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RESEARCH PROJECT:

**“CURRICULUM ADAPTATION IN THE ENGLISH SUBJECT TO
SUCCESSFULLY TEST DYSLEXIC STUDENT PERFORMANCE IN NINTH
GRADE AT NUEVA SEMILLA SCHOOL”**

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DEDICATION

We dedicate this work to the people we love and who have given us their love and unconditional support.

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ABSTRACT

Ecuador has also been involved giving an excellent learning opportunity, so states the Constitution 2008 which guarantees quality education with warmth and the National Plan for Good Living with their education goals of equity and inclusion for all children and girls in the country. However, there is a gap in the pedagogic field when schools open their doors to students with some kinds of learning disabilities, but they do not have a special program to teach them according to their capabilities. Our motivation is to provide the community of English teachers all the tools they need to make adjustments to the curriculum; thus a quality education be provided to students who have dyslexia and must learn a second language such as English. In order to get our results through the scientific method, we applied direct observation and the application of a survey to 60 students. As a result, we realized that dyslexic students can learn English and can do modified tests with excellent scores. It is satisfactory that the present study was designed so that teachers use it with the adjustments they need to make in the planning, in the design of assessment tools in learning environments in the emotional state of the group where the dyslexic student shares and for the resources they need both the teacher and the student. Each of the strategies and techniques discussed in this paper, ensure adequate learning and assessment for students with dyslexia. That is, it is not differentiated tests with a low level of demand, but tests with options that are helpful to an understanding thereof to the dyslexic student. The achievements will be reflected in the satisfaction of teachers who can teach English language to students with dyslexia to communicate; parents satisfied with the educational institution providing a different education family; and students who have their self-esteem so high to know that they can communicate in English effectively and on their own.

Key Words: Curriculum Adaptations, Dyslexia, English Tests, Strategies.

CHAPTER I

1.1. Introduction

There is a difference between exclusion and inclusion that is not only for the definition of both terms, but also this is what is involved in a learning environment. Exclusionary practices have hampered the learning process of many students and even these have marked negatively the lives of children and adolescents who are in the classrooms.

According to the United Nation Educational Scientific and Cultural Organization (UNESCO) which is a specialized agency of the United Nations system one of the biggest problems that the world faces today is the growing number of people who are omitted from significant input in the cost-effective, social, political and cultural life of their communities. Such a statement is not new to mankind. Exclusionary practices are rooted in society. Every day becomes a remarkable practice of racism, indifference or perhaps conformism to see a person with a disability and most individuals think they cannot learn.

Then an inclusive culture comes in elementary schools and high schools worldwide. This term is involved in each of the educators in order to seek appropriate strategies for a student with special educational needs who has the same opportunity to prepare themselves and graduate as a regular student. One of the main objectives in terms of education is to design fully inclusive educational environments.

Educational exclusion and inclusion came up around the world since a few years before 2007 in South Africa and India, areas in which learning give the impression to be handled with low importance; however, they have gotten an activist identity in relation to the protection of rights of these vulnerable groups, such as those with special educational needs.

Sayed, (2007) member of the Department for International Development emphasizes that terms, exclusion and inclusion have been practiced at the schools under a school policy, governance, access, and curriculum. However, in South Africa and India the vision of inclusion has been tested in detail by the financial challenges of offering an equitable opportunity in the educational field.

It seems to be that inclusion was a simple discourse in inclusive education. Apart from this perception, there is a political and ethical position that has been adopted by governments and other organisms. For instance, the United Nation proclaims in the Salamanca World Conference on Special Needs Education five principles that ensure an equal opportunity within the educational area:

- Children deserve to attend a school for education and study with the same opportunity for their own benefit.
- All children have a profile that makes them different. They think differently, have different abilities and skills and therefore their needs are different.
- It should be noted that there are a variety of features in each child, therefore, the syllabus should be designed and structured properly.
- Regular schools must open their doors to children with special educational needs and should provide specialized learning by appropriate education for each person.
- Regular schools should be concerned to eliminate discrimination against students with special educational needs and create awareness in all the other children, the duty to integrate social and affective mate is different.
- Statistic also include a 56% of interest in receiving training to face dyslexic students' attitudes in the class. But there is a record of 22% of course coaching on this theme.
- At least 5 of each 10 schools book a student with any kind of special educational requirement.



Figure 1.

UNESCO Participation Programmed

Source: Dyslexia International, better training, better teaching, 2014

Armstrong (2011), considers inclusive education as a late modernity reform project. This author analyzes how inclusion has been adopted in countries of the North and South. He has categorized inclusion as a failure within education systems. If a student lives in some areas of North countries will probably receive an inclusive education by choice; however people from the South will probably receive the inclusive education by chance.

This difference affects students with special educational needs, such as dyslexics because their chances will also depend on the places where they live. Therefore, the term Curricular Adaptations appears on the educational glossary.

Curricular adaptations fail to run without having come a strict way, which includes data collection identification of pupils with any kind of special educational need; a record of relevant physiological or psychological conditions; their school history; and finally a psychology assessment by a competent professional.

Curricular adaptations refer to modifications or accommodations to the curriculum, basic elements of the curriculum, to the methodology and learning

activities, to the content, learning objectives and criteria and evaluation systems. It is important to have the family care and the Counseling Department of the educational institution, which has the duty to monitor the progress each vulnerable student in order to ensure the enjoyment of a truly inclusive education.

On the other hand, there is a variety of special educational needs associated and non-associated disability; however, it has been detected that dyslexia is one of the most common learning difficulties in the classroom. This term dyslexia has always been associated with the field of psychology, but today is one of the topics of interest to educators; many of whom are interested in understanding and comprehending the dyslexic student. But the situation changes when referring to learning a foreign language being a dyslexic student.

It is for this reason that we emphasize our study in implementing curricular adaptations to achieve better learning English in a group of dyslexic students of a private institution in the city of Guayaquil.

The World Dyslexia Forum is an organism that was created to provide support to some Ministries of Education and authorities from more than 190 countries around the world. Attended by over 250 participants from different countries, it was reported an overview of the statistics of dyslexics in the world was presented.

In addition, they analyzed and discussed how dyslexic students learn, especially subjects such as English, French, Spanish, Spelling, among others. Besides, delegates discussed about the importance of using the new technologies of information and communication as a support in the learning process of dyslexic students.

The National Assessment of Educational Progress (NAEP) is a measure used across most of the United States of America reports the last statistics data about the cases of dyslexia in the United States of America, as follows:

- The difficulties in reading and writing, and spelling and grammatical structure are caused by dyslexia.
- It is proved that the highest percentage of people who have difficulty when reading it because they suffer dyslexia.
- Between 15 and 20% of people with learning disabilities have shown symptoms of being a dyslexic person and this makes it difficult for this person to learn a second language.
- The data show that there is a balance between the amounts of dyslexic students of both genders.
- Statistics show that there is a high influence of social and economic background, race and determining more likely to have dyslexia.
- The extreme poverty also recorded a high percentage of probable cause to have linguistic problems.
- It is recorded a percentage of at least 72% of cases not overcome dyslexia due to lack of timely medical care at schools in poor areas
- There is a range of 38% in school-age children who maintain the lowest level of comprehensive reading and other reading skills.
- Over 50% of students with dyslexia have difficulties in reading comprehension tests.
- 75% of students who are identified with dyslexia and who have been treated have been able to overcome their reading difficulties.
- Only 25% of detected children are studying with professional assistance.
- The statistics mark a balanced proportion between children whose cause comes from your brain.
- A high percentage of students with attention deficit disorder has dyslexia.
- 71% of teachers working in schools that have dyslexic students do not know how to give clear instructions to this group of students.
- No data has been proved dyslexia comes from genetic causes.
- 95% of the population practice reading fluently, but 5% who will be difficult to overcome their difficulties.

On the other hand, English and Dyslexia are terms that could be impossible to link; but educators must become this possible. Despite this necessity, for students with dyslexia both terms are synonyms of stress. It is because they are placed in regular schools with regular classmates that make them feel different.

Learning English and examinations in this language are designed for regular students, too. The environment in a class is also for common lessons. So, the complications are added to the normal difficulties that a dyslexic has.

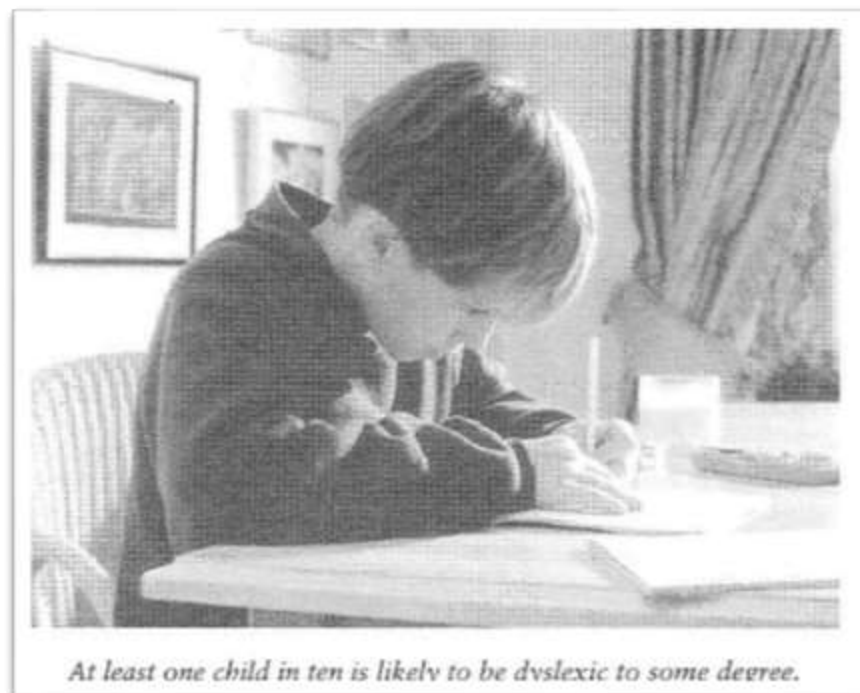


Figure 2

Overcoming Dyslexia

Source: British Survey, 1070, Prof. Michael Rutter

It should be noticed that learning a foreign language involves the development of skills in oral and written areas, such as listening, speaking, reading and writing. However, these skills are slowly or defective developed in dyslexic students. As teachers, we have focused our work in providing teachers with curriculum adaptations in the English Subject to test dyslexic students. Major studies have shown that with the modifications made to the curriculum, dyslexic students have the chance to learn a new language although its difficulties in reading and writing.

Our research has been designed such that it has become a passage from the understanding of Curricular Adaptations, their types, process, stages, the creation of familiar lessons, the study of specific curricular adaptations in the English classes to the comprehension of Dyslexia, its causes and types, some tips for previous diagnostic in the class, the identification of learning areas affected in dyslexic students, the relation between Multiple Intelligences and dyslexia, and the leaning of another language, such as English and its general features.

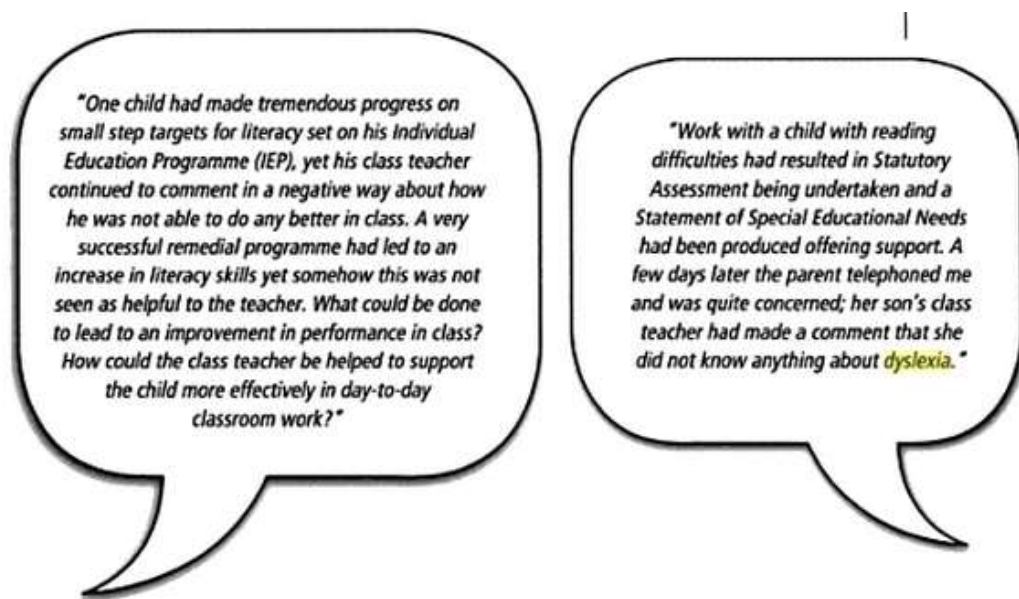


Figure 3.
Supporting Children with Dyslexia
Source. Squires, 2001

To sum up, this research project is an invaluable resource for educators and parents to be guided on how to help dyslexic students when being tested in the English subject; and it is divided into four sections, which are the introduction, the literature review, the research methodology and the conclusions.

Chapter one includes the background and statement of the problem, the objectives which includes both broad and specific, the significance of the study, and the scope and delimitations of the study. Chapter two contains the theoretical review about Curricular Adaptations, the conceptual framework, the research

questions, the hypothesis, the variables and indicators, the definition of terms, and a summary. Chapter three shows statistics data with the correspondent results; and the last Chapter lists our conclusions and recommendations which summarize our project.

1.2. Background and Statement of the problem

Nueva Semilla is a bilingual institution placed in the south of Guayaquil, inside Ximena Parish at D Street and Arguelles. Since this school opened its doors to the community in the year 1988, English classes were structured in twenty periods per week distributed in nine subjects: Language, Reading Comprehension, Oral Reading, Word Recall, Science, Social Studies, Spelling, and Listening.

In the current year, Nueva Semilla School offers eighteen periods of English Classes mainly distributed in three subjects and four skills: grammar and vocabulary, listening, speaking, reading, and writing. All of these areas involve understanding and comprehension of grammar rules, vocabulary in context, and communicative skills.

Learning a new language seems to be easy for regular students; however, it is important to help those students who have a learning disability or a special educational need, such as dyslexia. But, how can be possible to provide this support to dyslexics without a guide to arrange Language exams?

Based on the Constitution of Ecuador 2008, Title II, Chapter II, Section 5 it is stated that all the Ecuadorian people will receive the rights of the good way of living. In the Art.27 it is essential to provide an education based on the respect to individuality. Besides, the State guarantees the development of programs about inclusion that ensure the learning progress of students with a type of special educational need.

English staff at Nueva Semilla uses a technological tool to share strategies to face dyslexic students in their English classes. That tool is called Google Drive and it is a platform or cloud where they can upload important information about techniques to be developed in their classes with an active participation of dyslexics. Even though the English Coordinator clarifies that they have received information about assessing dyslexic students, it is necessary to make accommodations in the curriculum in order to test them adequately.

The Counseling Department has a record with essential information about dyslexic students. The main difficulty that is found by the Psychologists is the rejection that some teachers have about testing them under arrangements. It means that teachers follow rules given by the English Coordinator and they are also guided by the psychologist about the class management in the case of getting problems with the attitude of some dyslexics during the process of the class. Harmony seems to be the connection between the teachers, the English Coordinator, and the Head of the Counseling Department.

However, each of them considers that the institution needs to establish accommodations in the curriculum in order to test students when learning a foreign language. It means that the learning environment needs to be adapted to the needs that are present in the English course.

It should be noticed that in the institution, there is a contribution on how to evaluate dyslexic students. However, there is an urgent need for adaptations to the curriculum to assess dyslexic students properly. At the time, the institution has a methodology based on Critical Thinking in all classes. In the English area, since 2012 teachers handle a table of Bloom's taxonomy verbs which is divided into three levels that correspond to the red, yellow and green colors.

Verbs in the red color are those used in the first levels of Bloom's Taxonomy, which are simple and common for students. These verbs are used to comprehend and know the English Language. Verbs in the yellow color are those

used in a higher level of Bloom's Taxonomy where students can analyze and learn English through subjects. The last color is green which indicates that most of the students can speak, write and read in English as if they were using their first language.

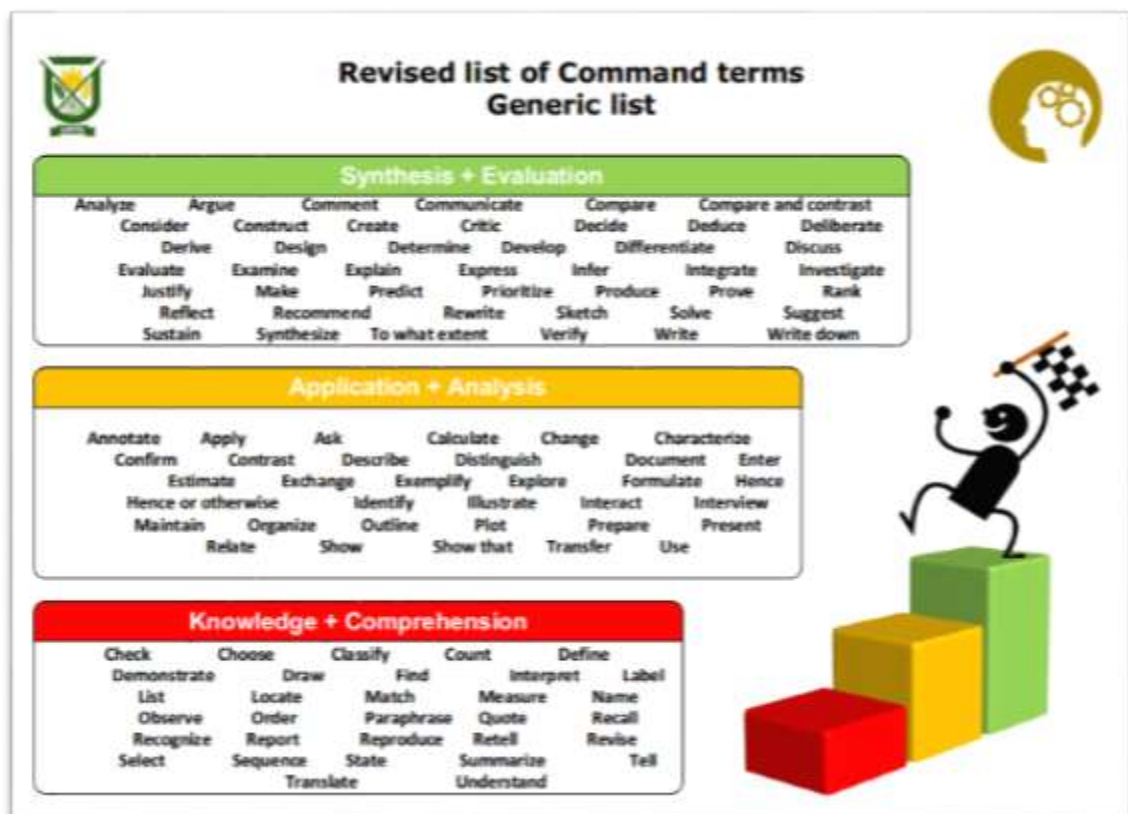


Figure 4.

Command Terms: Generic List

Source: Nueva Semilla, English Department, 2012

The question arises: Why Nueva Semilla School bases its methodology in Thinking development processes and Bloom's taxonomy? The answer is simple; students learn to become creative, innovative and inquiring people. This obviously could not be achieved if the levels of development of thought which are related to levels of higher order of Bloom's taxonomy cannot be crossed step by step; it should be emphasized that last part of the pyramid is the assessment and then it is important to go to the next level which is the creation.

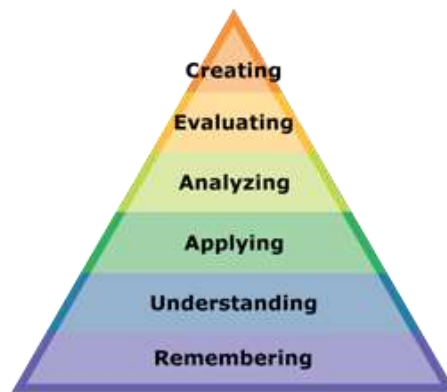


Figure 5.
Bloom's Taxonomy Pyramid
Source: Natarajan, 2014

Natarajan (2014), said that the pyramid of Bloom's Taxonomy indicates that while a student goes down to the depths of the pyramid, then he will reach a high level of knowledge. It is confirmed that when a teacher uses this pyramid to assess their students in all areas, a better expected result is achieved in learning.

That is why Nueva Semilla School decided to evaluate their students doing a combination of Bloom's Taxonomy verbs and the terms that are required to develop the four skills for the acquisition of a foreign language. That is, Nueva Semilla has its own taxonomy that guides teachers and students towards the path of bilingualism for all students, including of course those with dyslexia.

Each school year, the English Area Coordinator indicates that the percentage in the use of such verbs should change in order to make students gradually increase their level of English through the proper use of them. Similarly, the table of verbs is used to design assessment sheets that mostly performed in 80% reactive or objective tests and 20% of open questions. Undoubtedly, this type of evaluation affects dyslexic students and merits make curricular adaptations where necessary.

Nueva Semilla School has divided the color table into two areas: First Language and Foreign Language. It is due to the need to respect the mother

tongue of the students who come from foreign countries. Such is the case of students from China, Japan and Korea. Their first language is not Spanish and their second language here is English. So it is absolutely necessary to use verbs of instruction according to each student's language situation.

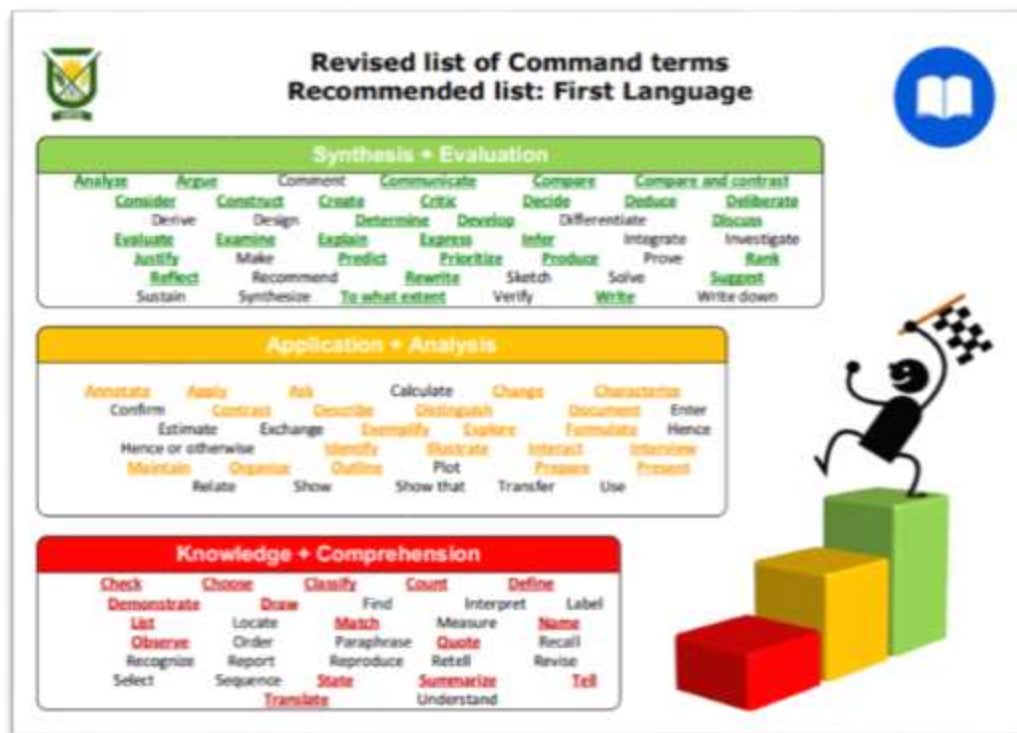


Figure 6.

Command Terms: First Language
Source: Nueva Semilla School, 2013

Talking about the first and second language, there are several theories that describe the acquisition of a language. So much as that studies of several authors who have compared and contrasted the acquisition of the first and second language. These studies indicate that no implicit valuable contributions to language teachers. That is, English teachers can find material available to develop their syllabus, their planning and the whole process of teaching their classes.

Tomasello, (2003) believes that for a second language acquisition it is important to link two components: intention reading, which is the students' point of view about the world he perceives; and pattern finding, which refers to the

students psychics. These two terms are combined to help students get cognitive processes in their own minds, so that the second language will be learned without difficulties or mental barriers.

Hallyday, (1975), proposes a social theory of languages. This social theory is developed as the necessity of being communicated inside a different environment. This environment refers to the first language is not present in a foreign country. The students in general need to express their ideas and be in contact with others. So, this author focuses his attention on three fundamental adult functions:

- The Interpersonal
- The Ideational
- The Textual

Talking about the interpersonal function basically refers to that man who lives in society and therefore needs interact with his peers. The child from infancy needs to relate to his mother. So that for him this attachment is important for communication.

Likewise, man feels the need to express his ideas to others and there intervenes the ideational function. This need to transmit what is in the mind comes from the birth of man; for instance, when the child sees his mother possibly smile, possibly cry implying that he is communicating with her. Besides the above two functions it is shown a third textual. This means that the man feels the need to express a few words. An example is when a child expresses two words: Mom, milk. As for the mother the contextualized idea is: The child wants his bottle of milk.

Chomsky, (1986) and his theory about the Knowledge of Language, denies the two theories by Tomasello and Halliday. He thinks that to acquire a second language is mandatory the use of the syntax. For this author, a social interaction is natural and therefore not involved in the use of a language.


By contrast, Chomsky states that the acquisition of a new language is taken for the child's reaction to the presence of that language. He explains that there is a distinction between linguistic proficiency and act of a child. The major relates to the syntax, all that is grammar, vocabulary, linguistic structures. The second one refers to the natural behavior of the child when expressing their ideas of how to learn this new language.

Human Language Series 2 Program (2004), stated that people are designed to walk, so they do not need to learn how to do it. This action is mechanically or is intrinsically understood in each person. In the same way, language is a necessity that everyone feel that needs to use. As consequence, nobody can prevent children from learning a language. It shall happen.


Nueva Semilla School, took in consideration the theories based on the acquisition of a second language and in 2014 decided to emphasize them through the selection of command terms that a teacher should use when assessing students that have a different first language, such as Spanish, Chinese, Japanese or others, except English.

Instructional verbs are useful in reactive tests that are designed by the educational authorities. These types of verb instructions have to be used only once and they have to guide the students to develop just one activity. For instance, it cannot be thinkable to compose an instruction like this: *“Look at the sentences and complete them with the progressive form”*. Rather than that, reactive demands the use of one single verb: *“Complete the sentences with the progressive form”*

Through this study of theories, it has been easy to understand how important the environment is for learners, the relationship with their peers, the approach they give in the new language acquisition, among other important aspects. More so a dyslexic student will present difficulties in acquiring a new language and hence, it is more likely to feel like a stranger in his own classroom



Revised list of Command terms
Recommended list: Second Language



Synthesis + Evaluation							
<u>Analyze</u>	<u>Argue</u>	Comment	Communicate	<u>Compare</u>	<u>Compare and contrast</u>		
Consider	<u>Construct</u>	<u>Create</u>	Critic	Decide	<u>Deduce</u>	<u>Deliberate</u>	
Derive	Design	<u>Determine</u>		<u>Develop</u>	Differentiate	<u>Discuss</u>	
<u>Evaluate</u>	Examine	<u>Explain</u>	<u>Express</u>	<u>Infer</u>	Integrate	Investigate	
<u>Justify</u>	Make	<u>Predict</u>	<u>Prioritize</u>	<u>Produce</u>	Prove	<u>Rank</u>	
<u>Reflect</u>	Recommend		<u>Rewrite</u>	Sketch	Solve	<u>Suggest</u>	
<u>Sustain</u>	Synthesize		<u>To what extent</u>	Verify	<u>Write</u>	Write down	

Application + Analysis							
<u>Annotate</u>	<u>Apply</u>	<u>Ask</u>	Calculate		<u>Change</u>	<u>Characterize</u>	
<u>Confirm</u>	<u>Contrast</u>	<u>Describe</u>	<u>Distinguish</u>		Document	<u>Enter</u>	
Estimate		<u>Exchange</u>	Exemplify		<u>Explore</u>	<u>Formulate</u>	
Hence or otherwise			<u>Identify</u>	<u>Illustrate</u>	<u>Interact</u>	<u>Interview</u>	
<u>Maintain</u>		<u>Organize</u>		<u>Outline</u>	Plot	<u>Prepare</u>	<u>Present</u>
<u>Relate</u>		Show		Show that	Transfer	<u>Use</u>	

Knowledge + Comprehension							
<u>Check</u>	<u>Choose</u>		Classify	Count	Define		
<u>Demonstrate</u>	Draw		Find	Interpret		Label	
<u>List</u>	<u>Locate</u>		<u>Match</u>	Measure		<u>Name</u>	
<u>Observe</u>	<u>Order</u>		<u>Paraphrase</u>		<u>Quote</u>	<u>Recall</u>	
Recognize		<u>Report</u>		<u>Reproduce</u>		<u>Retell</u>	
Select		<u>Sequence</u>		<u>State</u>		<u>Summarize</u>	
		<u>Translate</u>		<u>Understand</u>		<u>Tell</u>	




Figure 7.

Command Terms: Second Language
Source: Nueva Semilla School, 2014

If this problem continues, students with dyslexia will be received in all institutions, but not served according to their difficulties and therefore be limited to translate words from English to Spanish or vice versa, but not to communicate effectively using the English language. Consequently, we have decided to focus on this vulnerable group due to the limitations when testing dyslexic students in the English Language acquisition.

Considering the high level of disadvantage faced by dyslexic students to be evaluated in terms of English subject, we have decided to turn our attention to this vulnerable group to perform the corresponding curricular adaptations in their benefit. Due to the above, the question arises: How does the lack of curriculum adaptations influence in the testing of dyslexic students from Ninth grade at Nueva Semilla School during the school year 2015-2016?

1.3. Objectives

Broad:

Provide teachers with curriculum adaptations in the English Subject to test dyslexic students from Ninth grade at Nueva Semilla School during the school year 2015-2016.

Specific:

- Recognize the level of dyslexia that students in ninth grade have.
- Investigate the curriculum adaptations designed to test dyslexic students.
- Apply specific curriculum adaptations to test dyslexic students.

1.4. Significance of the Study

The Statute of Salamanca was created by UNESCO in 1994 to promote and encourage the inclusion in several countries, Ecuador was one of the countries that signed the statute and committed to providing an inclusive education for children and adolescents in the country.

The idea of inclusion is creating significant changes in schools where all children receive a quality education, while being inclusive and be part of society. Inclusion is part of two processes: the increased participation of students in regular schools and community, but at the same time is the process of reducing exclusion of students from them.

The inclusion process involves several challenges and changes in the school system and society. The change brings the need to adapt and make changes for everyone to receive a quality education and feel involved in the environment in which they live.

We can mean that it is the duty of every teacher to work towards inclusion from a classroom, since being in contact with dyslexic students becomes into an opportunity to change the students' attitude to face their own learning process.

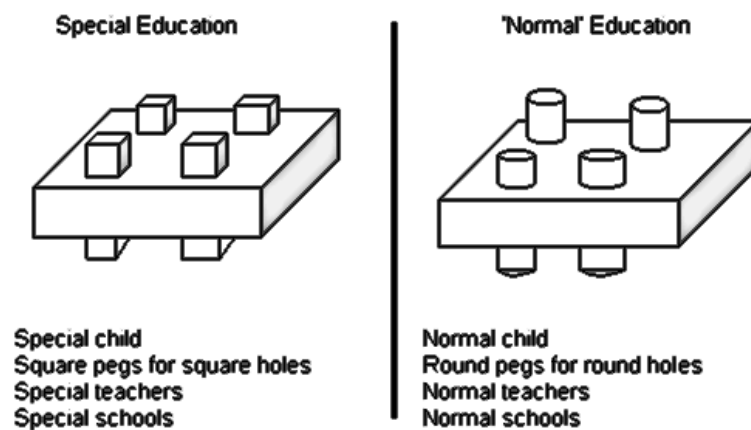


Figure 8.
Integrated Education
Source: Stubbs, 2000

Thereby, we consider that is pertinent to answer the government request about providing such a quality education that everyone deserves in Ecuador. In the meanwhile teachers are trying to get a degree from the university, it is important to design adaptations in the curriculum in order to ensure that the evaluation for dyslexic students is adequate according to their own capacities and abilities. It should be noted that the curricular changes is not synonymous of leveling English skills.

Rather, it is very important to adapt the curriculum according to the needs that a student who has a degree of difficulty in reading and writing. Furthermore, although in Ecuador universities provide a degree that certifies expert colleagues in teaching the English subject, there is a lack of knowledge regarding relevant curricular adaptations to evaluate students with dyslexia.

As a result of this analysis, this project will contribute to the teachers to have a guide on how to make adjustments to the curriculum in an appropriate manner. The beneficiaries of this project will be ninth graders who have dyslexia.

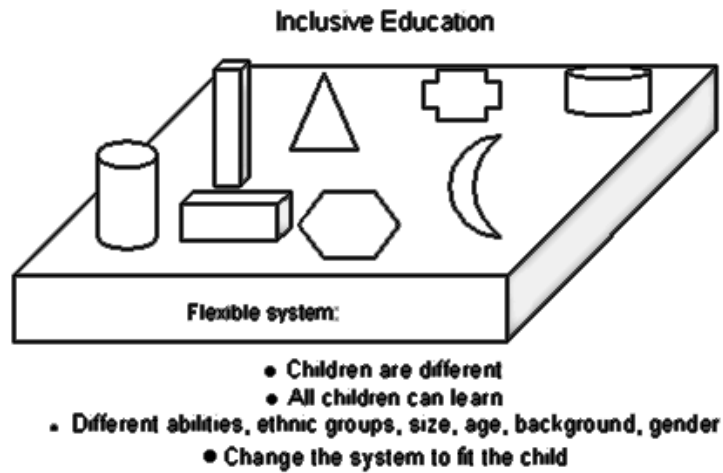


Figure 9.
Inclusive Education
Source: Stubbs, 2000

The importance of this research project lies in providing students with dyslexia, the facilities for the success of their learning in the field of English, through appropriate curricular adaptations that teachers can choose from a guide to facilitate their choice. These adaptations include the ones to be done inside the classroom and on the papers used as evaluations, quizzes, and tests

1.5. Scope and delimitations of the Study

This research project was supported by the authorities of Nueva Semilla School, the psychologists from the Counseling Department, Academic Coordinators and the Coordinator of the English Area. It has also been very important to have an excellent infrastructure, the support of the technological and human resources, as well as authorization for sampling tool in the fieldwork to assess the effectiveness of the results in ninth grade.

In this way, our proposal is viable. Funding was covered by the researchers. The time that our project took place was during the first term in the school year 2015-2016.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

Educational paradigms that have occurred in the world have been rising in recent years. A paradigm is nothing more than a body of knowledge and beliefs within the framework of a worldview; that is a way of seeing the world from a theory that has prevailed in a given time of humanity.

A paradigm emerges from a scientific revolution to provide new contributions that could not be resolved without the use of the previous paradigm. That is, the paradigms are consecutive and one of its main features is that none is better or worse than the last. In addition, they fulfill two functions, one positive and one negative. The positive role is to determine the directions in which normal science develops through proposals to resolve within the framework of accepted theories. The negative role is to define the scope of problems not allowing other ideas until there is a new paradigm.

In terms of education, paradigms have emerged from educational psychology with studies of some scientists who once explained how humans learn and their behavior around their own learning. So the search for a more viable goal to educate children and young people has made some organisms provide high level education according to their abilities.

At the same time, it is essential to analyze what teaching and learning mean; it is because these terms are closely related but deserve an individual study. It is natural to observe the practice of teaching and learning in a classroom, but that is not the only place required for such a didactic act as any place can be turned into a learning environment. The teaching process is an activity performed by a person who may or may not be ready to run; while learning is an intrinsic event that

occurs in the mind of an individual. One is a consequence of the other. Teaching exists because of learning otherwise no one would have talked about teaching in life. Fairstein (2003) considers that teaching is a social activity with deep ethical rules, and teachers are the ones who can measure and judge some rules through the learning process.

From the various educational theories teaching is:

- Guide the students in building their learning.
- Let the students build their own learning
- An action performed by someone or something, to get another person acquires or run an apprenticeship.
- More than transmitting information
- A process to develop potential capacities

But how do we teach? How to teach is related to the techniques, methodologies, strategies, devices, connectors that teacher uses to mediate, facilitate, promote, and organize learning in the teaching process.

Teaching as a social activity should be planned in order to achieve what is also to clarify what is going to teach, how will be the teaching process and why, this is a responsibility of the teacher. How do we learn? Long before anyone even began to wonder in the Western world how humans learn, the Chinese wisdom had already discovered: people learn by doing.

Since Pavlovian experiments to modern theories of biological determination of learning, many scientists have tried to discover what the internal mechanism of the human brain is the one that makes it repeat or imitate a behavior change or maintaining an attitude. As expected, there were no great solutions in this regard, but huge advances in a field of vital importance for achieving significant progress in the situation of education

For many years this question has created innumerable answers, of course based on studies and research in educational psychology, which studies how to learn the subject cognitively. That is, that the basic principle of this psychology is that human being learns. Education authorities in the world know that everyone has the right to a quality education; hence it is essential to maintain a broad flexibility when planning and developing educational projects.

This has caused that educators always seek alternatives to help find solutions to the various problems or conflicts that are presented inside and outside the classroom. One of the alternatives that have been designed is called Curricular Adaptations.

2.2.Theoretical Review

Curriculum adaptations are modifications targeting strategies applied early in the learning process when the need arises. They have their own way through history; they appeared since World War II when accommodations were made to plan to take advantage against enemy forces. If it is true, these adjustments were not exactly in Education, the term dates back to 1945.

Later, in the education sector worldwide were situations that forced the studies and the implementation of changes to the curriculum. From the point of view of these authors, the Curricular Adaptations are defined as follows:

Udvari-Solner, (1992) Affirms that Curricular Adaptations are any adjustments or modifications in the environment, instruction or resources used for learning that improve the person's performance or allows at least partial participation in an activity.

Tiem, (2004) Curriculum adaptation is a continuing active process that modifies and adapts the prearranged program or contents to meet the learning necessities of a student with special requirements. It enables the teaching team to

welcome beginners of all aptitudes and guarantees that every student is challenged to learn.



Figure 10.
Teaching and Learning Trainings
Source: Diana Browning Wright, 2003

Glat, (2015) an educational program is to make it flexible and adaptable without compromising the content. This change must involve breaking down the barriers of prejudice and attitude when learning some subjects. Kopczyk, (2009) Believes that the curricular changes are made in response to the special educational needs of students from a selection, development, and construction of proposals that enrich and diversify the curriculum, taking into consideration the educational priorities identified in the school projects and classroom.

Adjustments can be made in one or more components of the teaching-learning process. That is why specialists in education are ideal for this kind of adaptations. Igea, (2000) and other authors, think that Accommodations or curriculum should be meaningful for each student; They should involve the teacher and the psychologist responsible for adaptations with which they must specify the aid necessary determining whether such changes to the curriculum are well selected.

This selection process of such adaptations should be paused, analyzed and your goal should be exclusively get the student with special educational needs to reach the levels of knowledge and develop their skills to function normally in the globalized world of this century.

2.2.1. Types of Curricular Adaptations

Once it is understood that adaptations are accommodations or changes, it is important to clarify that these are divided in curricular, instructional and ecological. These general types of adaptations are involved in the educational inclusion, so each one is really important to improve the quality of education that students with special educational needs require.

Curricular Adaptations are used to modify or adapt what is taught; Instructional Adaptations modify how the content is taught and how it is evaluated; and Ecological Adaptations modify the place where the class is set.

In general, Curricular Adaptations are subdivided into three: Supplementary which are the ones that refer to social communication and processing skills to general curriculum; Simplified, which are those that change the level of difficulty; and Alternative which is a mixture of teaching functional skills and embedded social, communication, as well as motor skills.

On the other hand, Instructional Adaptations are classified in input and output. It refers to stimulus and response. What the teacher can do to motivate and how the student act when is well motivated.

Besides, the Ecological Adaptation refers to the when, where and how the learning place must be modified. Adaptations in education are classified into two stages: General and Specific. In the first group are included all outlines or templates for adjusting anticipated activities and routines. In the second one, time-limited adaptations for a particular lesson, activity or unit are designed.

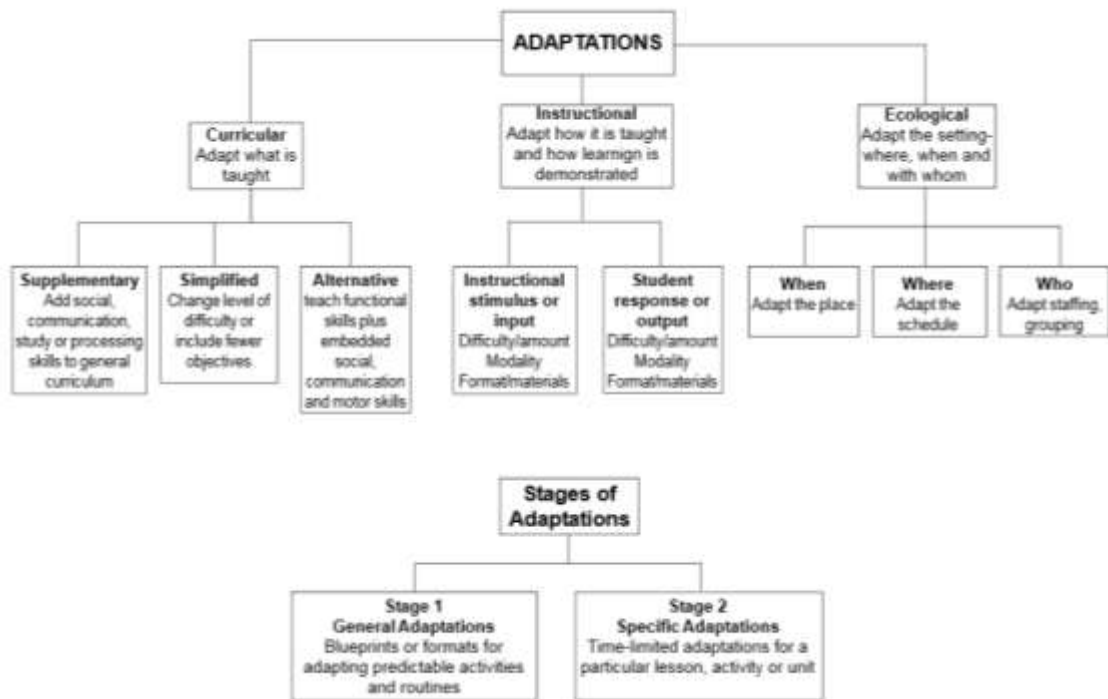


Figure 11.
Curricular Adaptations and Modifications
Source: Janney, 2000

In addition, some authors have determined that there are nine types of curricular adaptations. Some of these modifications are repeated, but others have been changing as determined by who has researched the topic.

Browning-Write, (2005) lists nine types of Curricular Accommodations: quantity, time, level of support, input, output, difficulty, input, other goals, and auxiliary curriculum. This author explains each type and at the same time, she provides an example to clarify each concept.

- **Quantity** refers to the adaptation of the number of activities, and instructions in the tests. Example:
Reduce the number of new vocabulary words

Reduce the items inside a question in a test

Add more practice

Add more worksheets

- **Time**, refers to the period of time in minutes that will be allotted or allowed to develop any activity or questions in a test. Example:
Provide five more minutes for copying from the board
Provide five to ten more minutes for completing activities
- **Level of support**, means the personal assistance to monitor the students' activities are doing in the class. Example:
Strengthen what is complicated
Assign tutor mates
- **Input**, means to modify the instructions given. Example:
Use visual aids
Repeat twice each instruction
Ask for an example to verify what is understood
- **Output**, refers to the modifications in how the students respond to stimulus
Example:
Accept oral answers
Allow the use of images if necessary
- **Difficulty**, adapt the level of instruction, question, or tests. Example:
Allow the use of dictionaries
Use simple common instructions in tests
- **Participation** means to modify the way a student can be involved in a class.
Example:
Allow students to bring realia or concrete material

Allow them to deliver worksheets

<p>Quantity * ●</p> <p>Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.</p> <p><i>For example:</i> Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.</p>	<p>Time *</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p>Level of Support *</p> <p>Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.</p> <p><i>For example:</i> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.</p>
<p>Input *</p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.</p>	<p>Difficulty * ●</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p>Output *</p> <p>Adapt how the student can respond to instruction.</p> <p><i>For example:</i> Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.</p>
<p>Participation *</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).</p>	<p>Alternate Goals ●</p> <p>Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.</p> <p><i>For example:</i> In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.</p>	<p>Substitute Curriculum ● <i>Sometimes called "functional curriculum"</i></p> <p>Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.</p> <p><i>For example:</i> During a language lesson a student is learning toileting skills with an aide.</p>

* This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.
● This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

Figure 12.

Types of Curricular Adaptations
Source: Diana Browning Wright, 2005

- **Alternate Goals** means to expect students reach the aim of the class, but according to their own level. Example:
Instead of leveling pictures, accept drawings.
- **Substitute Curriculum** means to adapt the normal curriculum for a simple one. Example:
Use sequence pictures instead of readings full of words.

McLeskey, (2000)Classifies Curricular Adaptations into nine types, too. She defines each of them as follows: Size instead of quantity, time, level of support, input, difficulty, output, input, replacement goals, and additional

curriculum. The definitions done by this author are similar to the above ones. However, her examples in each type of Curricular Adaptation are simple and with common situations that teachers can face.

– Figure 6.2 – NINE TYPES OF INSTRUCTIONAL ADAPTATIONS		
Adaptation	Definition	Example
Size	Adapt the number of items that the learner is expected to learn or complete	Reduce the number of spelling items the learner must complete
Time	Adapt the time allocated for learning, task completion, or testing	Individualize a time line for completing a task
Level of Support	Increase the amount of personal assistance with a specific learner	Assign peer buddies
Input	Adapt the way instruction is delivered	Use more concrete examples
Difficulty	Adapt the skill level, problem type, or rules	Allow use of calculator to figure math problems
Output	Adapt how the student responds to instruction	Instead of written responses, allow verbal response
Participation	Adapt the extent to which a learner is actively involved in a task	Ask a student to sit with a peer and listen to the peer read vocabulary words and definitions
Alternate Goals	Adapt the goals or outcome while using the same material	Ask one student to learn the names of states, while others learn this information as well as state capitals
Substitute Curriculum	Provide different instruction and materials to meet a student's individual goals	During a language test one student is learning computer skills in the computer lab

Figure 13.
Addressing Students' Academic Needs in Inclusive Classroom
Source: McLeskey, 2000

- **Size:** Diminish the amount of spelling articles that the learner should complete
- **Time:** Individualize a time line for completing a task
- **Level of Support:** Assign peer buddies
- **Input:** Use more concrete examples

- **Difficulty:** Allow use of calculator to figure math problems
- **Output:** Instead of written responses allow verbal ones
- **Participation:** Ask a student to sit with a peer
- **Alternate Goals:** Ask one student to learn the names of states, while others learn the information about each state
- **Substitute Curriculum:** During a language test one student is learning computer skills in the computer lab

2.2.2. *Process of Curricular Adaptations*

The making-process an educational program has some implications; adaptations are selected between the teacher and the psychologist, approved by the academic manager and authorized by the vice principal. These adaptations should be planned since there is a case of child with a special educational need to comply with an equal quality education for all.

Pugach (1995, cited by McLeskey, 2000) states that a teacher cannot think that the need for clarification in a classroom, cease to exist. The process of making substantial changes in the curriculum involves following steps:

- a. Set objectives
- b. Analyze the type of special educational need diagnosed previously
- c. Associate needs to type Curricular Adaptation
- d. Design activities depending on Curriculum Adaptation
- e. Prepare special worksheets
- f. Get the necessary teaching materials
- g. Adapt the lounge if necessary
- h. Providing ample time for special activities
- i. List the instructions for evaluation
- j. Evaluate the process chosen Curricular Adaptation
- k. Make adjustments for the next Adapting Curriculum

Janney, (2000) has designed a flowchart to conceptualize the process of selecting a curricular adaptation. This diagram needs to be designed by the team formed by the teacher and the person in charge of the Counseling Department. As

soon as the psychologist has diagnosed the student's individual education need, goals and objectives must be selected.

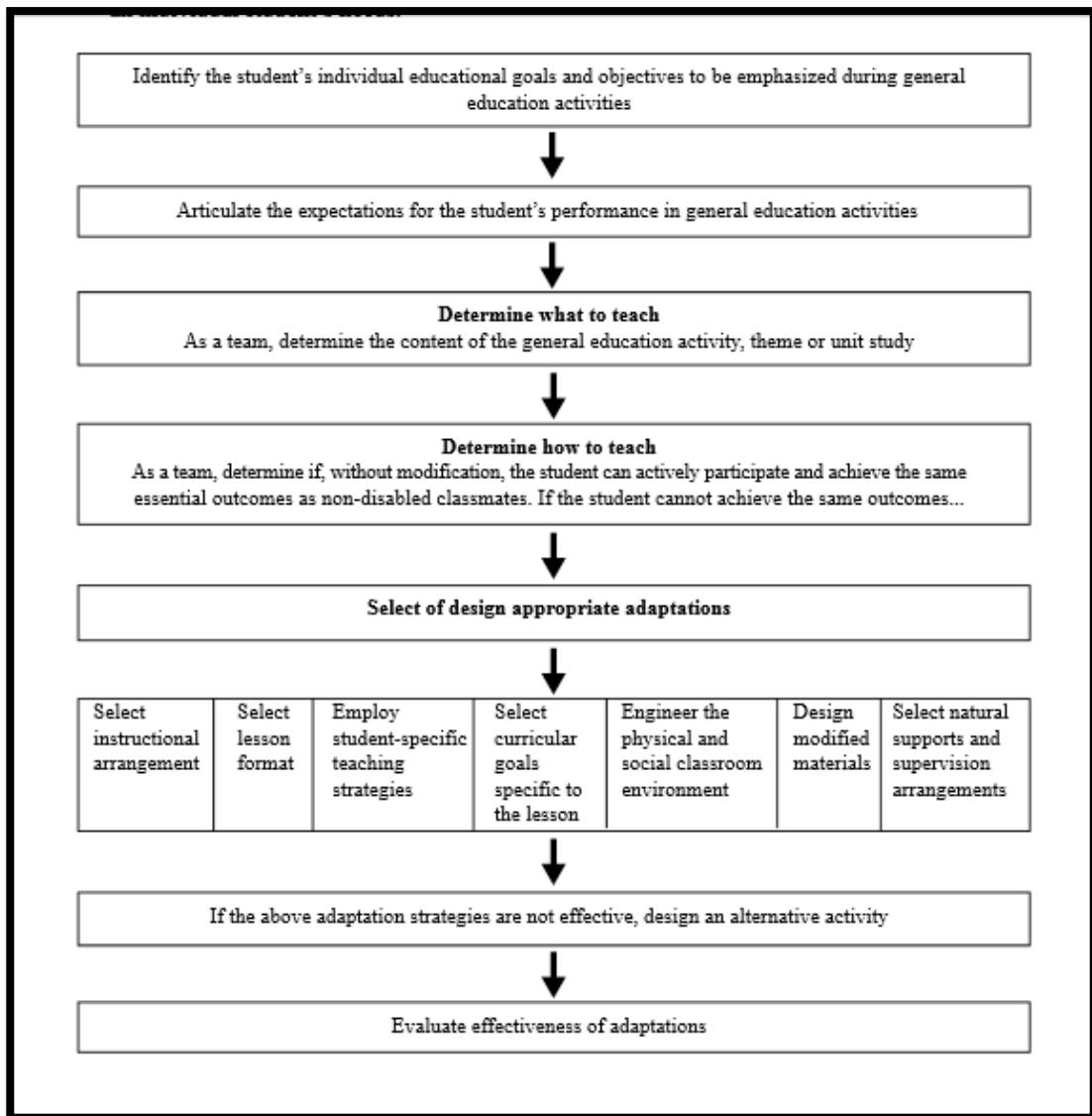


Figure 14.
Curricular Adaptations and Modifications
Source: Janney, 2000

It is also essential to articulate the expectancy about the students' response in general activities. Then, it is important to choose what to teach, how to teach, and select the appropriate adaptation. Just if the modifications are not effective,

the team is allowed to design an alternative one. Finally, this author considers important to close the cycle with the evaluation of the adaptation effectiveness.

Nelson, (2003) States a different process to work on Curricular Adaptations. It includes the way from the structure of the instruction until the arrangement of alternate activities. She also emphasizes the evaluation rubrics or criteria in any task.

It is also important to examine the learning environment which should be arranged according to the special educational need. Materials also need to be checked, as well as the activities for interaction.

Decision-Making Model for Designing Curricular Adaptations

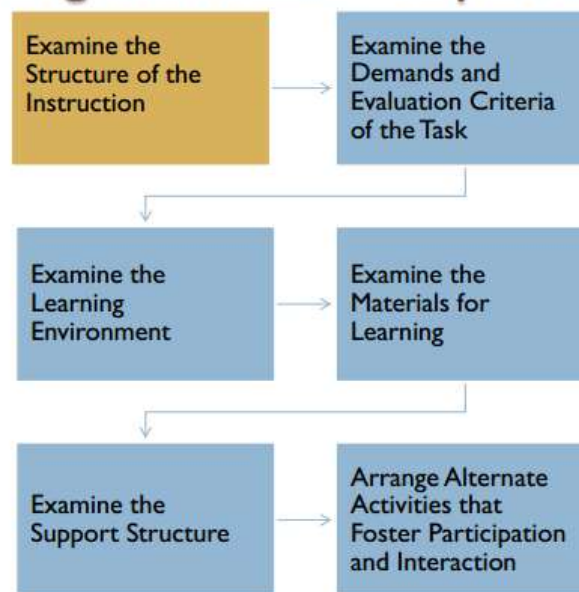


Figure 15.

Curriculum Adaptations Project
Source: Udvari-Solner, 1994

2.2.3. *Creating familiar lessons*

Within the framework of curricular adaptations, proper planning is important with the corresponding modification of the learning programs along the existing phase, work schedules and lesson plans that can ensure that all students learn effectively and reach their full potential.

The lesson plans should be made taking into consideration some aspects such as the needs, strengths and weaknesses within each special educational need, time, resources and physical space where the application of that lesson plan will be made.

To make their planning should be done three previous questions:

How can you adapt a scaffold contained within the evaluation standards?

What materials should be used to support teaching?

What criteria should be considered to evaluate student participation?

Some ideas that respond to the questions above are:

- Consider that some students come from a different context and that their performance can be the result of their origins.
- Remember that the language can become a barrier to communication
- The text maybe not the support needed
- Some pupils communicate without knowing a second language.
- There may be a gap between the level of abstraction and what is expected.
- Always have an activity that meets the objectives of the class, but has less intensity or lesser degree of difficulty.
- You can replace a task for another, even though I had a very low degree of difficulty for implementation.
- They are shortened assignments
- The texts must be accessible language
- The reading material should be of interest of students

Adaptations of materials or teaching resources may involve the following:

- Using visual discrimination and support
- Use of study guides
- Use of graphic organizers
- Providing examples for each task
- Choose illustrated readings
- Reteach content not understood
- Bring the atmosphere of the class according to the student's home
- Indicate the material used while mentions orally
- Highlight essential texts
- Use graphics whenever possible

On the other hand, creating ways to adapt lesson plans in an Elementary Level demands some important steps, such as:

- Selecting the subject area
- Selecting the lesson topic
- Identify the lesson goal
- Identify the name of the student's with special educational needs
- Fill in the nine types of Curricular Adaptations with at least one example of each one.
- Check and recheck the examples under each type of Curricular Adaptations.
- Make a feedback after the application of the steps above.
- Plan new examples if the ones previously planned did not have a good result.
- Record the quantity and examples on a book for future reuse.
- Keep in mind those activities that have gotten successful results.

Once the lesson format is filled and analyzed for a future lesson, it is recommendable for teachers to have an interview with the person in charge of the

Counseling Department. This professional will amplify the teacher's point of view for making a decision in the design of future lessons.

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:

reading math science social studies writing music health P.E. art

Grade Level:

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the *curricular* goal for most learners: By the end of this class, most students will know

.....

4. Briefly identify the *instructional* plan for most learners: As teacher, I will

.....

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:

.....

6. Now use "Nine Types of Adaptations" as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

Input	Output	Time
Difficulty	Level of Support	Size
Degree of Participation	Alternate Goal	Substitute Curriculum

Figure 16.

Curriculum Adaptations Project

Source: Udvari-Solner, 1994

2.2.4. *Specific Curricular Adaptations in the English Classes*

Important modifications commonly made in a lesson plan are in the time, the setting, the resources, the instructions, the students' activities, and the assessment.

It is important to remark that some areas in the lesson plans never change: the aim, objectives, the skills with performance criteria, and the transference of the theme.

Lesson Plan Areas	Examples
Time	Provide extra time to complete tasks or tests Enable the development of a test into several sections or more days
Setting	Divide the class into small groups Monitor students closely Reduce visual and auditory distractions
Didactic Resources	Provide audio of texts in readings Provide copies about teacher' notes Reduce the quantity of exercises to copy from the board highlight notes in the class
Instruction	Minimize the difficulty of tasks Use worksheets if necessary Provide Tutor peers Read instructions twice
Student Response	Allow students to give oral responses
Assessment, Grading and Testing	Divide test into small sections. Avoid spelling checking Highlight important words from the instruction Provide an example under each question

Figure 17.

Curriculum Adaptations for Lesson Plans

Source: Authors, 2015

2.2.5. Dyslexia

Not only psychologists are inherent to the issue of dyslexia, but also because English teachers to be trained in what to do, how to act, how to evaluate a dyslexic student learning this language. For this reason, this research is focus on the use of appropriate curricular adaptations will improve the assessment of English Language performance in dyslexic students at Nueva Semilla School of Guayaquil.

Dyslexia seems to be a medical issue, however it is a learning difficulty that affects mainly the fluency in reading and writing. So, teaching and assessing English is hard if the training is not received on time. All around the world there are many specialists and educators that have been working on research projects in order to make dyslexic students learn easily.

*“It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often **unexpected** in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Most students with dyslexia will receive the reading and writing help they need outside of the general education classroom, but there are many things a general education teacher can do to help students with dyslexia not only avoid situations, but thrive in your classroom”. The International Dyslexia Organization (2015)*

Some Latin American countries have made important contributions in reference to dyslexia. For example, in Buenos Aires, Argentina there is the Latin American Foundation for Developmental Disorders and Children's Learning. This organization has dedicated several years, from 1978 to the study of neuropsychology Learning comprising dyslexia and other learning difficulties.

Davis, (1994) states that dyslexic people can use the brain's ability to alter and create perceptions, they also develop a highly recognition of what is happening in the environment; they develop curiosity; they draw pictures because

they think in pictures more than in words; they can perceive things by using all the five senses at the same time; and, they can imagine things that they can perceive as real life.

Now, the question arises: Are dyslexic people intelligent enough to be successful in life? Of course, they are. Intelligence is not the problem, reading and writing is. There are records of famous dyslexics that have lived in a common world without understanding how to manage their difficulties.

Famous Dyslexics	
<i>Hans Christian Andersen</i>	<i>Whoopi Goldberg</i>
<i>Harry Belafonte</i>	<i>Bruce Jenner</i>
<i>Alexander Graham Bell</i>	<i>William Lear</i>
<i>George Burns</i>	<i>Jay Leno</i>
<i>Stephen J. Cannell</i>	<i>Greg Louganis</i>
<i>Cher</i>	<i>General George Patton</i>
<i>Winston Churchill</i>	<i>Nelson Rockefeller</i>
<i>Leonardo da Vinci</i>	<i>Charles Schwab</i>
<i>Walt Disney</i>	<i>Jackie Stewart</i>
<i>Albert Einstein</i>	<i>Quentin Tarantino</i>
<i>Henry Ford</i>	<i>Woodrow Wilson</i>
<i>Danny Glover</i>	<i>W. B. Yeats</i>

Figure 18.
Famous Dyslexics
Source: Davis, 1994

2.2.6. Causes of Dyslexia

Hultquist, (2006) States that there are two categories of dyslexia. The first one which is the Acquired Dyslexia happens when someone is a good reader and speller and suddenly loses at least some of those abilities due to a brain injury. The second one, the Developmental Dyslexia refers when the children have trouble when reading and writing. Acquired Dyslexia uses to appear after a car accident, for instance; while the Developmental one seems to be genetic.

How researchers have found these causes of dyslexia? Autopsies have revealed that dyslexic people have inside their brain some cells that have had electroshocks, which is not normal. This theory has been explained by some doctors who state that one of the brain's hemispheres work different in dyslexic people. It is a cross lateralization because the left side of the brain does what the right side has to do, and vice versa. Doctors also emphasize that the left part is underutilized that the corpus callosum does not work properly in the brain.

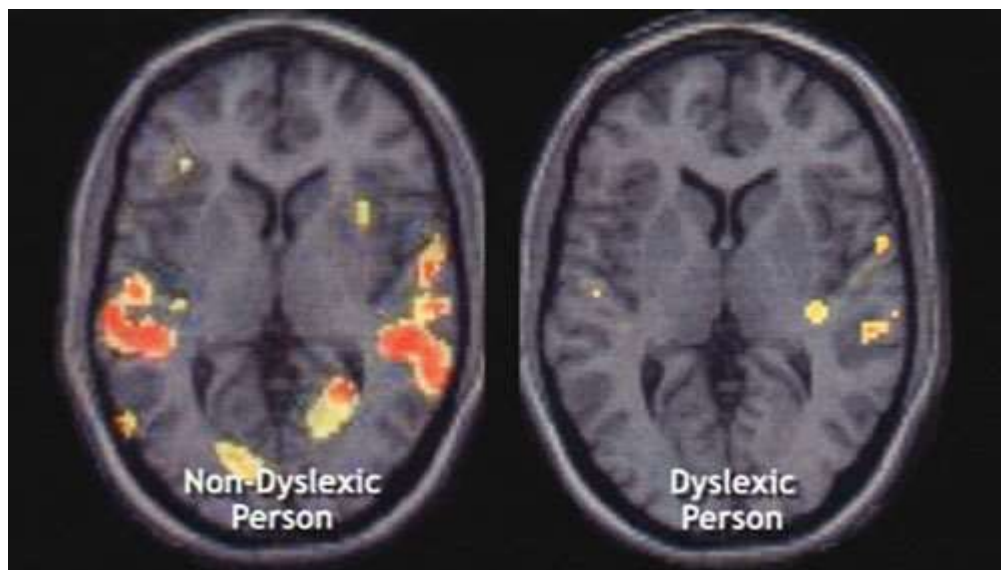


Figure 19.

What dyslexia looks like in the brain

Source: Ben, 2013

The two most important causes of dyslexia are an underutilized left-hemisphere, and central bridge of tissue that is not working properly in the brain, called the corpus callosum which is considered a bridge between the neurons and the brain. Nowadays, sophisticated equipment is used to distinguish a brain working in a dyslexic person.

Unfortunately, the left side of the brain is in charge of the logic analysis and if it is broken, it will be difficult to develop areas of numbers, words, order sequence, and some others. Besides, the left part controls the right part of the body.

Last research studies have formulated some important theories about the causes of dyslexia:

- Development of the brain
- Infant hearing problems

Sherman (2004) considers that the cause of dyslexia is based on a disconnection between the cerebral cortex and the thalamus. The outer part of the brain does not have any connection with the sensory motor. It occurs because the thalamus is in the center of the brain stops due to outer part which is the cerebral cortex layer. This stopping action produces a low memory process.

Another important theory is about infant hearing problems. It is because language is composed of symbols and symbols are made of three important parts: sounds, meaning, and graphic representation. If a child has a hearing problem it will be difficult to understand a sound which will guide to dyslexia development.

2.2.7. Types of Dyslexia

Harm (1999) recognizes two kinds of dyslexia: phonological and delayed. His theory is based on the damage of the phonological store that is related to the left side brain in problems. On the other hand, the delayed one is connected with the lack of rehearsal mechanisms. Both refer to the phonological system.

Carlson (1998) has distinguished two types of dyslexia: Developmental and Acquired. However, this author has subcategorized it according to the basis of reading ability: surface, phonological, spelling, and direct. Surface Dyslexia is relating to the problem when recognizing the words even though it is understood phonetically. Phonological Dyslexic refers to the difficulty when converting letters into sounds. Spelling Dyslexic is the one by which the person cannot recognize some letters. And, Direct Dyslexia which refers to the reading of words without understanding what is being read.

Piangelo, (2001) recognizes some types of dyslexia which are: Direct, Dyseidesia, Dyseidetic, Deep which is Dyslexia with Dysgraphia, Pure which is Dyslexia without Disgraphia, Dysnemkinesia, Dysnomia, Dysphonetic, Primary, Semantic, and Visual Dyslexic.

Terms such as Dyseidesia and Dyseidetic seem to be difficult to understand. However, the Dyseidetic one refers to the deficit in vision and memory of letters. However, their definitions are easy to understand, as follows:

- **Dyseidetic Dyslexia:** Able to recognize individual letters phonetically, but have trouble identifying spelling. Example:

Laugh - laf

- **Dyslexia with Dysgraphia ("Deep Dyslexia"),** has problem in writing letters and words associating them with their sounds.
- **Dyslexia without Dysgraphia ("Pure Dyslexia"),** has problems with reading, but not writing.
- **Dysnemkinesia Dyslexia,** refers to getting problems when writing letters. They frequently write in reversals. Example d by b.
- **Dysnomia,** has problems in naming and naming speed.

2.2.8. *Tips for Dyslexia diagnosis in the class*

Davis, Common Characteristics of Dyslexia, (1992) States that if anything is certain in dyslexics it is their inconsistency. That is why they change their behavior at every moment, so that teachers will have to be alert to any of these behaviors or traits that indicate a diagnosis in the classroom:

General

- Seems intelligent and articulate but cannot write or spell
- Seems lazy and indifferent classes
- Is recognized in the lounge as the most backward in copy
- Is best answering questions orally to written

- Is considered silly and low self-esteem
- Seems talented shown in art, music and theater
- Knows storytelling
- Has difficulty staying focused
- Is more practical than theoretical

Vision, Reading and Spelling

- Interrupts the reading to express that has a stomachache, headache, or feels dizzy.
- Disrupts classes to express that is confused, especially if the class is about numbers or letters
- Thinks there are movements that do not exist when reading or writing
- Disrupts the class to say that has vision problems
- Read one or more times and shows little understanding

Hearing and Speech

- Hears things that are not said in the class
- Is easily distracted by sounds
- Expresses incomplete sentences, especially under stress

Writing and Motor Skills

- Has trouble holding the pen well
- Trace uncoordinated manner
- It has difficulty running
- Confuses left and right
- Has difficulty with fine and gross motor

2.2.9. Learning Areas affected in Dyslexic Students

Even though Reading, Writing, and Spelling are the learning areas with a high level of difficulty, there are some others that require the same attention. At

the beginning of 2015, the Michigan University published an article about how dyslexia affects the curriculum in which it is stated that a student with dyslexia may have difficulty in the following areas:



Figure 20.

Facts about Dyslexia

Source: Binda Dyslexia Center, 2008

- Science: When following step by step the process of an experiment.
- History: When reading fluently or making sequences
- Math: When learning symbols
- Music: When reading music notes
- Gym: When follow directions and through motor skills
- Art: When following step by step directions
- Foreign Languages: When spelling, learning new words, making sentences, studying rules.

Reading

A dyslexic student has difficulty learning to read, identify words that rhyme, counting syllables, identifying sounds in words, remember names; that is, he lacks phonological, phonemic, auditory discrimination awareness and all this leads to poor reading comprehension.

Writing

Dyslexics have difficulty writing down their ideas on paper, have errors of spelling and orthography, show a difficulty when writing texts fluently, does

not know how to hold a pencil, he struggles to establish which hand can domain, if right or the left.

Spelling and Grammar

People with dyslexia take a lot of time begin talking, have difficulty pronouncing words, confuse letters and write them inverted, have trouble memorizing names or new vocabulary, cannot follow directions and also confuse some opposite words like up / down, before after. Spelling is difficult to understand due to the lack of good memory.

2.2.10. Relation between Multiple Intelligences and Dyslexia

Howard Gardner, Teaching Tutor at Harvard University, did an early research about different aptitudes, abilities and capabilities that people use to solve problems. He demonstrated some ways people can use those abilities and they were called multiple intelligences.

Intelligence Strength:	Students May Enjoy:
Verbal-Linguistic	Writing, speaking, publishing, vocabulary, word puzzles, puns, tongue-twisters
Logical-Mathematical	Math games, logic puzzles, experiments, codes, analogies, numbers, mysteries
Visual-Spatial	Maps, charts, diagrams, drawing, sculpture, graphic organizers, models, puppets, photographs
Bodily-Kinesthetic	Movement, dance, manipulatives, drama, building, role-playing, sports
Musical	Musical instruments, listening, recording, rhythmic language, poetry, songs, clapping
Interpersonal	Board games, cooperative groups, collective problem solving, interviewing, peer tutoring, think-pair-share, discussions
Intrapersonal	Journaling, scrapbooks, reflection, goal-setting, self-directed projects, debates, memoir
Naturalistic	Outdoor experiences, plants, pets, bugs, classifying natural objects, environmental topics

Figure 21.

Facts about Dyslexia

Source: Yale National Initiative, Gray, 2015

Gardner, (2006) Found some types of intelligences, such as the verbal-linguistic, the logical-mathematical, the spatial-visual, the bodily-kinesthetic, the musical, the interpersonal, the intrapersonal, and the naturalist. It should be noted that the naturalist intelligence was discovered many years after the first seven.

Having defined the meaning of multiple intelligences, the dyslexia comes within this framework with a very important connotation which is that even dyslexics have these eight intelligences and the teacher must exploit or use them in the classroom.

<p>Logical/Mathematical Albert Einstein</p>	<p>Verbal/Linguistic Sir Winston Churchill W.B. Yeats</p>
<p>Visual/Spatial Walt Disney Lord Richard Rogers (architect)</p>	<p>Musical/Rhythmic Cher Noel Gallagher</p>
<p>Intrapersonal John Irving Agatha Christie</p>	<p>Bodily/Kinesthetic Sir Jackie Stewart Sir Steve Redgrave</p>
<p>Interpersonal Richard Branson Peter Stringfellow</p>	
<p>Naturalistic Jack Homer (inspiration for Jurassic Park)</p>	

Figure 22.

Famous Dyslexics within the Multiple Intelligences Framework

Source: Reid, 2007

How important it is to incorporate multiple intelligences not only in the activities developed in the classroom, but also in the assessments that are designed for dyslexic students.

Lazear, (1999) has combined multiple intelligences to the teaching and learning process; it is because something that ensures such a combination is the curriculum development and fulfillment of objectives. But, historically there is a record of concerns regarding the development of verbal-linguistic as well as the logical-mathematical.

Both are precisely the most difficult for a student with dyslexia. So these types of students obviously need curriculum adaptations that allow them to develop their best performance in the classroom.

2.2.11. English Learning as a Second Language

There are a lot of immigrants around the world and especially in the English-speaking people. Students who learn English as a second language are those whose first language to a different language Anglo.

Students of English as a Second Language (ESL) demands greater effort, especially if they live in a different area where English is not its mother tongue; for them there is such a disadvantage and for dyslexics is a double disadvantage and double effort to learn it. It is because they have to face barriers in the areas where a different language is spoken and where the foreign language is practiced only in the classroom.

ESL is not a remedial program, in fact, there are two models that ensure learning: behavioral and cognitive. The theory of behavioral model is based on the psychologist Skinner (1957), who gave much importance to the stimulus-response relationship in the learning process.

This author used animals to demonstrate the behavior. His theory took the name of operant conditioning, because the animals showed different forms of behavior in response to each stimulus. Then, operant conditioning occurs in

learning English because the human being responds mechanically. An example of this is the use of memory for learning vocabulary and grammatical rules.

On the other hand, the cognitive model is based on the theory of Chomsky (1965) who denies that learning English is produced by having a habit or repetition of words. According to him, learning a language is given through a creative process, the universality of linguistic structures, and the use of the hypothesis to generate new ideas and new concepts. This theory considers learning as a natural necessity of people and that human beings are not supposed to be forced to learn how to communicate among others.

Chomsky's theory brought new approaches to learning English; such is the case Audiolingual Method, Natural Language Approach and Communicative Language Teaching. The Audiolingual Method appears in the 50s as a result of the need to advance a structural process of language. Learning is not only based on grammar; reading was included and thus the auditory part to hear stories.

Natural Language Acquisition is based on that language is the most impressive human expression, is used to interact in communication with others, it is used as a means of information transmitted culture, and brings people from all over the world. The Communicative Language Teaching involves not only subjects such as Grammar and Vocabulary, but four skills: Listening, Speaking, Reading, and Writing.

2.2.12. Characteristics of the English Language

Most Anglo-Saxon countries have formalized the English language as their first language. This language has become the second language in most countries. English was formed using as main base the Anglo and Latin in combination with other languages such as French, German, Spanish, among others.

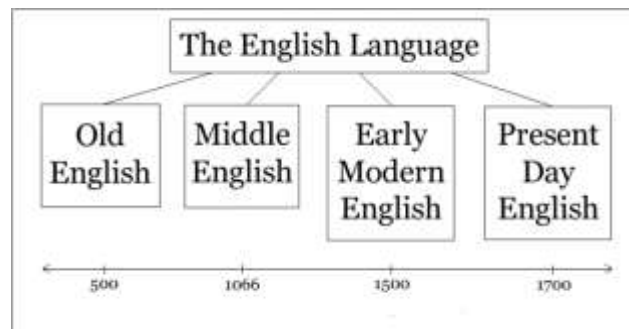


Figure 23.

The English Language
Source: Thomas Hoover, 2009

In the year 550, Britain was invaded by Germanic people. This event occurred until the Norman Conquest. In the next century, it is the IV, the Roman monks left their contributions to the English language, especially in terms of culture and religion. In 1066, France appears with their contributions to language and already in the XIV century was born the modern English. With the advent of the Renaissance English language is enriched with new terms came especially from Latin and Greek.

Now, in the XXI century, globalization has been the most important cause for many Latin Americans and Europeans to learn the English language. It is important to note that the influence of European languages have facilitated its learning. However, this influence was cause for confusion generated especially in matters of grammar.

The English language has its own characteristics. It is well known that conjugation of verbs, personal pronouns, verb tenses, and spelling rules are part of its feature. But, English language also has some components and skills of form, content, and use.

Form

- Phonology that refers to pronunciation rules. For instance, *th* that has two rules, *th* for *this*, *th* for *thing*.
- Morphology that refers to the study of morphemes.

- Syntax which studies how individual words can be combined to create sentences.

Content

- Semantics refers to the correct use of words to give meaning in a sentence.

Use

- Pragmatics refers to the practice of the language through conversations.

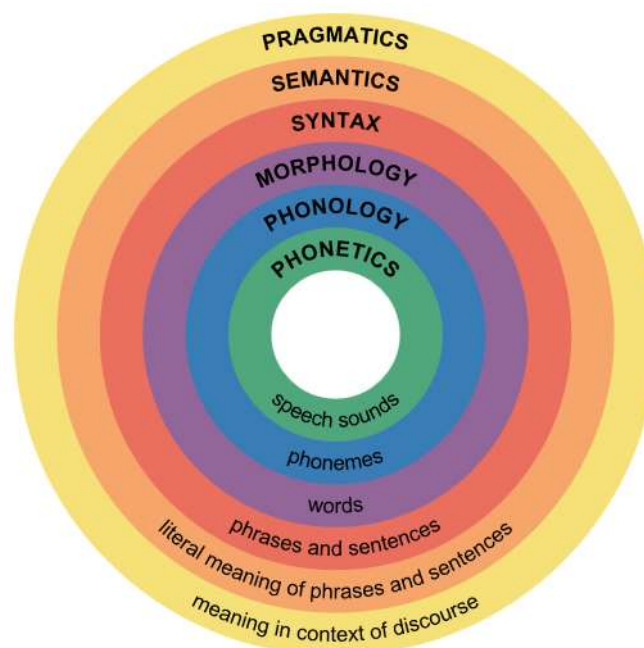


Figure 24.
The Structure of Language
Source: Boundless, 2015

2.2.13. Learning Skills: Listening, Speaking, Reading, and Writing

Language is defined as any code that contains signs, symbols, or gestures used to communicate ideas among people. It appeared since human life emerged in the world; even some kinds of communication were unusual in the prehistoric times. It is also a social tool that includes the use of some skills. Both in Ecuador and in other countries of Europe teaching English language is a priority in schools.

This has made educators seeking different strategies to develop the four basic skills in language acquisition.

Listening

Listening is the most difficult language skill. Some of the students pretend to understand each word when they listen to a song, for instance. So, the teacher should follow these steps to develop this skill:

- Emphasize that it is not necessary to understand each word.
- Anticipate the students what they will listen to.
- Ask students to concentrate on understanding the whole message.
- Check answers with the whole class participation. This ensures students' motivation.

Speaking

This skill is in second order because a human being should produce what is already heard. A baby born will pronounce sounds because he is able to reproduce what he has heard previously.

- Help students express short ideas even they use isolate words
- Provide a higher quantity of new words to increase the students' vocabulary
- Practice songs, chants, and poems
- Debate if the level allows them to discuss
- Play oral games when possible
- Provide a guide of questions for oral presentations
- Praise progress

Reading

This skill is easy to develop and it includes two important techniques to facilitate it acquisition: skimming and scanning.

- Select texts that sounds interested for the students

- Select readings with illustrations to support its understanding
- Provide support for the difficult words
- Monitor the students' interest and concentration
- Use graphic organizers to decode the reading

Writing

This skill must be constructed step by step. It is important to understand that students are not going to be writers since their first contact with the language. The process could be slow and long.

- Ask students write beginning, middle, and ending letters.
- Ask students write simple words
- Teach each part of speech even it takes more than one term
- Ask students write phrases (an adjective + a noun)
- Add verbs to the phrases
- Build up simple sentences
- Recognize subjects and predicates
- Analyze subject and verb agreement
- Provide information about punctuation marks
- Ask students write sentences
- Ask students write paragraphs
- Provide students a list of connecting words
- Ask students write compositions

2.3. Conceptual Framework

Receiving a dyslexic student in an English class seems to be a problem, but although there is no recipe to help handle the situation, the English teacher should be trained to understand the implications of language learning for a dyslexic student. If we speak of inclusive education and the right to a quality education it is for all children in the world, this includes students with special educational needs.

Therefore, the issue deserves a thorough study and an organization to make the necessary curricular adaptations. There are some effects on second-language learning for dyslexics. It is indisputable that learning a second language for a dyslexic student is a challenge, because it becomes a sometimes painful process for them; but it is not impossible.

It is clear that dyslexia is not a barrier to the acquisition of English. However, stimulation plays an important role in this process. Likewise, method, practice, monitoring, and support are essential to the long road that corresponds to the dyslexic child.

Spelling Difficulties

Some of the difficulties in spelling and pronunciation are the memorization of rules. Spelling cannot be guessed when there are silent consonants, double consonants, diphthongs, homographs, and homophones,

Pronunciation Difficulties

On the other hand, pronunciation must be exaggerated to reach students' perception. Sometimes teachers must exaggerate the use of mouth gestures.

Visual Difficulties

Visual perception is a usual problem for dyslexic. That's why teachers must highlight opposite words written on the board. Such as when/then, how/who, was/has.

Grammar Difficulties

Dyslexic students cannot conceptualize words. They can confuse the words "suffix" and "prefix". They cannot memorize rules. They cannot build sentences as regular students.

Vocabulary Difficulties

They cannot label pictures. It is also difficult to fill in puzzles or word soups. It is recommendable to avoid the use of more than five new words a week.

New vocabulary has to be taught relating those new words with abstract images in the student's mind.

Some recommendations for teachers are as follows:

Listening

- Allow dyslexic students to record the whole class. They can reinforce at home the times they want.
- Keep in the class a lot of visual aids.
- Be in front of the student while talking to him, in that way he can observe the shape of the teacher's mouth.

Sound Recognition with a Magic Box

- Keep some pictures cards with their beginning sounds on the back. Place them in a box. Ask the dyslexic student to pick some pictures and guess the beginning sound. This is going to be beneficial to improve problem sounds.

Speaking

- Be patient and do not push dyslexic students to speak. Accept little progress in speaking. It is important to use visual aids to develop this skill.

Reading

- Reading is a skill that must be understood as the comprehension of a selection. Do not pretend the memorization of stories. Instead of that, let the dyslexic students create their own stories

2.3.1. Designing Special Tests for Dyslexic Students

Wormeli, (2006) Recommends English teachers consider a number of factors to create a differentiated test led to a dyslexic student:

- **Use a variety of questions.** It is not recommended to use the same type of question in a single test. Traditional testing includes only open questions. On the other hand, the objective evidence need not necessarily have a single command that has the total test score.
- **Pre-teach unfamiliar vocabulary.** Teachers should explain unfamiliar words previous to the test.

- **Design efficient format for students.** The test should be clear and simple to go through it.
- **Highlighting key words.** This is necessary because some words can be tricky for dyslexics.
- **Provide Rubrics.** Open questions or essays need rubrics.
- **Using known questions for students.** Test students with similar instructions practiced in class.

Finally it is necessary to focus on the three main important parts of a differentiated test for dyslexic students: Student's Self-Assessment, Feedback Space, and the Report Section

The first component of the differentiated test is the student's own assessment. It is not a difficult chart to fill in. The teachers should do it according to the student's oral responses. Students will listen to the questions and then a sign through the use of the thumb will demonstrate if he accepts or know his own knowledge.

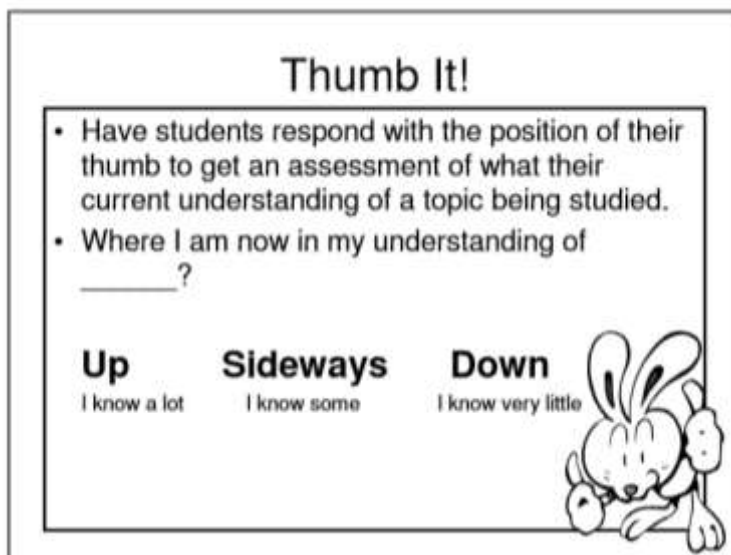


Figure 25.
Student's Self-Assessment
Source: Thominson, 1991

Teachers should accept all kinds of dyslexics' answers. The most important is to evidence that they have acquired a meaningful learning, rather than the style they use to respond in a test.

The second component is the Feedback Section in which the teacher checks if the dyslexic student could or not answer an oral question. This space is in the right side of the paper and it is only for the teachers use.

Finally, there is a Report Section. In this place, teacher has to report how long time the dyslexic student took to develop the test. It is also important to take note about the student's behavior during the test. This report will be a tool for the analysis in a private meeting with the teacher and the psychologist.

2.3.2. Types of Tests according to the Communicative Skills

Teachers must be open minded if they are able to help dyslexic students learn English. First of all, it is necessary to take in consideration that assessment is applied in all time of the class process. It is not only framed inside a piece of paper.

The first step to adapt tests for dyslexic students is to be aware that the teacher's goal is to know if the student has learned the language; but, what should be the best way to measure it? The answer seems to be simple: with the quantity of communication level the dyslexic student has by using the English Language.

Hodge, (2000) States that another important aspect to be considered is that the four skills can be tested, but in a particular way; so, before analyzing the test adaptations, it is important to check some helping tips to facilitate the evaluation in the class.

In the class:

- Make an outline about the class that they will learn. It is an important list that they want to know in order to reduce their anxiety.

- Check twice the homework instruction. Probably the dyslexic student has not copied on the agenda, but he has heard and he knows. However, it is possible that he forgets every detail when arriving home. So it is important to check or help him copying the homework.
- Be sure that on the cover of his agenda, there are two or more phone numbers from some mates in the classroom. Probably he will need them due to his short-memory.
- Check that all assignments are written on his agenda, not only the English subject ones.
- Tick a check list where the student shares with the teacher about his responsibilities at home, especially the ones he has to do at night.
- Ask for stickers to divide his folders in order to be better organized.
- Let him bring pieces of information or pieces of homework and value his effort.
- Use notes or hangout where necessary to remember what he has to do.
- Place the student near the teacher, so he can feel comfortable asking questions if necessary.
- Avoid make him feel ridiculous asking common or simple questions.
- Congratulate him in front of the class for every each progress.

Copying from the blackboard:

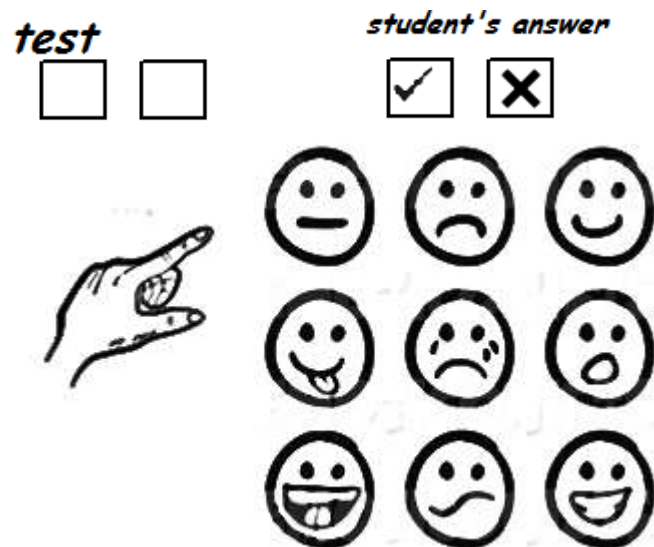
- Avoid writing a lot
- Use different colors for each line that is written on the board. Colors will help him copying or reading easily.
- Use legible handwriting
- Avoid erasing the board. Dyslexic students need more time to copy and they do have to feel in a hurry because this will guide him into anxiety.
- Consult the students before erasing the board.

2.3.2.1. True and False Tests

Teachers that are designing a test for a dyslexic student must forget from his mind the word TRUE or FALSE. It is recommendable to use the words YES or

NO. If a TRUE or FALSE test is going to be written it is important to draw the two boxes and explain the student to fill in with a tick or an X.

If the test is going to be oral, the teacher has to ask the question pointing out each picture and the student says YES or NO. Oral questions pronounced by the teacher must be in the answer key sheet. It is always important to have evidences of all the types of tests applied to students with special educational needs.

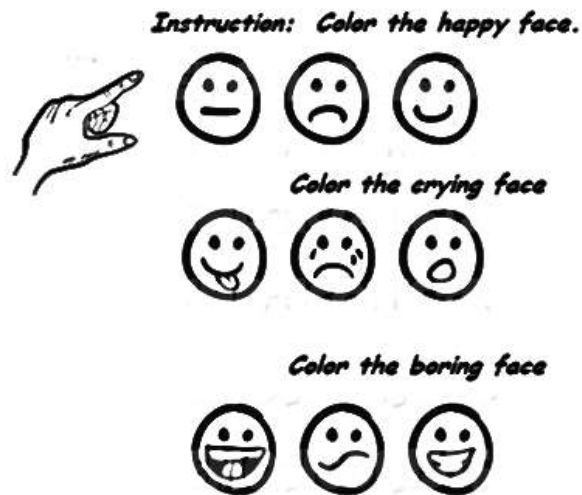


This answer sheet can be used after the test for a feedback. It means that the dyslexic student can verify that he was right or wrong in the answers provided at the moment of the test.

2.3.2.2. Multiple Choice Tests

Multiple choice tests not only refers to the ones where the student has to fill in an oval to choose a, b, c, or d options. When multiple choices are designed for dyslexic students, it is important to consider that the question must contain a choice.

In the example below, the teacher says the instruction and the student selects.



2.3.2.3. Fill-In-The Blank Tests

Avoid using words to fill in the blanks tests if possible. It is recommendable to use pictures. However if it is necessary to use words, they must be listed in a number no more than five.



But if words are going to be listed, it would be better to use pictures instead of complete sentences.

Animal Antics

Read the words in the word box.
Read each sentence.
Fill in the blank with a word from the word box to complete each sentence.

eat runs can went jump

The frog can _____ 

 The duck _____ swim.

The rabbit likes to _____ carrots. 

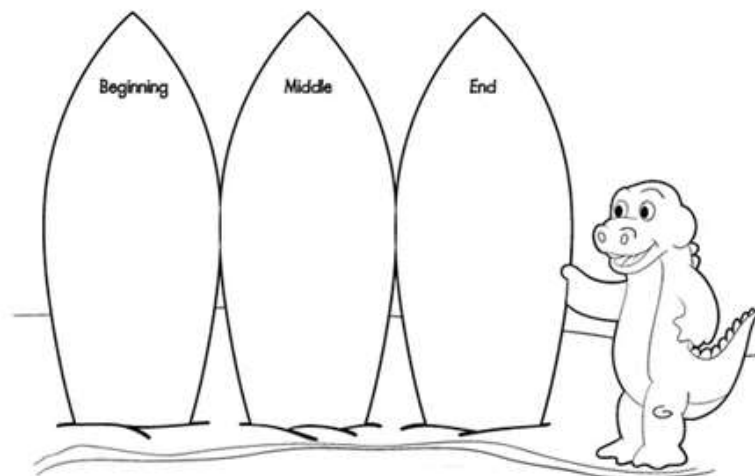
 My dog _____ fast!

The turtle and the snail _____ for a walk. 

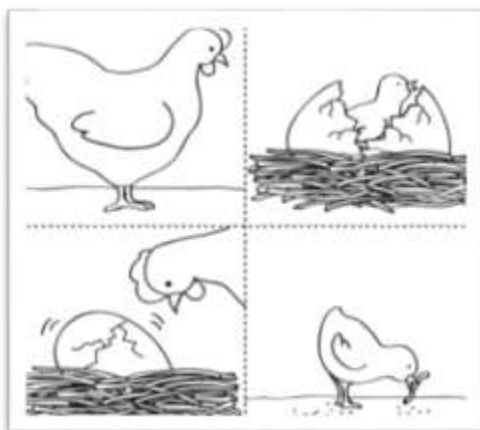
2.3.2.4. Reading and Writing Tests

Reading tests must be replaced by graphic organizers if possible. A flowchart always avoids the majority of words, it is easy to interpret, it always has a sequence order, and it is easy to fill. Regular scholars are willing to complete the graphic organizer without problems; however, a dyslexic student must fill in using pictures. Otherwise, he can fill in orally. For instance, if the teacher reads the story with the student, and he provides all the necessary support the dyslexic student will be able to get knowledge in vocabulary, in understanding what happened first, in the plot, where the setting is, who the characters are, and how the story ends

A graphic organizer can be used to analyze the reading and recognize the beginning, middle, and end of the selection:

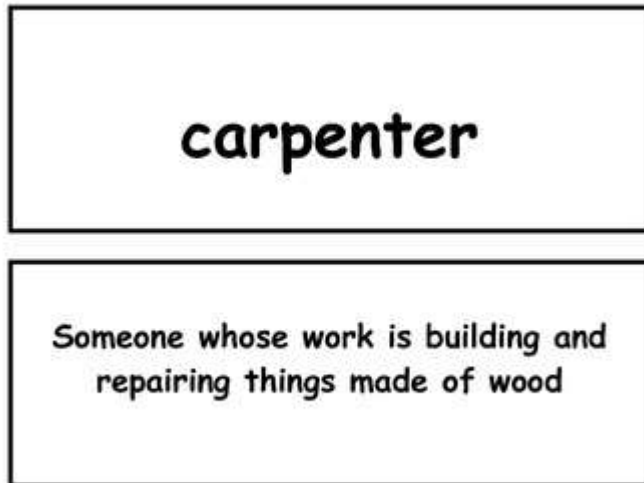


If the purpose of the reading is to explain about sequence, a simple picture about the selection can be designed and the student can insert numbers, even written or orally.



2.3.2.5. Vocabulary Tests

For testing vocabulary, the teacher can prepare some flash cards with the some words or with the definitions of those words. Students must listen to the teacher and choose the correspondent picture from the box.



2.3.3. Research Questions

- How does the lack of curricular adaptations in English tests affect dyslexic students from ninth grade at Nueva Semilla School during the first term in the school year 2015-2016?
- What learning areas can be strengthened by selecting appropriate curricular adaptations?
- Which English tests design are suitable to test dyslexic students?

2.3.4. Hypothesis

The application of curriculum adaptations in the English Subject will improve the testing of Dyslexic students in Ninth grade at Nueva Semilla School.

2.3.5. Variables and Indicators

Independent Variable: The application of curricular adaptations in the English tests

Dependent Variable: improve the testing of Dyslexic students

Table N° 1

Variable	Indicators
The application of curricular adaptations in the English tests	Number of differentiated tests design Types of adaptations applied on tests Type of adaptations planned in the classroom
Improve the testing of Dyslexic students	Application of differentiated tests according to the level of dyslexia Application of adaptations in the classroom according to the area to be developed Application of adaptations in the lesson plans

Source: Data of the Investigation
Author: Milton Marcillo and Giuseppe Sánchez

2.3.6. *Definition of terms*

- **Assessment.** It is defined as the act of assessing, the evaluation of a student's achievement on a course.
- **Capacity.** The capability to apprehend or absorb; talent; skill
- **Corpus Callosum.** The corpus callosum is a thick band of nerve strings that separate the cerebrum into left and right hemispheres. It connects the left and right sides of the brain allowing it to communicate between both hemispheres.
- Curriculum adaptation is an ongoing dynamic process that adjusts and acclimatizes the arranged program of studies to meet the learning requirements of a student with special needs. It allows the schooling team to welcome students of all aptitudes and guarantees that every student is faced to learn
- Curriculum adaptation is an ongoing dynamic process that modifies and adapts the prescribed program of studies to meet the learning requirements

of a student with special needs. It enables the teaching team to welcome learners of all abilities and ensures that every student is challenged to learn

- **Diagnosis.** The identification of diseases by the inspection of signs and marks and by other studies
- **Dyslexia:** Children with language-based learning disabilities experience problems with age suitable reading, writing, and/or spelling.
- **Inclusive Education.** It means that all scholars be there and are welcomed by their area institutes in age-appropriate, even classes and are supported to study, contribute and share in all aspects of the life of the school.
- **Integration:** An act or instance of integrating a racial, religious, or ethnic group.
- **Learning Disability.** Learning disabilities, or learning disorders, are an umbrella term for an extensive diversity of learning problems. A learning disability is not a problem with intelligence or motivation.
- **Multiple Intelligences.** It is a theory of intelligence that is divided into specific mainly sensory "types", rather than seeing intellect as dominated by a single general ability.
- **Perception.** Insight or intuition gained by perceiving.
- **Phonics:** An appreciative thought of the association between written letters and corresponding sounds also called phonemes. In reading training, a phonics method teaches readers to decipher words using phoneme correspondence and to identify exceptions from these rules
- **Phonology:** The set of rules that determines how sounds are shared to structure words within a given language.
- **Recognition.** The act of recognizing or fact of being recognized
- **Short Term Memory.** Temporary memory, also known as principal or active memory, is the information we are currently aware of or thinking about.
- **Special Educational Needs.** It has a legal definition, referring to children who have learning difficulties or disabilities that make it firmer for them to study than most kids of the same age.

- **Syntax:** Rules concerning conjoining words to make grammatically correct sentences

2.3.7. Summary

This research paper is essentially a guide for English teachers who has a dyslexic student inside the classroom. Besides accepting this group of learners with a special educational need in an educational institution, it is a moral obligation to provide them all the conditions for their learning process. Moreover, state authorities through the Ministry of Education, offer an inclusive environment for those who need a special attention.

This is a useful tool which is based on theories, deep studies, and proposals that describes how a student with dyslexia can easily learn the English language. Teachers must be open-minded and practice their devotion of teaching with the same passion as if they were teaching regular students.

Our country has based all its ministries in the development of good living, known as the Sumak kawsay; it has opened the regular school doors to students with special educational needs, that is why we have taken the initiative to contribute to this work which has variety of tips to adapt the classroom, the lesson plan, but above all to design the tests properly and benefit students with dyslexia.

We feel satisfied that our contribution will serve to improve the educational quality of this group of children having a conflict to learn easily, but they are as intelligent as many other students.

CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

3.1. Methods and Techniques

3.1.1. *Research Design*

This research will be led through following methods:

- **Scientific Method**

It is the set of philosophies and processes for sequential searching to test a hypothesis which results are considered as valid by the scientific community. Webster's Dictionary (2015) defines the scientific method as the principles for finding related to the recognition and formulation of a problem, the collection of data through observation and experimentation for hypothesis testing knowledge.

- **Inductive Method**

Neumann (2003) states that the inductive method begin with details to develop generalizations. In other words, it goes from the analysis of small features, properties and functions to generalizations to reach the setting of rules and scientific laws.

- **Deductive method**

It is the approach that is developed from the particular to the general. It means that this process is explained by means of hypotheses. Wilson (2010) states that this method first develops a hypothesis based on existing theory and then test the hypothesis.

3.1.2. *Methods of Research*

The conditions that were used in this research were:

- **Bibliographic**

A bibliographic research is focused on the collection of information that has been published through books, scientific magazines, and webpages among others. This work used the bibliographic research because it was considered

different authors with their respective referenced quotations, which have been compared with different theorists and scientists.

- **Country**

The systematic study of the facts was held at the place where they are produced, making contact with the reality of ninth grade students of Basic Education at Nueva Semilla School in order to get information about dyslexic students.

3.1.3. Types of Research

- **Exploratory Research**

Exploratory research is a type of survey which is reached with a counselor to get a general idea that interests the researcher. It is very useful to properly formulate problems and hypotheses. This is a preliminary investigation in which we perform the immediate observation of the area and the constituent elements of which we will investigate.

It is a type of survey that is used to properly formulate problems and hypothesis. This prior investigation allows to get the information through a well-designed questionnaire in which responses are evidence of attitudes, opinions, and behaviors. Beside, this tool is thoroughly used previously to quantify before the answers on statistical data.

- **Descriptive research**

Descriptive research is a combination of qualitative and quantitative because it's done with numerical, statistical and data tabulations; that is, the collection of information described in narrative form. That is why it is also known as statistical research. Its main goal is to predict and relate the variables in a research project. So, data collection is not limited, but expose and describe the information carefully

- **Explanatory research**

It implies that the research aims are to be explained and not just to be described. It tries to find the causes of the problems exposed in the investigation.

There are experimental and non-experimental designs the explanatory research is structured with four essential elements that are the subject of study, the object of study, the middle and the end.

The subject of study is the researcher; the object of study is topic or theme that is being investigated; the middle refers to the methods and techniques used; and, the end is the set of effects found when looking for a solution problem.

Data collection was given through questionnaires, direct observations and interviews in order to record the percentage of curricular adaptations designed for students with dyslexia.

3.2. Research Population and Sample

From a universe of 710 students this project will be applied to ninth grade at Nueva Semilla School considering the information given by the Head of the Counseling Department, as well as the English Area Coordinator indicating that the highest record of dyslexic students are in this grade.

Table N°2 Population

<i>OBSERVATION UNITS</i>	<i>QUANTITY</i>
<i>Teachers</i>	2
<i>Students</i>	60
<i>Total</i>	62

Sources: Secretary Department at Nueva Semilla School
 Authors: Author: Milton Marcillo and Giuseppe Sánchez

Sample

This research took the entire universe because the population in study is small.

3.3. Research Instruments

In order to get accurate information, data collection was conducted through the following instruments:

- **Observation Sheet:** Refers to direct observations during testing process as a tool to fill in a format that records how students with dyslexia have being tested.
- **Survey:** Applied to teachers to record the percentage of curriculum adaptations in the English subject to test students with dyslexia.
- **General Test** to be applied to the whole class r to identify dyslexic students
- **Pretest** with accommodations for dyslexic students without teacher's assistance
- **Posttest** with accommodations for dyslexic students with teacher's assistance.

3.4.Results/Findings and analysis

To tabulate the information obtained from the application of the tests, the observation sheet and the survey was used descriptive statistics through statistical charts and calculations learning. First of all, teachers were observed during a Language class in order to notice about the curricular modifications used in a class.

The Observation Sheet was designed to analyze if teachers are considering the assistance of dyslexic students in their classes; the process of the class in three important areas: beginning, body of the class, and closure: and the previously tools chosen for the development of the activities.

Besides, the Observation paper is structure under these sections: organization, presentation, content, course syllabus, and assessment of students. All of them include 20 items.

The Observation paper shows these results:

a. **Organization of the Class**

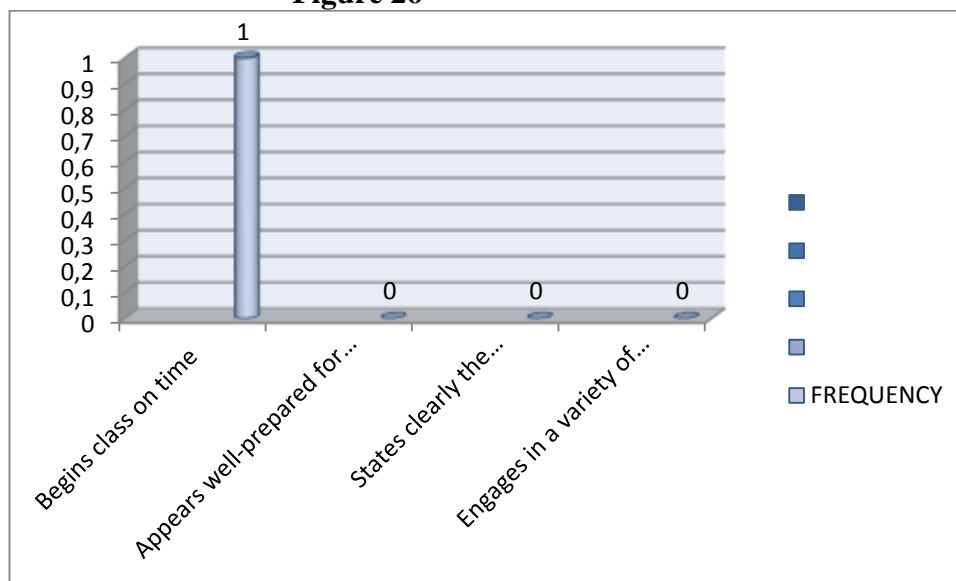
Table N° 3

ALTERATIVES	FREQUENCY	PERCENTAGE
Begins class on time	1	16,7
Appears well-prepared for class	0	0,0
States clearly the aims/objectives/activities of the class session	0	0,0
Engages in a variety of activities	0	0,0
TOTAL	1	16,67

Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 26



Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

In figure N° 26, it is visible that there is a lack of organization of the class due to the 16, 67% over the total of 66, and 68%. The only 1 point that represents the 16, 7 % is because the teacher arrives on time to class. The 0 points

assigned were because the teacher was not well-prepared in the content to be developed. Aims, objectives and activities were the ones on the book, and she did not engage in a variety of activities.

b. Presentation

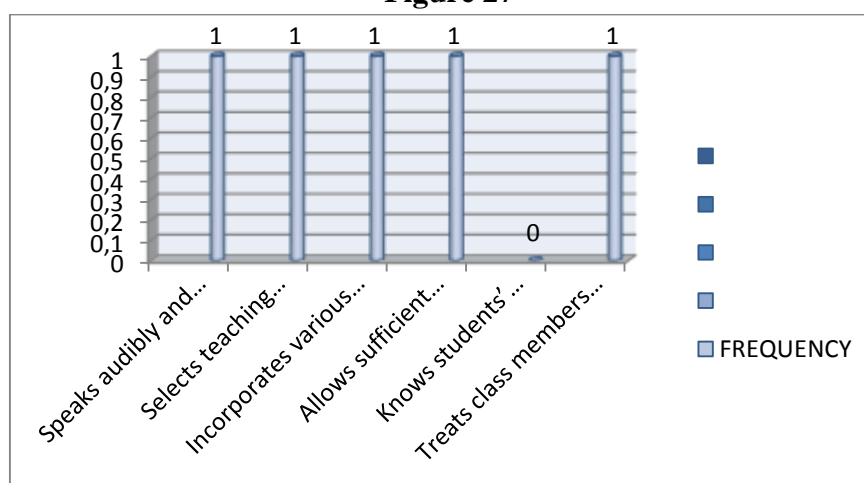
Table N° 4

ALTERATIVES	FREQUENCY	PERCENTAGE
Speaks audibly and clear	1	16,67
Selects teaching appropriate methods	1	16,67
Incorporates various instructional supports	1	16,67
Allows sufficient opportunity for students' input	1	16,67
Knows students' names and responds to them as individuals	0	0,00
Treats class members equitably and respectfully	1	16,67
TOTAL	5	83,33

Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 27



Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

In figure 27, there is the 83, 33% of the total point for the presentation of the class. It is demonstrated that the teacher kept an equate voice volume, that all of the students could clearly listen to the instructions. Besides, instructional support was given in each activity during the development of the class. 1 point

that represents the 16, 67% showed that students had the opportunity to participate in class actively.

c. Content

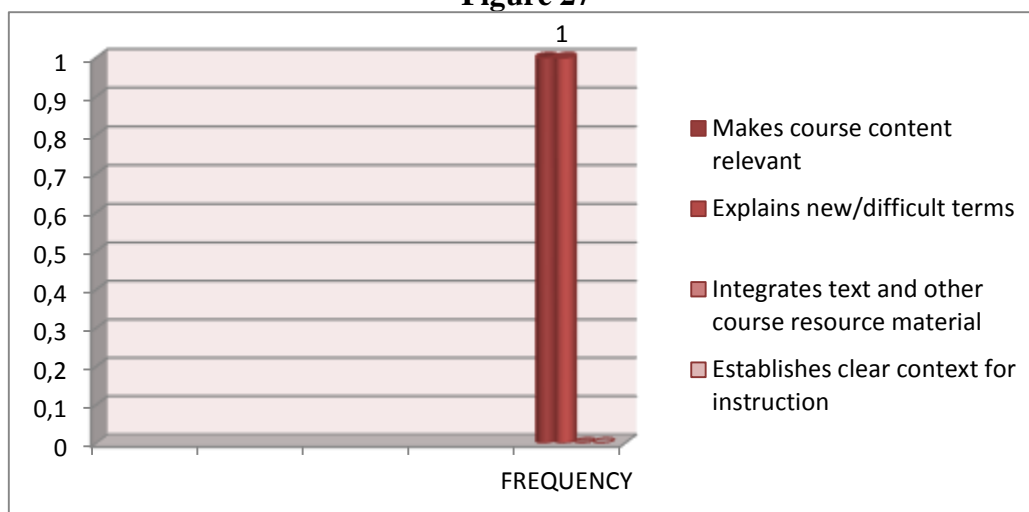
Table N° 5

ALTERATIVES	FREQUENCY	PERCENTAGE
Makes course content relevant	1	16,7
Explains new/difficult terms	1	16,7
Integrates text and other course resource material	0	0,0
Establishes clear context for instruction	0	0,0
TOTAL	1	33,33

Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 27



Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 27 shows a 33, 33% of the 66, 80% which means that there are 2 points assigned in the Content. They correspond to the relevant way that course was made and the explanation of difficult terms. The 0 points correspond to the lack of integration text and other resources, as well as the clearness for instruction context.

d. Course Syllabus

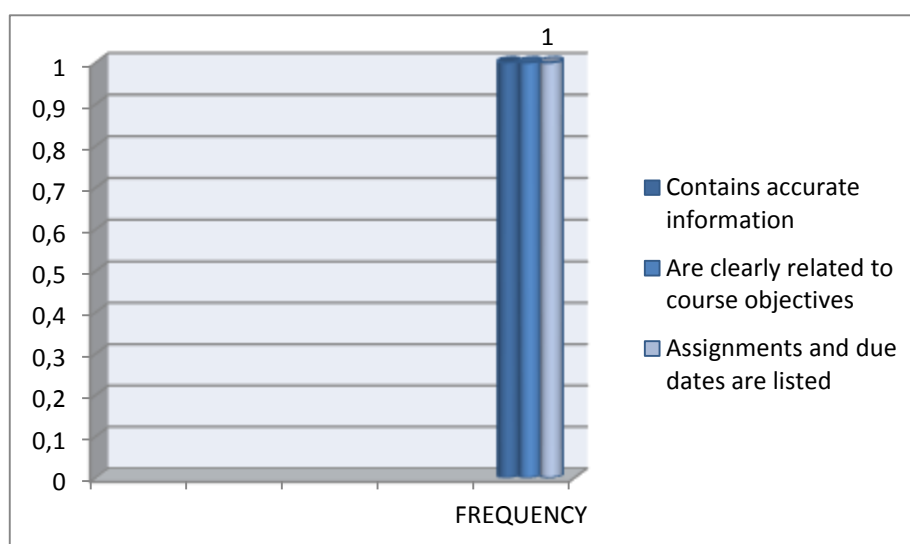
Table N° 6

ALTERATIVES	FREQUENCY	PERCENTAGE
Contains accurate information	1	1,6
Are clearly related to course objectives	1	33,3
Assignments and due dates are listed	1	33,3
TOTAL	3	68,25

Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 28



Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 28 shows a perfect percentage of 68, 25 about the course syllabus which means that contains are full of accurate information, they are also clearly related to the objectives of the class, and that assignments are listed with their own due date. This clarification was evidenced in the process class.

e. Assessment of students

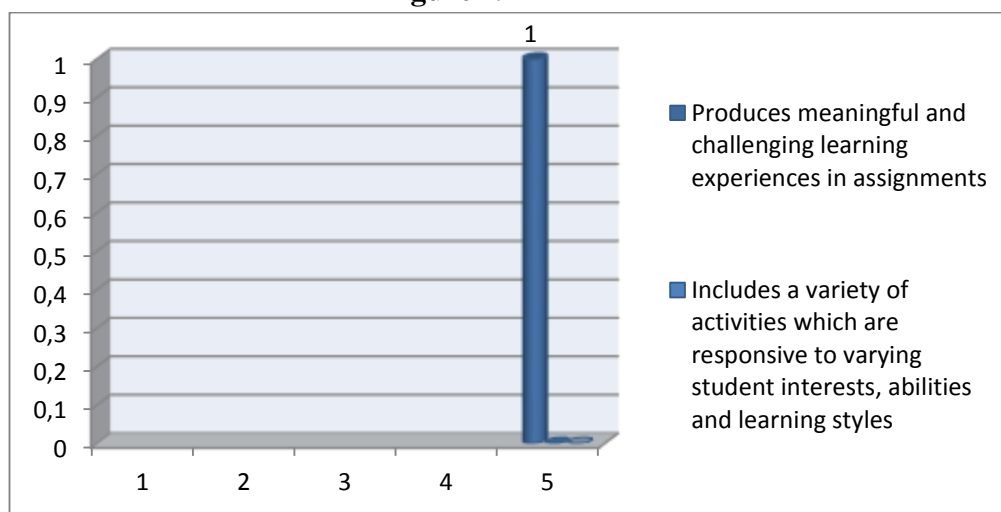
Table N° 7

ALTERATIVES	FREQUENCY	PERCENTAGE
Produces meaningful and challenging learning experiences in assignments	1	50,0
Includes a variety of activities which are responsive to varying student interests, abilities and learning styles	0	0,0
Assigns differentiated questions for students with Special Ed. Needs	0	0,0
TOTAL	1	50,00

Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 29



Source: Observation sheet

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 29 represents just the 50% of the total 150% about the assessment of students. The only 1 point gained was due to the production of meaningful and challenging learning experiences in assignments. However, 0 points were given to both items, the inclusion of a variety of activities which are responsive to

varying student interest, abilities and learning styles; and the assignation of differentiated questions to guide students with special educational needs.

General Test

This general test was designed for regular students in order to realize who the dyslexics in both groups are. It was structure with five questions. Pictures were delivered omitted.

1. Choose a word from the box to complete each sentence.

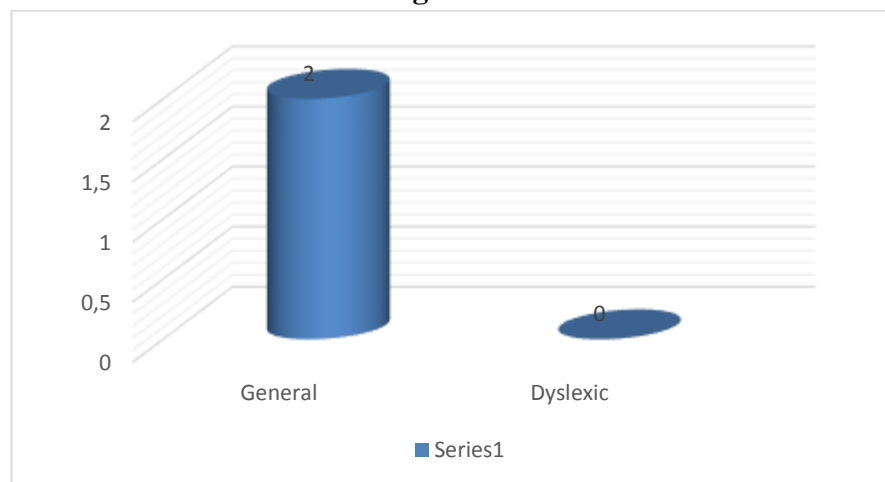
Table N° 8

	POINTS	PERCENTAGE
General	2	100%
Dyslexic	0	0%
Total	2	100%

Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 30



Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

In figure 30 students had to choose a word from a box with four alternatives to be selected. General students got 2 points, but dyslexics got zero. Dyslexic students are not able to complete sentences full of words without the supporting of pictures. It is because one of the first difficulties for

dyslexics is writing. Besides, dyslexic students have short memory and it is difficult to organize and order ideas in their own minds, make a thinking process in order to reorganize them to unscramble words in order to make sentences.

2. Put the words in order to make sentences.

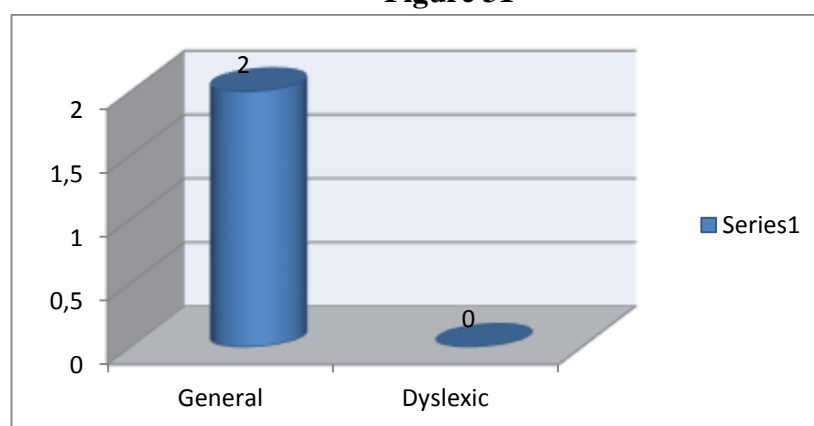
Table N° 9

	POINTS	PERCENTAGE
General	2	100%
Dyslexic	0	0%
Total	2	100%

Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 31



Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 30 shows the difficulty for dyslexic students to order words. General students got 2 points while dyslexics 0. It is due to the short-memory that dyslexics have.

Dyslexics cannot keep in mind words in order to give them a sequence and organize ideas to produce a written text.

They are even more confused when doing these exercises that involve a degree of logical reasoning, precisely the cerebral side that is affected in dyslexics.

3. Write the verb into the Present Progressive.

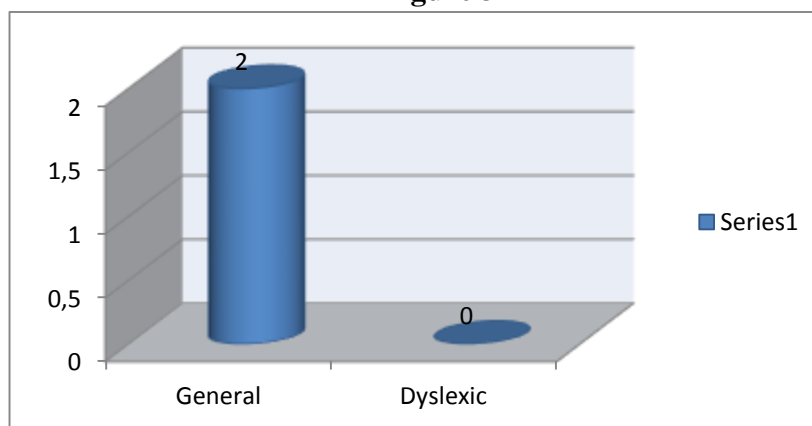
Table N° 10

	POINTS	PERCENTAGE
General	2	100%
Dyslexic	0	0%
Total	2	100%

Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 32



Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 32 remarks again that only regular students got the 2 points in the third question which is to conjugate verbs in the Present Progressive Tense. Obviously, dyslexic students cannot write conjugations even though they can do it orally. Grammar is a difficult subject to handle for dyslexics due to the rules that they cannot memorize. However, they can apply rules easily just because they can give sense to the ideas they have.

Dyslexic students may feel frustrated to find that they have reached the third question of a test with no answers. That is why it is recommendable the use of pictures to support the questions like the ones that include verb tenses and their conjugations.

4. Complete the sentence with an appropriate Wh Question words.

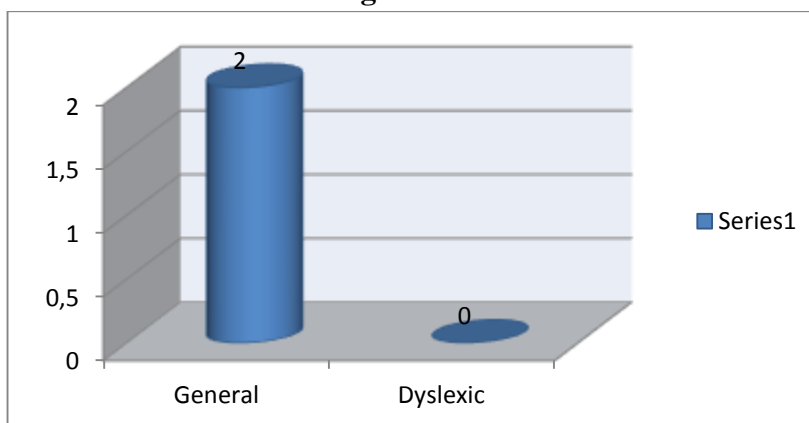
Table N° 11

	POINTS	PERCENTAGE
General	2	100%
Dyslexic	0	0%
Total	2	100%

Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 33



Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 33 corresponds to the fourth question in the general test, which is about the use of Wh Question Words to complete the statements. General students got 2 points, but dyslexics 0. Dyslexic can relate each Wh Question word with an indicator, such as where with place or when with time; however if the question is full of words, they will take a lot of time trying to understand what

the exercise is about. In the case that they can read the question, they are not able to relate the group of words to the corresponding WH question because of their short-memory. Besides, it is almost impossible for them to keep in mind all the list of WH words that they have learned. In other words, they need personal support and the use of pictures.

5. Choose Can or Can't according to the situation.

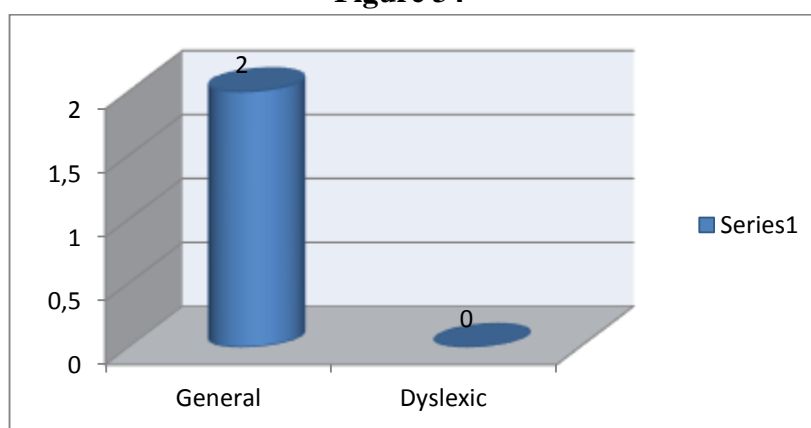
Table N° 12

	POINTS	PERCENTAGE
General	2	100%
Dyslexic	0	0%
Total	2	100%

Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 34



Source: General Test

Authors: Milton Marcillo and Giuseppe Sánchez

Finally, figure 34 shows again the difficulty of the question for dyslexic students. In this case, students had to complete the sentences by using can or can't. First of all, the contraction of cannot needs to be familiar for a dyslexic student. Considering that these groups are English as Second Language learners and they do not use apostrophes in their mother tongue, it could be more

complicated for them. Moreover, it is essential to focus on the objective of the questions. If the intention is to evaluate the use of can as a modal verb, the approach to the questions should be done with pictures.

Pre-test and Post-test

A pre-test and post-test was designed. The first was applied to the six students with dyslexia. They did not have any support or explanation required. Then post- test was applied so that the accommodations were guided by the teacher.

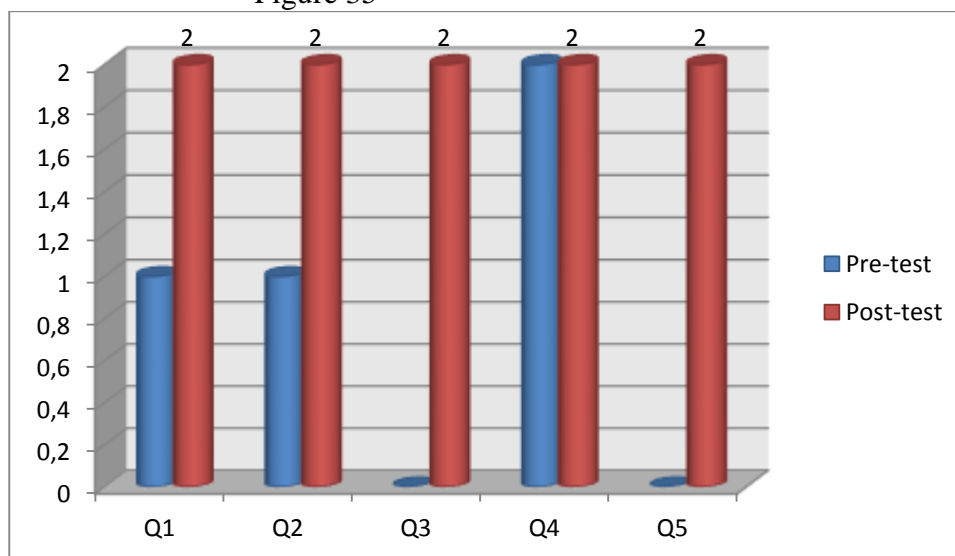
Table N° 13

	Q1	Q2	Q3	Q4	Q5
Pre-test	1	1	0	2	0
Post-test	2	2	2	2	2

Source: Pre-test & Post-test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 35



Source: Pre-test & Post-test

Authors: Milton Marcillo and Giuseppe Sánchez

In figure 35 it is noticeable that students have reached better results even though the pre-test was developed without any help. In the first question they got 1 point and in the post-test they got 2; the second question they had one point while in the post-test 2; the third question got 0 points over 2 in the post-

test; the fourth question was perfect with 2 points in the first and second test; finally, the last question was 0 in the pre-test and 2 in the post-test.

It is important to remark that all accommodations in the test helped them without the teacher's assistance which consists in the oral guide due to the high capacity of hearing in dyslexic students.

Besides, the pre and post-tests have been remarkable in yellow in order to show the separation from one question to the other or one space from another. This accommodation was done because it will help students go through the whole test easily.

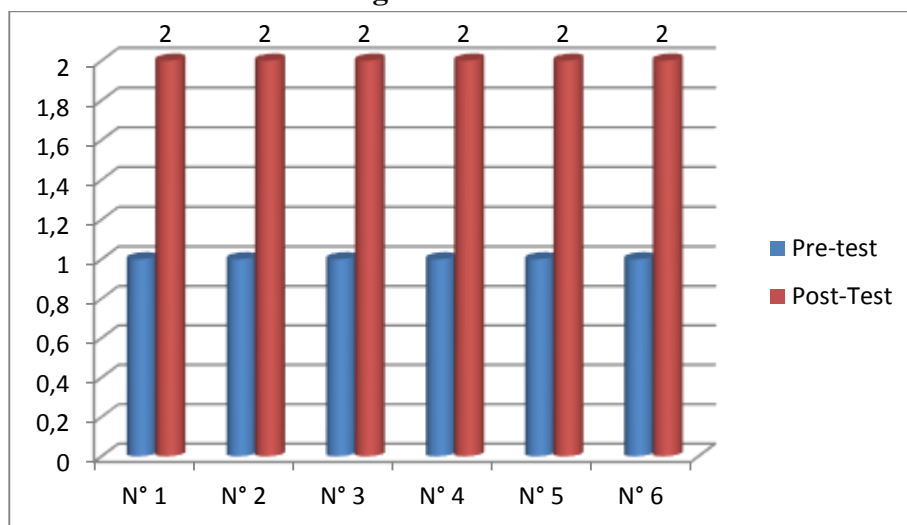
Now, each question from both, pre-test and post-test are described as follows:

1. Circle to complete the sentences.

Table N° 14

Subject: 6 students	Pre-test	Post-Test
N° 1	1	2
N° 2	1	2
N° 3	1	2
N° 4	1	2
N° 5	1	2
N°6	1	2

Source: Pre-test & Post-test
 Authors: Milton Marcillo and Giuseppe Sánchez

Figure 36

Source: Pre-test & Post-test
 Authors: Milton Marcillo and Giuseppe Sánchez

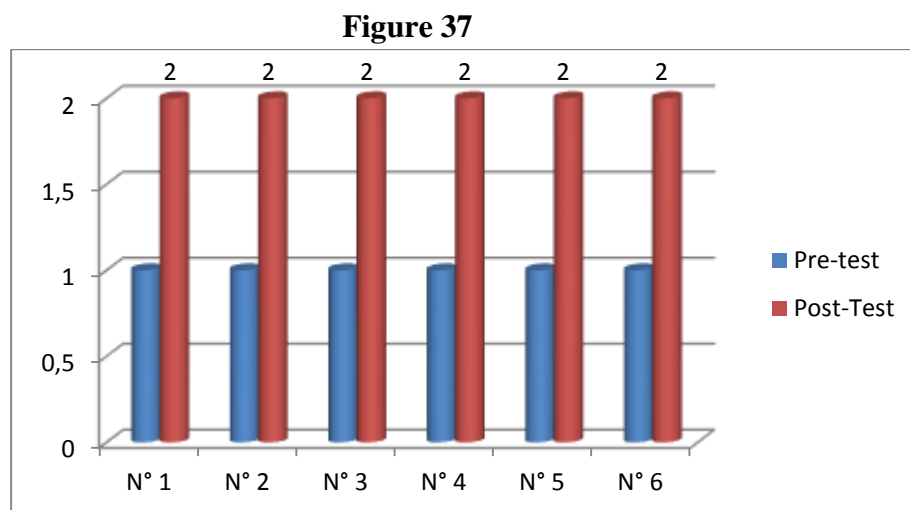
°In figure N° 36 it is shown that dyslexic students could answer part of the question and got 1 of the 2 points. The question instruction is simple; it only has one verb which is circle. So, the dyslexic student can easily understand what he has to do. Besides, the question has two pictures to guide the answer. And finally, it is a question that the dyslexic student can answer orally.

2. Order the words

Table N° 15

Subject: 6 students	Pre-test	Post-Test
N° 1	1	2
N° 2	1	2
N° 3	1	2
N° 4	1	2
N° 5	1	2
N°6	1	2

Source: Pre-test & Post-test
 Authors: Milton Marcillo and Giuseppe Sánchez



Source: Pre-test & Post-test
 Authors: Milton Marcillo and Giuseppe Sánchez

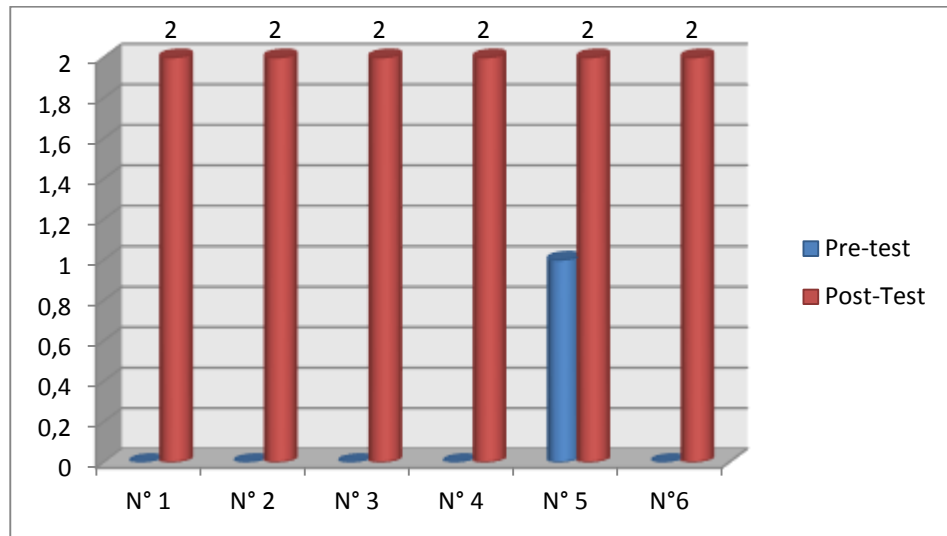
Figure 37 is about ordering the words. Even dyslexics have difficulty with ordering or sequence of words, they can work easily if the sentence to be ordered is divided into three parts that have sense; for instance, the subject, verb, and complement. In this case, dyslexic students got 1 of the 2 points which is excellent considering that they did not have any guide in the pre-test.

3. What are they doing?

Table N° 16

Subject: 6 students	Pre-test	Post-Test
N° 1	0	2
N° 2	0	2
N° 3	0	2
N° 4	0	2
N° 5	1	2
N° 6	0	2

Source: Pre-test & Post-test
 Authors: Milton Marcillo and Giuseppe Sánchez

Figure 38

Source: Pre-test & Post-test

Authors: Milton Marcillo and Giuseppe Sánchez

In figure 37 the question failed in five of the six dyslexic students. As that question contained just two pictures it was necessary the guide of the teacher. So in the pre-test just one student could get a point, the other ones got zero.

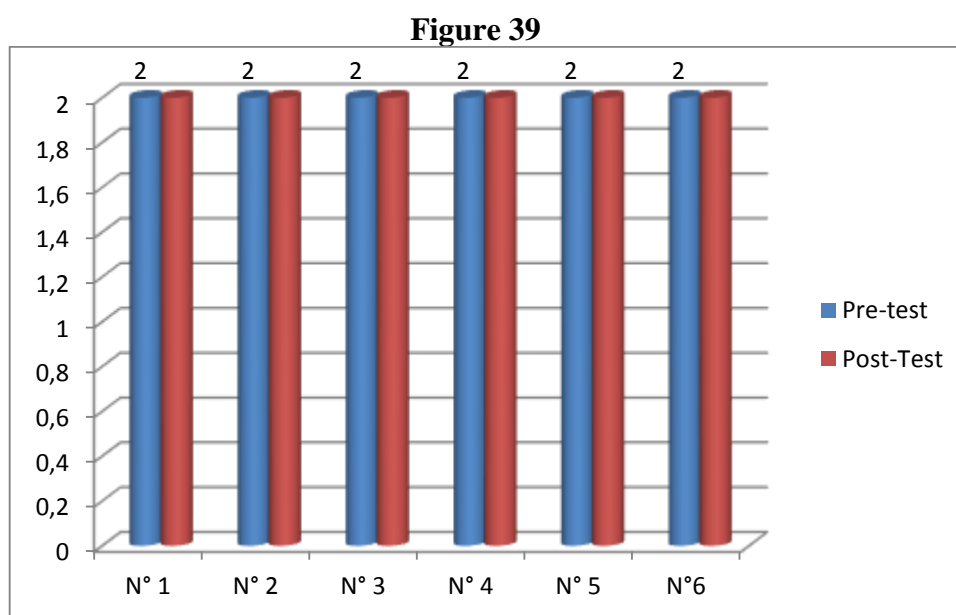
4. Match

Table N° 17

Subject: students	6	Pre-test	Post-Test
N° 1		2	2
N° 2		2	2
N° 3		2	2
N° 4		2	2
N° 5		2	2
N° 6		2	2

Source: Pre-test & Post-test

Authors: Milton Marcillo and Giuseppe Sánchez



Source: Pre-test & Post-test
 Authors: Milton Marcillo and Giuseppe Sánchez

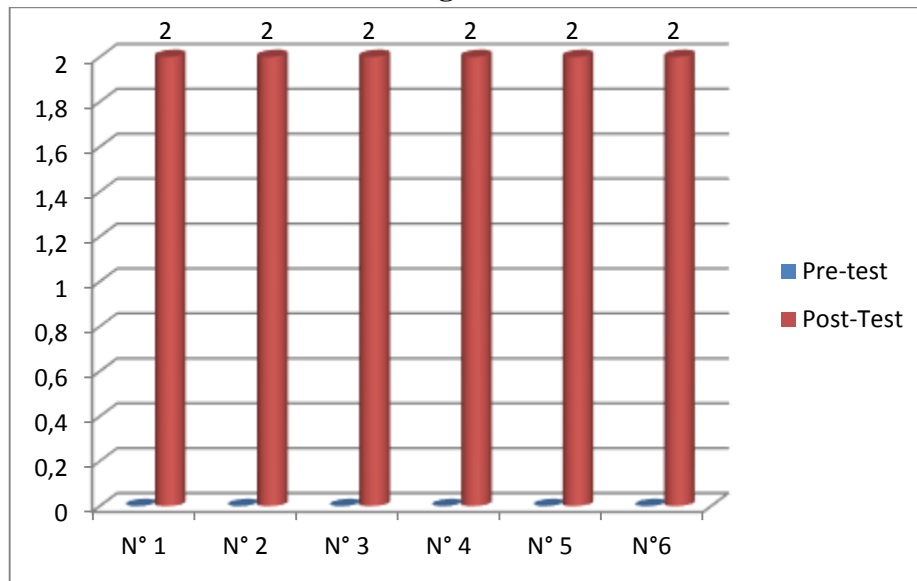
Figure 39 shows 2 points in the pre-test and post-test. The instruction of the question was simple: match. The answer just required a lined to cross out a picture to the Wh-Question words.

5. Choose can or cannot.

Table N° 18

Subject: 6 students	Pre-test	Post-Test
N° 1	0	2
N° 2	0	2
N° 3	0	2
N° 4	0	2
N° 5	0	2
N° 6	0	2

Source: Pre-test & Post-test
 Authors: Milton Marcillo and Giuseppe Sánchez

Figure 40

Source: Pre-test & Post-test

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 40 determines that dyslexic students got 0 over 2 points in the pre-test in the question where they have to choose can or cannot. Dyslexics need some support and that is why they got the 2 points in the post-test.

It is important to emphasize that the pre-test and post-test had a yellow color in order to highlight parts. For example, each question is in yellow so that the dyslexic student can understand them as question one, two, three, and so on.

Besides, in each question, instead of using a slash symbol to separate words, as can/cannot, it was used the same color to highlight can and cannot. This accommodation in the test helps the student to understand the space, guide them to go quickly from one question to another one, and of course, it becomes easier to choose options.

Between two words there is a slash, but it is highlighted with a primary color, preferable yellow. So, students can understand that every time they observe a yellow color in the test, it means “separation of a space”

Survey

The survey was designed to learn how to learn thirty students from the two rooms. Also, it was important to get information about curricular adaptations applied for English classes.

1. In my English class my teacher...

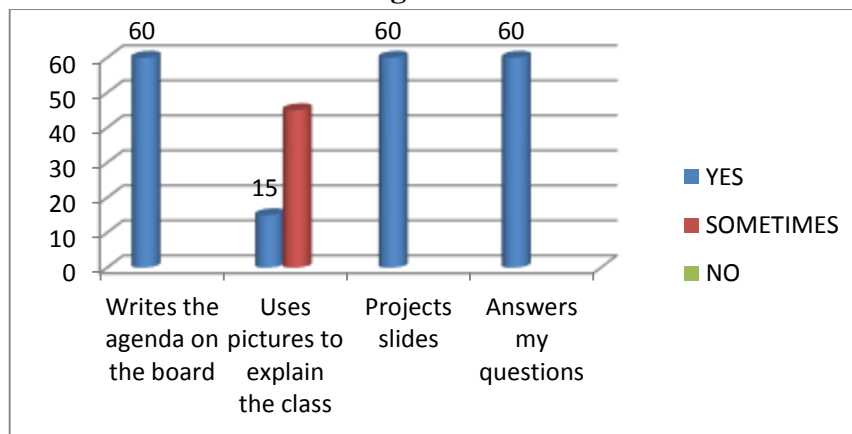
Table N° 19

	YES	SOMETIMES	NO
Writes the agenda on the board	60	0	0
Uses pictures to explain the class	15	45	0
Projects slides	60	0	0
Answers my questions	60	0	0

Source: Survey

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 41



Source: Pre-test & Post-test

Authors: Milton Marcillo and Giuseppe Sánchez

In figure 41 the graphic shows that the 60 students state that the teacher always writes the agenda on the board. 45 students consider that the teacher sometimes uses pictures to explain the class. 60 students declared that the teacher projects slides and answer students' questions.

2. My English class helps me improve my

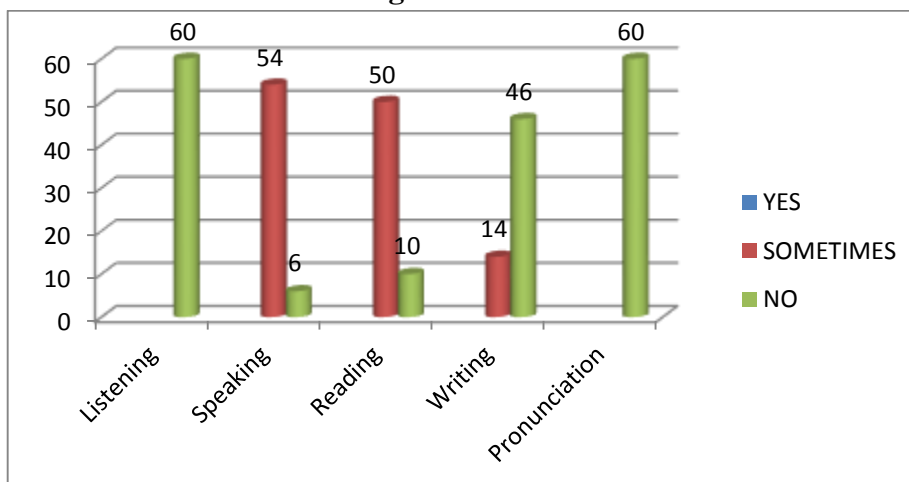
Table N° 20

	YES	SOMETIMES	NO
Listening	0	0	60
Speaking	0	54	6
Reading	0	50	10
Writing	0	14	46
Pronunciation	0	0	60

Source: Survey

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 42



Source: Survey

Authors: Milton Marcillo and Giuseppe Sánchez

In figure 42 it is shown that 60 students consider that English classes help them improve Listening and Reading. 54 of them affirm that their classes cannot help them improve their speaking. Only 10 students consider that they can improve their reading and 46 of them can be better in writing. It is remarkable in this group, that speaking is a difficult skill to develop and that English classes are

not being helpful for them. Then, Reading is the skill that is difficult and, Writing is the least difficult skill to develop. Dyslexic students have short memory so it turns difficult to keep in mind all the information in a reading selection, such as places, characters, setting, time, etc.

3. In my English class I enjoy learning...

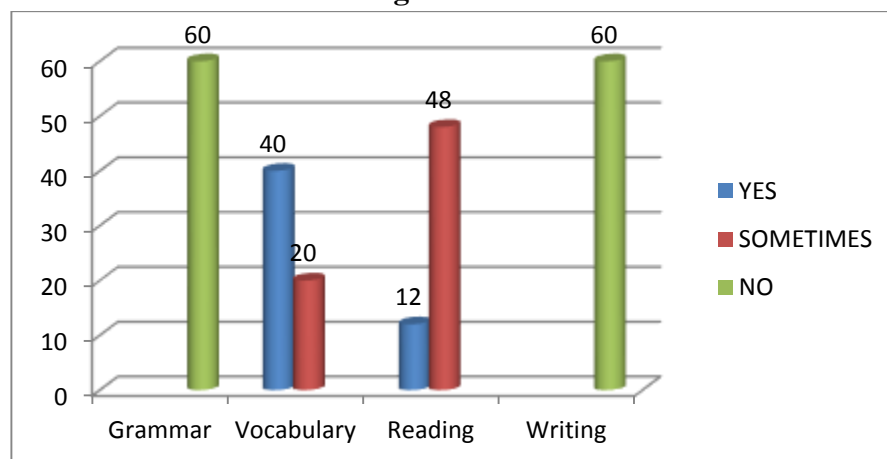
Table N° 21

	YES	SOMETIMES	NO
Grammar	0	0	60
Vocabulary	40	20	0
Reading	12	48	0
Writing	0	0	60

Source: Survey

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 43



Source: Survey

Authors: Milton Marcillo and Giuseppe Sánchez

In figure 43, the chart shows that 60 students consider that Grammar and Writing are not enjoyable at all. However, 40 of them enjoy Vocabulary classes; 12 of them love Reading classes. 20 Students found sometimes Vocabulary enjoyable and 88 state that reading is an interesting class.

4. In my English class, I use worksheets

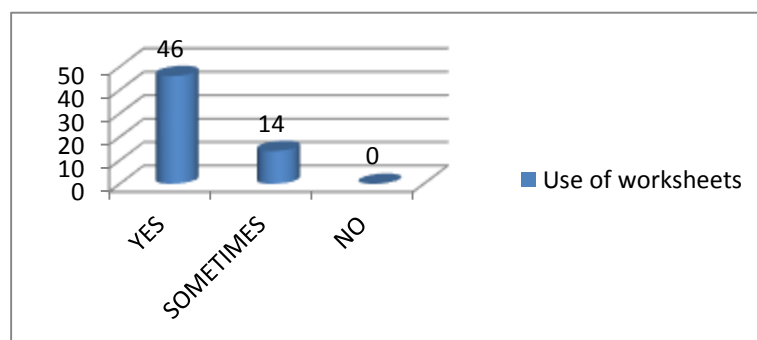
Table N° 22

	YES	SOMETIMES	NO
Use of worksheets	46	14	0

Source: Survey

Authors: Milton Marcillo and Giuseppe Sánchez

Figure 44



Source: Survey

Authors: Milton Marcillo and Giuseppe Sánchez

In figure 44, the graphic shows that 46 students state that they use worksheets in the English classes, while 34 of the 14 students affirm that sometimes they use worksheets. It is clear that in this institution, the English staff provides the students all the necessary materials to be used in the Language Classes.

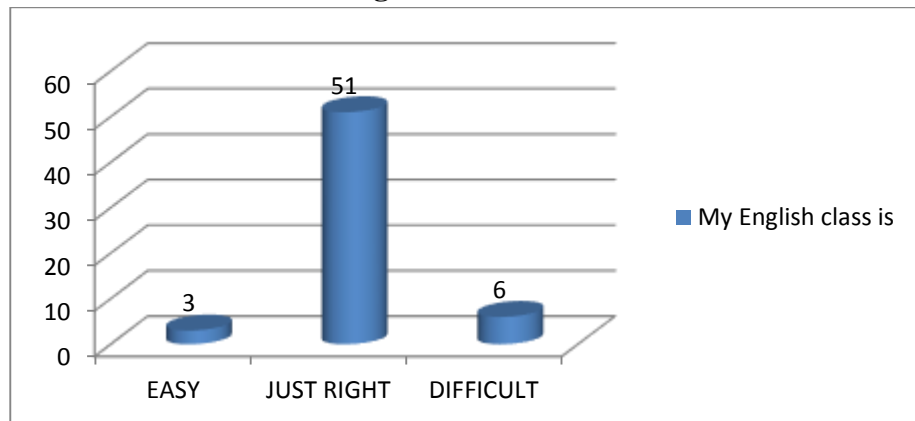
5. My English class is

Table N° 23

	EASY	JUST RIGHT	DIFFICULT
My English class is	3	51	6

Source: Survey

Authors: Milton Marcillo and Giuseppe Sánchez

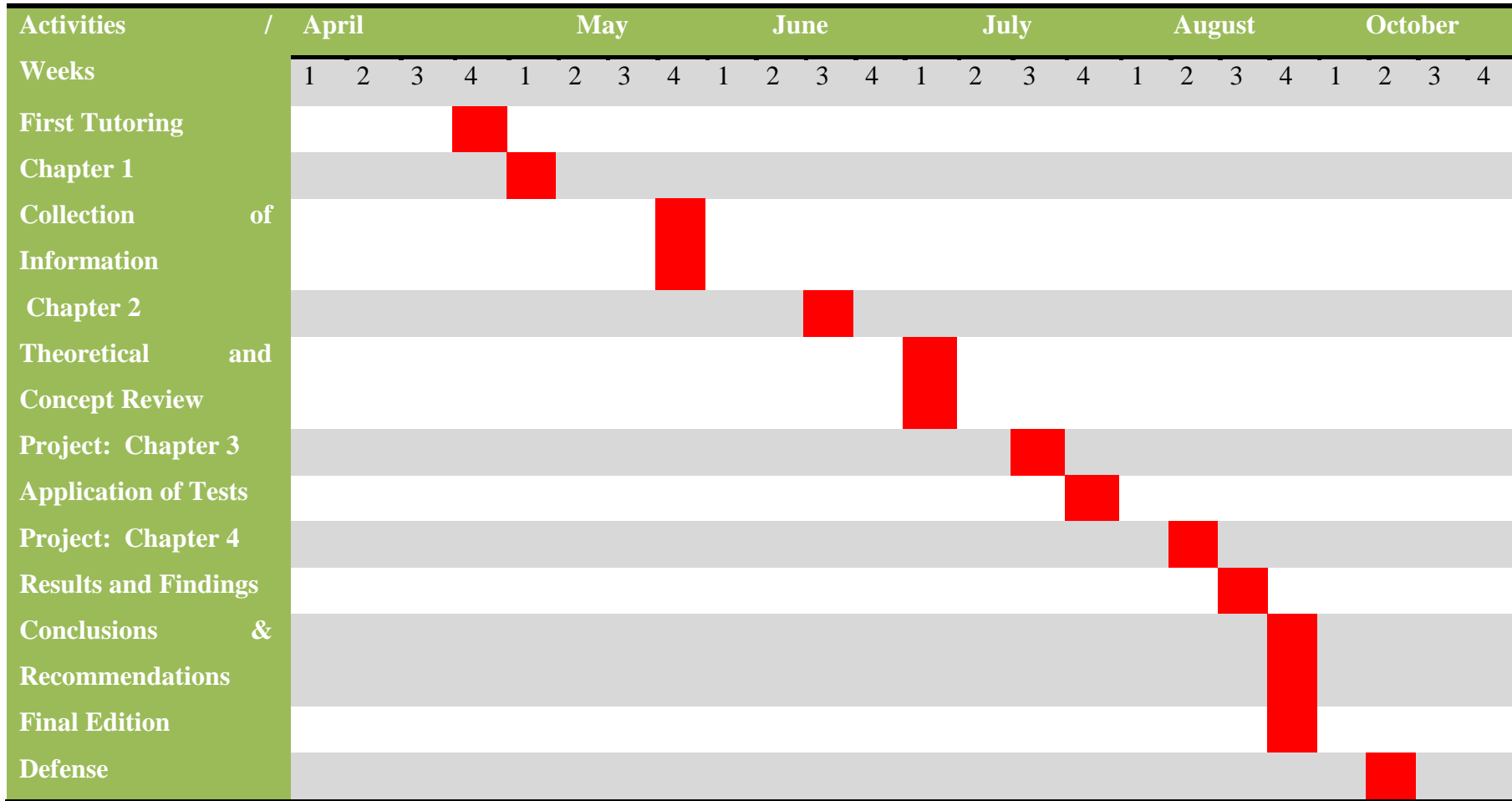
Figure 45

Source: Survey

Authors: Milton Marcillo and Giuseppe Sánchez

In figure 45 it is shown that 3 students consider that English classes are easy, 51 state that they are just right, and 6 that they are difficult. It is essential to indicate that 51 students correspond to a fairly high percentage of acceptances of English classes. The probability that the six students who state that English classes are difficult may correspond to dyslexic students.

3.5. Resources and Timeline



CHAPTER IV

FINAL CONCLUSIONS

4.1. Conclusions

Curriculum adaptation is not a modern term. It appeared since the World War II and it has been active until today. In our country, it is mandatory to apply adaptations to the curriculum in order to offer inclusive education to our students with special educational needs, such as dyslexics.

Teachers are well-trained to teach English and the development of listening, speaking, reading, and writing skills. However, it is necessary to make adaptations to ensure that dyslexic students learn English as well as their classmates.

Designing curricular adaptations involve the examination of the structure of instructions, rubrics for assessment, the materials to be used, the environment where they learn, the techniques or activities to be developed, Pedagogues have classified nine types of curriculum adaptations that include time, size, difficulty, degree of participation, alternate goals, input, output, and substitute curriculum. All of them summarize the best adaptations for dyslexic students.

Dyslexia is a common term related to the difficulty in reading and writing skills. Teachers have heard about this special educational need, but it does not mean that they have exclusively understood what it involves. Dyslexia does not have a relation with lack of intelligence; but rather, there is a long list of famous dyslexic people who have succeeded in life.

Some doctors, psychologists, and educators have dedicated time to look for an answer about the causes of dyslexia and the relationship between difficult to read and brain problems. That is why there are some learning areas affected by

dyslexia: spelling, math, reading, writing, phonics, among others related to logical resolution of problems. Besides, dyslexia also affects students' emotions because students feel they are different from the rest in the class. Health is another area affected because they usually feel anxiety when they cannot solve problems easily.

Even though there are a lot of scientific studies about the exact causes of dyslexia, it is sure that it causes some difficulties when learning a second language. It is well-known that a great number of people love learning English, but others consider that it is not so easy. It could be for particular issues, rather than English.

Learning English as a Second Language demands an effort because non speaking English people have to use their mother tongue more than the one that they are studying just inside the classrooms. Dyslexic students can learn this language in the same way, but curriculum adaptations will allow them to be assessed correctly. It means that they will success in their test scores because they are going to be evaluated under modified tests with the support of the teacher.

4.2. Problems and Limitation

One of the limitations found was the teachers' attitude towards the observation of their classes. They interpreted our visit as if we were supervisors from the Ministry of Education. Although the authorities allowed our access to the information from the Counseling Department, psychologists were reluctant to disclose confidential data.

However, we clarified them that names of students were not necessary, but numbers from the list of students with special educational needs. Another problem was the development of the survey. Instructions were given, but dyslexic students required personal support and teachers were not able to let us work with them.

Parents of dyslexic students also had to be notified about our project. Even they were satisfied and thankful for such an interesting tool for the school, they were afraid of their children reaction. So, we had to wait for a written authorization of parents. This process took time and besides, it was a bureaucratic process.

4.3. Recommendations

Private schools as well as public ones should legalize the admission of researches from renowned universities of Ecuador. Besides, schools should have a protocol which includes a previous communication of the research to all the institution staff so that everyone in the institution facilitates the process.

Material acquisition for dyslexic students' usage should be a priority for institutions that admit students with such special need. It includes boards lined in different colors, more than two of three color of board markers, colored papers instead of agendas, photocopies, worksheets, among others. Those materials can be also required in the list that parents have to buy every beginning to the school year,

Universities offer excellent academic programs in methodology and didactic, but they should include a set of curriculum adaptation programs in their syllabus. In that way, English teachers will be trained by professionals and new methods could be created from our country to the world.

Teachers should focus on the communicative skills development with dyslexic students. This can be possible with the support of images that should be kept in stock or they can be required to parents for the exclusive children's use.

Finally, teachers who have dyslexic students in the classroom should become a trusted friend who takes care of their progress, who knows their names, who remarks how well they are working in class, who assesses them under their

possibilities to read and write, and whose challenge is to provide opportunities in such vulnerable groups.

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Appendixes



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
OBSERVATION PAPER
2015-2016

**Informative Data:**

Observed teacher: _____ **Course:** _____ **Room:** _____
Date: _____ **Subject:** _____ **Time:** _____

ORGANIZATION	YES	NO
Begins class on time		
Appears well-prepared for class		
States clearly the aims/objectives/activities of the class session		
Engages in a variety of activities		
PRESENTATION		
Speaks audibly and clearly		
Selects teaching appropriate methods		
Incorporates various instructional supports		
Allows sufficient opportunity for student input		
Knows students' names and responds to them as individuals		
Treats class members equitably and respectfully		
CONTENT		
Makes course content relevant		
Explains new/difficult terms		
Integrates text and other course resource material		
Establishes clear context for instruction		
COURSE SYLLABUS		
Contains accurate information		
Are clearly related to course objectives		
Assignments and due dates are listed		
ASSESSMENT OF STUDENTS		
Produces meaningful and challenging learning experiences in assignments		
Includes a variety of activities which are responsive to varying student interests, abilities and learning styles		
Assigns differentiated questions for students with Special Ed. Needs		
COMMENTS		

 Observed Teacher

 Observer teacher



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
SCHOOL OF LANGUAGE**



Survey for students

Fill in the oval to answer questions about your English classes

	In my English class my teacher	YES	SOMETIMES	NO
1	Writes the agenda on the board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Uses pictures to explain the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Projects slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Answers my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	My English class helps me improve my	YES	SOMETIMES	NO
	Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	In my English class I enjoy learning...	YES	SOMETIMES	NO
	Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	In my English class, I use worksheets	YES	SOMETIMES	NO
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	My English class is	EASY	JUST RIGHT	DIFFICULT
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your time.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
LANGUAGE TEST
SCHOOL YEAR 2015-2016



Name: _____
Course: _____
Date: _____

Score

1. Choose a word from the box to complete each sentence (2 points)

alligators	deer	pelicans	orchids
------------	------	----------	---------

- a. Look at the beautiful flowers! I don't see any _____, but they can grow in a swamp.
 b. Look at that big _____ swimming over there

2. Put the words in order to make sentences (2 points)

a. My/is/father/dentist/a/

b. Am/ my/driving/car/I/new

3. Write the verb into the Present Progressive. (2 points)

a. My sister (to clean) _____ the bathroom.

b. Look! They (to go) _____ inside.

c. Mrs. Miller (to listen) _____ to CDs.

d. We (to speak) _____ English at the moment

4. Complete the sentence with an appropriate Wh Question Word. (2 points)

a. _____ are my keys? Your keys are on the table

b. _____ is your birthday?

c. _____ is your best friend?

d. _____ is your e-mail?

5. Choose can or can't according to the situation. (2 points)

a. This test is very difficult; I _____ answer any question.

b. She is good at the piano; she _____ play the piano very well.

c. Maria can speak English but she _____ speak French.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
LANGUAGE PRE-TEST
SCHOOL YEAR 2015-2016



Name: _____
Course: _____
Date: _____

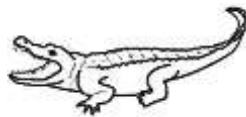
Score

For teacher use only



For teacher use only

1. Circle to complete the sentence. (2 points)



Oral

--	--	--

- c. Look at the beautiful flowers! I don't see any _____, but they can grow in a swamp.
- d. Look at that big _____ swimming over there

2. Order the words (2 points)

is a / dentist / my father

--	--	--

Oral

- c. driving / I am / my new car

3. What are they doing?. (2 points)



--	--	--

Oral

4. Match (2 points)

Where are my keys?



Written

--	--	--

When is your birthday?



5. Choose can or cannot (2 points)

Written



--	--	--

a. She **can / cannot** do the test.



b. She **can / cannot** play the piano very well.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
LANGUAGE POST-TEST
SCHOOL YEAR 2015-2016



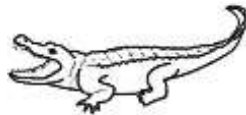
Name: _____
Course: _____
Date: _____

Score

For teacher use only



6. Circle to complete the sentence. (2 points)



For teacher use only

Oral

--	--	--

- e. Look at the beautiful flowers! I don't see any _____, but they can grow in a swamp.
- f. Look at that big _____ swimming over there

7. Order the words (2 points)

is a / dentist / my father

--	--	--

Oral

- d. driving / I am / my new car

8. What are they doing?. (2 points)



--	--	--

Oral

9. Match (2 points)

Where are my keys?



--	--	--

Written

When is your birthday?



10. Choose can or cannot (2 points)



--	--	--

Written

c. She **can / cannot** do the test.



d. She **can / cannot** play the piano very well.



Mr. Milton Marcillo - 9th Course
Nueva Semilla School



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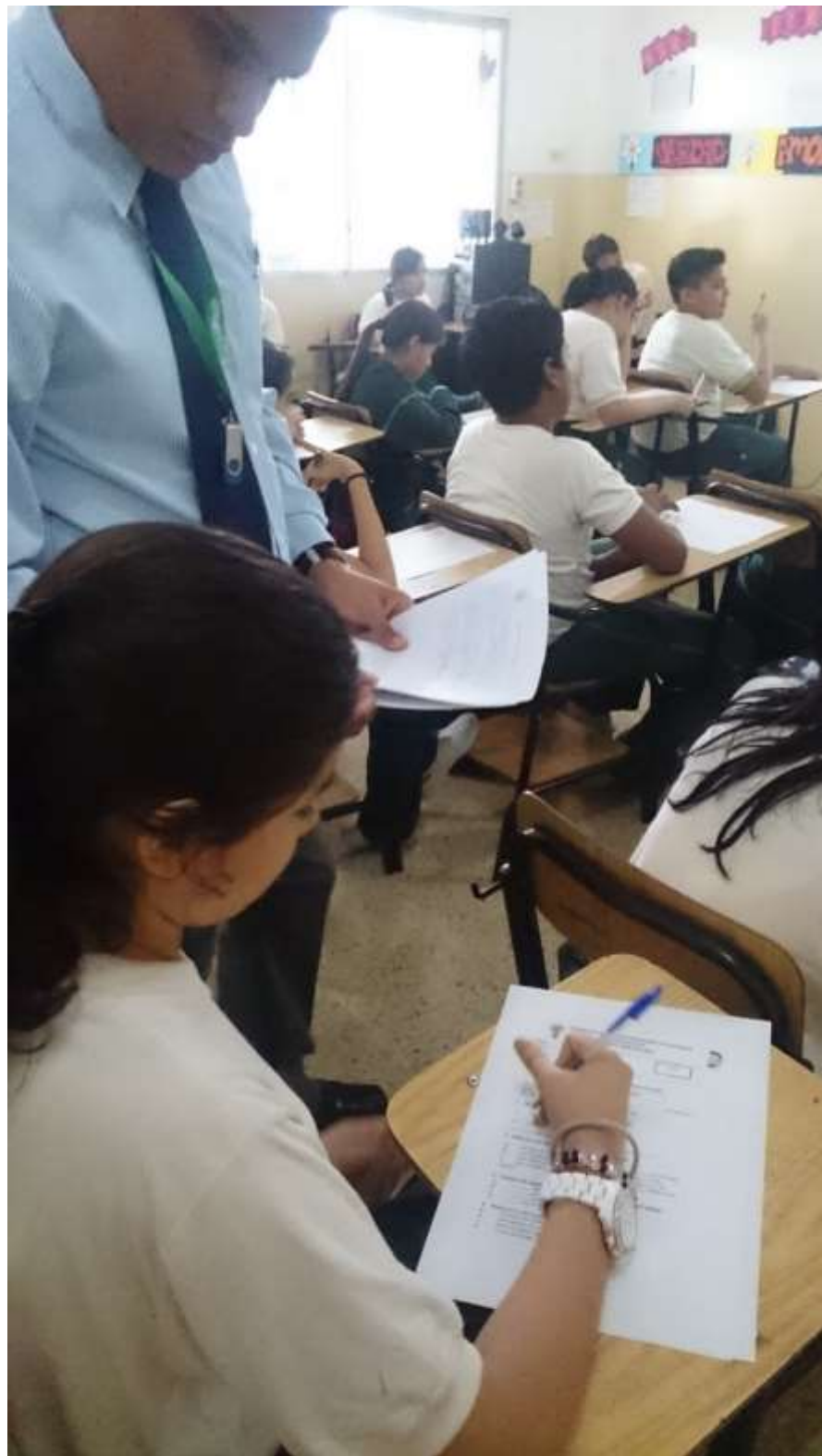
Mr. Holger Sánchez - 9th Course
Nueva Semilla School



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Nueva Semilla School



Survey - Mr. Milton Marcillo - 9th Course
Nueva Semilla School



General Test -Mr. Holger Sánchez - 9th Course
Nueva Semilla School



Survey-Mr. Milton Marcillo - 9th Course
Nueva Semilla School