha Speaks".

School's Name:

Teacher's name:

Level: preschool

Subject: English

Specific Objectives:

Listening: Identify the five vowels (A, E, I, O, U)

Speaking: Name and say out loud the five vowels



1. I prepare to do the guide

Materials or resources that I will need	<p><i>Suggested materials:</i></p> <p><i>Video:</i> https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk</p> <p><i>Flashcards</i></p> <p><i>Human resource (teacher's help)</i></p>
Place where I go to work	My classroom
The time you are expected to do the guide	40 minutes

2. I follow the instructions of the guide

Indications	I prepare to watch the Martha Speaks video, along with my classmates and my teacher.
Activity # 1	<p>Topic 4: “The vowels”</p> <p>I watch “Martha Speaks” episode 1, season 1 video, paying attention to the images and the language contained in it.</p> <p><u>This activity could be done for a time not exceeding 11 minutes.</u></p>
Activity # 2	<p>The teacher will show me five flashcards with the five vowels</p> <ul style="list-style-type: none">• A• E• I• O• U <p>The teacher will show each vowel in different colors</p> <ul style="list-style-type: none">• A, with yellow color• E, with blue color• I, with red color• O, with orange color• U, with green color <p>I have to pay close attention to what my teacher explains.</p> <p><u>The time to carry out this activity will be 10 minutes</u></p>

3. I put into practice what I learned in class

Activity # 3

After having seen the video, the flashcards with the five vowels, matching them to some colors, have understood the story told in the cartoon and then explained by my teacher, I try to identify the five vowels and say them out loud, addressing my classmates.

Time to do this activity 20 minutes

Vocabulary

The five vowels: A (eɪ), E (i), I (aɪ), O (oʊ), U (ju) /

Self-appraisal

Frame with x

I understood the instructions



I followed the instructions



I managed to do what the guide asks me to do



I liked the guide



Presentation of the guide for teachers

One of the fundamental principles of our educational system is attention to diversity, understanding by attention to diversity, all educational action that is intended to respond to the different capacities of students.

In order to offer an adequate educational response to the diversity of the student body (especially students with special needs), the adaptation of curricular materials is required, among other measures.

The cartoon “Martha speaks” is adapted to the educational needs of a very specific student body (students with autism) and for preschool education, having as a priority objective, providing a basic and functional knowledge of the English language. In summary, through the cartoon “Martha speaks”, we want to work on the minimum contents of the area of the English language, especially the aspects of oral communication, vocabulary, and understanding of the language.

In guide # 4 it is desired that the student learns to identify the five vowels after he/she can view the cartoon through the video on Drive

<https://drive.google.com/file/d/11kOQMUi1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

At the end of this class, we would like the student to be able to identify the five vowels and to say them aloud to their classmates.

General objective

Offer the student the opportunity to learn with real, technological, and recreational methodologies, a second language (English) through the cartoon “Martha speaks”.

Specific objectives

- Listening: Identify the five vowels (A, E, I, O, U)
- Speaking: Name and say out loud the five vowels.
- Validate the pedagogical proposal of the use of the cartoon in order to verify the results and know the scope of the project

Materials

The materials necessary for the development of this guide will be the video "Martha Speaks",

<https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkjh71A4U1u9OAP/view?usp=drivesdk>,

the flashcards, and the teacher's valuable human resource.

Video falls into the category of audiovisual materials that have to do directly with image and sound and serve to communicate messages.

Flashcards fall outside the category of traditional materials that help the student to memorize information in that it has been shown that verbal information increases if a relevant visual element is also present. The teacher will match each vowel with some color (the vowel A, with yellow color; the vowel E, with blue color; the vowel I, with red color; the vowel O, with orange color; the vowel U, with green color).

Evaluation

The evaluation will be formative and continuous.

- The continuous evaluation will allow us at every moment to collect information, both the teaching process followed, and the progress achieved by the student.
- The formative evaluation will allow us to detect the difficulties that appear in the development of the guides, once detected, correct them and adapt the teaching-

learning process to the rhythm of the student's learning to achieve the proposed objectives.

Assessments instruments

Listening

Notes making about their correct listening, understanding of video and teacher's explanations.

Speaking

Notes making about good answers that students provide through the flashcards.

Why the used of these instruments to evaluate.

- To verify that the student participates actively in communicative exchanges, paying special attention to the use of language.
- To verify that the student Identify the most relevant elements that are presented in the video and flashcards.
- To verify that the student can express what they have learned orally, using signatures appropriate to the intention and context.
- To verify that the student tries to use the English language in the organization of the activity itself.
- To verify that the student can use the basic knowledge about the English language to satisfy the needs of expression.
- To verify that the student can locate and use the resources offered in this guide to meet the learning needs.

Guidelines for the development of the guide (Lesson plan n. 4)

Instructor:	Andrea Mauceri	Region:	San José
Subject:	English	School	2 nd Quarter
Level:	Preschool	Weeks:	
Institution		Plan	# 4

<i>Learning Outcomes</i>	<i>Mediation Strategies</i>	<i>Performance Indicators</i>
<p>At the end of this lesson students will be able to:</p> <p>Listening</p> <p>Identify the five vowels (A, E, I, O, U).</p> <p>Speaking</p> <p>Name and say out loud the five vowels.</p>	<p>Warm-up: Students will engage in learning and identifying the five vowels through the cartoon “Martha Speaks”, episode 1, season 1</p> <p>https://drive.google.com/file/d/11KOQMUui1CUjUUGbtDKJH71A4U1u9OAP/view?usp=drivesdk</p> <p>Listening</p> <p>After the video, the teacher shows to students five flashcards with the five vowels. Each vowel will have a different color (A, in yellow; E, in blue; I, in red; O, in orange; U, in green).</p> <p>Materials: video, flashcards, and teacher’s explanation</p> <p>Time: 20 minutes</p> <p>Speaking</p> <p>After watching the video, the teacher asks the students to identify and say aloud the five vowels that they learned in this lesson through the flashcards.</p> <p>Materials: Flashcards</p> <p>Time: 20 minutes</p>	<p>Students will be assessed through</p> <p>Listening</p> <p>The teacher will check the correct listening and understanding of teacher’s activity.</p> <p>Speaking</p> <p>Notes that show the correct answers that students provide according to the activity.</p>

Self-study Guide # 5

Presentation of the subject for the student

In this work guide, # 5 we want the student to learn to identify the different parts of the house, after seen the cartoon “Martha Speaks” through episode 1, season 1, with the title: “Martha Speaks”.

It can be found on

<https://drive.google.com/file/d/11kOQMUi1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

In this lesson, it is intended that the student be able to identify the different parts of the house (kitchen, dining room, living room, bedroom) and say aloud the names of these parts to their classmates. At the end of this guide, the student will carry out a self-evaluation that allows him/her to know how much he has learned and what he/she should improve.

General Objective

Offer students the opportunity to learn with playful, technological and receptive methodologies, a second language (English) through the cartoon “Martha Speaks”.

Specific Objectives

- Understand and identify the different parts of the house through the cartoon “Martha Speaks”.
- Express in an organized way the names of the different parts of the house.

Materials

The materials necessary for the development of this guide are the video "Martha Speaks", the flashcards, and the explanation and help from the teacher.

Self-appraisal

The student marks with an x the answer that he/she thinks best reflects what he/she did in this guide. The student will be able to count on the help of the human resource offered by the teacher.

Study guidelines

Activity # 1

I prepare to do the guide.

I watch the video "Martha Speaks", episode 1, season 1, paying attention to the images. I will do this activity in class with my classmates and teacher.

The maximum time for this activity is 11 minutes.

Activity # 2

I follow the instructions in the guide.

In the four flashcards with the different parts of the house that the teacher will show me, I will pay close attention to be able to identify each part later.

The maximum time for the activity is 10 minutes.

Activity # 3

I put into practice what I learned in class.

After having seen the video and the flashcards. I try to identify the different parts of the house, saying the names of these parts aloud to my classmates, when the teacher show me the flashcards.

The maximum time for this activity is 20 minutes.

I have the opportunity to learn a second language (English) thanks to the use of the technology, in this case, thanks to the video "Martha Speaks".

School's Name:

Teacher's name:

Level: preschool

Subject: English

Specific Objectives:

Listening : Understand and identify different parts of the house.

Speaking: Express the names of the different parts of the house in an organized way



1. I prepare to do the guide

Materials or resources that I will need	<p><i>Suggested materials:</i></p> <p><i>Video</i> https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkjh71A4U1u9OAP/view?usp=drivesdk</p> <p><i>Flashcards</i></p> <p><i>Human resource (teacher's help)</i></p>
Place where I go to work	My classroom
The time you are expected to do the guide	40 minutes

2. I follow the instructions of the guide

Indications	I prepare to watch the Martha Speaks video, along with my classmates and my teacher.
Activity # 1	Topic 5: Different Parts Of The House I watch the “Martha Speaks” episode 1, season 1 video, paying attention to the images and the language contained in it. <u>This activity could be done for a time not exceeding 11 minutes.</u>
Activity # 2	The teacher will show me four flashcards with the different parts of the house that appeared in the cartoon: <ul style="list-style-type: none">• kitchen• dining room• living room• bedroom I have to pay close attention to what my teacher explains. <u>The time to carry out this activity will be 10 minutes</u>

3. I put into practice what I learned in class

Activity # 3

After having seen the video, the flashcards with the parts of the house from the episode 1, and have understood the story told in the cartoon and then explained by my teacher, I try to identify these parts out loud, addressing my classmates.

Time to do this activity 20 minutes

Vocabulary

Kitchen, dinning room, living room, bedroom

Self-appraisal

Frame with x

I understood the instructions



I followed the instructions



I managed to do what the guide asks me to do



I liked the guide



Presentation of the guide for teachers

One of the fundamental principles of our educational system is attention to diversity, understanding by attention to diversity, all educational action that is intended to respond to the different capacities of students.

In order to offer an adequate educational response to the diversity of the student body (especially students with special needs), the adaptation of curricular materials is required, among other measures.

The cartoon “Martha speaks” is adapted to the educational needs of a very specific student body (students with autism) and for preschool education, having as a priority objective, providing a basic and functional knowledge of the English language. In summary, through the cartoon “Martha speaks”, we want to work on the minimum contents of the area of the English language, especially the aspects of oral communication, vocabulary, and understanding of the language.

In guide n.5 it is desired that the student learns to identify the different parts of the house through the video

<https://drive.google.com/file/d/11kOQMUwi1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

Thanks to the teacher's explanation, using the flashcards, the different parts of the house, and the story contained in it will be presented in more detail.

At the end of this lesson, we would like the student to be able to identify different parts of the house in the cartoon and to say these names aloud to their classmates.

General objective

Offer the student the opportunity to learn with real, technological, and recreational methodologies, a second language (English) through the cartoon “Martha speaks”.

Specific objectives

- **Listening:** understand and identify different parts of the house through the cartoon "Martha Speaks"
- **Speaking:** Express in an organized way the names of different parts of the house.
- Validate the pedagogical proposal of the use of the cartoon in order to verify the results and know the scope of the project

Materials

The materials necessary for the development of this guide will be the video "Martha Speaks", the flashcards, and the teacher's valuable human resource.

Video falls into the category of audiovisual materials that have to do directly with image and sound and serve to communicate messages.

Flashcards fall outside the category of traditional materials that help the student to memorize information in that it has been shown that verbal information increases if a relevant visual element is also present. In these, the parts of the house that appears in this episode will be represented: kitchen, dining room, living room, bedroom.

Evaluation

The evaluation will be formative and continuous.

- The continuous evaluation will allow us at every moment to collect information, both the teaching process followed, and the progress achieved by the student.
- The formative evaluation will allow us to detect the difficulties that appear in the development of the guides, once detected, correct them and adapt the teaching-learning process to the rhythm of the student's learning to achieve the proposed objectives.

Assessments instruments

Listening

Notes making about their correct listening, understanding of video and teacher's explanations.

Speaking

Notes making about good answers that students provide through the flashcards.

Why the used of these instruments to evaluate.

- To verify that the student participates actively in communicative exchanges, paying special attention to the use of language.
- To verify that the student Identify the most relevant elements that are presented in the video and flashcards.
- To verify that the student can express what they have learned orally, using signatures appropriate to the intention and context.
- To verify that the student tries to use the English language in the organization of the activity itself.
- To verify that the student can use the basic knowledge about the English language to satisfy the needs of expression.
- To verify that the student can locate and use the resources offered in this guide to meet the learning needs.

Guidelines for the development of the guide (Lesson plan n. 5)

Instructor:	Andrea Mauceri	Region:	San José
Subject:	English	School	2 nd Quarter
Level:	Preschool	Weeks:	
Institution		Plan	# 5

<i>Learning Outcomes</i>	<i>Mediation Strategies</i>	<i>Performance Indicators</i>
<p>At the end of this lesson students will be able to:</p> <p>Listening</p> <p>Identify the parts of the house of the cartoon “Martha Speaks”.</p> <p>Speaking</p> <p>Practice conversation skill. Name and repeat the names of the parts of the house.</p>	<p>Warm-up: Students will engage in learning and identifying the parts of the house of the cartoon “Martha Speaks” through the episode 1 season 1</p> <p>https://drive.google.com/file/d/11KOQMui1CUJUUGbtDKJ1t71A4U1u9OAP/view?usp-drivesdk</p> <p>Listening</p> <p>After watching the video the teacher shows the students some flashcards with the parts of the house of the cartoon “Martha Speaks”, says the names of these parts, and what the characters are doing in these rooms (for example: Martha eats in the dining room, Helen cooks in the kitchen, all the family are in the living room, Helen and Martha are in the bedroom).</p> <p>Materials: Teacher’s explanation, flashcards and video.</p> <p>Time: 20 minutes</p> <p>Speaking</p> <p>After watching the video and flashcards, the teacher asks students to identify the parts of the house through the flashcards and to say loudly their names to other classmates.</p> <p>Materials: Flashcards</p> <p>Time: 20 minutes</p>	<p>Students will be assessed through</p> <p>Listening</p> <p>Notes on the correct listening, understanding of video and teacher’s explanations.</p> <p>Speaking</p> <p>Notes that show the correct answers that students provide through the flashcards.</p>

Self-study Guide # 6

Presentation of the subject for the student

In this work guide, # 6 we want the student to learn to identify school supplies, after seen the cartoon “Martha Speaks” through episode 1, season 1, with the title: “Martha Speaks”.

It can be found on

<https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

In this lesson, it is intended that the student be able to identify school supplies (table, chair, books, blackboard, pictures) and say aloud the names of these school supplies. At the end of this guide, the student will carry out a self-evaluation that allows him/her to know how much he has learned and what he/she should improve.

General Objective

Offer students the opportunity to learn with playful, technological and receptive methodologies, a second language (English) through the cartoon “Martha Speaks”

Specific Objectives

- Understand and identify school supplies through the cartoon “Martha Speaks”.
- Express in an organized way the names of school supplies.

Materials

The materials necessary for the development of this guide are the video "Martha Speaks", the flashcards, and the explanation and help from the teacher.

Self-appraisal

The student marks with an x the answer that he/she thinks best reflects what he/she did in this guide. The student will be able to count on the help of the human resource offered by the teacher.

Study guidelines

Activity # 1

I prepare to do the guide.

I watch the video "Martha Speaks", episode 1, season 1, paying attention to the images. I will do this activity in class with my classmates and teacher.

The maximum time for this activity is 11 minutes.

Activity # 2

I follow the instructions in the guide.

In the five flashcards with school supplies that the teacher will show me, I will pay close attention to be able to identify each supplies later.

The maximum time for the activity is 10 minutes.

Activity # 3

I put into practice what I learned in class.

After having seen the video and the flashcards. I try to identify school supplies, saying the names of these supplies aloud to my classmates, when the teacher shows me the flashcards.

The maximum time for this activity is 20 minutes.

I have the opportunity to learn a second language (English) thanks to the use of the technology, in this case, thanks to the video "Martha Speaks".

School's Name:

Teacher's name:

Level: preschool

Subject: English

Specific Objectives:

Listening: Understand and identify school supplies.

Speaking: Express the names of school supplies in an organized way.



1. I prepare to do the guide

Materials or resources that I will need	<p><i>Suggested materials:</i></p> <p><i>Video</i> https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkjh71A4U1u9OAP/view?usp=drivesdk</p> <p><i>Flashcards</i></p> <p><i>Human resource (teacher's help)</i></p>
Place where I go to work	My classroom
The time you are expected to do the guide	40 minutes

2. I follow the instructions of the guide

Indications	I prepare to watch the Martha Speaks video, along with my classmates and my teacher.
Activity # 1	<p>Topic 6: School Supplies</p> <p>I watch the “Martha Speaks” episode 1, season 1 video, paying attention to the images and the language contained in it.</p> <p><u>This activity could be done for a time not exceeding 11 minutes.</u></p>
Activity # 2	<p>The teacher will show me five flashcards with school supplies that appeared in the cartoon:</p> <ul style="list-style-type: none">• Table• Chair• Blackboard• Books• Pictures <p>I have to pay close attention to what my teacher explains.</p> <p><u>The time to carry out this activity will be 10 minutes</u></p>

3. I put into practice what I learned in class

Activity # 3

After having seen the video, the flashcards with school supplies from the episode 1, and have understood the story told in the cartoon and then explained by my teacher, I try to identify these supplies out loud, addressing my classmates.

Time to do this activity 20 minutes

Vocabulary

Table, Chair, Blackboard, Books, Pictures

Self-appraisal

Frame with x

I understood the instructions



I followed the instructions



I managed to do what the guide asks me to do



I liked the guide



Presentation of the guide for teachers

One of the fundamental principles of our educational system is attention to diversity, understanding by attention to diversity, all educational action that is intended to respond to the different capacities of students.

In order to offer an adequate educational response to the diversity of the student body (especially students with special needs), the adaptation of curricular materials is required, among other measures.

The cartoon “Martha speaks” is adapted to the educational needs of a very specific student body (students with autism) and for preschool education, having as a priority objective, providing a basic and functional knowledge of the English language. In summary, through the cartoon “Martha speaks”, we want to work on the minimum contents of the area of the English language, especially the aspects of oral communication, vocabulary, and understanding of the language.

In guide # 6 it is desired that the student learns to identify school supplies through the video

<https://drive.google.com/file/d/11kOQMUui1CUjUUGbtDkJH71A4U1u9OAP/view?usp=drivesdk>

Thanks to the teacher's explanation, using the flashcards that show school supplies, and the story contained in it will be presented in more detail.

At the end of this lesson, we would like the student to be able to identify school supplies in the cartoon and to say these names aloud to their classmates.

General objective

Offer the student the opportunity to learn with real, technological, and recreational methodologies, a second language (English) through the cartoon “Martha speaks”.

Specific objectives

- **Listening:** understand and identify different school supplies through the cartoon "Martha Speaks"
- **Speaking:** Express in an organized way the names of school supplies.
- Validate the pedagogical proposal of the use of the cartoon in order to verify the results and know the scope of the project

Materials

The materials necessary for the development of this guide will be the video "Martha Speaks", the flashcards, and the teacher's valuable human resource.

Video falls into the category of audiovisual materials that have to do directly with image and sound and serve to communicate messages.

Flashcards fall outside the category of traditional materials that help the student to memorize information in that it has been shown that verbal information increases if a relevant visual element is also present. In these, the parts of the house that appears in this episode will be represented: kitchen, dining room, living room, bedroom.

Evaluation

The evaluation will be formative and continuous.

- The continuous evaluation will allow us at every moment to collect information, both the teaching process followed, and the progress achieved by the student.
- The formative evaluation will allow us to detect the difficulties that appear in the development of the guides, once detected, correct them and adapt the teaching-

learning process to the rhythm of the student's learning to achieve the proposed objectives.

Assessments instruments

Listening

Notes making about their correct listening, understanding of video and teacher's explanations.

Speaking

Notes making about good answers that students provide through the flashcards.

Why the used of these instruments to evaluate

- To verify that the student participates actively in communicative exchanges, paying special attention to the use of language
- To verify that the student Identify the most relevant elements that are presented in the video and flashcards.
- To verify that the student can express what they have learned orally, using signatures appropriate to the intention and context.
- To verify that the student tries to use the English language in the organization of the activity itself.
- To verify that the student can use the basic knowledge about the English language to satisfy the needs of expression.
- To verify that the student can locate and use the resources offered in this guide to meet the learning needs.

Guidelines for the development of the guide (Lesson plan n. 6)

Instructor	Andrea Mauceri	Region:	San José
Subject:	English	School	2nd Quarter
Level:	Preschool	Weeks:	
Institutio		Plan	# 6

<i>Learning Outcomes</i>	<i>Mediation Strategies</i>	<i>Performance Indicators</i>
<p>At the end of this lesson students will be able to:</p> <p>Listening</p> <p>Identify school supplies (table, chair, books, blackboard, pictures).</p> <p>Speaking</p> <p>Practice conversation skill. Name and repeat the names of school supplies.</p>	<p>Warm-up: Students will engage in learning and identifying school supplies of the cartoon “Martha Speaks” through the episode 1 season 1</p> <p>https://drive.google.com/file/d/11KOQMui1CUJUUGbtDKJ1t71A4U1u9OAP/view?usp-drivesdk</p> <p>Listening</p> <p>After watching the video the teacher shows the students some school supplies through flashcards, according to what students see in the cartoon (table, chair, books, blackboard, pictures).</p> <p>Materials: Teacher’s explanation, flashcards and video.</p> <p>Time: 20 minutes</p> <p>Speaking</p> <p>Students have to repeat after the teacher, while seeing the flashcards, different school supplies, and afterwards, they have to say them to the classmates.</p> <p>Materials: Flashcards, teacher’s help</p> <p>Time: 20 minutes</p>	<p>Students will be assessed through</p> <p>Listening</p> <p>The teacher will check the correct listening and understanding of the teacher’s activity.</p> <p>Speaking</p> <p>Notes that show the correct answers that students provide through the flashcards.</p>

Chapter V

Conclusions and Recommendations

5.1 Conclusions

It is important to highlight that innovative teacher training is of great interest to achieve the teaching-learning process in all areas of knowledge of children with autism. It is necessary to start from meaningful learning by turning the student body into the main protagonist in their learning if the objectives proposed at the beginning of the investigation are to be achieved.

The methodology carried out is open and flexible, since it adapts to the needs, motivations, and interests of the students, confirming that the teaching of English to children with autism of preschool age is a success when it comes to proposing teaching strategies -learning since, at this moment in the students' lives, is where the plasticity of the brain allows a greater apprehension of the grammatical codes of a second language.

Thanks to this research, it is hypothesized that the use of appropriate pedagogical and methodological practices increases linguistic ability and command of English in preschool children with autism. Therefore, it is concluded in the first instance that the correct selection of a well-structured pedagogical strategy, with a defined methodology and applicable to the reality to intervene (in our case with the use of the cartoon "Martha Speaks" and the didactic guides) will generate, a favorable result to the improvement of the linguistic ability of the students who begin their s based on the above, it is highlighted that the adequate contents for the apprehension of English at an early age must be centered on elements of the student's daily life.

In other words, the teaching of the English language must preserve a relationship between the selection of content and the development of language skills. Students will be able to demonstrate a higher level of proficiency in vocabulary related to class objects, colors, parts of the house, since they are the elements with which the students keep more contact, and they do it directly and constantly

way; The reason for this relationship is understood because, from the linguistic and visual components, these turn out to be attractive elements for children, which facilitates their teaching and understanding. For this reason, the contents to elaborate the didactic guides must be related to the physical, intellectual, and emotional development of the students with Autism in preschool-age to achieve the assimilation of the learning in the area of English.

Thanks to this research, it is hypothesized that the greater the number of visual aids (cartoons, flashcards), repetition exercises, and instructions, the greater the acquisition of concepts related to images. The stimulation of auditory competence linked to exercise with images promotes greater performance in skills and abilities, in elements of the language, such as phonetic and lexical elements, among others that, accompanied with repetition exercises, will generate progressive learning and Lexicon of the English language with students with Autism in preschool age.

Finally, we must highlight the importance of the teacher, taking into account that, although it is the students who learn, it is the teacher who has to supervise, guide, and direct much more the learning of these students with Autism, since this type of Students require work routines that make them acquire the content.

5.2 To apply different English tasks and activities to boost the use of the foreign language in class.

It is hypothesized that the student can understand, identify and express in an organized way the names of the primary colors, as well as the common nouns and vowels in the self-study guides # 2, # 3, # 4, through the help of the flashcards, because with the use of these, the researcher wants to improve fluency in speech, listening, vocabulary, and other skills. The activity consists of listening and observing the images on the flashcards so that the students can associate them with what they saw in the cartoon “Martha Speaks” and in this way, improve pronunciation, intonation, enhance their vocabulary and repeat aloud what they have learned to evaluate it.

5.2.1 To contribute to the improvement of the attention levels of preschool students with Autism through the use of an audiovisual method.

It is hypothesized that the student can understand, identify and express in an organized way the characters of the cartoon "Martha Speaks", the primary colors, the common nouns, the vowels, the different parts of the house, and the class objects, through the vision of the cartoon, as can be seen in self-study guides # 1, # 2, # 3, # 4, # 5, # 6, because as a tool for learning English, watching a video can arouse the student's interest, capture their attention and sharpen their senses.

The first use of a video consisted of searching for the cartoon "Martha Speaks" through YouTube. The second use that is given to the video is to use it as a compliment and feedback to the topics carried out in class so that the student can observe and listen to the English language through the vision of this cartoon and learn to associate topics and resolve doubts to starting from the vision of it.

5.2.3. To motivate the participation of preschool students with Autism through the use of cartoon pictures to effectively develop the English lessons.

It is hypothesized that the student can understand, identify and express in an organized way the different parts of the house and the names of the objects of the school in self-study guides # 5, # 6 through the vision of the cartoon Martha Speaks, because through the vision of the video a greater interaction between the students is obtained as a way to break paradigms, to change the traditional way of learning English. The use of this strategy is significant, since the strength of the images and sound builds a personal reality in the student, turning it into meaningful learning.

5.3. Due to the pandemic that the world is experiencing with covid-19 and the closure of schools, the researcher was forced to change his research methodology, and proposed the use of the didactic guide.

For this reason, the research question of the present paper was changed; instead of: What is the impact of implementing cartoon images on the development of English comprehension ability in

preschool students with Autism? the research question now is: **What is the method to carry out or develop a self-study guide and the impact of implementing cartoon images on the development of English comprehension ability in preschool students with Autism?**

5.4. Recommendations

Thanks to this research work, the following recommendations are established to stimulate the learning of the English language in autistic children of preschool age: it is recommended that the learning of the English language should be generated with students at an early age since it is at this time of life, where the plasticity of the brain allows a greater apprehension of the grammatical codes of a second language.

In the first instance, the implementation of appropriate pedagogical and methodological practices is essential to increase linguistic ability and command of English in preschool children. The foregoing implies that everyday elements with which the boys and girls have a constant relationship must be incorporated, to address the themes to be worked on within the area of English; that is to say, that linguistic ability must be subject to the constant interaction of common elements that are easy to remember so that the practice is a constant in the student's semiotic relations with his environment.

It is also recommended to point out examples from objects found in the classroom (common class objects) and to highlight the colors of the vowels so that they can be more easily remembered by the students. In this sense, whenever the content is selected for a syllabus or study program, it must be established concerning the age of physical, intellectual, and emotional development, so as to facilitate assimilation by the students.

It is also recommended to carefully analyze the selection of the strategy and the specific didactics to be used with the learners, since the level of acceptance of the students and the

achievement of the learning objectives depend on the physiological, cognitive, family realities cultural and social aspects of the students, and based on these formulate a truly effective and attractive communicative practice for students.

In general terms, the implementation of pedagogical strategies oriented under the methodology of the communicative approach is recommended, since they enhance the linguistic, pragmatic, and sociolinguistic level in students. The use of different methods in the teaching of foreign languages, the use of visual materials, show how these can be attractive for learners, since they stimulate brain exercise, in an area that represents a type of intelligence (as the case may be) usually developed among autistic preschool children.

The permanent use of the foreign language in the English class is also essential to increase performance, since it promotes an increase in the ability to assimilate the new linguistic code at the auditory level, and helps the development of skills such as speaking, writing, reading, among others, which understand proficiency in a language. The possibility of developing new interventions on the principles that govern the learning of a second language should be presented. The purposes, objectives, principles, contents, methodology, strategies, and evaluation are, in short, the elements that must be taken into account when it comes to materializing the intention of opening the way to learning a new language.

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