



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL**

**FACULTAD DE EDUCACIÓN
CARRERA DE INGLÉS**

**PROYECTO DE INVESTIGACIÓN
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN LENGUA INGLESA: MENCIÓN EN ENSEÑANZA
Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

TITLE

**ENGLISH CURRICULAR ADAPTATION AND SPECIAL
EDUCATIONAL NEEDS GRADE 3, IN THIRD GRADE EGB
STUDENTS AT UNIDAD EDUCATIVA PARTICULAR BILINGÜE
SAGRADOS CORAZONES DURING THE SCHOOL YEAR 2019-2020**

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GUAYAQUIL

2020



REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

English Curricular Adaptation and Special Educational Needs Grade 3, in Third Grade EGB Students at Unidad Educativa Particular Bilingüe Sagrados Corazones during the School Year 2019-2020

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INSTITUCIÓN:

Universidad Laica Vicente Rocafuerte de Guayaquil

GRADO OBTENIDO:

Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL

FACULTAD:

EDUCACIÓN

CARRERA:

INGLÉS

FECHA DE PUBLICACIÓN:

2020

N. DE PAGS:

99 PÁGINAS

ÁREAS TEMÁTICAS: Formación de personal docente y ciencias de la educación.

PALABRAS CLAVE:

Curriculum, Special Needs Education, Inclusive Education, Learning Disabilities, Language Development

RESUMEN

Nowadays , Education is an inalienable right. However, one of the most important challenges that teacher faces is the lack of curricular adaptation models for this kind of students, which is the result of little interest in curricular strategies to benefit the vulnerable population. The current study focuses on Unidad Educativa Particular Bilingüe «Sagrados Corazones», which shows the necessity of fulfil the appropriate standards of curricular adaptation for Special Educational Needs, grade 3, who are not being addressed correctly in content and learning skills. This research is categorized as a field and descriptive type of research, with a qualitative and quantitative approach. The observation showed that most of the third grade EGB students with SEN, have a deficient performance in the English class. Additionally, it was perceived that students have significant difficulties in the reading, writing, and listening skills, in addition to the pronunciation of phonemes in English. Based on the interview to the coordinator, academic authorities are aware of the importance of curricular adaptation for supporting students with special educational needs improve their

learning process however teachers do not apply adaptations to the curriculum and they receive little information or training about the inclusion of students with SEN. For this reason, the study proposes to apply curricular adaptations through a guide of didactic activities to favor students' learning with special educational needs Grade 3.

N. DE REGISTRO :

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DIRECCIÓN URL (tesis en la web):

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NO

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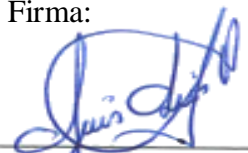
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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “ENGLISH CURRICULAR ADAPTATION AND SPECIAL EDUCATIONAL NEEDS GRADE 3, IN THIRD GRADE EGB STUDENTS AT UNIDAD EDUCATIVA PARTICULAR BILINGÜE SAGRADOS CORAZONES DURING THE SCHOOL YEAR 2019-2020”, presentado por los estudiantes PAUL ANDRÉS RODRÍGUEZ GONZÁLEZ y GINA ESTEFANÍA SOLIS MATAMOROS como requisito previo, para optar al Título de Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL, encontrándose apto para su sustentación.

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DEDICATION

To my family, the most important people in my life, for their help all through these times of my studies. I shared amazing experiences not only in the classroom, but also outside of it. Especially to my teachers, from them, I applied my acquired knowledge so all I have to work for was the challenging, yet honorable labor that I have chosen as my devotion of a future educator.

PAUL ANDRES RODRIGUEZ GONZALEZ

ACKNOWLEDGEMENTS

First of all, to Jehovah for giving me the intelligence to speak this beautiful language. Second of all, to my lovely mother Rocio for teaching me how responsible and passionate I have to be, to my siblings Wilson and Laiz who supported me since the beginning of this journey and for letting me reach my goal, which is being a wonderful English Teacher. To my best friends, Estefania Solis and Steeven Fernandez who made this long journey funny, and I will always be so grateful to have them by my side through these times. Finally, to my teachers for being so patient and encourage me to be the best version of me not only inside of a classroom but also out of it.

PAUL ANDRES RODRIGUEZ GONZALEZ

DEDICATION

To my family , my mother and my brother who is in heaven, and to all the people who along this path put a grain of sand so that it can be achieved, it also goes to all those who chose the teaching and with their knowledge and example ever day help to form brilliant minds, stand firm that you are the best example of your students.

GINA ESTEFANIA SOLIS MATAMOROS

ACKNOWLEDGEMENTS

First to God for giving me the wisdom, encouragement to start and also to conclude with a net drawn up a few years ago. To all the people who accompanied me closely, especially my mother for her unconditional support, to those who gave me the opportunity to start on this long but rewarding path of teaching and examples, and especially to my best friends Paul and Steeven for having made this race something fun, and allowing us to share our daily experiences.

GINA ESTEFANIA SOLIS MATAMOROS

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INTRODUCTION

In our society, Education is an inalienable right. However, there is still an important portion of the population that has no access to the educational system, and other portion even more important, that is excluded because of their special capacities or have special needs they were born with. One of the most important challenges a teacher faces is the lack of curricular adaptation models for this kind of students, which is the result of little interest in curricular strategies to benefit the vulnerable population.

The current study focuses on Unidad Educativa Particular Bilingue “Sagrados Corazones”, which shows the necessity of fulfil the appropriate standards of curricular adaptation for Special Educational Needs, grade 3, who are not being addressed correctly in content and learning skills. The current study proposes the elaboration of a specific curriculum adaptation with the purpose of having a well-structured set of activities to fulfill those cognitive gaps in their second language acquisition and ensure that the content and learning they are receiving is the adequate one suited for their level in English.

Chapter I includes the topic for the present research work, as well as the background of the problem, its formulation, and systematization. The broad and specific objectives are also described and are intended to determine the influence of an English Curricular Adaptation on Third-grade students EGB at Unidad Educativa Particular Bilingue Sagrados Corazones during the school year 2019-2020. For this purpose, the main features of English curricular adaptations are described, and students’ special Educational Needs grade 3 are identified. The rationale incorporated in this section highlights the importance and social relevance that this study has. The beneficiaries and the impact of the proposal are also explained.

Chapter II describes the Research Theoretical Framework, which includes those important theories that support this work. Additionally, this section gives definitions for the main concepts discussed along with the document and that are relevant and related to the topic. The Legal Framework, that is, those laws or official regulations regarding Education and related to the English language teaching are also explained.

Chapter III gives details about the Research Methodology, such as the research type and approach. The techniques and tools used to obtain the data that enables to reach the

objectives are also described. This section also presents the research population and sample, and the results and findings resulted from data processing.

Chapter IV presents in detail a proposal to solve the problem of the study, which is based on English Curricular Adaptations to improve Special Educational Needs Grade 3, in Third grade EGB students at Unidad Educativa Particular Bilingue Sagrados Corazones. Finally, after the description of the proposal, conclusions and recommendations are drawn.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Title

English Curricular Adaptation and Special Educational Needs Grade 3, in Third Grade EGB Students at Unidad Educativa Particular Bilingüe Sagrados Corazones during the School Year 2019-2020.

1.2. Background of the problem

Education is currently a right for any person whether it is a child, adolescent, adult, and/or older adult to access it at any time, without restriction. As a matter of fact, many people in the educational system have been facing access to study and prepare themselves due to many factors. Some may relate it to race or gender, like in some third-world countries. Others may reject a person's study since they do not have the “qualities” to fit in the institution. Finally, and surprisingly true, millions of people are not accepted in the educational environment for the special needs and cognitive problems they were born with.

According to the latest survey conducted in 2010 in Ecuador by the Ecuadorian Institute of Statistics and Census - INEC (2019), there are 11.091 private and public institutions that perform teaching and learning in the classroom. Targeting in the province of Guayas, there are 2.798 schools and high schools, with classes from Initial to Third Baccalaureate. Many of these institutions, both private and public may not be accurately performing certain activities and processes, which can lead to the ineffective development of the national standards established by the Ministry of Education. One of these standards is guided to the inclusion and the mandatory of having students with Special Educational Needs (SEN), as part of their classes.

The overload of material and the accurate necessity of having these students in the classes is one of the basic challenges for teachers in the system. Consequently, most of them do not carry out the execution of curricular adaptation models for children with special needs, which is the main reason why learning a subject becomes difficult for them. Teachers are also clear about a lack of interest in curricular strategies to contribute positively to the vulnerable population.

Unidad Educativa Particular Bilingüe “Sagrados Corazones” presents a similar problem, which indicates one of the standards mentioned above is not being followed appropriately. It has been observed that students who belong to the category of Special Educational Needs, grade 3, are not being addressed correctly in content and learning skills. Some of them seem to have deficiencies in the topics they have learned before. Others present a difficulty in their understanding, which may lead to low grades. The same problem was observed in the English subject, where students seem not to have acquired the language skills appropriately. Teachers start to feel overwhelmed when dividing the class between the students with special needs and the others. They seem to dedicate more of their attention to the other learners, leaving behind the SEN students.

Due to the reasons explained before, the current study proposes the elaboration of a specific curriculum adaptation for the students who present SEN, grade 3, to have a well-structured set of activities for the learners to fulfill those cognitive gaps in their second language acquisition and ensure that the content and learning they are receiving is the adequate one suited for their level in English.

1.3. Statement of the Problem

How can an English Curricular Adaptation influence on Special Educational Needs, grade 3, in Third Grade EGB students at Unidad Educativa Particular Bilingüe Sagrados Corazones during the school year 2019 – 2020?

1.4. Problem Systematization

- What are the theoretical foundations that support English curricular adaptation and special educational needs?
- What kind of academic performance do 3rd Graders with Special Educational Needs present?
- What types of assessments do English teachers use for 3rd Graders with SEN?
- How are the curricular adaptations implemented by teachers of 3rd Grade in the English subject with SEN students?
- How can a new curriculum with specific activities, designed specifically for students with SEN, be helpful for both the learners and the teachers of 3rd Grade?

1.5. Broad Objective

To determine the influence of an English Curricular Adaptation on Special Educational Needs grade 3, in Third Grade EGB students at Unidad Educativa Particular Bilingue Sagrados Corazones during the school year 2019 – 2020.

1.6. Specific Objectives

- Systematize the theoretical foundations that support English curricular adaptation and special educational needs through a bibliography review.
- Identify the main features of English curricular adaptation and special educational needs in students of 3rd grade EGB with SEN, through the application of the research tools.
- Design an accurate curricular adaptation for students with special needs, which can be helpful for teachers.

1.7. The Rationale of the Study

Today the Ecuadorian state under the regulations proposed by the Organic Law of Intercultural Education (LOEI) complies with the duty to supervise, monitor, and ensure that all of the population receives the total right to an education with quality without restriction and any discrimination. (Ministerio de Educación, 2011). This study is *important* because it relieves the task of both teachers and students. From the viewpoint of the former, it should be easier to have a plan that is determined for the grade 3 that Special Educational Needs that learners have. In the same way, learners' challenges upon the acquisition of an L2 may be less difficult for them since the contents are well-designed and targeted to their cognitive processes.

This research work is also relevant for society because it attempts to give a solution to the problem that SEN students face, improving their language acquisition and therefore, achieving their exit profile. As their competence in the English language will be improved, they will be better prepared to face life after high school.

The present research work has an advantageous contribution to teachers, students, other members of the institution, and parents due to some factors. It will enable the teachers of the English area to expand and aware of the importance and usefulness that represents curricular adaptation within the area aimed to grade 3 and even other grades of Special Educational

Needs. This will also provide the student with special needs a great interest in learning, developing, and potentiating their basic capabilities. The institution benefits to improve their standards to the eyes of the Ministry of Education and demonstrate that processes can be followed appropriately if there is an exact content for each grade of SEN. Last, but not less important, parents will feel grateful for the work is being done with their kids as this pilot project is looked at as an “individualized class” fitted for their children, getting rid of low grades and holes in their minds.

1.8. Delimitation of the Study

Responsible Unit: Universidad Laica Vicente Rocafuerte de Guayaquil

Responsible Person: Paúl Rodríguez González
Estefanía Solís Matamoros

Field: Education

Area: English

Population: 69 Students from 3rd Grade EGB from Unidad Educativa Particular Bilingue Sagrados Corazones

Period: School Year 2019-2020

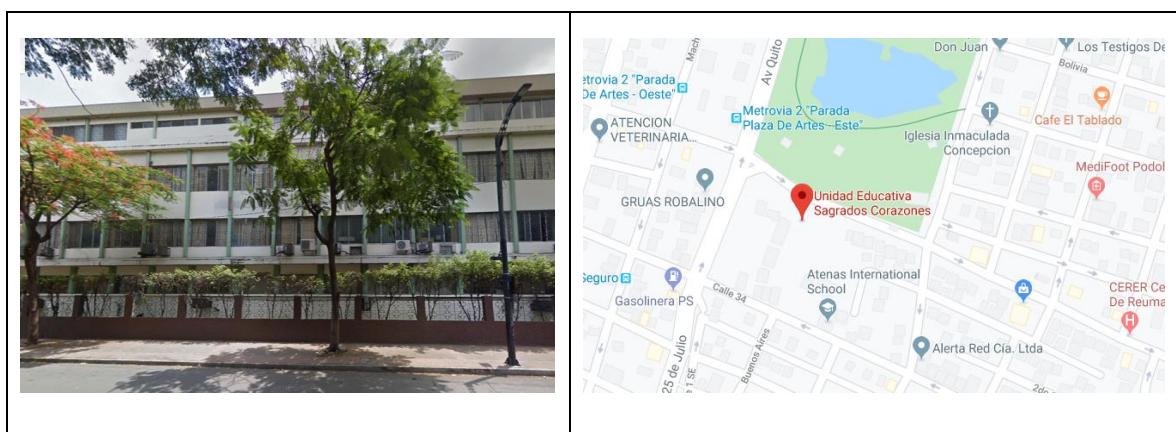


Figure 1. UE Sagrados Corazones location.
Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

1.9. Idea to Defend

An English Curricular Adaptation influences on Special Educational Needs, grade 3, in Third Grade EGB students at Unidad Educativa Particular Bilingue Sagrados Corazones during the school year 2019 – 2020.

1.10. Institutional Research Line

According to the Faculty of Education from the Universidad Laica Vicente Rocafuerte de Guayaquil, the present project work follows the Socio-educational Inclusion line and the sub-line of Attention to Diversity. In this way, it can be ensured that the research project follows the direction for teachers to focus on inclusion in the classroom and notice diversity inside it.

CHAPTER II

THE THEORETICAL FRAMEWORK

2.1. Theoretical Framework Background

Among the studies regarding English Curricular Adaptation and Special Educational Needs in students, there have been consulted several from the following foreign, regional, and domestic institutions: University of Roehampton, England; Universidad Central del Ecuador, Universidad Técnica de Ambato, Universidad Católica Santiago de Guayaquil, and Universidad Laica Vicente Rocafuerte de Guayaquil. A review and analysis of those research works are held to validate and confirm the reliability of the current project.

Kamenopoulou (2018) wrote a research article titled *Inclusive Education in the global South? A Colombian perspective: When you look towards the past, you see children with disabilities, and if you look towards the future, what you see is diverse learners*, as part of the School of Education of the University of Roehampton. This work presents findings from ethnographic research conducted on inclusion in education. The findings this study gathered included a local understanding of inclusive education and huge differences in teacher preparation for inclusive education. Based on such findings, the study emphasizes the fact that inclusive education is a global concept, which can acquire different meanings in global contexts, and in developing countries like Colombia, time is needed to make inclusive education a priority.

This research article is significant for the current work because it covers inclusive education for students with a kind of disability, that is, SEN students. In this sense, the article helps to clarify the goal of inclusive education, which is explained as providing students with appropriate learning environments and opportunities to achieve their potential.

Romero (2016), carried out a research project titled *Curricular Adaptation of the English Language on Improving the Academic Performance of Ninth Grade EGB Students with Special Educational Needs at Unidad Educativa Eugenio Espejo, period 2014-2015*, from Universidad Central del Ecuador, to obtain the Bachelor Degree in Education, with a major in the English Language. This research work was pointed out to establish how the curricular adaptation of the English language contributes to improving students with special needs' performance. The study plans to achieve this broad objective by determining the kind of

curricular adaptations that English teachers use and identifying the academic performance of students with Special Educational Needs (SEN). This is a descriptive and field study with a qualitative and quantitative approach. The research tools applied allowed to conclude that students' performance is strongly linked to the methodology, content, and evaluation of the curricular adaptations suggested.

The research held by Romero is important for the current study because it contributes to building an understanding of relevant features of curricular adaptations and improves student with special needs' learning process. Besides, there are several similarities between Romero's study and the current research project. The author takes hand of curricular adaptations to ease the learning of students with SEN, as it is a support for them and maximizes students' independence. There are also similarities in their methodologies applied, as both studies are descriptive and of a field type and a mixed approach.

Grijalva (2018), developed a research work titled *Inclusive Teaching Practices for Students with Special Educational Needs at Jose Domingo de Santistevan High School*, for Universidad Católica Santiago de Guayaquil, as a requirement to obtain the degree of Master in Teaching English as a Foreign Language. The broad objective of this study is to evaluate the impact that inclusive teaching practices have on the academic performance of students with special educational needs. This impact is described by identifying the inclusive teaching practices implemented by English teachers in the classroom and determining how inclusive practices meet students with SEN. The research is of a descriptive and field type and applies a qualitative and quantitative approach. The application of the research tools and the theoretical foundations allowed to confirm the effectiveness of inclusive teaching practices on SEN students' academic performance and concluded that the participation and learning opportunities for students exposed to any kind of exclusion are crucial.

Grijalva's work is relevant for the current research project because it seeks to help students with special educational needs to improve their academic performance and to evaluate the effectiveness of inclusive teaching practices. Other factors that make Grijalva's research important for the current study are the similarities in objectives and methodologies the studies have. Both studies are focused on the importance of any kind of curricular adaptations to help students with special educational needs, both studies are classified as a descriptive and a field type of research, and both studies apply a mixed approach, with qualitative and quantitative research tools.

Molina (2017) developed a study titled *Inclusive curricular adaptation in the academic performance of students with disabilities in the Santo Domingo de los Colorados Educational Unit*, for Universidad Técnica de Ambato, as a requirement to obtain the degree of Master in Curricular Design and Educational Assessment. This work has a broad objective to determine the relationship of inclusive curricular adaptation in the academic performance of students with disabilities. To achieve this purpose, the project is meant to diagnose the application of inclusive curricular adaptations applied by the teachers, analyze the academic performance of students with disabilities, and support alternatives to improve their inclusion and academic performance.

Molina's study is relevant for the current project because it focuses on inclusive education, which has become a primary factor within society, and an important issue for curricular adaptation. The fact that both studies have several similarities is also an issue that helps to give reliability to the current research, for example, the studies apply a descriptive and a field design, with a mixed approach that includes qualitative and quantitative research tools.

Marcillo & Sánchez (2015) carried out a study titled *Curriculum adaptation in the English subject to successfully test dyslexic student performance in Ninth grade at Nueva Semilla School*, for Universidad Laica Vicente Rocafuerte de Guayaquil, to obtaining the Bachelor's degree in English Language with a major in Teaching and Educational System Management in TEFL. The broad objective of this research work was to provide teachers with curriculum adaptations in the English Subject to test dyslexic students. It was a descriptive and explanatory research with a qualitative and quantitative approach. The study concluded that curriculum adaptation has an important incidence in the performance of dyslexic students.

Marcillo & Sánchez study is relevant for the current research work because it presents similar objectives and methodologies, and covers in detail different aspects of curricular adaptation, considering also the main features of dyslexic, which is a common learning difficulty.

2.2. Literature Review

2.2.1. Concept of Special Needs Education

Learning difficulties can be experienced by all children and young people at some point. To have learning difficulty is not something unusual. Usually, those difficulties are temporary for some children and can be overcome with help at home and school.

Special Educational Needs is a term commonly used for describing difficulties or disabilities in learning, so children find it harder to learn than other children of the same age. Children with Special Educational Needs (SEN) need more or different help than others. In other words, they need special educational provision.

Having English as a second language is not a reason to consider children to have SEN, however, this fact does not exclude children for whom English is not a second language of having learning difficulties. (Family Lives, n.d.)

2.2.2. History of the Special Needs Education

It can be said that special educational needs originated in the REI (Regular Education Initiative) movement, born in the United States in the mid-1980s based on the controversy raised by the education reform encouraged by the Administration. The main objectives of this movement were to make the special education system and the general education system one and to educate as many students as possible with functional diversity in ordinary classrooms so that they could share the same learning opportunities and resources (García-Herrera, 2017).

Fast-forwarding to the 21st century, we are now able to witness increasing numbers of students with disabilities graduating from high school at an international level. While total inclusion is still years away, we have all since come a long way, breaking down walls of societal hierarchy to embrace community and acceptance of diversity. (Seah, n.d.)

In Ecuador, the processes of changing education are linked to other important repercussions that imply a redefinition of the role that the country has in the educational field. Policies in the country have changed from the earlier neoliberal policies that made the state weak as the guardian of citizens' fundamental rights. These changes made it possible to have a National Plan for Good Living. (Van Damme, Aguerrondo, Crespo Burgos, & Robalino Campos, 2013)

2.2.3. Types of Special Needs Education

2.2.3.1. Temporary Educational Needs

The temporary educational needs are learning problems that may occur during a school period and due to the drawback to requires timely attention quickly and specifies. This type of needs includes:

- Specific disorder of language or learning
- Attention Deficit Disorder
- Learning Slow
- Emotional disorders
- Behavioral Disorders
- Family Violence
- Adolescent Pregnancy
- Drug Addiction (López & Valenzuela, 2015).

2.2.3.2. Permanent Special Educational Needs

Permanent SEN is those irregularities at the level sensory, motor, or communication that suffers from the student, which should always be accompanied by a person throughout their school stage and of life. Generally present inconveniences such as mental disabilities, visual problems, hearing deficit full/partial, deficiency unit (GuanoLuisa & Llango, 2015, p. 15).

2.2.4. The Curriculum

The concept of the curriculum has undergone several modifications or better clarifications regarding its implications at school. For some theorists this uniquely focuses on the school system, that is, it can only be conceived within the formal system and its dynamics are limited only to the relationships between students and teachers mediated by the materials. (Iberoamericana, 2015). Also, according to Kosar (2015), the curriculum is an important piece for the teaching and learning processes and has relevant consequences on the quality of education.

There are different types of curriculum, but these are concentrated in two especially, the explicit curriculum and the hidden curriculum. The first is present in the formal spaces of learning construction, in what is planned, what is thought; the second is present in other

settings, that is, at recess, in the circle of friends and other spaces outside the classroom, and its difference is that it is not planned by those who are in charge of the teaching-learning processes and it usually goes unnoticed. The importance lies in being able to reconcile the two to the extent that the school becomes a living entity in which those who live in it feel reflected, and therefore take ownership of this (Iberoamericana, 2015).

2.2.5. Curricular Adaptations

There is an official study program in each autonomous community that all students must take. This is a curriculum. This curriculum is specified in the programs that are carried out in each school. This curriculum is composed of elements that cannot be modified significantly: the objectives, contents, evaluation criteria, and evaluable learning standards. The curricular adaptations are an adaptation of these elements of the curriculum to the special needs of a specific student. The adaptation consists in suppressing some elements (objectives, contents, evaluation criteria, or evaluable learning standards) to replace or even add some element that is not present. (Jarque García, 2017)

2.2.6. Curriculum Differentiation

Modifying or adapting a curriculum according to students' abilities is known as curriculum differentiation. It is considered a strategy used by teachers to give students meaningful experiences. UNESCO considers that differentiation matches curriculum content, in addition to teaching and assessment methods to the particular learning styles and different learner needs. Besides, it applies a special approach to task, outcome, resources, or support (2014).

2.2.7. Types of Curricular Adaptations

2.2.7.1. Level of Curricular Concretion

The Ecuadorian Ministry of Education (2016) indicates a distribution of responsibilities in the development of curriculum design based on three levels of specification, the same as described below:

- First level: corresponds to macro curricular planning, which is prepared by a group of experts in the areas of knowledge, teachers from different levels of education,

pedagogues, curricular, among others; At this level, the profile, objectives, contents, criteria, and evaluation indicators required at the national level are determined. They constitute the policies generated by the National Educational Authority, which are embodied in the Mandatory National Curriculum.

The curriculum is flexible and open, it allows educational institutions and teaching teams to define, based on what is established, the contents that correspond to the needs and interests of the students, and that are under the institutional and community reality.

- Second level: it is based on the compulsory curriculum, it corresponds to meso curricular planning and comprises two specific designs, Institutional Curriculum Planning (PCI) and Annual Curriculum Planning (PCA), which are jointly prepared by the authorities and teachers, coordinated by the Academic Board, of the educational institutions and that must respond to the specificities and institutional context, as well as the cultural relevance of indigenous peoples and nationalities.
- Third level: it is based on the curricular documents of the second level of specification, corresponds to micro curricular planning and is prepared by teachers for the development of learning at the classroom level that responds to the needs and interests of the students of each grade or course. (Ministry of Education, 2016, pp. 5-6)

2.2.7.2. Degree of involvement

According to the degree of involvement, the Ministry of Education (2019) classifies the curricular adaptations into:

- *Curricular adaptation grade 1 or access to the curriculum.* Modifications are made in space, resources or materials, infrastructure, the time required by the student to perform a certain task, communication.

The resources that must be considered in the modifications to access the curriculum are:

- Human Resources. Full professor, DECE professionals, UDAI team.

- Space resources. The physical access conditions (lighting, ramps, braille signs, visual signals, etc.) must be adapted, as well as the architectural structures.
- Resources for communication. It is important to have alternative communication systems, such as those based on drawings and pictograms, from the simplest, drawn up in notebooks, to some more technical ones.
- Material resources. They are adapted materials, that is, they are adapted to improve the functionality of the student who uses them, such as technical aids and special furniture for motor or physical disabilities, hearing aids (p. 17).

- *Curricular adaptation grade 2 or not significant*

The aspects of grade 1 are modified and, besides, adaptations to the methodology and evaluation are included; however, the educational objectives and performance criteria skills are the same for all students. Methodological and evaluative strategies must be flexible, open, innovative, motivating, and above all, adaptable to the individuality of each student. Some are:

- Peer tutoring. The student with the most knowledge and skills supports the classmate who needs help.
- Support group. Teachers who know more about SEN support the rest; DECE must accompany and train teachers.
- Landmarks. This methodology is based on preparing the classroom and dividing it into different spaces, in each of which tasks are proposed that promote the development of planned skills.
- Projects. Group work is based on the elaboration and development of a project of interest. The student with SEN collaborates with his ability and possibility.
- Reading in pairs. In the case of students with dyslexia, for example, a classmate will be the one who reads.
- Collaborative writing. Dynamics of writing among colleagues, in which several authors converge to produce a unique text. It is based on the responsibility shared by the collaborators to contribute to increasing and

improving the knowledge of everyone, especially those who have problems when expressing their ideas in writing.

- Math supports. The Pythagorean table, Cuisenaire strips, logic blocks, horizontal or vertical abacus, Base 10, and calculator are used. (p. 18)

- *Grade 3 or significant curriculum adaptation*

The elements that appear in grade 2 are modified, as well as the skills with performance criteria and educational objectives.

- Oral tests. Oral dynamics of questions and answers.
- Written tests (objective). They are made up of multiple-choice questions, complementation, ordering, pairing, true or false, etc.
- Objective attitudinal assessment. Observation and evaluation of the work and effort of the student with SEN.
- Conversations. From a video or a socialized reading, each student presents the main idea of the story and gives their opinion.
- Rubrics. It is a matrix that evaluates different aspects of a task.
- Other evaluative strategies. Instead of a written assignment, the teacher asks students with reading or writing difficulties to make a collage, a model or a drawing. (p. 19)

2.2.7.3. Curricular adaptations according to duration

- Temporary. These are modifications to the curriculum that are applied in a certain time until the student decreases his school gap. Generally, they apply to students with SEN not associated with the disability.
- Permanent. They are modifications that remain throughout the school process. Generally, they are necessary in the case of students with SEN associated with the disability. (p. 20)

2.2.8. Significant Curricular Adaptations

The elements in grade two are modified, as well as skills with performance criteria and educational objectives. The activities to be carried out include oral tests, written tests, talks, rubrics, and other types of evaluation strategies (Ministry of Education, 2019).

2.2.9. Not-significant Curricular Adaptations

The aspects of grade one are modified and, also, adaptations to the methodology and assessment are included; however, the educational objectives and skills with performance criteria are the same for all students. Methodological and evaluation strategies must be flexible, open, innovative, motivating, and above all, adaptable to the individuality of each student (Ministry of Education, 2019).

2.2.10. Accommodations and Modifications

2.2.10.1. Accommodations

Accommodations are adaptations that make possible the participation of students with disabilities in complete schoolwork. Accommodations do not fundamentally alter the curriculum or lower expectations or standards in instructional level, content, or performance criteria. Accommodations are changes made to the curriculum to provide equal access to learning and equal opportunity to demonstrate what is known. (Browning Wright, 2015)

2.2.10.2. Modifications

Modifications are considered a kind of adaptations aimed to give students meaningful experiences, but taking into account their individual needs and abilities. Modifications make changes to the curriculum, and at the same time, decrease expectations in instructional level (Browning Wright, 2015)

2.3. Conceptual Framework

Special-Needs Education

Educational programs and practices designed for students, as handicapped or gifted students, whose mental ability, physical ability, emotional functioning, etc. require special teaching approaches, equipment, or care within or outside a regular classroom. (Webster's New World College Dictionary, 2014)

Special Needs

Of or relating to people who have specific needs, like those associated with a disability. (The American Heritage Dictionary of the English Language, 2016)

Inclusion

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum. (McManis, 2017)

Learning disabilities

A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling, and/or organizing information if left to figure things out by themselves or if taught in conventional ways. (LD Online, n.d.)

Accommodations

Accommodations are changes that remove barriers and provide your child with equal access to learning. Accommodations don't change what the child is learning. Rather, they change how the child is learning. (Lee, 2016)

Curriculum

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. (The Glossary of Educational Reform, 2015)

Curriculum Adaptation

Curricular Adaptations are changes permissible in educational environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement. These adaptations consist of both accommodations and modifications. (Browning Wright, Common Definitions: Adaptations, Accommodations, Modifications, 2003)

Language acquisition

Language acquisition is the process of building the ability to understand a language, using it to communicate with others. It's the process of going from a wordless wonder into somebody who can't stop talking during class. (Dorcas, 2019)

Skills

A particular ability or type of ability. (Oxford's Learner Dictionary, 2019)

Assessments

They refer to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. (The Glossary of Educational Reform, 2015)

2.4. Legal Framework

CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

TÍTULO I

ELEMENTOS CONSTITUTIVOS DEL ESTADO

Capítulo primero - Principios fundamentales

Art. 3.- Son deberes primordiales del Estado:

1. Garantizar sin discriminación alguna el efectivo goce de los derechos establecidos en la Constitución y en los instrumentos internacionales, en particular la educación, la salud, la alimentación, la seguridad social y el agua para sus habitantes.

TÍTULO II

DERECHOS

Capítulo segundo: Derechos del buen vivir

Sección quinta - Educación

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición

indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.-La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Capítulo tercero

Derechos de las personas y grupos de atención prioritaria

Sección Quinta

Niños y Adolescentes

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y

recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL

(II Suplemento al RO 417 de marzo 31 de 2011)

TÍTULO I

DE LOS PRINCIPIOS GENERALES

CAPÍTULO ÚNICO

DEL ÁMBITO, PRINCIPIOS Y FINES

Art. 2.- Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

h. Interaprendizaje y multiaprendizaje.- Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo...

x. Integralidad.- La integralidad reconoce y promueve la relación entre cognición, reflexión, emoción, valoración, actuación y el lugar fundamental del diálogo, el trabajo con los otros, la disensión y el acuerdo como espacios para el sano crecimiento, en interacción de estas dimensiones...

II. Pertinencia.- Se garantiza a las y los estudiantes una formación que responda a las necesidades de su entorno social, natural y cultural en los ámbitos local, nacional y mundial.

Art. 3.- Fines de la educación.- Son fines de la educación:

a. El desarrollo pleno de la personalidad de las y los estudiantes, que contribuya a lograr el conocimiento y ejercicio de sus derechos, el cumplimiento de sus obligaciones, el desarrollo de una cultura de paz entre los pueblos y de no violencia entre las personas, y una convivencia social intercultural, plurinacional, democrática y solidaria...

d. El desarrollo de capacidades de análisis y conciencia crítica para que las personas se inserten en el mundo como sujetos activos con vocación transformadora y de construcción de una sociedad justa, equitativa y libre...

CAPÍTULO TERCERO

DE LOS DERECHOS Y OBLIGACIONES

DE LOS ESTUDIANTES

Art. 7.- Derechos.- Las y los estudiantes tienen los siguientes derechos:

a. Ser actores fundamentales en el proceso educativo;

b. Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades

fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación.

PLAN NACIONAL DE DESARROLLO TODA UNA VIDA

Contrato social por la educación.- El fortalecimiento de la educación entendida como un sistema integral resulta prioritario; en este sentido, es necesario el fortalecimiento de la educación intercultural bilingüe, la formación docente y una nueva articulación armónica entre los actores del sistema de educación superior y la educación inicial, básica y de bachillerato, de igual manera, es una temática de política pública la vinculación de la educación técnica con el nivel superior y la respuesta de estos dos niveles a la demanda de talento humano del nivel nacional y la generación de oportunidades para la ciudadanía a lo largo del ciclo de vida; sigue siendo un pendiente la respuesta eficiente a las demandas de una educación especializada dirigida a personas con discapacidad, así como otros factores sociales y económicos que reduzcan la posibilidad de acceder al derecho a la educación. Por este motivo, la educación debe ser vista como un derecho durante todas las etapas de la vida (Senplades, 2017, p. 57)

ECUADORIAN IN-SERVICE ENGLISH TEACHER STANDARDS

The Ecuadorian in-Service English Teacher Standards is a document issued in English by Ministerio de Education and based on the document developed by the Teachers of English to Speakers of Other Languages (TESOL) as the organization's K-12 ESL Teacher Standards (2009) which is widely used in countries such as Albania, Paraguay, and the United States. The document is organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning.

The first domain, "Language" includes specific domains for language structure and communication, language acquisition and development and language fluency. Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures- where Spanish is their second language; and English their third- the second

domain is about “Culture”. Therefore, Ecuadorian English teachers need to have knowledge of other cultures and know how culture may affect their learning of English in Ecuador.

The third domain is devoted to “Curriculum Development”, particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively.

The fourth domain deals with “Assessment” (i.e. the gathering and evaluation of information related to English language learning) and includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment.

Finally, the fifth domain embodies the matter regarding “Professionalism and Ethical commitment” to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development. (Ministerio de Educación, 2012)

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Methodology

The current research work applies the *inductive* method, which makes it possible to gather the primary information and establish particular conclusions regarding the object of study. This will be done with the help of the application of the research tools, which are aimed at determining the influence of English Curricular Adaptation on Special Educational Needs grade 3, in Third Grade EGB students at Unidad Educativa Particular Bilingue Sagrados Corazones during the school year 2019 – 2020.

Besides, the *deductive* method is applied. This method allows outlining the idea to defend in the current study, which makes it possible to draw logical conclusions based on principles or premises.

3.2. Type of Research

3.2.1. Field Research

The current study is a *field* research type, since the information that will be obtained comes from the reality of the practice, in this case, from U.E. Sagrados Corazones. Finally, it is applied, since this project proposes the elaboration of a guide that contains a set of early stimulation strategies that promote the social and affective development of children.

3.2.2. Descriptive Research

This research work is also *descriptive* as it will focus on identifying the main difficulties in the learning process that students experience in English through the observation technique, as well as how a new curriculum designed specifically for students with SEN grade 3, can be helpful for both the learners and the teachers of 3rd Grade, through the application of an interview and a survey.

3.3. Research Approach

The current study has a qualitative-quantitative approach. It is *qualitative* since the observation technique will be applied to identify the main issues on students with SEN grade 3. It is also *quantitative* since mathematical models will be used to process the information

obtained from the application of a survey, using charts and graphics to present the final results. The survey is aimed to analyze how a new curriculum designed for students with SEN grade 3, can be helpful for both the learners and the teachers.

3.4. Research Techniques and Tools

3.4.1. The observation

The development of the current work applied the observation technique, and its instrument, the observation form, to identify the main difficulties in the learning process that experience students with SEN. The items were evaluated through a binary scale, which is YES or NOT, which is a common aspect of qualitative research (Annex 1).

3.4.2. The Interview

The interview technique and its instrument, the interview questionnaire, directed to the English coordinator was carried out. This questionnaire had the objective of describing how helpful are curricular adaptations for both the learners and the teachers (Annex 2).

3.4.3. The Survey

A survey form and its instrument, the survey questionnaire was applied. It was directed to parents and aimed to identify how the curricular adaptations were implemented in the English subject. The survey considered the following scale: 1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always (Annex 3).

3.4.4. Tests

The Learning Problems Assessment Questionnaire was applied to the teachers of Third grade EGB at Unidad Educativa Sagrados Corazones. The questionnaire selected is called C.E.P.A. (Cuestionario de Evaluación de Problemas de Aprendizaje, by its acronym in Spanish), and is also known as Learning Problems Exploration Test. The test is designed to investigate the existence of potential learning problems in children between six and approximately nine years old. The test itself is a scale made up of 33 statements about the evaluated child, on which the teacher must answer if he finds: Good, Normal or Satisfactory, Poor or Bad in these categories. The scale assesses the child in aspects such as information reception, oral language expression, attention, concentration and memory, reading, writing, mathematics, and a global and intelligence estimation (Annex 4).

In addition, a test was administered to students with SEN, to determine their level of knowledge in the target language, according to the determined skills they had to achieve.

3.5. Research Population and Sample

In order to obtain the population and sample data, a simple random sampling was performed. It considered the population of 69 students of third grade at U.E. Sagrados Corazones and their parents, as well as 6 teachers (2 English teachers and 4 other subjects teachers) and 1 Coordinator. The following table explains the population data and sample:

Table 1.
Population and Sample

People involved in the Project	Population	Sample	Percentage %	Observation
Students	69	23	33%	Simple random sampling
Teachers	6	6	100 %	
Coordinator	1	1	100%	
Parents	69	23	33%	

Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

3.6. Results / Findings and Analysis

3.6.1. The Observation

An observation form was applied to identify the main difficulties in the learning process that experience students with SEN at U.E. Sagrados Corazones. The items were evaluated through a binary scale of YES or NOT. The observation included 10 items and was applied to 23 Third Grade EGB students with SEN. The following perceptions were gathered:

Table 2.
The Observation Form

ITEMS	YES	NOT
1. Gets easily distracted and loses interest and attention in the English class.	18	5
2. Gets tired quickly and cannot hold attention for a long time.	15	8
3. Works slowly in the English class.	17	6

4. Cannot carry out the activities in English alone and need direct support.	21	2
5. Needs repetition of an instruction several times to understand.	10	13
6. Requires support to start, develop or finish their written work in English.	20	3
7. Presents significant difficulties in L2 writing.	21	2
8. Manifests significant difficulties in L2 reading.	22	1
9. Shows significant difficulties in understanding texts in English.	21	2
10. Has difficulty pronouncing some phonemes in English correctly.	22	1

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

The observation form applied showed that most of the 23 third grade EGB students with SEN, have a deficient performance in the English class. Among the items with the highest scores, it was perceived that students have significant difficulties in the reading, writing, and listening skills, in addition to the pronunciation of phonemes in English. Almost all of them showed a clear need of constant and personalized support or supervision in the activities developed in the classroom, as they get easily distracted and lose interest and attention.

Students with this type of educational needs usually require receiving all the therapies considered, that is speech, physical, and occupational therapy, among others. Likewise, an Individual Educational Program is necessary for each student, whose main objective is to achieve autonomy and functionality. It is possible, however, to classify students by educational need, to group, as much as possible, those that have similar difficulties.

3.6.2. The Interview

An interview with the English Coordinator of U.E. Sagrados Corazones was carried out to describe the helpfulness of curricular adaptations for both the learners and teachers. It included 6 open-ended questions. The following perceptions were obtained:

Table 3.
The Interview

QUESTION	ANSWER
1. How helpful are in your opinion the curricular adaptations in the teaching and learning process?	Curricular adaptations are very useful for helping students with special needs. Without them, the student will not receive that is required for his or her development.
2. Does the teacher staff receive enough training about curricular issues?	Unfortunately, no.
3. What is the importance of planning the curricular adaptations to improve the attention to students with educational needs?	Planning the curricular adaptation is essential not only to fulfill the requirement of the authorities but also for helping students with SEN to learn.
4. What kind of student's educational needs associated or not to the disability have the institution?	There are children with Down Syndrome, which is the biggest group. There are also students with Asperger and motor difficulties and autism.
5. Regarding students with SEN enrolled, what is the case that required more attention than usual, and what were the measures taken?	Last school year we had two children diagnosed with Asperger's Syndrome, it was the first time we face that Syndrome. The teacher assigned was afraid of not doing enough for them, but the mother of one of them collaborated a lot, they

implemented activities that involved the children within the group.

6. Are the curricular adaptations review carried out by the teaching staff? I check the micro-curricular plans. Teachers make plans for a week based on learning experience, and so far, without curricular adaptations. There have been pedagogical support only, especially regarding language, since some boys and girls cannot speak clearly. Two years ago, children with some type of disability registered, so there is the need to develop curricular adaptations, but the teaching staff needs to be trained on how to carry out those curricular adaptations.

Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

Analysis

The interview applied to the English Coordinator allowed to conclude that academic authorities are aware of the importance of curricular adaptation for helping students with special educational needs improve their learning process. The Coordinator affirmed that the English staff is interested in getting updated regarding curricular adaptations, and recognized that the micro curricular planning does not include them yet, despite there are students with SEN registered in the institution. He considers useful the design of curricular adaptations for students with special education needs.

3.6.3. The Survey

A survey questionnaire was applied to parents or representatives of Third-grade students with SEN at Unidad Educativa Bilingue Sagrados Corazones. It was aimed to identify how the curricular adaptations were implemented in the English subject. Parents of children with educational needs are usually involved in their learning process. The survey considered the following scale: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree. The results were the following:

Table 4.
The teacher applies curricular adaptations in the English class.

ITEM	SCALE	FREQUENCY	PERCENTAGE
1. The teacher applies curricular adaptations in the English class.	Never	12	52%
	Rarely	5	22%
	Sometimes	2	9%
	Often	1	4%
	Always	3	13%
TOTAL		23	100%

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

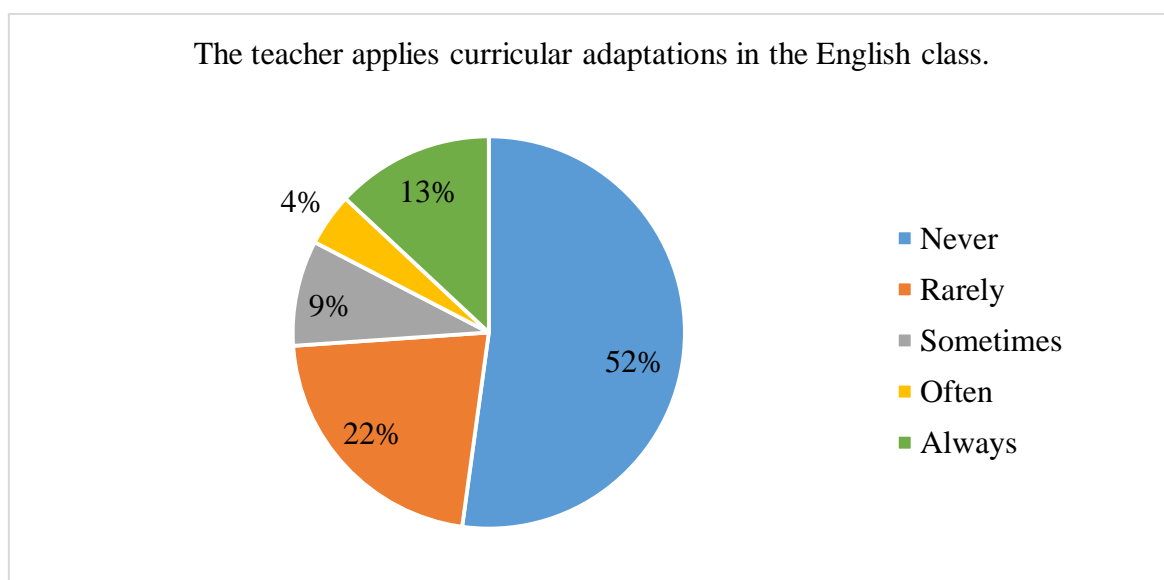


Figure 2. The teacher applies curricular adaptations in the English class.
 Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

More than half of the parents said the teacher never or rarely applies curricular adaptation in the English class. A minority of them considered adaptations are applied often or always. What most of the parents believe is not necessarily certain. Possibly, parents are not informed about the curricular adaptations, which may indicate a lack of communication between parents and the teacher.

Table 5.
The school offers information and orientations to favor the inclusion of students with SEN

ITEM	SCALE	FREQUENCY	PERCENTAGE
2. The school offers information and orientations to favor the inclusion of students with SEN.	Never	12	52%
	Rarely	5	22%
	Sometimes	1	4%
	Often	2	9%
	Always	3	13%
TOTAL		23	100%

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

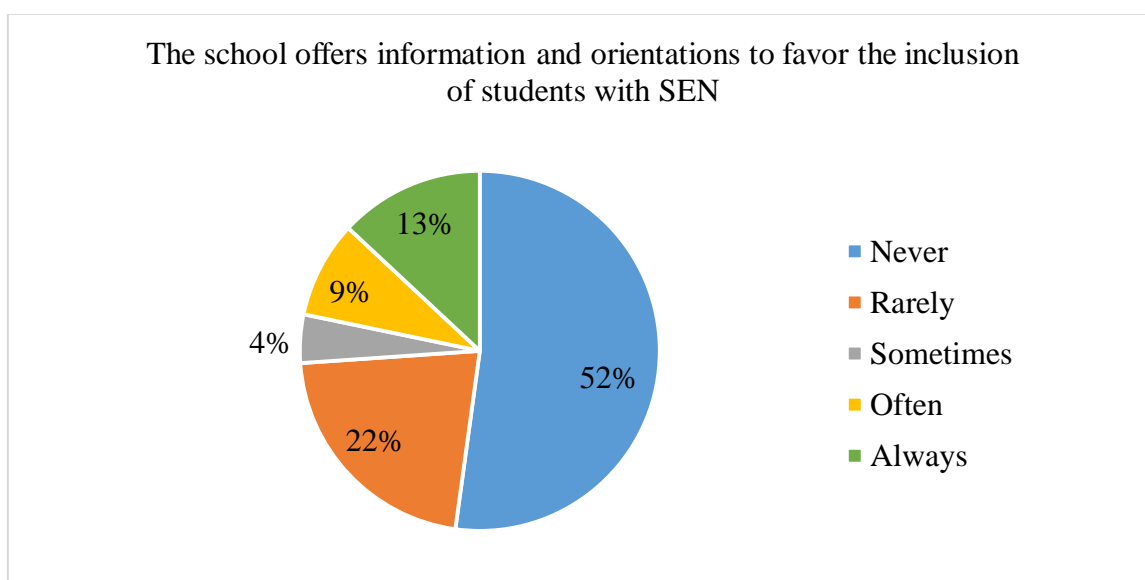


Figure 3. The school offers information and orientations to favor the inclusion of students with SEN
 Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

Most parents consider that the school never or rarely offers information and orientations to favor the inclusion of students with SEN, while a minor number of them believe that the school often or always offers this kind of information. This indicator shows that parents having children with special educational needs do not feel the support of the institution, or at least there is not effective communication among them.

Table 6.
The teacher knows the diagnosis given to my child

ITEM	SCALE	FREQUENCY	PERCENTAGE
	Never	3	13%
4. The teacher knows the diagnosis given to my child.	Rarely	3	13%
	Sometimes	3	13%
	Often	5	22%
	Always	9	39%
TOTAL		23	100%

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

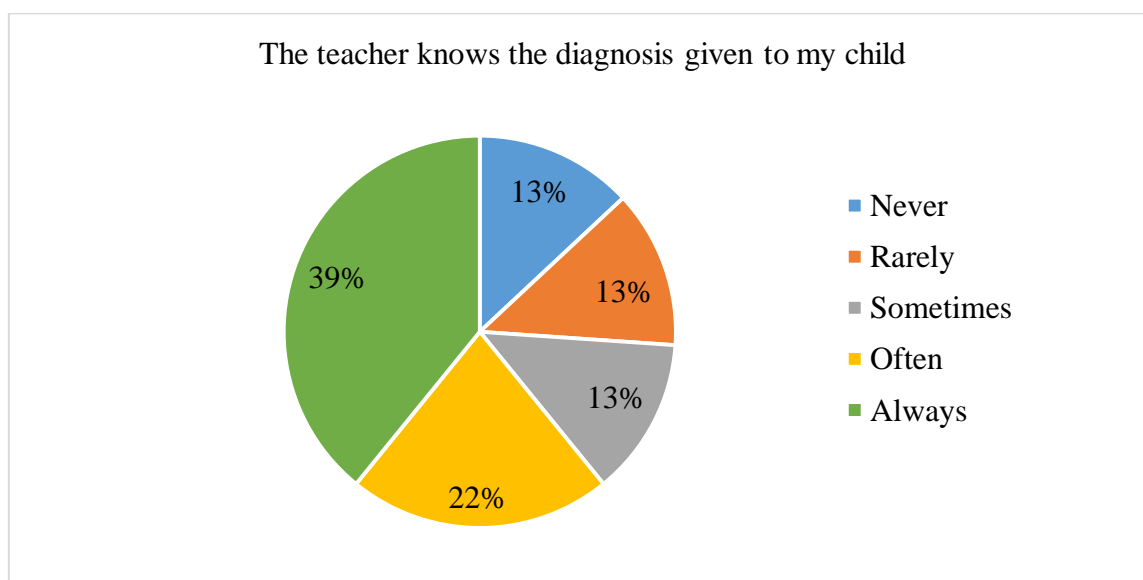


Figure 4. The teacher knows the diagnosis given to my child.
 Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

Half of parents said the teacher always or often knows the diagnosis given to their children, while the other half believe teachers only sometimes, rarely or never does if. Teachers should know the way their students learn, so they can guide them all the time to acquire learning.

Table 7.
The teacher considers my child's condition to plan the assessment.

ITEM	SCALE	FREQUENCY	PERCENTAGE
	Never	13	57%
4. The teacher considers my child's condition to plan the assessment.	Rarely	5	22%
	Sometimes	1	4%
	Often	2	9%
	Always	2	9%
TOTAL		23	100%

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

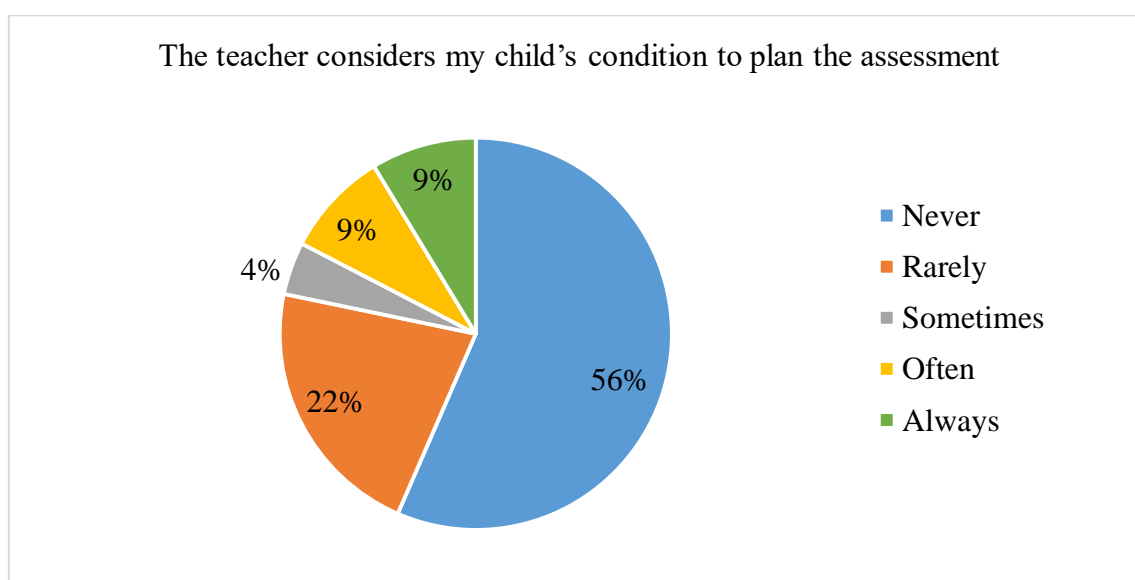


Figure 5. The teacher considers my child's condition to plan the assessment.
 Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

Most parents believe that the teacher never or rarely considers children's conditions to plan the assessment, while a small number of them think they often or always does it. Considering the educational needs of learners when making an assessment is important because each student is unique. The use of adaptations and scaffolding allows students with special needs to achieve the learning goals.

Table 8.
My child receives the methodological support at school, according to his needs.

ITEM	SCALE	FREQUENCY	PERCENTAGE
5. My child receives the methodological support at school, according to his needs.	Never	11	48%
	Rarely	6	26%
	Sometimes	2	9%
	Often	1	4%
	Always	3	13%
TOTAL		23	100%

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

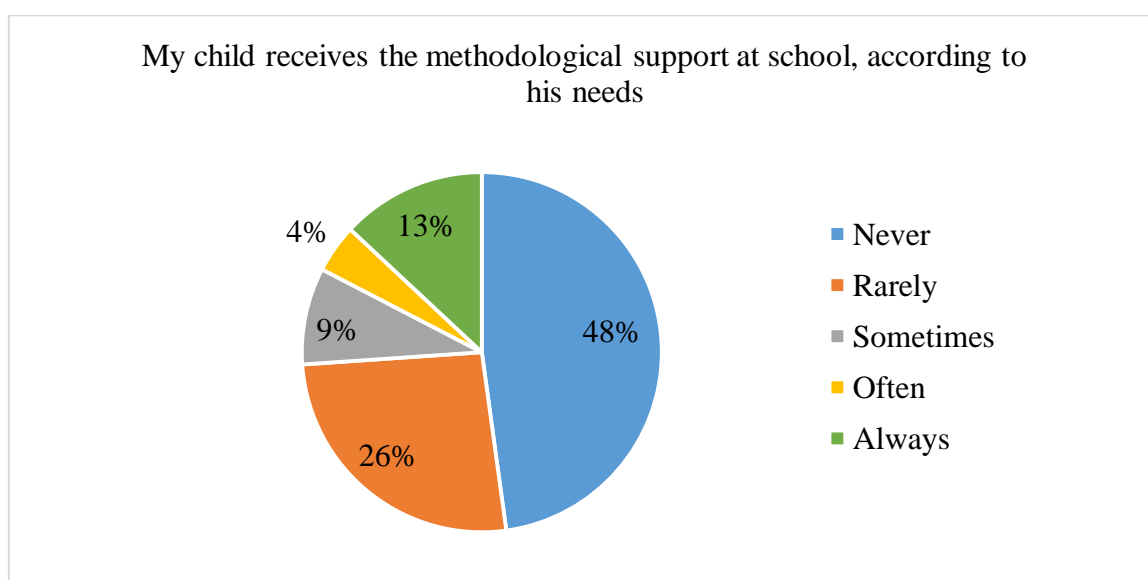


Figure 6. *My child receives the methodological support at school, according to his needs.*

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

More than half parents said their children never or rarely receive the methodological support at school, according to their needs, while others answered they rarely or never receive it. The methodology determines the way children are taught, and it is particularly important for students with special educational needs because it becomes a factor that makes possible their learning.

Table 9.
The teacher is prepared to deal with students with educational needs.

ITEM	SCALE	FREQUENCY	PERCENTAGE
	Never	15	65%
6. The teacher is prepared to deal with students with educational needs.	Rarely	4	17%
	Sometimes	1	4%
	Often	2	9%
	Always	1	4%
	TOTAL		23

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

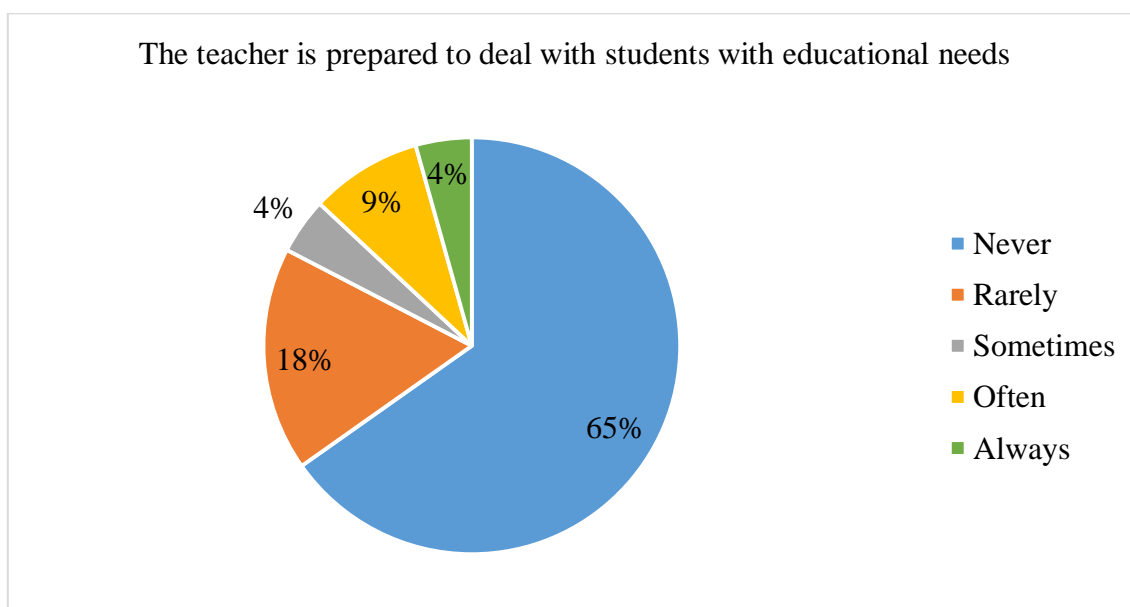


Figure 7. The teacher is prepared to deal with students with educational needs.
 Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

Almost all parents consider that the teacher is never or rarely prepared to deal with students with educational needs. The special educational needs in children impact the way they process information, and for this reason, they need to be taught differently or need some adaptations to improve the learning environment.

Table 10.

The classroom is equipped according to the curricular adaptations implemented.

ITEM	SCALE	FREQUENCY	PERCENTAGE
	Never	14	61%
7. The classroom is equipped	Rarely	5	22%
according to the curricular	Sometimes	2	9%
adaptations implemented.	Often	1	4%
	Always	1	4%
	TOTAL	23	100%

Source: U.E. Sagrados Corazones.

Elaborated by: Rodríguez and Solís (2019).

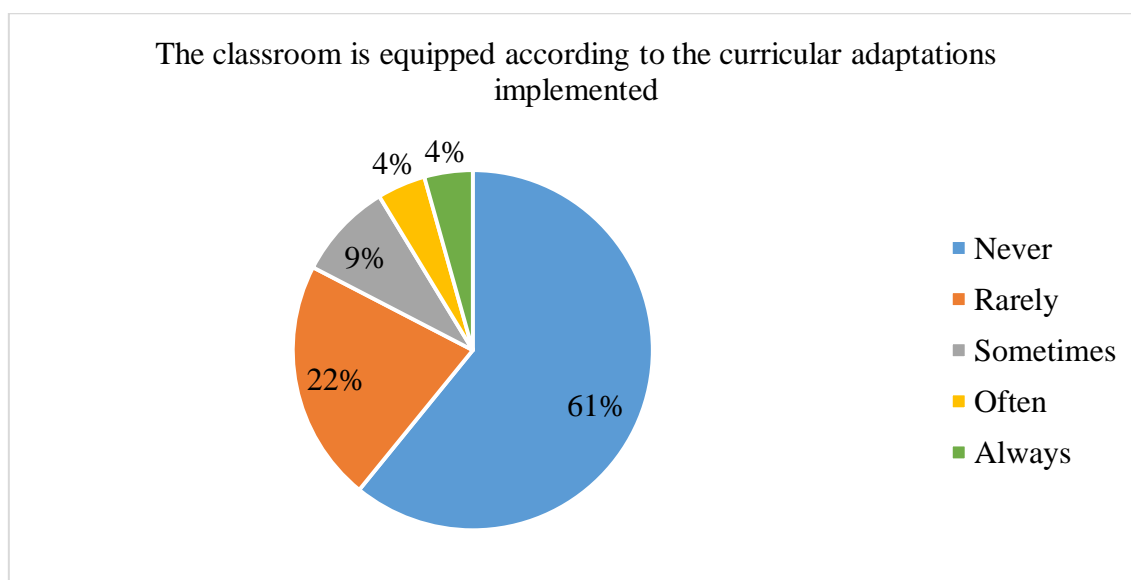


Figure 8. The classroom is equipped according to the curricular adaptations implemented.

Source: U.E. Sagrados Corazones.

Elaborated by: Rodríguez and Solís (2019).

Analysis

Most parents answered that the classroom is never or rarely equipped according to the curricular adaptations implemented. In contrast, a small number of parents said the classroom is always equipped. Adapting classroom environment for children with special needs is important to assure the correct performance of the strategies applied.

Table 11.
My child participates in all the activities organized by the school.

ITEM	SCALE	FREQUENCY	PERCENTAGE
	Never	13	57%
8. My child participates in all the activities organized by the school.	Rarely	4	17%
	Sometimes	1	4%
	Often	2	9%
	Always	3	13%
	TOTAL		23

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

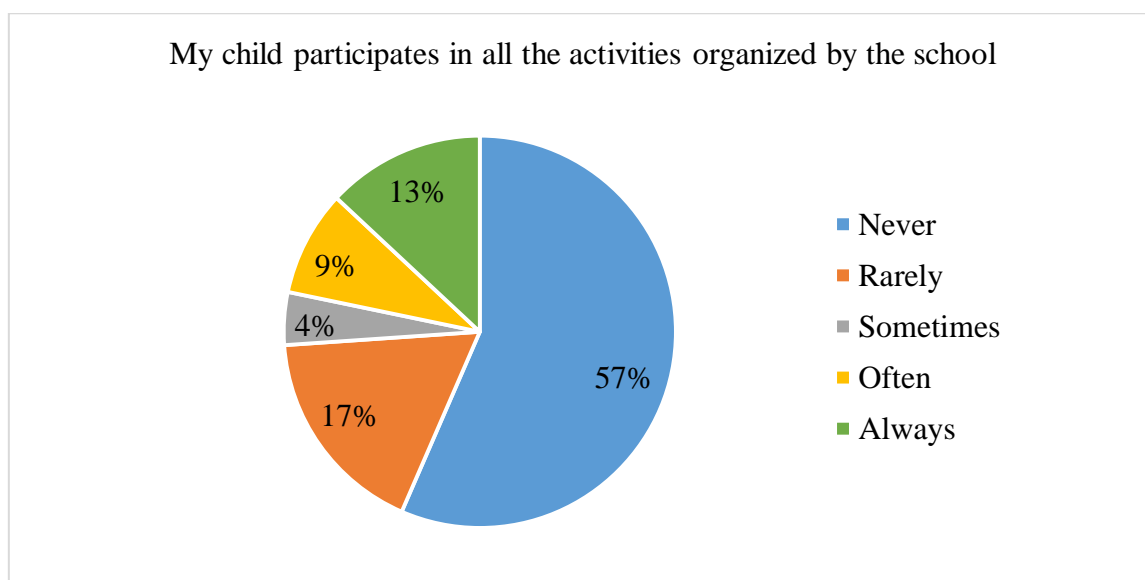


Figure 9. My child participates in all the activities organized by the school.
 Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

Most parents said their children never or rarely participate in the activities organized by the school. Conversely, a small number of them said their children always or often participate. The institution should always promote students with special educational needs participation in the activities organized, as this is a way to give students opportunities to develop the skills they need.

Table 12.
My child receives external specialized support.

ITEM	SCALE	FREQUENCY	PERCENTAGE
	Never	9	39%
9. My child receives external specialized support.	Rarely	5	22%
	Sometimes	4	17%
	Often	3	13%
	Always	2	9%
TOTAL		23	100%

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

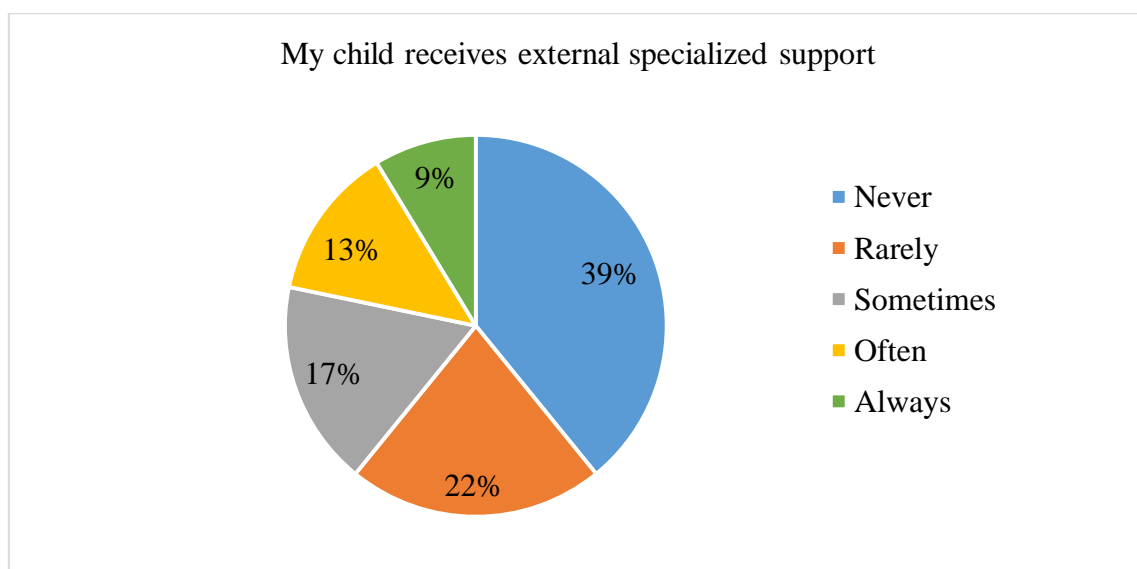


Figure 10. My child receives external specialized support.
 Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

More than half of parents answered their children never or rarely receive external specialized support. On the other hand, a similar number of parents said children often or always receive it. It is necessary to give students special educational needs as many opportunities as possible of improving their skills and deal with their differences.

Table 13.
Curricular adaptations can improve my child's competence and skills.

ITEM	SCALE	FREQUENCY	PERCENTAGE
	Never	0	0%
10. The curricular adaptations can improve my child's competence and skills.	Rarely	1	4%
	Sometimes	3	13%
	Often	5	22%
	Always	14	61%
	TOTAL	23	100%

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

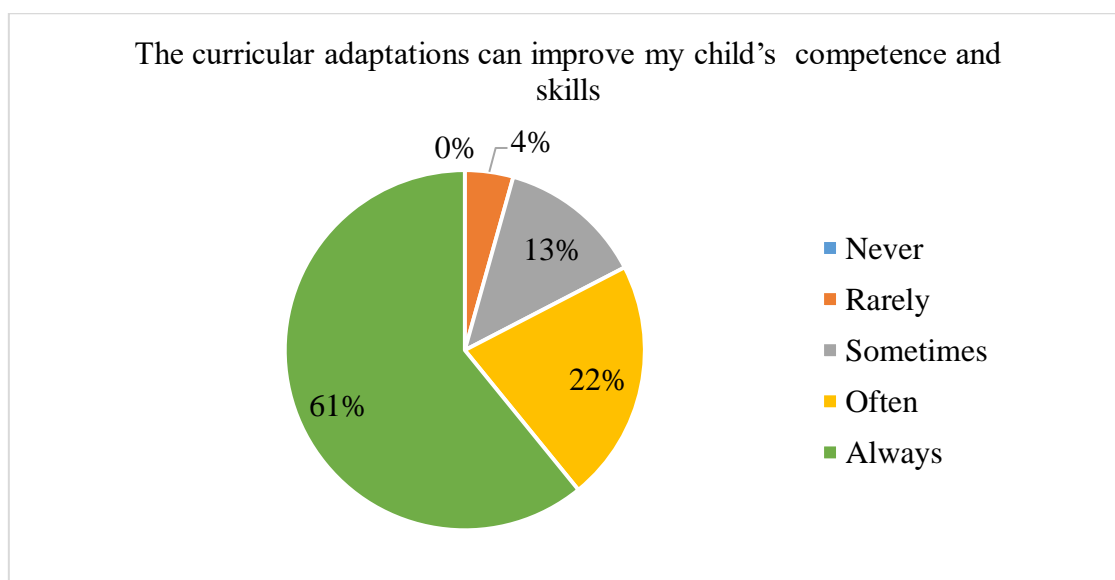


Figure 11. Curricular adaptations can improve my child's competence and skills.
 Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

Most parents believe that curricular adaptations can often or always improve children's competence and skills. Conversely, a small number of them think it rarely or never works. This shows that parents consider important the application of curricular adaptations as a crucial element to improve their skills and knowledge.

3.6.4. The C.E.P.A. Test

The questionnaire called C.E.P.A. (Cuestionario de Evaluación de Problemas de Aprendizaje, by its acronym in Spanish) was answered by the teachers regarding each of the 23 students in Third grade, to identify potential learning problems in children of third grade at Unidad Educativa Sagrados Corazones. The test considers 7 aspects such as information reception, oral language expression, attention, concentration and memory, reading and writing, mathematics, qualitative assessment, and comprehension. Once the test was processed, the results obtained were the following:

Table 14.
C.E.P.A. Results: Punctuation per Area

4 = Good; 3 = Normal or satisfactory; 2 = With difficulty; 1 = With severe difficulty

A)	INFORMATION RECEPTION	4	3	2	1
1.	How does the child understand the oral instructions?	0	9	18	11
2.	How does the child understand the tasks that are requested?	0	6	18	12
3.	How does the child listen?	0	9	12	14
4.	How does the child understand the vocabulary and meaning of the current words used by the teacher or of the texts?	0	15	12	12
B)	ORAL LANGUAGE EXPRESSION				
5.	How is the child pronunciation?	0	6	16	13
6.	Uses words appropriately (vocabulary)?	0	9	16	12
7.	How is the child ability to narrate personal experiences? (clarity in oral expression and to express orally what they want to say)	0	6	20	11
8.	What is the child like to verbally express a lesson? (clarity to make themselves understood)	0	6	18	12
C)	ATTENTION-CONCENTRATION-MEMORY				
9.	How does the child attend to the teacher in class?	0	6	18	12
10.	How does the child concentrate to work alone?	0	3	22	11
11.	How do you consider the memory the child has?	0	15	12	12

3 = Never; 2 = Sometimes; 1 = Always

D)	READING AND WRITING ERRORS	3	2	1
	Reading			
12.	Confuses letters	6	18	12
13.	Confuses syllables	6	20	11
14.	Confuses 2 or 3 syllable words	6	16	13
15.	The child has syllabic reading	6	20	11
16.	Reads continuously, but does not understand	6	20	11
17.	Reads and understands, but forgets quickly	6	18	12
	Writing			
18.	Confuses syllables or letters when copying	6	18	12
19.	The child is wrong to write sentences	6	16	13
20.	The child is wrong to write dictation	6	22	10
21.	The child commits many misspellings	6	22	10
22.	The child has illegible handwriting when typing	6	22	10
23.	The child has serious difficulties in writing.	6	20	11
E)	MATHEMATICS			
24.	Confuses cardinal numbers	3	18	13
25.	Confuses ordinal numbers	6	20	11
26.	The child is wrong to add	3	20	12
27.	The child is wrong to subtract	3	20	12
28.	The child is wrong to multiply	6	20	11
29.	The child is wrong to divide	6	20	11
30.	The child has difficulty understanding what the operations consist of	3	20	12
F)	QUALITATIVE ASSESSMENT			
31.	Language and Literature	6	18	12
32.	Mathematics	3	18	13

4 = Very good; 3 = Normal; 2 = With difficulty; 1 = With much difficulty

G)	COMPREHENSION	4	3	2	1
33.	How does the child understand?	0	9	17	11

NOTE: The minimum score is 33 and the maximum is 132. According to this guideline, the lowest scores point out students with the biggest school problems.

Baremo 0-35 high difficulty; 36-66 average difficulty; 67-97 mild difficulty; 98-132 No difficulty.

Source: Ministerio de Educación (2015).

Table 15.

Estudiantes que puntúan por debajo de la media por área

AREA	MEDIAN	STUDENTS WITH SCORE BELOW THE MEDIAN
Information Reception	11.500	7
Oral Language Expression	10.000	9
Attention-Concentration-Memory	11.500	3
Reading and Writing Errors	8.500	14
Mathematics	8.500	10
Qualitative Assessment	9.000	3
Comprehension	10.000	3

Source: U.E. Sagrados Corazones.

Elaborated by: Rodríguez and Solís (2019).

Analysis

The results obtained from the application of the questionnaire C.E.P.A. to Third Grade teachers showed that from 23 students with special needs, some punctuated below the median, revealing that the area of Reading and Writing Errors has the highest number, with 14 students. This area evaluated whether the child is confused when reading letters or words; if they can maintain a syllabic reading when they read chunks of texts, or if they can decode with some fluency, but they do not understand the content or do not retain it. It has 6 items.

In the writing errors sub-area, achievements in copying, writing dictation, readability of writing, spelling, and spontaneous writing are evaluated. It also has 6 items. If a student has difficulties when reading in his mother tongue, that student will have even more difficulties when reading in English.

Mathematics, with 10 students, is the second area with the lowest score. In this area, knowledge of ordinal and cardinal numbers was evaluated, as well as the ability to perform arithmetic operations and understand their meaning. This area included 7 items.

The Expression of the oral language area is #3 with 9 students. It evaluates the use of oral language by students, both in their communication and in the presentation of lessons and tasks. It comprises 4 items.

The Information Reception Area has 7 students with a score below the median. This area evaluates the child's ability to understand and retain the oral information that the teacher transmits to him during class time. Especially the understanding of the oral tasks and instructions and the vocabulary used by the teacher. It comprises 5 items.

Other areas with 3 students each having a score below the median are the Attention - concentration – memory area. It has the objective of evaluating the child's maturity to attend the teacher's presentation in class, without permanently requiring attention, as well as his ability to focus on an individual task or job. It comprises 2 items. Also, the Global Assessment of Learning, which refers to a judgment on the speed to learn, which discriminates between normal or rapid learning ability, applied to Spanish and Mathematics functions; finally, the Comprehension area, which corresponds to an appreciation of global intellectual capacity, and includes 1 item.

In addition to the results per area, the C.E.P.A. questionnaire was also allowed to confirm the level of difficulty that students with SEN have. It was possible to obtain this classification applying the Baremo to the results as follows: 0-35 high difficulty; 36-66 average difficulty; 67-97 mild difficulty; 98-132 no difficulty.

Table 16.
Level of difficulty

LEVEL	FREQUENCY	PERCENTAGE
Severe difficulties	10	43%
Moderated difficulties	7	30%
Mild difficulties	6	26%
No difficulties	0	0%
TOTAL	23	100%

Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

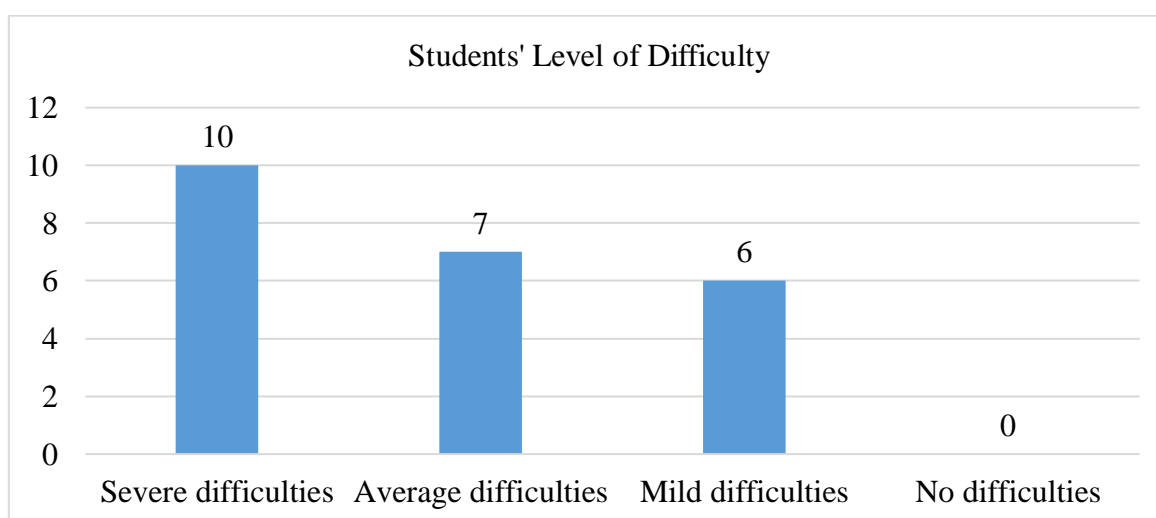


Figure 12. Student level of difficulty.
 Source: U.E. Sagrados Corazones.
 Elaborated by: Rodríguez and Solís (2019).

Analysis

The application of the Baremo allowed classifying students according to the levels of difficulty they have. There are 10 students with severe difficulties, 7 with average difficulties, and 6 with just mild difficulties.

3.6.5. The diagnostic test

A diagnostic test was administered to students of third grade with SEN grade 3, that is, 10 students that according to the C.E.P.A. test has severe learning difficulties. It was aimed to evaluate their performance in the English language. The test is part of the English Cambridge Examinations directed to measure level A1.

The results were the following.

Table 17.
Listening skill

SKILL	SCALE	FREQUENCY	PERCENTAGE
Listening	Very poor	6	60%
	Poor	3	30%
	Good	1	10%
	Very Good	0	0%
TOTAL		10	100%

Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

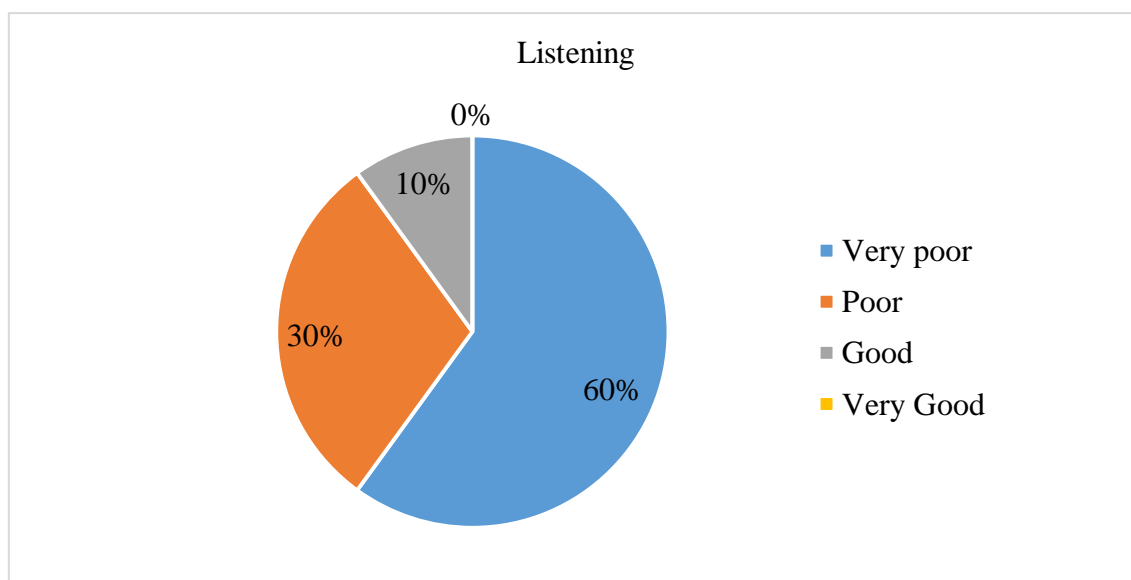


Figure 13. Listening.
Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

Analysis

The 60% of students with SEN grade 3 reached a very poor level of listening, 30% of them got a poor performance, and only 10% got good. This part of the assessment considered an exercise of recognition, combining listening and a picture. The results show that most students could not draw a line to match what they listen to what they saw.

Table 18.
Reading skill

SKILL	SCALE	FREQUENCY	PERCENTAGE
Reading	Very poor	8	80%
	Poor	2	20%
	Good	0	0%
	Very Good	0	0%
TOTAL		10	100%

Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

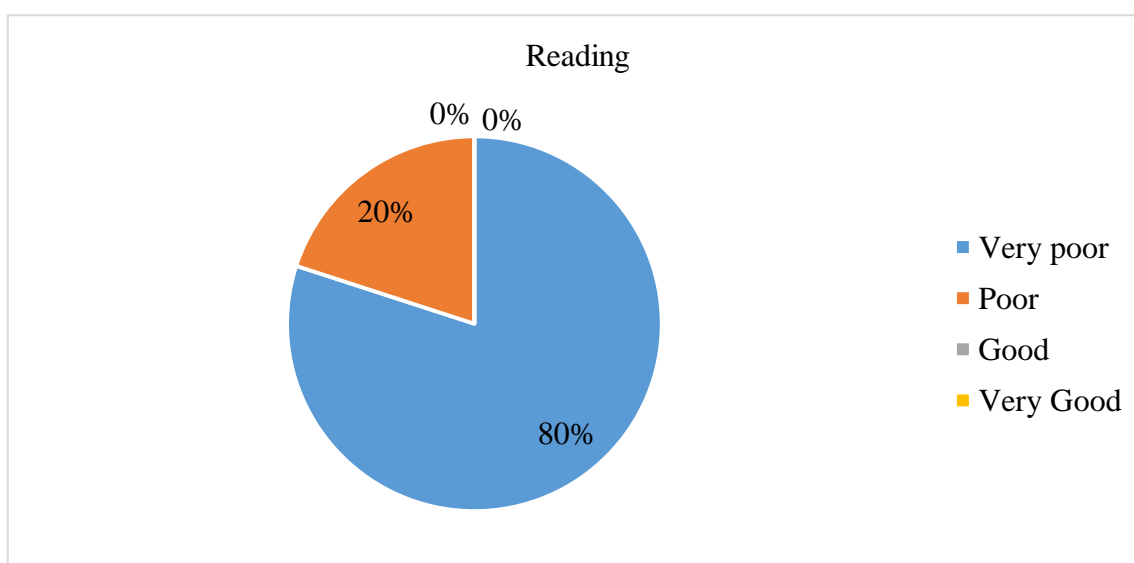


Figure 14. Reading.
Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

Analysis

The 80% of students with SEN grade 3 achieved a very poor level of reading, and 20% got a poor level. In this part of the test, students had to read a short sentence besides a picture and tick if the sentence describes the picture, or across if it does not. The results show that most students do not understand simple sentences of 4 words, and also have difficulties to recognize vocabulary.

Table 19.
Writing skill

SKILL	SCALE	FREQUENCY	PERCENTAGE
Writing	Very poor	7	70%
	Poor	3	30%
	Good	0	0%
	Very Good	0	0%
TOTAL		10	100%

Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

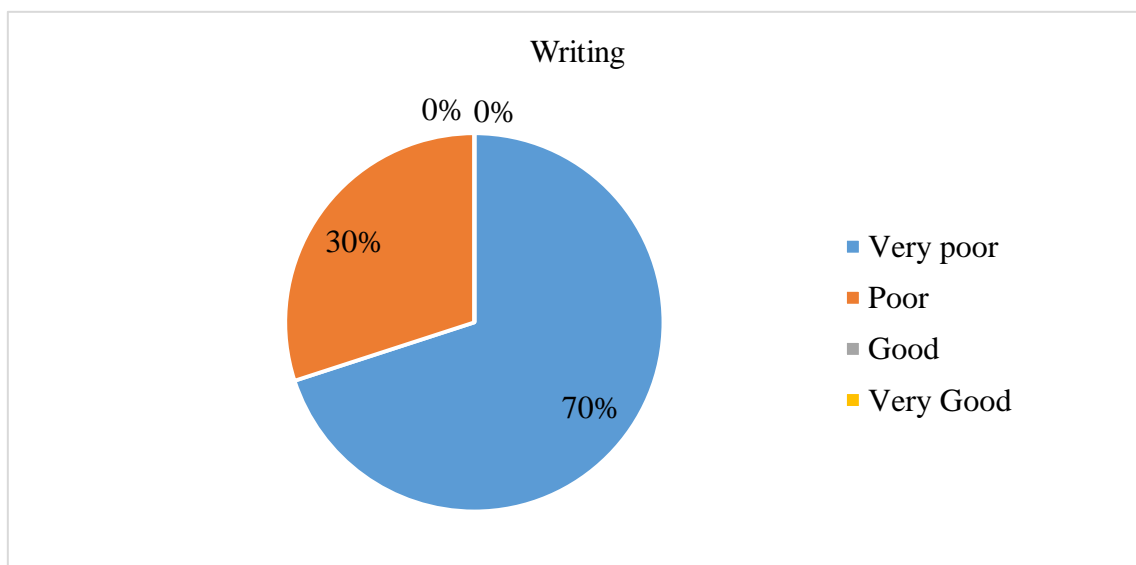


Figure 15. Writing.
Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

Analysis

The 70% of students achieve a very poor level of writing, and 30% got a poor level. This part of the test required students to look at each picture placed on one side, and some letters placed on the other side. Then, they had to organize the letters to form a word that describes the picture. The results proved that this kind of process is still too difficult for students with SEN grade 3.

Table 20.
Speaking skill

SKILL	SCALE	FREQUENCY	PERCENTAGE
Speaking	Very poor	8	80%
	Poor	2	20%
	Good	0	0%
	Very Good	0	0%
TOTAL		10	100%

Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

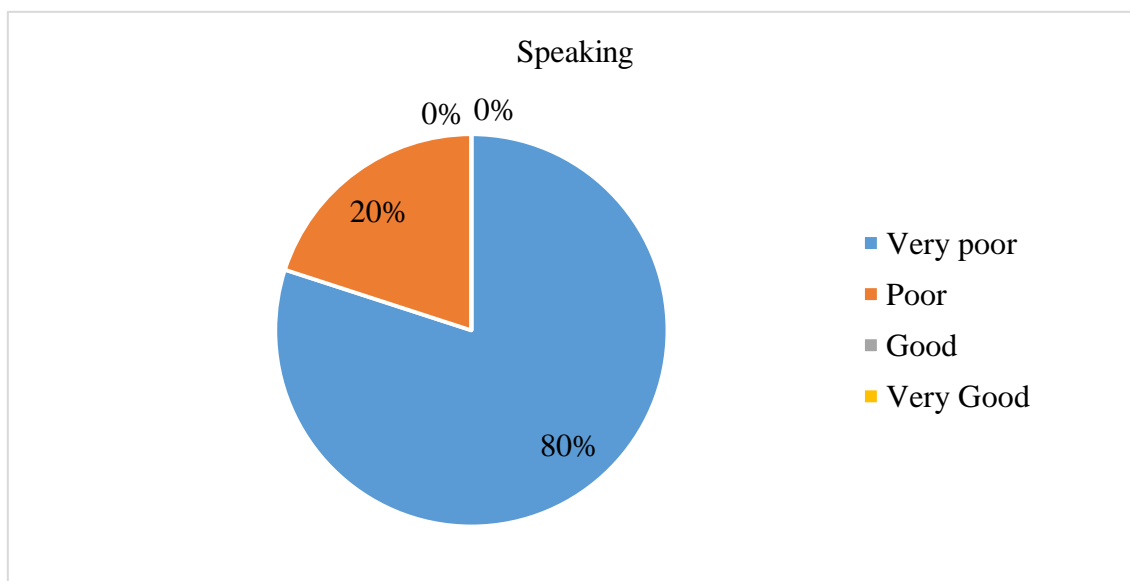


Figure 16. Speaking.
Source: U.E. Sagrados Corazones.
Elaborated by: Rodríguez and Solís (2019).

Analysis

The 80% of students with SEN grade 3 reached a very poor level of speaking, and 20% of them got a poor level. This part of the test required students to answer in English some simple questions about a set of object cards. The results proved that students could not understand the questions or could not remember the name of the objects. Besides, possibly, some students were too shy to speak.

CHAPTER IV

THE PROPOSAL

4.1. Title

English Curricular Adaptation Guide for Third Grade Students with Special Educational Needs Grade 3

4.2. General Objectives

- Apply curricular adaptations through a guide of didactic activities to favor students' learning with special educational needs Grade 3.

4.3. Specific Objectives

- Develop didactic activities to promote learning in students with special educational needs.
- Support the inclusion process among students.

4.4. The Proposal Framework

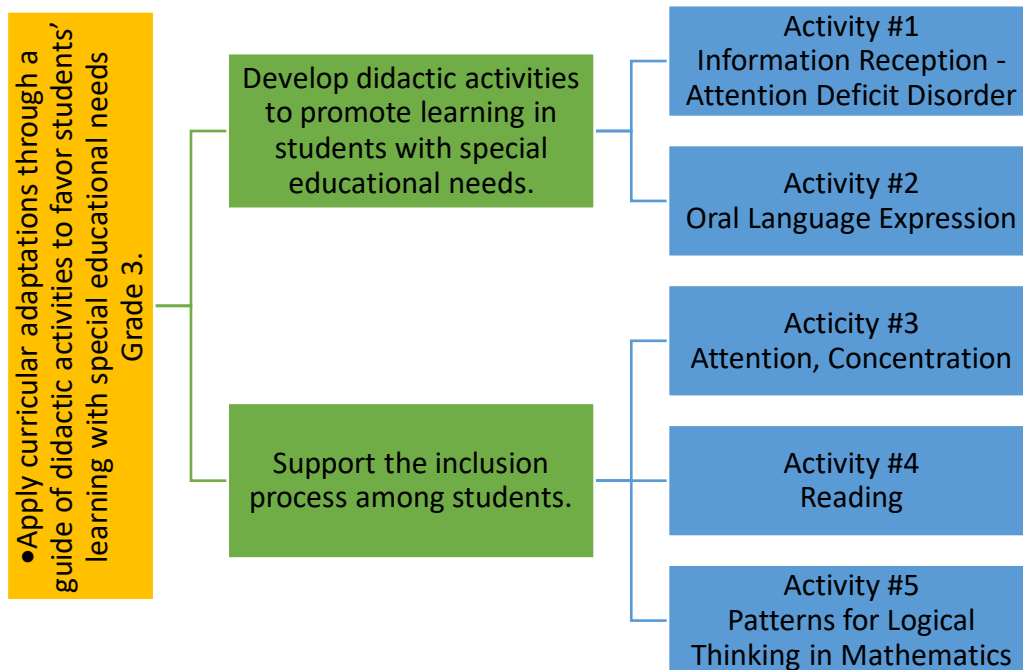


Figure 17. The proposal framework.
Elaborated by: Rodríguez and Solís (2020).

4.5. The Proposed Plan



English Curricular Adaptation Guide for Third Grade Students with Special Educational Needs Grade 3

Paul Andrés Rodríguez González

Gina Estefanía Solís Matamoros

2019-2020

Individual Document of Curricular Adaptation

Special Education Needs Grade 3

Age: 7 Years Old	
School Information:	
Institution Name: U.E. Particular Bilingüe Sagrados Corazones	District No. 09d01
Address: El Oro y Av. Quito	City: Guayaquil
Area / Subject for Curricular Adaptation: English / Language Arts	
<p>Current Educational Context: Some children present inattention symptoms, impulsivity, and poor academic performance. He does not report hyperactivity, although he does report disorganization and mood problems. According to the DECE, his family reported that the problems began around the age of 4, coinciding with the beginning of schooling. He shows low school performance, requires support in classes and close monitoring of their parents at home. Additionally, some other children present problems in information reception, oral language expression, concentration, reading, and logical thinking.</p>	
<p>Special Education Needs Identification Attention Deficit. Difficulties for information reception. Diverse problems in oral language expression. Errors in reading. Difficulties in logic and mathematics.</p>	
<p>The Student Can Do in The Subject:</p> <ul style="list-style-type: none"> • Recognize isolated objects • Work with the teacher assistance 	<p>The Student Cannot Do in the Subject:</p> <ul style="list-style-type: none"> • Fulfill a complete task on time. • Recognize specific objects among a variety of other objects • Keep quiet while working in the classroom • Look for details
<p>Methodology: Debates. Cooperative learning. Routines offer a greater guarantee of success. Proximity to the teacher in the classroom. Dynamic classes. Constant monitoring.</p>	

Activity #1
Information Reception - Attention Deficit Disorder (ADD)
Object Recognition

Objective: To describe objects to achieve the acquisition of alphabetic code and language learning in English.

Type of curricular adaptation: Communicative.

Resources:

- Cardboard
- Pencil
- Cardstock cards

Time: 45 minutes.

Curricular adaptation:

1. Make a scene or landscape on a large piece of cardboard by placing some pictures that you want the student to identify, recognize, and locate. It is possible to adopt a picture from the Internet including objects the students know.
2. Form groups of 3 or 4 children. Each group will be given cards with the image of the object that they must find in the picture on the cardboard.
3. Children will find the following objects in the picture on the cardboard: pipe, clover, tie, whistle, and a banana. This is an example of how to do it.
4. For the activity to be successful, it must be carried out in a group, encouraging socialization among students. The group that finds the objects first will be the winner and will go to the front to indicate to their other classmates where the objects are. The group will be dismissed by applause from the entire class.

Example:

Find the following objects in the big picture:

1



2



3



4



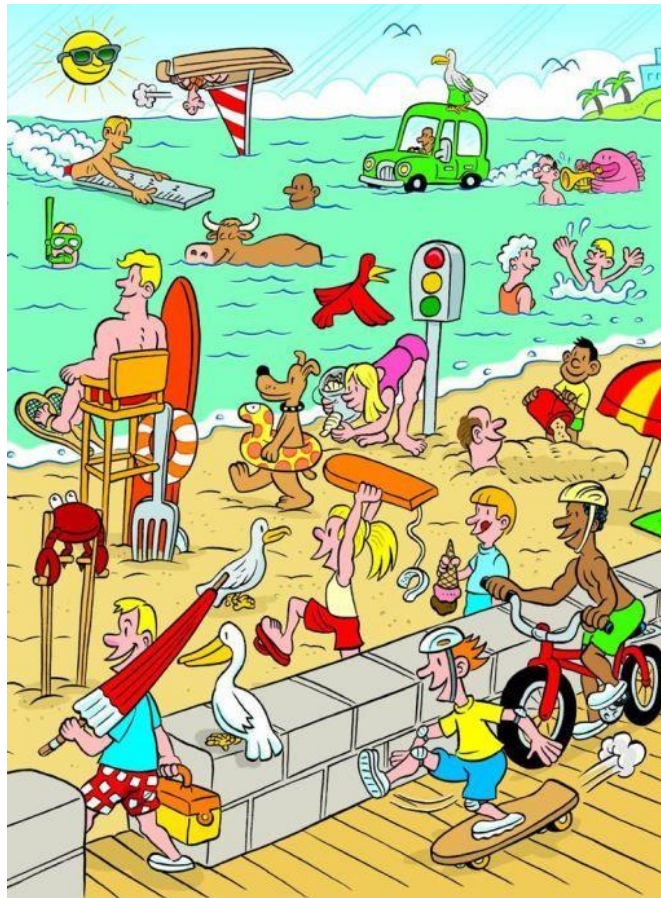


Figure 18. Picture description.
Source: Pinterest (2020).

Vocabulary:

Dog – Bike – Sun – Car – Skateboard – Bull – Seagull – Ice cream – Crab – Traffic
lights

Variation:

In addition to looking for the objects in the graph, the activity can also be carried out with different physical objects that are shown to the student and then hide them, allowing them to retain memory, managing to remember all the objects shown.

Activity #2

Oral Language Expression

Creating a Fairy Tale

Objective: To promote listening and speaking skills.

Type of curricular adaptation: Communicative.

Resources:

- 4 bags
- Toys or funny objects

Time: 45 minutes.

Curricular adaptation:

1. The teacher shows the child four bags and explains that there are several objects inside. Also, the teacher will tell him that they are going to create a story together.
2. First round: the child must choose one of the bags. Then, the teacher will take out an object. Starting with this object, the teacher will begin to create a story, saying one or two sentences and taking another object from the bag. The teacher will continue until the last item is taken from the bag. The child must tell the teacher the story she has told him, using the objects in the bag as visual support.
3. Second round: The child will choose another bag among the three that remain. The teacher will explain that now they will play together, that is the teacher and the student. The teacher will start. Then it will be the turn of the child, who will take an object from the bag and continue the story, related to the object he has taken. This will continue until one of the two, either teacher or student, closes the story.



Figure 19. Toy bags.
Source: Peekaboo Toy bags (2020).

Variation:

With this activity, we promote that the child does not adhere to the story that we tell her, and at the same time we enhance her verbal expression.

It is advisable to have more bags than stories for the child to choose from. The fact of being able to choose is always something that motivates children. We can also explain that in the other bags there are also very funny objects to tell stories. In this way, motivation is maintained.

The objects that are chosen must be known to the student and offer great motivation.

Activity #3

Attention, Concentration, Memory

Objective: To identify all the objects of a kind to facilitate the development of visual attention, concentration, and memory in the child.

Type of curricular adaptation: Communicative.

Resources:

- Worksheets
- A red pencil

Time: 45 minutes.

Curricular adaptation

1. The child will be explained that he will be shown a picture, for example, a bat. Once the child viewed the picture, the teacher will show him a poster including many other images, including several bats just like the one shown. The child must find and circle all the bats that he finds on the page. Each round will last approximately 10 minutes.
2. First-round. The child will keep the model in mind so that he can compare it with the drawings on the sheet and decide whether they are the same as the model. On the drawing sheet, there will be bats and other drawings different from the model (an airplane, a banana).
3. Second-round: the model will be shown to the child and once it is memorized it will be put away. Next, the sheet of drawings will be taken out to find those that are the same as the model shown. The images on the sheet must present models identical to the drawing shown and drawings different from the model.
4. Third round: The model will be displayed and saved. This time on the sheet there will be images of the model shown and other pictures similar to the model. For example, it can be a sheet full of bats of different types so that you have to discriminate among all the bats that are the same as the model shown. It should be explained to the child that to do it correctly, they should look for characteristics that define the model (size, color, position, objects that the model carries).
5. The teacher will keep the time that takes the child to find them. This will be useful to evaluate the improvement in the capacity of attention and visual memory.
6. This will repeat us with several different models.

Variation

This activity helps to improve children's attention span and visual memory. On the one hand, the child must look at the model and compare it with the rest of the drawings. On the other hand, the child must memorize the model and its characteristics, to be able to discriminate it from the rest of similar images.

Activity #4 Reading

Objective: To increase motivation and attention to the reading in children.

Type of curricular adaptation: Communicative.

Resources:

- Worksheets
- Pencil
- Prizes

Time: 45 minutes.

Curricular adaptation

1. The student will be explained that they are going to read a short text and that for each word well-read we will give her a sticker. These cards can be exchanged later for prizes. Students will be shown the prizes to increase your motivation.



One sunny day, at the bottom of the sea, the octopus went to visit his friend, the mermaid who lived on a coral reef. Watch out for the plants, said a crab as it approached the reef. They can steal your heart.

Figure 20. Story.
Source: Google Images (2020).

2. At the end of the activity, the teacher counts the cards students have and tells the student the number of cards they need for each prize. The student will be the one who chooses the prize. The prizes can be material or social. For example, a fun colored pencil, or being the one who takes care of erasing the board.

Variation

Can carry out this activity in different rounds of 15 minutes so that the child does not get exhausted and thus maintains motivation.

With this activity, motivation is increased and therefore the child's attention to reading

Activity #5
Patterns for Logical Thinking in Mathematics

Objective: To reproduce patterns to promote logical thinking in students.

Type of curricular adaptation: Logical thinking.

Resources:

- Computer
- Projector
- Internet
- Color pencils

Time: 45 minutes.

Curricular adaptation

1. Start the activity with the son Geometric Shapes (Youtube, 2020).
2. Explore prior knowledge through brainstorming.
3. Show students the patterns of objects and shapes.

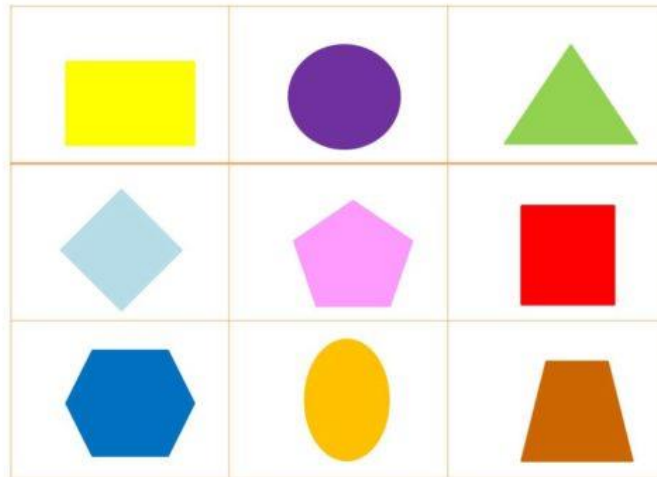


Figure 21. Objects.

Source: Google Images (2020).

4. Encourage students to observe the objects in the classroom.

Knowledge construction

5. Make students classify objects to recognize and determine different characteristics or attributes such as color, shape, size, texture, weight.
6. Ask students to construct a pattern using a single attribute (color, shape, size).
7. Use colored paper, cut it, and put different types of series. Students will describe and reproduce patterns of objects and figures based on their attributes.

Variation

In the same way as the previous activity, copying Lego or double patterns is an activity that can stimulate the logical thinking of our children. Download the printables for this activity [here](#).

4.6. Benefits of the Proposal

The current proposal of curricular adaptations with specific activities is meant to be an educational strategy aimed at students with special educational needs, adapting the curriculum of a certain educational level, to make learning more accessible for them.

Besides, it tries to facilitate those elements of the curriculum that are impossible to reach due to the difficulties that it presents, taking into account the individual characteristics of the student when planning the methodology, the contents, and the evaluation. The proposal is also aimed to promote the greatest possible participation of students with SEN in the ordinary curriculum, and at the same time, it seeks to ensure that students with SEN achieve the objectives of each educational stage, through a curriculum adapted to their specific characteristics and needs.

CONCLUSIONS

The development of the current study through the research techniques and based on the population and sample selected made it possible to draw the following conclusions:

- The review of the bibliography made it possible to support the study based on the explanation of important theories and other aspects related to curriculum adaptation and special educational needs. Besides, a set of similar studies were taken into consideration to validate and make the current research reliable.
- The application of the qualitative and quantitative research tools helped to identify the main English language difficulties in SEN students grade 3, as well as the English curricular adaptation needed.
- The research process followed made possible to determine the influence of an English Curricular Adaptation on Special Educational Needs grade 3, in Third Grade EGB students at Unidad Educativa Particular Bilingue Sagrados Corazones during the school year 2019 – 2020.
- The observation results showed deficient performance of SEN students in the English class, in the four skills. Almost all of them showed a clear need for constant and personalized support in the activities performed.
- The interview with the English Coordinator concluded that academic authorities are awarded of curricular adaptation needs and are interested in getting updated regarding curricular adaptations. Curriculum adaptations bring the institution improvements and the opportunity to amendments not only in what is taught but also in the methods of teaching.
- The survey results suggested a lack of attention to special education needs, as teachers do not apply adaptations to the curriculum. They also receive little information or training about the inclusion of students with SEN, and not all of them have access to students' diagnoses. Besides, classrooms are not equipped to implement adaptations. Attention to special needs allows teachers and the institution to plan and apply monitoring students' performance.
- The C.E.P.A. test applied showed that some students punctuated below the median, revealing that most of them belong to the reading and writing errors area, which means those students feel confused when reading letters or words. Mathematics, oral

language, and information reception are among the other areas where students also showed some deficiencies and needs.

- The English diagnostic test resulted in a high percentage of students with an extremely poor level of listening, reading, writing, and speaking, being the highest percentage those of reading and speaking.
- The English Curricular Adaptation Guide for Third Grade Students with Special Educational Needs Grade 3 is aimed at 5 areas of knowledge where main difficulties were detected and are directed to help students improve their areas of conflict.

RECOMMENDATIONS

The following recommendations are based on the research process and conclusions in the current study:

- It is important to consider SEN students' needs, not only in English language learning but also in the other learning areas. Thus, teachers should have access to students' diagnoses to consider their special capacities and plan the adaptations needed.
- Even when training is not enough, teachers should self-regulate their knowledge about SEN students by considering maintaining an organized classroom and limit distractions or the use of music and voice inflection for better understanding. It is also recommended to break down instructions into smaller tasks and the application of multi-sensory strategies.
- The regular classroom is not always the best environment for SEN students' learning, but it makes possible contact with their peers, allows all students to be prepared for diversity. However, the institution should equip the classroom with the resources needed to attend SEN students' difficulties.
- The English Curricular Adaptation Guide for Third Grade Students with Special Educational Needs Grade 3 should be considered by teachers as a model to follow that can be completed or expanded with more activities for the established weak areas. Besides, this guide should be periodically updated to consider new characteristics of SEN students and the dynamic behavior of technology.

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Annex 1

Observation Form

Objective: To identify the main difficulties in the learning process that experience students with SEN at U.E. Sagrados Corazones.

Instructions: Check YES or NOT the items detected.

Scale: 1 = YES; 2 = NOT

ITEMS	S1		S2		S3		S4	
	1	2	1	2	1	2	1	2
1. Gets easily distracted and loses interest and attention in the English class.								
2. Gets tired quickly and cannot hold attention for a long time.								
3. Works slowly in the English class.								
4. Cannot carry out the activities in English alone and need direct support.								
5. Needs repetition of an instruction several times to understand.								
6. Requires support to start, develop or finish their written work in English.								
7. Presents significant difficulties in L2 writing.								
8. Manifests significant difficulties in L2 reading.								
9. Shows significant difficulties in understanding texts in English.								
10. Has difficulty pronouncing some phonemes in English correctly.								

Annex 2

English Coordinator Interview

Objective: To describe the helpfulness of curricular adaptations for both the learners and the teachers.

1. How helpful are in your opinion the curricular adaptations in the teaching and learning process?

Curricular adaptations are very useful for helping students with special needs. Without them, the student will not receive that is required for his or her development.

2. Does the teacher staff receive enough training about curricular issues?

Unfortunately, no.

3. What is the importance of planning the curricular adaptations to improve the attention to students with educational needs?

4. What kind of student's educational needs associated or not to the disability have the institution?

There are children with Down Syndrome, which is the biggest group. There are also students with Asperger and motor difficulties and autism.

5. Regarding students with SEN enrolled, what is the case that required more attention than usual, and what were the measures taken?

Last school year we had two children diagnosed with Asperger's Syndrome, it was the first time we face that Syndrome. The teacher assigned was afraid of not doing enough for them, but the mother of one of them collaborated a lot, they implemented activities that involved the children within the group.

6. Are the curricular adaptations review carried out by the teaching staff?

I personally check the micro-curricular plans. Teachers make plans for a week based on learning experience, and so far, without curricular adaptations yet. There have been

pedagogical support only, especially regarding language, since some boys and girls cannot speak clearly. Two years ago, children with some type of disability registered, so there is the need to develop curricular adaptations, but the teaching staff needs to be trained on how to carry out those curricular adaptations.

Annex 3

Parents' Survey

Objective: To identify the way in which the curricular adaptations were implemented in the English subject

1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Always

#	ITEMS	1	2	3	4	5
1.	The teacher applies curricular adaptations in the English class.					
2.	The school offers information and orientations to favor the inclusion of students with SEN					
3.	The teacher knows the diagnosis given to my son					
4.	The teacher considers my child's condition to plan the assessment.					
5.	My child receives methodological support at school, according to his needs.					
6.	The teacher is prepared to deal with students with educational needs.					
7.	The classroom is equipped according to the curricular adaptations implemented.					
8.	My child participates in all the activities organized by the school.					
9.	My child receives external specialized support.					
10.	Curricular adaptations improve my child's competence and skills.					

Annex 4

Learning Problems Exploration Test (C.E.P.A.)

INFORMATIVE DATA

Student's name:

Birth date:

Age:

Course:

Institution:

Teacher or Tutor:

Mark with one (x) on each item in the students' evaluation. At the end sum up the points according to the instructions.

TOTAL POINTS:

4 = Good; 3 = Normal or satisfactory; 2 = With difficulty; 1 = With severe difficulty

A)	INFORMATION RECEPTION	4	3	2	1
1.	How does the child understand the oral instructions?				
2.	How does the child understand the tasks that are requested?				
3.	How does the child listen?				
4.	How does the child understand the vocabulary and meaning of the current words used by the teacher or of the texts?				
B)	ORAL LANGUAGE EXPRESSION				
5.	How is child pronunciation?				
6.	Uses words appropriately (vocabulary)?				
7.	How is the child's ability to narrate personal experiences? (clarity in oral expression and to express orally what they want to say)				
8.	What is the childlike to verbally express a lesson? (clarity to make themselves understood)				
C)	ATTENTION-CONCENTRATION-MEMORY				
9.	How does the child attend to the teacher in class?				
10.	How does the child concentrate to work alone?				
11.	How do you consider the memory the child has?				

3 = Never; 2 = Sometimes; 1 = Always

D)	READING AND WRITING ERRORS	3	2	1
	Reading			
12.	Confuses letters			
13.	Confuses syllables			
14.	Confuses 2 or 3 syllable words			
15.	The child has syllabic reading			
16.	Reads continuously, but does not understand			
17.	Reads and understands, but forgets quickly			
	Writing			
18.	Confuses syllables or letters when copying			
19.	The child is wrong to write sentences			
20.	The child is wrong to write dictation			
21.	The child commits many misspellings			
22.	The child has illegible handwriting when typing			
23.	The child has serious difficulties in writing.			
E)	MATHEMATICS			
24.	Confuses cardinal numbers			
25.	Confuses ordinal numbers			
26.	The child is wrong to add			
27.	The child is wrong to subtract			
28.	The child is wrong to multiply			
29.	The child is wrong to divide			
30.	The child has difficulty understanding what the operations consist of			
F)	QUALITATIVE ASSESSMENT			
31.	Language and Literature			
32.	Mathematics			

4 = Very good; 3 = Normal; 2 = With difficulty; 1 = With much difficulty

G)	COMPREHENSION	4	3	2	1
33.	How does the child understand?				

NOTE: The minimum score is 33 and the maximum is 132. According to this guideline, the lowest scores point out students with the biggest school problems.

Baremo 0-35 high difficulty; 36-66 average difficulty; 67-97 mild difficulty; 98-132 No difficulty.

Source: Ministerio de Educación (2015).

Annex 5
Cambridge Test – Level A1

Part 1: Listening

Listen and draw lines. There is one example

Sue

Ann

Lucy

Nick



Pat

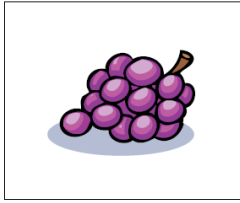
Jill

Dan

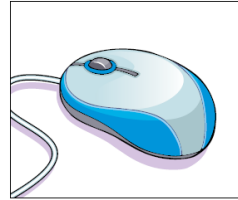
Part 2. Reading and Writing

Look and read. Put a tick or a cross in the box. There are two examples.

Examples:



These are grapes.



This is a house.



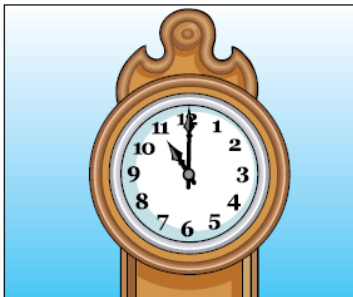
Questions:

1



This is a helicopter.

2



This is a clock.

3



These are shells.

4



This is a sock.

Look at the pictures. Look at the letters. Write the words.

Example:



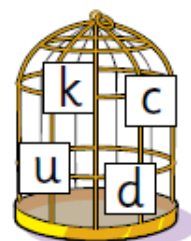
s n a k e



Questions:

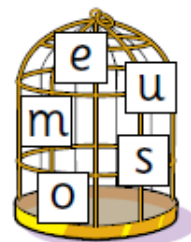
1





2





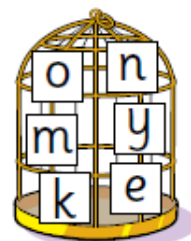
3





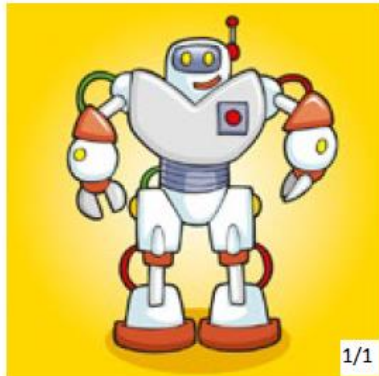
4





Part 3: Speaking

The examiner asks questions about the object cards. E.g. What is this? (answer: orange)



Annex 6

Validation of the Proposal



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL


Validation of the proposed Project Plan

English Curricular Adaptation and Special Educational Needs Grade 3, in
Third Grade EGB Students at Unidad Educativa Particular Bilingüe
Sagrados Corazones during the School Year 2019-2020.

RATING SCALE

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

I really like your proposal, the activities are creative in order to engaged students in the learning process, congratulations!

Name:	Msc. Norma Hinojosa Garcés	 Signature
Occupation:	Coordinator	
Phone number:	0993742876	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL


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Social impact		X			
Feasibility		X			
Relevance	X				
Originality		X			
Language		X			
Comprehension		X			
Creativity		X			

This work has been done taking into consideration essential educational factors, thus helping to improve the learning process of the students

Name:	MSc. Doris Franco O.	 Signature
Occupation:	English Teacher	
Phone number:	0994105836	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

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Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments:

This guide is very useful for teachers that need to work on activities that help students with special educational needs because it explains step by step how to work correctly.

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Annex 7

Pictures





