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FACULTAD DE FILOSOFÍA Y LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

PROYECTO EDUCATIVO

PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN: LENGUA Y LINGÜÍSTICA INGLESA

TOPIC

**“INFLUENCE OF CURRICULUM ADAPTATIONS IN THE
ENGLISH PROGRAM TO DEVELOP READING
COMPREHENSION IN CHILDREN WITH DYSLEXIA”**

PROPOSAL:

“DESIGN A GUIDE BASED ON CURRICULUM ADAPTATIONS IN THE
ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN
CHILDREN WITH DYSLEXIA”

RESEARCHER:

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MSc. Galo Donoso Noboa

**Guayaquil-Ecuador
2019**



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"INFLUENCE OF CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA"

Propuesta: "DESIGN A GUIDE WITH CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA"

Pertenece a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente,

Viviana Carolina Merino Angulo
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PROYECTO

TEMA:

**INFLUENCE OF CURRICULUM ADAPTATIONS IN THE
ENGLISH PROGRAM TO DEVELOP READING
COMPREHENSION IN CHILDREN WITH DYSLEXIA**

APROBADO

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Tribunal N°1

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Tribunal N° 2

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Tribunal N° 3

Viviana Carolina Merino Angulo
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DEDICATION

I deeply dedicate this work to my daughter because she is the engine that impels me to improve as a professional so that together we can enjoy these achievements. I also dedicate it to my parents to make them proud that I have completed this stage of my professional life.

Viviana Carolina

THANKFULNESS

To God, for being the invisible force that allows me to have faith and confidence in my abilities and that has allowed me to fulfill this goal; to my parents because their love has been a constant support in the culmination of my teaching career; to my boss because she has given me the faculties to fulfill this project; and to my tutor: because with a sense of responsibility he has guided me so that this work concludes in a successful way.

Viviana Carolina



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“INFLUENCE OF CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA”

Autor: Viviana Carolina Merino Angulo

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ABSTRACT

This research work seeks to guide English language teachers in the application of curricular adaptations in students with dyslexia of Eighth Course, room "A" of the Chongon Public High School of the city of Guayaquil, Ecuador in the school year 2018-2019, which evidence difficulties in reading comprehension. The theoretical framework contains valuable information about dyslexia, its causes and effects, as well as the cognitive areas that are affected by this reading-writing disorder. Likewise, the theoretical framework refers to the curricular adaptations based on the comprehensive reading classes, focusing on the types of readings and the modifications that the curriculum deserves in order to ensure that a dyslexic student participates in his or her own knowledge. The data was collected through a field investigation with the participation of seven dyslexic students, an English teacher and the chairman of the educational center. An interview was applied with ten questions for both the teacher and the authority of the school. Another research instrument that was applied was a survey with the participation of the seven dyslexic students and the results were analyzed through statistical tables and graphics. In the same way, a bibliographical research was applied as a query of several authors that support the different theories and scientific texts consulted. This project also frames an exploratory-type research in which a suitable technique is sought for the achievement of reading comprehension of students with dyslexia. The proposal presented is a guide based on the appropriate curricular adaptations to the English program for the development of reading skills in students with dyslexia, which is an innovative tool that allows practicing the inclusion that is mandatory in the Constitution of Ecuador.

Key words: Reading comprehension, Curriculum Adaptations, Dyslexia.



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**“INFLUENCIA DE LAS ADAPTACIONES CURRICULARES EN EL PROGRAMA DE INGLÉS PARA
DESARROLLAR LA COMPRENSIÓN LECTORA EN LOS NIÑOS CON DISLEXIA”**

Autor: Viviana Carolina Merino Angulo

Tutor: MSc. Galo Donoso Noboa

RESUMEN

Este trabajo de investigación busca orientar a los docentes de la enseñanza del idioma Inglés en la aplicación de adaptaciones curriculares en los estudiantes con dislexia de Octavo Curso Paralelo “A” del Colegio Fiscal Chongon de la ciudad de Guayaquil, Ecuador en el período lectivo 2018-2019, los cuales muestran dificultades en la comprensión lectora. El marco teórico contiene información valiosa sobre la dislexia, sus causas y efectos, así como las áreas cognitivas que se ven afectadas por este trastorno de lecto-escritura. Así mismo, el marco teórico se refiere a las adaptaciones curriculares basadas a las clases de lectura comprensiva, enfoca los tipos de lecturas y las modificaciones que el currículo amerita para lograr que un estudiante disléxico sea partícipe de su propio conocimiento. Los datos se recogieron a través de una investigación de campo con la participación de siete estudiantes disléxicos, una docente de Inglés y el rector del centro educativo. Se aplicó una entrevista con un cuestionario de diez preguntas tanto para la maestra como para la autoridad del colegio. Una encuesta se aplicó a los siete estudiantes y los resultados fueron analizados a través de cuadros estadísticos. De igual manera se aplicó una investigación bibliográfica como consulta de varios autores que dan soporte a las diferentes teorías y textos científicos consultados. Este proyecto también enmarca una investigación de tipo exploratorio donde se busca una técnica adecuada para el logro de la comprensión lectora de los estudiantes con dislexia. La propuesta presentada es una guía basada en las adaptaciones curriculares apropiadas al programa de Inglés para el desarrollo de las habilidades lectoras en los estudiantes con dislexia, la cual es una herramienta innovadora que permite practicar la inclusión que es mandatoria en la Constitución del Ecuador.

Palabras claves: Lectura Comprensiva, Adaptaciones Curriculares, Dislexia



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FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN

TÍTULO Y SUBTÍTULO:	"INFLUENCE OF CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA"		
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UNIDAD/FACULTAD:	FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN		
MAESTRÍA/ESPECIALIDAD:	LENGUAS Y LINGÜÍSTICA INGGLESA		
GRADO OBTENIDO:	LICENCIADO EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN LENGUAS Y LINGÜÍSTICA		
FECHA DE PUBLICACIÓN:		No. DE PÁGINAS:	142
ÁREAS TEMÁTICAS:	CURRICULUM ADAPTATION TO DEVELOP READING SKILLS IN DYSLEXIC STUDENTS		
PALABRAS CLAVES/ KEYWORDS:	Reading comprehension, Curriculum Adaptations, Dyslexia		
RESUMEN/ABSTRACT (150-250 palabras):	<p>This research investigates the use of visual stories in order to strengthening of reading comprehension skills in students from First Sophomore at 28 e Mayo Public High School in Guayaquil, Ecuador during the school year 2015- 2016, who shows deficiencias in language skills, which are competence of the English language. The theoretical framework collects information about variables, which are based on the importance of reading, types and implications, technical, and reading comprehension advantages. In addition, the theoretical framework also includes specific information on the types of visual aids, learning styles and visual stories. The information was obtained through field observation where 60 students participated with a survey to find out how students perceive their reading comprehension classes and how they could improve their reading abilities. It became necessary to make a bibliographical research in order to have a broad knowledge of the topic in the field of education. This project is an exploratory, descriptive and explanatory research that intends to find an appropriate technique to improve reading comprehension skills by using visual stories. Data were collected during the period 2014-2015 with a population of 459 students from First Sophomore in the institution previously mentioned; and a sample of 60 students. The interview was used to collect information from the director and teacher. This research is important because it will help students from First Sophomore at 28 de Mayo Public High School, because it proposes the practice of different reading comprehension techniques and the use of graphic organizers that facilitate the development of this skill. Then, using a digital handbook with visual stories becomes a new and innovative tool for students who need practice exercises in order to become expert readers.</p>		
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RESUMEN/ABSTRACT (150-250 palabras):	<p>Esta investigación indaga el uso de historias visuales en el fortalecimiento de las habilidades de comprensión lectora en los estudiantes de Primero de Bachillerato del Colegio Nacional 28 de Mayo de Guayaquil, Ecuador en el periodo lectivo 2015- 2016, que muestran deficiencias en las competencias lingüísticas, propias del idioma Inglés. El marco teórico recoge información sobre las variables, basado en la importancia de la lectura, tipos e implicaciones, técnicas, así como las ventajas de la comprensión lectora. Por otro lado, el marco teórico también recoge información precisa sobre los tipos de ayudas visuales, los estilos de aprendizaje y las historias visuales. La información se obtuvo a través de la observación de campo donde participaron 60 estudiantes con una encuesta llevada a cabo para saber cómo los estudiantes perciben su clase de lectura comprensiva y cómo podrían mejorar en ello. Se hizo necesario hacer una investigación bibliográfica con el fin de tener un amplio conocimiento de este tema en el campo de la educación. El presente proyecto es una investigación exploratoria, descriptiva y explicativa que tiene la intención de descubrir una técnica apropiada para mejorar las habilidades de comprensión lectora mediante el uso historias visuales. Los datos se recogieron durante el período 2014-2015 con una población de 459 estudiantes de Primero de Bachillerato de la institución; y una muestra de 60 estudiantes. La entrevista fue utilizada para recabar información de la rectora y la maestra; esta investigación es importante porque ayudará a los estudiantes que de Primero de Bachillerato del Colegio Nacional 28 de Mayo, ya que propone la práctica de diferentes técnicas de lectura comprensiva y el uso de organizadores gráficos que facilitan el desarrollo de esta habilidad. Entonces, el uso de un manual digital con historias visuales se convierte en una herramienta novedosa e innovadora para los estudiantes que requieren practicar ejercicios que los conviertan en expertos lectores</p>	
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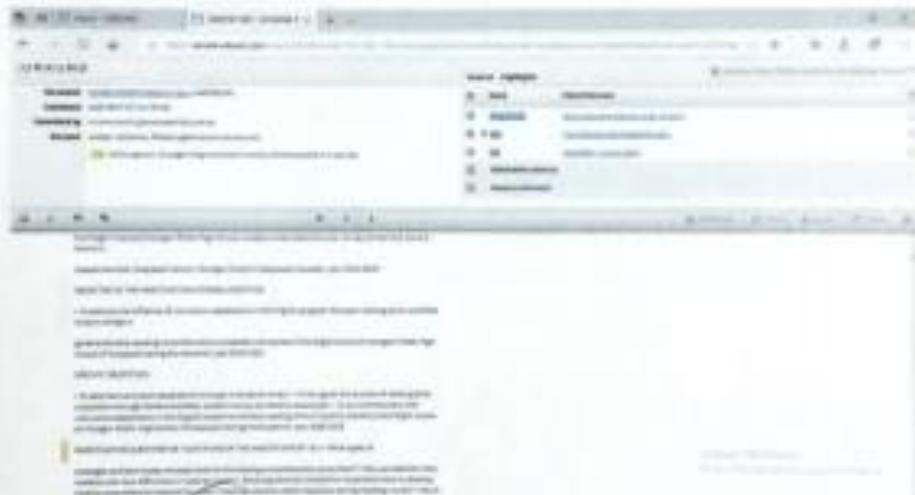
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CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrada MSC. GALO DONOSO NOBOA, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **MERINO ANGULO VIVIANA CAROLINA** con C.I **0917184327**, con mi respectiva supervisión como requerimiento parcial para la obtención del título **LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN EN LENGUAS Y LINGÜÍSTICAS**.

Se informa que el trabajo de titulación **"INFLUENCE OF CURRICULUM ADATATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA"** ha sido orientado durante todo el periodo de ejecución en el programa de antiplagio (URKUND) quedando el 1% de coincidencia



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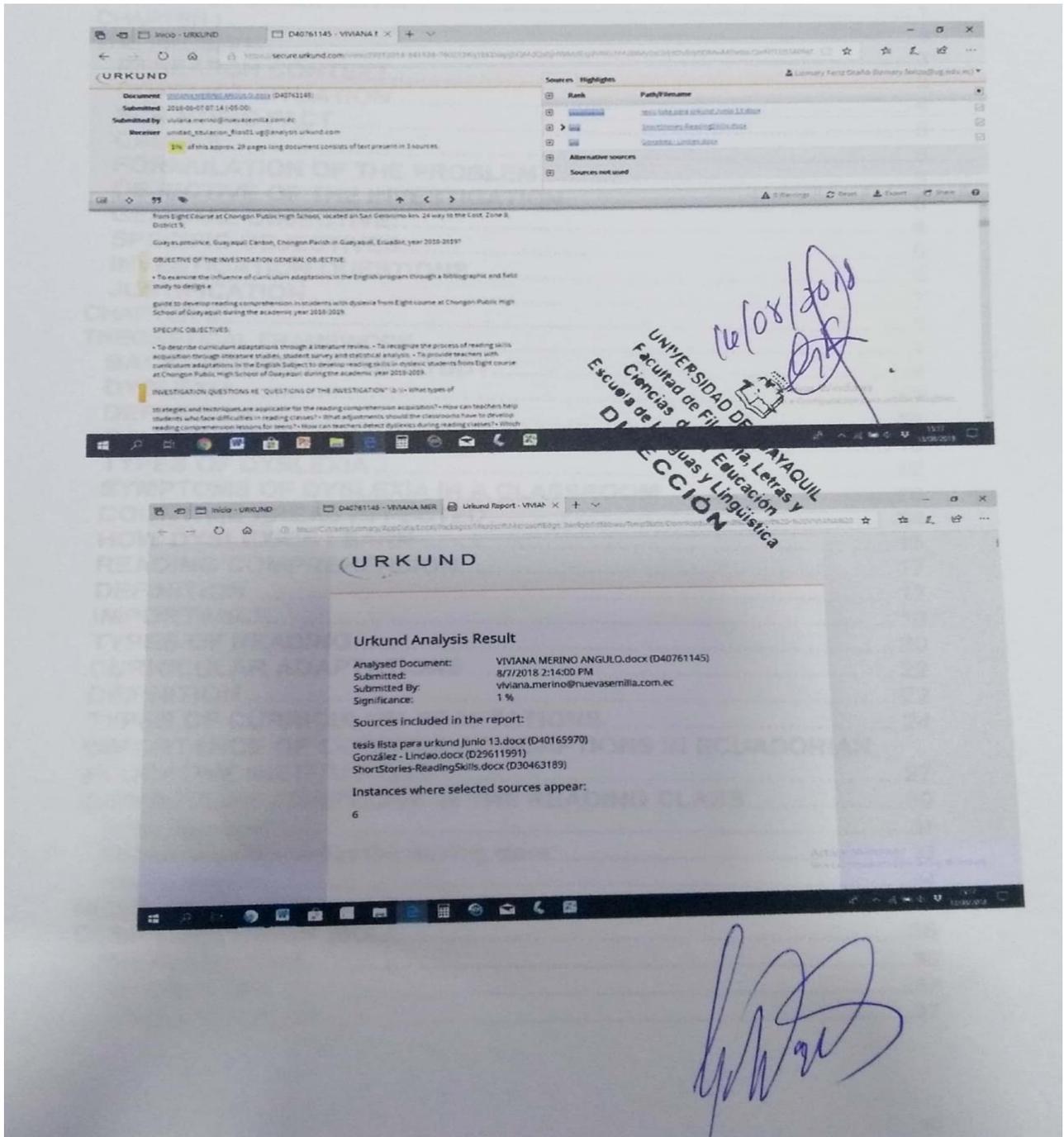


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INTRODUCTION

The aim of this research work is to ensure that students with dyslexia understand the readings they analyze in English classes through the application of appropriate curricular adaptations according to the types of reading developed in Eighth Course, Room "A" of the Chongon Public School of the city of Guayaquil in the school year 2018-2019. This study center allowed the application of the proposal.

Because dyslexia is a reading-writing disorder, it is understandable that the aforementioned students have difficulty in the development of reading skills. That is why it is presented a tool that guides teachers in the use of curricular adaptations which are evident in the planning, in the classroom, in the methodology, the use of the board, in tasks, and in the instruments of evaluation to be applied in comprehensive reading classes.

There is an incongruity between reading comprehension and dyslexia; however, it is possible to make a connection between both aspects viable through the adaptations and modifications made to the curriculum. For this achievement it is necessary to know about dyslexia, the types of reading and adaptations according to each case.

This work is based on five foundations such as theoretical, philosophical, pedagogical, technological and legal. Each one of the contributions of authors and scientific works has been duly consulted with the purpose of finding the causes, effects and possible solutions to the problem posed.

The methodology applied has allowed a field investigation to be carried out with the participation of seven students with dyslexia and an interview conducted with the school authority, as well as with the English teacher. The structure of this project is composed of the following parts:

CHAPTER ONE

This chapter contains the problem, the conflict situation, the scientific fact, the causes, the formulation of the problem, the objectives, the research questions, and the justification.

CHAPTER TWO

This chapter refers to the theoretical framework in which the scientific part is framed through the development of the topics that contain the two variables, as well as the contextual and legal framework.

CHAPTER THREE

This chapter gathers the information about the methodology of the investigation, the types of research, the procedures and instruments of investigation, the analysis of the results with a quantitative and qualitative description, as well as the conclusions and recommendations.

CHAPTER FOUR

This last chapter frames the proposal that is based on a guide in the application of curricular adaptations for the English program in search of the improvement of reading skills in students with dyslexia, its description, diagnosis, justification, objectives, importance, feasibility and the practical part of the proposal.

CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

The purpose of the current research project is to achieve reading comprehension in students with dyslexia. This issue has been found in students from Eighth Course from the Public High School Chongon, located in Guayas Province, Canton Guayaquil, Parish Chongon during the school year 2018 – 2019. This institution accepted this proposal in order to help both teachers and dyslexic students.

Chongon Public High School opened its doors on October 20th, 1988 based on the Ministerial Agreement N°911. Nowadays, it is formed by the basic superior level from eighth to tenth courses and the baccalaureate level which is formed by first, second, and third senior high courses. This institutions work in both morning and afternoon shifts. It also offers to graduate students in Technical Baccalaureate.

There is a staff of 30 teachers working in both shifts. From this quantity, there are two English teachers. Each classroom has an average of 60 students that form a mixed group of males and females. Basic Superior Level has three rooms from eighth to tenth grades. In high school there are three rooms from first to third baccalaureate.

The staff of the English area plans their classes according to the demands of the Ministry of Education. In addition, the two teachers have considered in their Annual Operating Plan to do different activities such as school projects, interdisciplinary fairs and other internal activities that are developed with self-management. The curriculum includes five hours a week of English and within these periods of classes teachers try to work

on the contents through the development of the four basic skills such as listening, speaking, reading and writing.

CONFLICT SITUATION

Dyslexic students are a group of vulnerable young people who cannot assimilate what they read due to their own condition because they have reading and writing problems; to this issue it must be added that the modifications or adaptations that correspond to the curriculum are not made and as a result there is a lack of reading comprehension in the English classes.

Evidence of the above paragraph was observed in a class in eighth grade during a reading lesson. There were sixty students working with the teacher and a book was the unique resource used. Most of the students showed they did not understand some clue words and the teacher gave them the correspondent definitions. However, visual aids were necessary to provide more support.

On the other hand, there were some students who needed personal monitoring in order to develop some exercises, but even when the teacher tried to help, it was difficult due to the lack of training to work with students under special educational needs. This means that the pedagogical treatment received by students in special cases is the same as the one given for regular students.

The problem exists and it is the responsibility of the three actors of educational work: teachers, parents and students. If these human groups became aware of the need to adapt the curriculum, the results would be the achievement of students with dyslexia being good readers. Everything is possible to achieve and that depends on the openness that is given to this research work.

SCIENTIFIC FACT

In the 8th grade classroom of higher basic education of the Chongon Public School, it has been detected that there are seven cases of students with dyslexia, which present reading and writing difficulties. These cases are duly reported in the Department of Student Counseling and have been diagnosed by an external psychologist. That is, the problem is detected and it is mandatory to pay attention to these vulnerable cases.

CAUSES

- Lack of application reading techniques
- Little motivation offered to the students
- Little importance to the needs of a dyslexic student
- Lack of information about the types of curricular adaptations
- Lack of teaching resources for the development of reading classes
- Scarce application of methodological strategies for the teaching of comprehensive reading

FORMULATION OF THE PROBLEM

How do curriculum adaptations influence in the development of reading skills in dyslexic students from Eight Course at Chongon Public High School, located on San Geronimo km. 24 way to the Cost, Zone 8, District 9, Guayas province, Guayaquil Canton, Chongon Parish in Guayaquil, Ecuador, year 2018-2019?

OBJECTIVE OF THE INVESTIGATION

GENERAL OBJECTIVE:

- To examine the influence of curriculum adaptations in the English program through a bibliographic and field study to design a guide to develop reading comprehension in students with dyslexia from Eight course at Chongon Public High School of Guayaquil during the academic year 2018-2019.

SPECIFIC OBJECTIVES:

- To describe curriculum adaptations through a literature review.
- To recognize the process of reading skills acquisition through literature studies, student survey and statistical analysis.
- To provide teachers with curriculum adaptations in the English Subject to develop reading skills in dyslexic students from Eight course at Chongon Public High School of Guayaquil during the academic year 2018-2019.

INVESTIGATION QUESTIONS

- What types of strategies and techniques are applicable for the reading comprehension acquisition?
- How can teachers help students who face difficulties in reading classes?
- What adjustments should the classrooms have to develop reading comprehension lessons for teens?
- How can teachers detect dyslexics during reading classes?
- Which is the best way to select appropriate reading stories for teens?
- Should teachers take advantage of the ICTs in the reading classes?

JUSTIFICATION

In 1994, the Statute of Salamanca created by UNESCO began to promote inclusion in schools, Ecuador was one of the countries that accepted the challenge. Ecuador agreed to be part of this project and committed to be an inclusive country. This significant gesture gave way to Ecuadorians with special educational needs have an opportunity to learn in regular schools.

From that moment on, the Student Council Departments of the educational institutions began to take into consideration to receive training in inclusion issues and curricular adaptations, which would facilitate the learning of students with any need such as dyslexia, which is common in most of the student groups.

It is contradictory that on one hand the government has decided to support inclusion and on the other hand the teachers use methods that kill the creativity and the different ways of learning of students with this special condition, such as dyslexia.

This means that it is mandatory for teachers to be updated on curricular adaptations so that they know how to help students with dyslexia to be good readers in English classes. For this reason, both government authorities and the institution directors where this research project is applied are the access routes to realize this benefit for this vulnerable group of dyslexics in the Chongon Public High School during this academic year 2018-2019.

Since 2013, Ecuador has put into effect the Good Living Plan, with which inclusion has become a state issue. All the actors of the education together with the parents began to live the changes and the benefits of this plan that focused until 2017 on a quality education for all Ecuadorians.

This quantifier gave coverage to each one of the children and young people in school stage, without distinguishing their educational needs.

Therefore, this research project has as a beneficiary this group of dyslexic students who have the right to understand and participate in their own learning within the English classes and in a particular way within the comprehensive reading classes.

CHAPTER II

THEORETICAL FRAMEWORK

This work intends to contribute to the investigation by means of the observation in a field work, with clear objectives for the search of the solution of a detected problem whose hypothesis must be explained based on the points of view of different theories.

BACKGROUND OF THE STUDY

To proceed with the investigation of this work, it was necessary to review the files of the University of Guayaquil, School of Philosophy, Literature and Education Sciences to identify about the existence of similar projects or related to the theme of curricular adaptations for the development of reading comprehension of students with dyslexia.

This preliminary investigation resulted in some topics being researched in terms of comprehensive reading and others on curricular adaptations, but none focused on associating these two important areas of the educational field.

Besides, it was needed to search in the digital repository of the University of Guayaquil in order to find similar research works, but no evidence of the current investigation paper was found. Similarly, there is no proposal with a guide in curricular adaptations for the achievement of reading comprehension of dyslexic students within the English classes.

Because of the above, this research work has become a novel and useful tool for both teachers who need a guide with the application of curricular adaptations in their reading classes, and for dyslexic students who are difficult to understand what they read.

DYSLEXIA

DEFINITION

Dyslexia is defined as a learning difficulty that affects mainly speech, fluency, reading and therefore the writing of words. For this association, dyslexia is one of the most common causes of learning problems that are detected in almost all educational institutions in the world. (The British Dyslexia Association, 2010)

In Argentina, the National Center for Special Educational Needs presents the teachers of their country with the challenge of teaching reading to students with dyslexia. This center recognizes that it is a difficult task to achieve but it indicates that it is not impossible because at present there are the means to facilitate this process in the classroom. (The British Dyslexia Association, 2010)

Dyslexic people present problems in reading, writing, spelling, which leads to difficulties in visual perception. Their memory is short term, therefore they have difficulties in the organization of their ideas and they do not produce fluidly what they are thinking. (The British Dyslexia Association, 2010)

Dyslexia can be presented in any human being with a normal intellectual capacity. This is because dyslexia is a linguistic and non-cognitive disorder. Hence, any talented person can also be a dyslexic. (Ingham, 2013)

CAUSES OF DISLEXIA

The brain is the organ responsible for all the correct functions of the rest of the organs of the human body. The cerebellum has two hemispheres; the one on the left side is responsible for the logic of words,

numbers, analysis, lists, linearity and sequence and also controls the right side of the body. The right side of the brain is the most creative part and helps the mobility of the left part of the body. Between the left and right hemispheres there is a connection called the corpus callosum. (Larimore, 2017)

When the corpus callosum is not well connected, the hemispheres do not receive the correct orders and a malfunction of the organs of the body is generated. However, five theories are attributed to the appearance of dyslexia in a human being:

- Brain Development
- Wiring of the Brain
- Genetic Inheritance
- Hearing Problems at a Young Age
- Evolutionary Perspective

Research on the causes of dyslexia has established that the cellular structure of the brain of a dyslexic person is different. There is also a hereditary element, because it tends to happen in some families; According to the latest studies, the incidence of a genetic component is possible. (Larimore, 2017)

Apparently, a child affects a greater percentage than girls. Some authors indicate that in 70% of cases there is a delayed and incomplete preparation of oral language; alterations in the space-time orientation, visual or rhythm alterations are frequent at the origin of this difficulty. In

spite of the fact that dyslexia manifests itself from the age of 6, which is when the systematic learning of reading begins and the problems are located and diagnosed, there are indicators that even at the age of 3 years they detect if a child has difficulties. (Larimore, 2017)

However, dyslexia is usually identified in elementary school, the time when reading and writing skills must be developed. Dyslexia can be linked to dystortography, problems that the child faces when learning spelling, learning more complex than reading. (Larimore, 2017)

One of the theories that has taken more status has been that the origin of the dyslexia resides in a perceptive-visual disorder. Thus, the reason why children have confusions among readers, pq, dp, un, los-sol, etc., would be due to the difficulties in visual perception, due to the inability to spatially arrange the appropriate form the material to read, especially in its aspects of right-left orientation, almost always linked to an inappropriate knowledge of the body schema. (Ingham, 2013)

It has also been attributed to dyslexia, among other factors, an obstacle of eye movement, a lower performance in memory, a unique brain development for auditory and visual stimuli, affective problems, pedagogical problems or deficiencies in language development. (Ingham, 2013)

TYPES OF DYSLEXIA

It has been seen that children can have difficulties in reading may have one of these routes, so “according to the difficulties they present can be considered three types of dyslexia” (The British Dyslexia Association, 2010):

- Visual dyslexia: reading is always produced by the phonological route.
- Phonological dyslexia: the reading is produced by the visual route.
- Mixed dyslexia: there are problems related to the two previous subtypes.

Dyslexia is also classified under two subtypes: visual and auditory. Those who has visual dyslexia cannot discriminate words by reading them, they usually reverse letters in words or words in sentences. On the other hand, auditory dyslexia appears when a person cannot associate letters with their sounds. (Johnson & Myklebust, 2002)

Causes of dyslexia are disaggregated according to the following subgroups: (Habib & Giraud, 2013)

- **Surface:** When a person can read words phonologically but has problems recognizing them.
- **Phonological:** When you can only read words that are familiar, but cannot read when you are facing new words.
- **Spelling:** When you can read letters individually but if you see them in a word you do not know how to read them.

Dyslexia can be divided into three categories: (Yaquob, Khan, & Rahanu, 2015)

- **Visual difficulties of space:** Occurs when the person cannot recognize the letters in groups and usually invents that they are reading the words or suggesting them according to the topic they are studying. This author emphasizes that they often also read words upside down.
- **Difficulties of speech sound:** occurs when people cannot separate words in syllables and, therefore, do not articulate sentences,

- **Correlation of difficulties:** occurs when people cannot associate the sound of the letters and cannot locate them within a word.

SYMPTOMS OF DYSLEXIA IN A CLASSROOM

Inside a classroom a teacher can detect some symptoms that can lead him or her to the conclusion that they are dealing with a student with dyslexia: (The British Dyslexia Association, 2010)

- Does not remember the classmates' names
- Is quiet because it is difficult to read words that are new
- Is silent when it is difficult to spell letters from a new word
- Cannot recognize the right and the left sides
- Shows fatigue when reading more than one line
- Moves his or her eyes in an uncoordinated way when reading
- Show concentration problems while reading

When a student shows the following symptoms, the teacher can make a first appointment with the parents. It is advisable not to give a diagnosis because only a psych pedagogue can determine if it is a dyslexia or dyslexic traits. It should be noted that dyslexia cannot be detected before eight years of age. (The British Dyslexia Association, 2010)

COGNITIVE AREAS AFFECTED

For a student with dyslexia, not all areas of learning are affected. However, they have difficulties in reading due to the inversion of letters, words, the omission of some letters and words, the difficulty of writing with sequence and organization which results in a deficit in reading. (Townend & Turner, 2000)

Another important affected area is writing because, as they read, they write. It is very difficult to write some letters because they invest them frequently (b, d, p). Added to this area is the one of spelling and grammar because its short memory makes it forget important rules to write and structure sentences correctly. (Townend & Turner, 2000)

In the educational institutions, the spatial location is very important. It is usually used in mathematics, physical culture, geography, science, among others. But this is a difficulty typical of dyslexics and cannot be oriented to the north or south, east or west. (Townend & Turner, 2000)

Likewise, due to their sequencing problems they cannot solve certain mathematical exercises and this important area of learning is also affected. Even the dyslexics write the numbers backwards. (The British Dyslexia Association, 2010)

HOW DYSLEXICS LEARN

The fact that a student has dyslexia cannot limit a teacher to working with him to become a person capable of developing cognitive skills; It seems paradoxical that a dyslexic student can achieve reading and writing in English. This is a challenge that is achieved through modifications that are made to the curriculum for the development of the English program and particularly to the comprehensive reading class. (Lodej, 2016)

Reading is the fundamental pillar for the development of other cognitivist areas. When it is read well, it is easier to communicate, solve problems, and locate in time and space, among other things. It is for this reason that the priority for a teacher who has a student with dyslexia should be to teach him to read. (Lodej, 2016)

The rejection of a dyslexic by the comprehensive reading classes in schools will always be understood when the teacher knows the consequences of having this type of learning problem. Once the problem is detected, the teacher must focus on making the student with dyslexia read as his / her other students do, that is, in a way that they understand what they are reading. (Schneider & Crombie, 2003)

It is normal for a dyslexic to feel different inside the classroom. Therefore, the teacher must give a different treatment and adapt everything that is related to the student's learning. This means that the teacher must create the right conditions to make the reading environment pleasant. (Schneider & Crombie, 2003)

The reading process should be enjoyed by the dyslexic student, to achieve it he should feel involved with the story. The vocabulary must be taught long before you start reading. The questions asked must be short answer, they must be concrete. From time to time it would be an excellent idea to present a story with many images. (Lodej, 2016)

It is interesting to make an analogy between walking and learning. This author considers that one learns to walk because it is a necessity and that any child is motivated to do so; In the same way, you learn because it is a need of all human beings. That is to say that in both cases, nothing is with greater effort but they occur because there is a need to walk, run and move forward, as well as the need to learn, speak, read and communicate. (Searchinger, 2004)

The best method for a student to learn is the multisensory one, through which all the senses play an important role in the learning process of a student with reading problems. (Gillies, 2018)

Everyone remembers only ten percent of what they read, twenty percent of what they hear, thirty percent of what they see, fifty percent of what they hear and see, seventy percent of what they read and see and ninety percent of what they do. That is to say that when the senses come into play it is when a dyslexic learns significantly. In addition, the dyslexic student's learning style is predominantly visual. (Gillies, 2018)

READING COMPREHENSION

DEFINITION

Reading means decoding codes. The codes are written symbols that reach a meaning because they are written in continuity. This process of decoding leads to the next step of the reading process which is the interpretation of the codes; the final step is the meaning given to these codes. (Romero & Romero, 2008)

The level of students' interest plays an important role in the reading process. Motivation facilitates the progress of each step. Teachers' achievement must be getting students' interest in their classes. Even though the story is not to the liking of the teacher, what counts is that students want to advance in each paragraph of a story read. (Tennent, 2015)

Besides, reading comprehension means read and understand what is read. This process requires capturing attention to a main idea, making inferences, following a sequence, comparing and contrasting, finding causes and effects, and understanding vocabulary in context. After all of those steps, it is said that the reading comprehension process has been developed. (EngVid, 2018)

There must be a direct connection between the text and the reader to achieve reading comprehension. This fusion will depend on the

type of language expressed in the text and the language used by the reader. This does not mean that a reader can only read what is at his or her level, but it means that a reader would have to make stops to look for the meaning of each word with a high level of complexity and this interrupts the reading fluency. (Tennent, 2015)

Reading is also an area that contains others such as phonics, vocabulary, and spelling. (Smith, 2008)

Reading is an astoundingly complex cognitive process. While we often think of reading as one singular act, our brains are actually engaging in a number of tasks simultaneously each time we sit down with a book. There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together to create the reading experience. As children learn to read they must develop skills in all five of these areas in order to become successful readers. (Smith, 2008, p.8)

What to read and why to read are the two first questions that a teacher should ask. Reading includes some contents in prose or verse. For instance, there are some pieces of reading such as songs and poems that are written in verse; on the other hand, there are some contents in articles of magazines, newspapers, essays, among others that are written in prose. (Afflerbach, 2016)

IMPORTANCE

The interaction that occurs between the text and the reader is essential in reading. This interaction makes the reading process meaningful and therefore nothing should break that bridge. The reading becomes significant when the main and secondary characters are

recognized, the sequence of events is understood and the vocabulary is understood in context. (Cartwright, 2015)

The role of reading in the classroom is strategic. The reading must have a purpose that is not to fulfill a program of studies in a certain course of the school. The ideal is that the reading achieves a process of interaction and adaptation or adaptation to make it meaningful. (Bhagya, 2006)

Reading has a process of interaction when the content or text invites the reader to have a deep connection; it is like a dialogue between the reader and the written part. Likewise, reading has a process of adaptation because the reader accommodates his or her thought to the evidences or facts found in the text or manages to adapt his or her reasoning to the writer's. This means that the reader tries to be in the place of the writer to understand the content of a story. (Bhagya, 2006)

Furthermore, reading is an academic science that supports other areas of study. Without reading comprehension it would be difficult to develop some cognitive areas such as mathematics in which most problems need to be read and understood to be solved correctly. (Bhagya, 2006)

Besides, if a person does not read correctly in the science of medicine, for instance, it would be dangerous because instructions or components of some medicine need to be precise. It means that reading is the base of all of the other areas. (Bhagya, 2006)

Reading comprehensively means raising the cultural level of an individual. Comprehensive reading is the window to the world in a more objective and scientific way; who knows the world only through what other people say, does not become citizens of the modern and globalized world in which we live today. When someone does not read scientifically, that

person simply passes comments from generation to generation without any foundation. (McNamara, 2006)

Reading, in addition to raising a person's level of culture, helps the production and development of critical thinking. People who read are able to discern and clarify their ideas, and they can contrast their thoughts with different theories in every field. (McNamara, 2006)

Reading means breaking mental schemes of the old education. It means opening borders in the mind and life of each person who bases his or her thoughts on scientific knowledge and avoids the empirical. In addition, whoever reads becomes the owner of a lexicon that allows him or her to communicate in a fluent way and because of this condition of being cultured; opportunities come for a better professional and personal performance. (McNamara, 2006)

TYPES OF READING

Reading can be classified into two broad categories: oral and silent. The first refers to the connection of the written part with the listener. The second category is broader and refers more to the academic field. (MacLeod, 2015)

The silent reading in turn subdivides into Intensive and Extensive; within both subcategories a series of techniques and strategies are developed that lead the individual to the success of reading comprehension. (MacLeod, 2015)

Intensive reading is used for the development of specific skills so that the text is in itself the final purpose. That is, the readings are short and are made with a very precise objective such as reading the definition of a concept. (MacLeod, 2015)

Extensive reading is used for larger contents where an end is reached through the development of various techniques and strategies. In this category comes the technical or scientific material. Within this extensive subcategory, scanning and text skimming can be done. The scanning is applied to locate precise details in the text and skimming to find a specific meaning. (MacLeod, 2015)

When considering reading as a tool for the development of the cognitive areas of the human being, it can be classified into five categories corresponding to knowledge and affect. The reader makes an interaction with the text and in it finds information for his area of knowledge, anecdotes that serve him for his personal life and also finds values that help him develop his emotional and affective life. (Hand in Hand Education, 2017)

From a cognitive point of view, reading can be considered as lexical, literal, interpretive and applied. From the area of emotions and values, reading is considered affective. These five categories lead the individual to the success of reading comprehension which later help students reach the metacognition level in their learning process. Once the metacognition level is touched by minds, then the learning process has been meaningful. (Hand in Hand Education, 2017)

When an individual understands the key words of a reading within the context that means that the reading is lexical. This type of reading is fluid because the reader does not stop to look for definitions or question anything at all. The reader can understand a text when he understands the context in general. (Hand in Hand Education, 2017)

Literal reading occurs when a reader is able to answer precise questions such as what, when and where in reference to the text you are

reading. Reaching this level of comprehensive reading makes the reader locate in time and space within the context of it. (Hand in Hand Education, 2017)

The interpretive reading corresponds to finding in the text the precise answers for the questions why, what happens if, or how. The accuracy in the answers will result in a reading comprehension of interpretative where the reader responds from his point of view and not because he finds the answers literally in the text. (Hand in Hand Education, 2017)

When the reader managed to relate the story with his or her knowledge, it is the applied reading. In this type of reading the person who reads tries to fit his or her opinions to the content of a lesson. In other words, the reader can access the new knowledge in his or her mind automatically. (Hand in Hand Education, 2017)

The last type of reading is the affective in which the reader can understand the social and emotional environment from the text. Affective reading is evident in the plot of a story. (Hand in Hand Education, 2017)

CURRICULAR ADAPTATIONS

DEFINITION

Talking about inclusion in education implies considering that students with some type of learning problem have and deserve the opportunity to learn as do other students of regular cognitive conditions. (Osler & Starkey, 2005)

Among the group of special educational needs are students with dyslexia whose affection in reading and writing conditions them to not be

able to easily develop their comprehensive reading classes and other important subjects in their school years. (Reid, 2006)

For the success of the learning outcome of a student with a special educational need appear the curricular adaptations that are modifications that are made to the curricular planning; that is, to the objectives, the contents, the indicators of achievement and the criteria and instruments of evaluation. (Osler & Starkey, 2005)

Curricular adaptations are adjustments that must be made in learning environments where a student with a special educational need is found and who are used to improve the learning of this vulnerable group within a classroom. (Udvari-Solner, 1996)

A curricular adaptation is a systematization of changes that must be made to the learning program to achieve success in students who learn differently. This author ensures that educational institutions that welcome or accept students with some type of cognitive disability have the responsibility to deliver to society competent human beings. (The Preparation Program, 1999)

For this purpose, the participation of the psychologists of the Student Guidance Department, of the parents of students with dyslexia and of any external professional who contributes to the necessary modifications according to the condition or degree of dyslexia a student has is important. (Reid, 2006)

All study programs must be flexible and therefore must also be adaptable to the conditions of the students who are the beneficiaries within the school environment. It means that in education there is nothing already done. Changes and modifications can come at any time when necessary. This author states that no authority of a study center can form

a barrier between a student with a special educational need and his or her learning. Rather, the school authorities are the first to set an example of what it is to be empathetic with those who learn differently. (Martín & Venegas, 2009)

When a student with a special educational need is welcomed, it is a privilege for the educational institution to make adaptations to the curriculum to provide quality education with warmth. (Kopczvk, 2009)

For all the above, this research work focuses on the implementation of curricular adaptations to achieve a better reading comprehension in a group of dyslexic students of a public institution in the city of Guayaquil.

TYPES OF CURRICULUM ADAPTATIONS

By having a clear definition of curricular adaptations, a teacher can have an idea of the types of adaptation that can be handled within the teaching and learning process; however, it is important to know the types of adaptations to enhance their use. (The Preparation Program, 1999)

Adaptations can also be divided in three categories: curricular, instructional, and ecological. Curricular adaptations refer to what is taught in the schools; instructional refers to adapt the process a subject is taught; and ecological refers to the setting where the subject will be taught. (Schwartz, 2009)

Nine types of adaptations can be made to the curriculum. They are considered in the amount of time, the quality of time and the support provided to students with special educational needs, as well as other aspects that will facilitate the learning of this valuable group of students. (Browning, 2005)

➤ Quantity:

This adaptation implies adapting the number of questions that are asked to the student within the class process, the amount of activities that must be developed in comparison to what the rest of the class would do, the amount of new words that must be learned, as well as the number of worksheets that you will receive to work. (Browning, 2005)

➤ Time:

This adaptation implies the additional minutes that the student is assisted in a response that must give answers to the questions that are given, in the days in which the student will be given to fulfill the tasks or homework, in the additional time that must be given to copy from the board, as well as some additional minutes to get the materials ready to use. (Browning, 2005)

➤ Level of support:

This adaptation is applied to establish a range of personalized assistance to the student while the class process occurs. It involves explaining what the student does not understand when giving a general instruction to the whole class. Likewise, this adaptation implies the assignment of a fellow tutor to help him develop the activities within the room. This does not mean that the direct person in charge is the student tutor, because he is only a temporary support. (Browning, 2005)

➤ Input:

This refers to the instructions given in the class. These should be supported by visual aids such as flash cards, videos, pictures, graphic organizers, among others. In addition, the adaptation is that the student with dyslexia should be repeated two and three times the instruction

given. Similarly, the teacher must verify that the student is working according to what has been requested. (Browning, 2005)

➤ Output:

It is the modification to the type of response that the students give to the instructions of the teacher. That is, accepting simple, oral, monosyllabic affirmative or denial answers, or if necessary the dyslexic student can show an image that implies the expected response. (Browning, 2005)

➤ Difficulty:

It means adapting the degree of complexity of the instructions given, allowing the use of indispensable resources such as a translator, a digital dictionary, and accepting responses to a degree of development. (Browning, 2005)

➤ Participation

This implies allowing the student to participate in partial form in classes. It also involves receiving the assignments with a range of error in spelling due to their dyslexic status. (Browning, 2005)

➤ Alternative objectives

It implies modifying the expected objectives for the dyslexic student, which cannot be the expected objective of the given class. (Browning, 2005)

➤ Substitute curriculum

This adaptation is made when the contents of the regular program of study are changed and it is applied when the degrees of dyslexia are severe. (Browning, 2005)

All of the modifications given above will change the learning achievement of a student with any kind of special educational needs, even a dyslexic that is placed in the group of common learning disabilities in the classrooms. It is just to be willing to help those vulnerable students who do not understand why they see letters and words are something confused in their minds. (The Preparation Program, 1999)

IMPORTANCE OF CURRICULAR ADAPTIONS IN ECUADORIAN EDUCATIVE INSTITUTIONS

Ecuador is a country that accepts inclusion since the United Nations Educational Scientific and Cultural Organization (UNESCO) made a difference between exclusion and inclusive education. Under this declaration most private and public educative institutions began to explore about ways to offer their services to students with any kind of special educational needs. (Schwartzman, 2015)

Moreover, inclusion came to Ecuador and curricular adaptations were necessary to adopt in most of the educational institutions in order to respect what the Ecuadorian Constitution demands about the same opportunity of a high quality education for all. (Seligson, 2008)

The challenge for Ecuadorian educational authorities began and as soon as they could they took into consideration all of the reports that international enterprises provided a report about the English level in Ecuador. On the other hand, the results of graduated students that wanted to enter the universities in Ecuador was another important fact to be considered for evaluating the English level in all the Ecuadorian country. (Seligson, 2008)

The British Council and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) were merged in 2010 with the aim of improving the education and learning of the English language in the world. That is why in 2015, The British Council arrives in Ecuador and makes a study with a sample to determine the level of knowledge of the language. This report resulted in the search improvements so that the level of knowledge of the language is exceeded. (The British Council, 2015)

This report also left evidence that there is a low level of development of basic skills for the acquisition of a language which are listening, speaking, reading, and writing. This report detects that most of the problem lies in public institutions and the number of students occupying a classroom in these types of educational centers. (The British Council, 2015)

As mentioned in the previous paragraph, the Ministry of Education of Ecuador makes the decision that graduate students as high school graduates must reach level B1 of the Common European Framework of Reference (CEFR) and that teachers graduated as licensed in the teaching of the English language has a B2 level to be able to practice their profession. (Ministry of Education , 2017)

In addition to the above, the Ministry of Ecuador, in coordination with the Government of the Former President of the Republic Rafael Correa Delgado, initiates the international scholarship program in order to provide support to Ecuadorians who demonstrate the aptitudes for learning the English language. (Ministry of Education , 2017)

As reported by the SENESCYT Press Room, the economist René Ramírez, the National Secretary of the National Secretariat of Higher Education, Science, Technology and Innovation, informed the entire country that President Rafael Correa approved the

Scholarship program university, driven by this Secretariat, unlimited sea. In this way, Ecuadorians who wish to study abroad can do so with the support of the Government of the Citizen Revolution. These statements were made during the Citizen Link on Saturday, January 28, after the commemoration of the "100 years of the Bonfire Bárbara", in Montecristi (Manabi). In this act, the President of the Republic also indicated that 2012 will be the year of Human Talent, Science and Technology. (Ecuador Universitario, 2012 p.1)

Education First (EF), as an international English academy, has determined that Ecuador ranks 35th in the Latin American ranking of countries that learn the English language. That position places Ecuador as one of the countries with a low level of knowledge of the language and indicates that one of the causes is the geographical situation of our country since it is far from the English speaking countries. Therefore, it is necessary that the work environment in the classroom is the first contact of the Ecuadorian student with the English language. (Ministry of Education , 2017)

The Chongon Public High School immersed in the topic of improving the English language learning, recognizes that it needs to progress the teaching of the English language and, in particular, needs to develop comprehensive reading skills; therefore, authorities agree to provide the space to seek a solution for the vulnerable group in the development of comprehensive reading such as dyslexic students.

In particular, the group of Eighth-grade dyslexic students of the Chongon Public High School, located in Guayaquil Canton, Chongon Parish, have reading comprehension problems and they need the application of curricular adaptations to improve the development of this important skill.

CURRICULAR ADAPTIONS IN THE READING CLASS

Both linguists and educators define reading as the decoding of symbols that have phonology and a graphic, which give meaning to a group of letters, words, sentences and paragraphs. This harmony of paragraphs properly related through a central idea is what is known as readings and the reception of the message that this text gives the reader is what is known as comprehensive reading. (Browning, 2005)

Reading comprehension is a system of steps that are framed in three broad chapters such as vocabulary, text comprehension and comprehension strategies. Teachers cannot present themselves in the classroom without having previously prepared the steps to be developed in the comprehensive reading class. (Leu, 2007)

Reading is the reintegration of paragraphs that are related through a focal idea. This author also affirms that a story text without pictures or figures that give it support becomes boring for those who hate reading. Cain also insists in providing students personal monitoring when they read because some readers find stories monotonous and boring. (Cain, 2010)

So, the above paragraphs force teachers to make adaptations to the curriculum in order to get the comprehension of texts in a reading class. However, if a dyslexic student is in that classroom, the types of adaptations must be focused on that student because of the difficulties in reading and writing areas.

The teacher must be clear that the behavior of a dyslexic student can go from a very active to a very passive. He becomes active when, due to the lack of concentration, he tries to distract himself with any detail. He becomes very passive when he blocks himself when he realizes that he does not understand what everyone else is reading in a normal way in the

comprehensible reading class. Then, the teacher should consider the following adaptations prior to the development of the reading class. (Cain, 2010)

In the classroom:

- Place a paper of any color on the upper right side of the board to note what the class outline will be. This paper should be the same color every day. In this way the dyslexic student will see that the "yellow" paper indicates what will happen in the class. (Cain, 2010)

Example:

1. Talk about animals
2. Animal figures
3. Read about animals
4. Questions about animals

This simple action lowers the levels of anxiety of the dyslexic student and helps him orient himself as to what will happen in the classroom. This support will be a resource used by him due to his short term memory. (Cain, 2010)

- It is advisable to use another color of paper where every day the task to be done at home will be written. In this way the dyslexic student will know that the "green" paper is exclusively for tasks.

The dyslexic will read that yellow paper is related to what happens in classes and the green paper is what he will do at home. (Cain, 2010)

- Verify that the dyslexic student copied the homework. For this, it is important to write as concrete as possible, for example: Book page 45 exercise 5.

A task written in the form of a paragraph will be very complicated to copy for a student with dyslexia. Some teachers who have the resources can carry some small papers with much of the text of the task printed and the student only put the number of pages and exercises to solve. In any case, it is necessary for the teacher to verify that the student has correctly copied the page numbers and the exercise that he is going to perform. (Cain, 2010)

- Verify that the dyslexic student uses a folder instead of a notebook. This helps you organize better and have access to your jobs. Verify that the folder has a color separator (yellow) to copy into classes and another color (green) for the courses section. (Cain, 2010)
- Try that the task for the dyslexic student is divided into sections. Long jobs would not have a good result. The short works will not only give the best results but also allow motivating their development. (Cain, 2010)
- Assign a chair for the student so that he is close to the teacher so that his work is monitored at all times. If this is not possible, try to sit the dyslexic student near a classmate who will help him throughout the class. (Cain, 2010)
- Use two colors of chalkboard marker to facilitate the copy work from the blackboard of the dyslexic student. When he copies, each color will direct him in what line he is and he will not see everything confusing from the blackboard. (Cain, 2010)
- Write on the board leaving space between words. This will facilitate the copy of the blackboard for the dyslexics. (Cain, 2010)

- Avoid erasing the writing on the board immediately. Allow the student time to copy or instruct him or her to copy only what you have underlined. (Cain, 2010)

For the development of the reading class:

Once the classroom has all the conditions adapted to the necessities of a dyslexic, it is time to think about the adaptations that would be made during the development of the class. For this the teacher must bear in mind that the student is not interested in the story that everyone is reading in the classroom. (Hoover, 2005)

- Give the student the material they will read long in advance so that it is possible to pre-read it at home. In that way, the reading will not be totally new for the moment of the class. (Hoover, 2005)
- If possible, recommend some video that the dyslexic student can watch at home prior to the reading class and that is related to the topic to be read. (Hoover, 2005)
- Avoid asking the dyslexic student to read the text aloud or in front of the other classmates. If you know that the greatest difficulty is reading, it is preferable to start the class normally and approach the student and repeat those lines in simple words, and if possible do it with an image that refers to what is said. (Hoover, 2005)
- Provide a short list of new words from the story. If possible be sure that each word has an image to support its definition. (Hoover, 2005)
- Avoid focusing on spelling correction in students with dyslexia. If the student makes a spelling mistake, he may have him repeat the

word three times but he does not have to subtract his score for this reason. (Hoover, 2005)

Scoring tasks

- Give credits the dyslexic student for each of his achievements and remember that his participation, however simple it may seem, is a great effort for him in the reading class. (Schwartz, 2009)
- Write positive notes each time the results are as expected in relation to the text read. If the answers were not correct, also use positive messages such as: good effort, focus your attention on the question and answer again. (Schwartz, 2009)
- It is preferable to grant two or three points for each enhanced task. The sum of the points will give a motivating result to achieve the highest score on comprehensive reading. (Schwartz, 2009)

The teacher must be prepared to observe the dyslexic student more tired than his classmates; this is because the dyslexic makes a greater effort to reflect on the history or text he has read. Therefore, assignments should always be simpler than those of other students. And in order to avoid some discomfort among the students of the whole class it is preferable to share with them that a certain student has a special condition and needs the support of all. (Hoover, 2005)

Both for the dyslexic student and his classmates, it must be normal answer verbally most of the questions asked by the teacher. Even if the economic condition of the student allows him he must be authorized to use some technological resource such as a tablet or a laptop for the better comprehension of new words. (Hoover, 2005)

It is necessary to consider that curricular adaptation of time is predominant for dyslexic students. Give him more time to get prepared in class, so he can have the materials ready on the desk, to read audio visually, to reflect, to process what he understands, to produce verbally what he wants to express, to write what he can write in the class, either in his folder or in his school agenda, on a worksheet, etc. (Ingham, 2013)

Everything the dyslexic student does in the class will demand more time than usual and is entitled to that because he is a student that belongs to the group of special educational needs. (Ingham, 2013)

There are still teachers who apply a traditional methodology and do not provoke any type of motivation to the students. This author emphasizes that reading should be experiential and not mechanical. This scoop results in the teacher's duty to be a motivating entity and expand the range of opportunities for students who show a disadvantage in reading comprehension, as is the case of students with dyslexia. (Akbarov, 2014)

It is inconceivable that in times of constructivism there are still teachers who do not know the importance of innovative ideas in the classroom; It is necessary to set aside behavioral practices and ensure that students are an active part in the development of the classes. (Merino, 2018)

Therefore, students who have difficulties in the learning process are left out. The solution to this problem lies in the application of adaptations to the curriculum, but to achieve this it is necessary that teachers accept this challenge. (Merino, 2018)

RESOURCES FOR THE DEVELOPMENT OF READING COMPREHENSION SKILL

A dyslexic student must be aware that he has some kind of distance between the letters and words and his way of reading. He should also understand that learning a language involves using some essential mechanisms that will facilitate his learning. It is necessary that the dyslexic student is not afraid of making mistakes in the way of learning a foreign language and for this reason it is necessary to explain that for example in the English language most of the words are not read as they are written, but that it is mandatory to learn the letters of the alphabet although it is not in order, what really counts is that he pronounces them well. (Boumová, 2008)

The Reading Card

It is necessary to understand that students with dyslexia want to know the reason for everything in detail; their brain asks for it, that is why they become passionate people and sometimes fall into hyperactivity. That is why it is necessary to tell them that they must learn one thing at a time, one letter at a time, one word at a time and one sentence at a time. Teachers must reinforce that the most important achievement is that they understand a text and that it is logical that in that reading they lose themselves with their eyes, because they cannot have their eyes fixed on a text. (Boumová, 2008)

For the above reasons, the Davis Dyslexia Association launched a card that helps students keep their eyes on the reading line. This resource can be designed with a plastic sheet and a slot that fits in the reading line, that is, it does not become an expense but rather a useful tool for any student with dyslexia. (Association, 2010)

The lesson plan

One of the first things to be considered to make modifications or adaptations is the lesson plan which is formed of the following items: (Hoover, 2005)

- **Objective:** Comprehend the text through special resources used in the class
- **Time:** Provide extra time to complete the activities.
- **Skills with Performance Criteria:** Limit the level of complexity
- **Resources:** Provide audio of the story to be learned
- **Content:** Consider the same content
- **Methodological Strategies:** Provide personal monitoring; reduce distractions, provide simple exercises and simple worksheets to be developed; minimize the level of difficulty in the activities.
- **Achievement Indicators:** Participate and answer orally
- **Evaluation:** Allow oral responses; divide the evaluation in sections; provide an example related to the questions asked in a test.

Reading techniques

Consider skimming and scanning to achieve reading comprehension for dyslexic students. To make this adaptation it is important to consider the selection of texts; but if it is a must to read what the book contains, it should be useful to add or adapt some pictures that support the content of the reading. (McNamara, 2006)

On the other hand, provide explanation about words that are unknown or difficult to understand. If it is possible provide some examples instead of definitions. (McNamara, 2006)

Besides, it should be useful the uses of graphic organizers that simplify the content of the text that dyslexics are reading. In this point it is necessary to select appropriate graphic organizers depending on the type of reading: cause and effect; sequence of events; identifying the characters; distinguishing the beginning, plot and ending of a story; among others. (Parker, 2007)

CURRICULAR ADAPTATIONS IN THE READING TESTS

There is a series of considerations to make an adapted test for a dyslexic student based on comprehensive reading. (Wermeli, 2006)

- The test should have mixed questions and not the same type. That is, you must have 80% of objective questions and 20% of argumentative questions.
- Argumentative questions should be considered with an oral response.
- The test must contain all the vocabulary already known and studied previously. Tests should never have new words that surprise the student and block him.
- The design of the test should be clear to the dyslexic student and should contain more images than text.
- The test should have highlighted the key words, especially those of greater difficulty for dyslexics or those that clarify what is required in a question.
- All the questions contained in the test must have been practiced at least once during the development of the classes; this means that no question should be a reason to learn what to do at that time to develop the test. (Wermeli, 2006)

Difficulties faced by dyslexics in a test:

Teachers should also know that a reading text mainly have the content of the story or selection, the questions about the text, some vocabulary words to be defined or used to fill in some blanks, and sometimes they also contain a graphic organizer or conceptual map to fill in. However, there are some difficulties to be considered at the moment of testing dyslexics in a reading comprehension paper. (Wermeli, 2006)

Dyslexic students cannot label pictures because they can omit letters, reverse them or get spelling errors. So it should be better to ask for oral explanation or examples about the new words. (Association, 2010)

Avoid the use of puzzles or word soups. Dyslexics are not able to develop those kinds of exercises in a test due to the way they see letters. (Schwartz, 2009)

Teachers must understand that their goal when testing students is that they can understand reading in a meaningful form instead of checking grammar or spelling errors. So, if a dyslexic student provide any kind of answer in a test, the most important is to accept them if there is evidence of comprehension of the text given in a test. (Hodge, 2000)

Avoid True/False words in a test:

Teachers must avoid asking dyslexic students to write the words TRUE or FALSE in a test. Instead, they should ask to mark an answer with an X or with a tick ✓, or circle the word TRUE/FALSE that is already typed in the test. (Hoover, 2005)

Another form of answering TRUE/FALSE questions is by the used of YES/NO answers to circle or point out. For this effect, it is necessary that all the oral questions have a little square for the use of the teacher to mark if the answer was accepted or denied. (Hoover, 2005)

Multiple Choice Questions

It is recommended to provide just two options for multiple choice questions. Dyslexics could get confused if they have more options to match or to circle. (Lodej, 2016)

Another important point in the multiple choice questions is that the test provides some pictures with any letter or number inside in order to be place in a completion exercise. It will be difficult for a dyslexic student to use words from a bank to fill in the blanks. (Lodej, 2016)

Test Template

It is necessary to make some adaptations in the test templates. It is important avoid the use of italics in a test for dyslexic students. She also recommends using Comic Scans font size 12. It is also important to consider the use of bold in the verb of instruction in each question. (Hodge, 2000)

Templates for tests needs to be designed according to the multisensory form dyslexics learn. It means that they must be illustrated, contains mono-skill questions, and simple to the eyes of dyslexics. Questions should never contain double negative and they must look like a friendly tool for students. (Hodge, 2000)

Multiple choice questions should be aligned with the options vertically and never one beside another one. Fill in the blanks questions should have the lines to the end or at the beginning of the sentence, never in the middle. (Hodge, 2000)

To sum up, curricular adaptations are tools that depends on the teachers decision of offering a high quality teaching practice to those who are a select group of students that not only occupies a place in the classroom, but deserve the right to develop their capacities according to their own possibilities. (Hoover, 2005)

TECHNOLOGICAL FOUNDATION

The New Technologies of Information and Communication (ICTs) offer two ways for its usefulness. The first scenario is in the computer room of an educational establishment where students are taken to receive classes related to the subject of Computer Science or Programming Science career. The second way is where the ICTs take action in whatever the educational scenario. That is, where technology is a didactic tool for the development of a class of any subject within a syllabus. (Wynne, 2010)

Educators who are going to teach a language should be trained in the use of digital tools. It is important to keep in mind that students already live in a digital way, they belong to the globalized clickbait group and therefore the teacher must be qualified in the use of ICTs so that their classes are as interesting as the students expect. Besides, technological tools provide the students the opportunities to be in contact with native speakers through the Internet. (White, 2015)

In educative institutions there is not always a mastery of technological problems within the classroom; this becomes a challenge for educators who must look for ways to be able to use the technological tools in the best way. There are teachers who underutilize these tools and therefore their classes become traditional with use of the board, the books, and the markers. (Ivers, 2003)

In addition, taking into account that today in each classroom there is a high number of students with a visual and kinesthetic learning style, the use of these technological tools is needed to achieve the students' learning path. (Ivers, 2003)

Becoming a class of traditional model in an interactive learning environment depends on the importance in the use of ICTs. In addition, teachers can use short films, pass slides with power point, make students practice listening or visualize the graphic organizers that help reading comprehension. (Ivers, 2003)

PEDAGOGICAL FOUNDATION

The acquisition of a second language has some implications that are reflected in the different theories that authors have compared and contrasted in order to explain how a second language is learned. (VanPatten & Williams, 2015)

Apparently the human being could learn a second language only through the memorization of rules, concepts and words. Sometime later, the learning of a second language was associated with the sociocognitive; which means that a second language is acquired through social interaction. That is, the authors talk about interactivity and the participation of the learner with the construction of their own knowledge. (Mukalel, 2007)

When the interaction is taken into account Noam Chomsky appears in 1960 with the Communicative Language Teaching approach. Ten years later, two linguists, Michael Halliday and Delia Hymes give support and development to the Communicative Language Teaching (CTL). Its boom in 1970 left behind the old behavioral theories about human learning. (Mukalel, 2007)

The pedagogical source for this work is enclosed in the importance of reading comprehension that is necessary to develop any cognitive area and that is mandatory for the achievement of students' performance in the class. (VanPatten & Williams, 2015)

It is an approach and not a method. This approach is born from the Communicative Competence that Chomsky suggested and it is a teaching philosophy that refers to the development of skills for the acquisition of a second language, especially where the individual who learns is not in an Anglo-Saxon environment. (Mukalel, 2007)

A person who develops communication skills achieves knowledge as competence and therefore acquires a second language. With this premise it is affirmed that the person who learns a language through the Communicative Language Teaching approach is a negotiator between what is learned, the learning process and the attitude to learn. (Boumová, 2008)

On the other hand, the role of the teacher is the facilitator and the independent collaborator during the process of acquiring a second language. Through this approach the teacher facilitates learning through a number of activities called techniques and strategies that activate the significant learning of those who acquire a second language. (VanPatten & Williams, 2015)

Based on the Communicative Language Teaching approach, it is very important to recognize that the four skills for the acquisition of a second language are listening, speaking, reading and writing. On the other hand, it is also important to know about grammar and vocabulary, but it is not the only thing. The essential elements within the Communicative

Language Teaching are three principles: communicative, task, and meaningful. (VanPatten & Williams, 2015)

PSYCHOLOGICAL FOUNDATIONS

Human minds are related to the construction of their own learning. Psychological theories of human learning explain how attitudes and education are linked and it is shown when a person acts according to the level of education he or she has. (Subereisen, Ritchie, & Pandey, 2014)

The term bio psychosocial is used to refer to people in the world. This author analyzes a man as a bio part because he has life; psycho refers to the man's mind; and social refers to the way a man behaves in society. (Iglesias, 2007)

This research paper is based on the teachers' and students' mind in order to accept adaptations to achieve reading comprehension for dyslexic students.

PHILOSOPHICAL FOUNDATION

This research project is based on Constructivist Theory. Students build up their own knowledge with the guide of teachers. However, this author thinks that there is no a special plan to follow in order to help other to construct their own knowledge so learning will depend on both teachers and students. (MacLeod, 2015)

Learning is constructed with the use of tools given by a facilitator and nobody teaches anything. Students acquire knowledge when they construct their own ideas by adding new information to the one they already have. (MacLeod, 2015)

The humanistic philosophy of education states that a teacher needs to be sensible to the students' necessity in the classrooms. (Dhawan, 2005)

SOCIOLOGICAL FOUNDATIONS

Reading development transforms people's lives. A person will show a better attitude in society according to the level of culture is acquired through reading. (Subereisen, Ritchie, & Pandey, 2014)

Reading comprehension and curriculum adaptations are definitely essential sources to transform people socially. When a dyslexic student assumes that is being part of a reading class, attitude is also being changed towards his life and his environmental surrounding. (Subereisen, Ritchie, & Pandey, 2014)

LEGAL FOUNDATION

This research project is supported by some legal documents that refer to a high quality education for all, to the rights that students have and to inclusion as part of the Good Living Plan that supported Ecuadorian students during the last years. (Secretaría Nacional de Planificación y Desarrollo, 2010)

The Constitution of the Republic of Ecuador, in its legislation on education in Title I of the constituent elements of the State, Chapter I indicates the basic principles: (Constitution of Ecuador, 2015)

Art. 3 are primary duties of the State:

Without any discrimination, the effective enjoyment of the rights established in the Constitution and in international instruments, in

particular education, health, food, social security and water for its inhabitants. (Constitution of Ecuador, 2015)

Chapter II. Rights for Good Living

Art. 26.- Education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State. It is a priority area of public policy and state investment, guarantee equality and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and responsibility to participate in the educational process. (Constitution of Ecuador, 2015)

Based on the above described lines of what our Constitution provides all Ecuadorians, it is education for everyone without any discrimination; that is why it is consider to offer the same opportunities to the students of Eight Course at Chongon Public High School in Guayaquil.

Furthermore, Rafael Correa Delgado, Ex Constitutional President of the Republic of Ecuador, proposed a National Plan for Good Living (2013-2017) in order to provide our country an improvement in Ecuadorian lives. A research project based on The Sumak Kawsay or Good Living Program gives the inclusion feature that is required; furthermore, this project is also based on two objectives from this plan which have reference to the quality of education that every Ecuadorian deserves: (Secretaría Nacional de Planificación y Desarrollo, 2010)

- Objective 3: To improve people`s quality of life

The Constitution, in Article 66, establishes “the right to a life of dignity, where health, food and nutrition, water supply, housing, environmental sanitation, education, work, employment, rest and leisure, physical culture, clothing, social security and other necessary social services are all guaranteed”. Therefore, improving the quality of life of the population is a multi-dimensional, complex process. The Constitution establishes the rights necessary to improve quality of life, they include access to water and food (Article 12), the right to live in a healthy environment (Article 14), to a safe, healthy habitat, to dignified housing regardless of one’s social and economic status (Article 30), to exercise the “right to the city” (Article 31) and to good health (Article 32). Furthermore, quality of life is framed within the Good Living regime in the National System for Social Inclusion and Equity (Article 340), in order to guarantee good-quality social services for health, exercise and free time, habitat and housing, transport and risk management. (National Plan for Good Living, 2013, p. 54)

- Objective 4: To strengthen citizen capacities and potential
- Education is not an end in itself, but an ongoing process in the public interest, integrating all levels of learning. The National Education System – from initial and basic schooling through high school – (Article 343) and the Higher Education System (Article 350) – are called upon to consolidate the people’s capabilities and opportunities and to train people academically and professionally, under a scientific, humanistic that includes our people’s traditional knowledge and cultures. These two systems are complemented by ongoing training and vocational education. The 2009-2013 National Plan for Good Living addressed issues ranging from the importance

of a good nutrition starting in the early years of life, continuing through schooling, and even including the enjoyment of culture and sports. The achievements are visible: substantial improvement in access to education, reduced illiteracy, improved quality of higher education, and more research, among others. Nevertheless, ethnic, gender, age, disabilities, human mobility and territorial gaps persist. (National Plan for Good Living, 2013, p. 61)

The Ministry of Education of Ecuador, according to Official Letter No.2011-655, resolves that all Ecuadorian students must graduate from Secondary School with Level B1 of the Common European Framework of References for Languages. Likewise, the document emphasizes that in order to exercise a teaching career, the professional in this branch must have obtained the B2 Certificate in addition to having a professional degree. All this resolution is due to Ecuador's concern to improve the level of learning and teaching of the English language and opens the Strengthening English program in Ecuador which become teachers and students more competitive in an international level. (Ministry of Education, 2013)

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, and teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-coordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible. (CEFR, 2015, p.1)

To sum up, this project is supported by legal documents as reference and it also has connection with national and international educational

organizations that give opportunities to Ecuadorian students in the use of the English language.

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

METHODOLOGICAL DESIGN

In a research project it is necessary to describe and analyze the background of the problem posed by techniques of observation and data collection. On the other hand, it is necessary to determine how to proceed to carry out the investigation, that is, by what method. To all this, it is necessary to determine the variables of the sample that are the object of study and the universe that corresponds within the investigation. (Bhattacharyya, 2006)

The methodological framework constitutes a series of steps within a process whose purpose is the resolution of a detected problem. For the resolution of this conflict, we start with a hypothesis, which can be confirmed or discarded. Everything that happens within this process is of a scientific nature. (Bhattacharyya, 2006)

The importance of the methodological framework lies in determining how the data are stored and how they are analyzed within the research. Likewise, another aspect about the importance of the methodological framework is the analysis of the results since the turn that is given to the investigation depends on it. (Arias, 2006)

The quantitative aspect of the research is relevant because data are collected and analyzed in statistical tables in a concrete and objective manner. The qualitative is also relevant because the phenomena are narrated through observation techniques and interviews conducted to analyze the results. (Lapan, Quartalori, & Reimer, 2012)

Qualitative research is inductive and has a holistic perspective because it considers the phenomenon as a whole and studies on a small scale. In addition, qualitative research is flexible in nature and allows interaction with the subjects of study. (Lapan, Quartalori, & Reimer, 2012)

Quantitative research allows data to be examined numerically and is related to the use of statistics. It is relevant because there is the presence of a problem that is delimited and manages variables. (Lapan, Quartalori, & Reimer, 2012)

An essential aspect of research is the collection of data through the application of techniques and tools such as the survey, the questionnaire, field observation and the survey. (Pullian & Stawarski, 2008)

One of the objective techniques within the investigation is direct observation; with this technique data are obtained directly. Although it is widely used, the observer must be trained so that his opinion does not interfere in the research process but the observation has scientific validity. (Pullian & Stawarski, 2008)

TYPES OF RESEARCH

This research is qualitative because it is focused on a problem that has been analyzed through the interaction of the researcher and the target group who is the objective of this work. It means that this research waork has analyzed the results of an interview to the chairman and an English teacher.

On the other hand, this work is also qualitative because it is focused on statistics analysis about the data collection in a survey applied to the students that are the subject of this research work.

Within the types of documentation it can be mentioned the documentation, field, experimental and laboratory. Each of the types complies with a series of specific requirements and characteristics that make them useful for the researcher, according to the space where it occurs. (Arias, 2006)

FIELD RESEARCH

When the investigator goes where the facts occur, it can be considered a field investigation. This type of research is used to obtain data that, after being analyzed, help to solve a problem. (Arias, 2006)

Within the field research it is necessary to apply techniques such as the survey, the interview, and the questionnaires, which allow the facts to be evidenced. This type of research becomes a useful tool for the researcher who must always be objective when analyzing the results obtained in it. (Lapan, Quartalori, & Reimer, 2012)

This research project focused on field research because it is necessary to observe the problem at the site where it occurs, that is, in Eighth Course at the Chongon Public High School where a group of students have been diagnosed with dyslexia and show difficulties in the development of reading comprehension.

BIBLIOGRAPHICAL RESEARCH

The first stage of the research is that of a bibliographic type. It consists of the review of documents, texts, research works and all written material that serves as scientific and reference support for the development of the research in progress. (Kumar, 2008)

Bibliographic research is the sum of a series of phases in the research process that range from observation, comparison on research done by several authors on a specific topic of study. An interpretation of results, conclusions and recommendations based on their use is also made. (Kumar, 2008)

Bibliographical research should read and contrast scientific documentation; for this it is necessary to review repositories of national and international universities, newspaper archives and information centers. (Kumar, 2008)

On the other hand, with the bibliographical research, valuable information has been obtained in relation to dyslexia and curricular adaptations; both areas have been analyzed with the help of some authors in order to get comprehensive reading classes for the dyslexic students from the Eighth Course at the Chongon Public High School. .

FEASIBLE RESEARCH

A research project becomes feasible when it presents a proposal to solve a detected problem. This feasibility is achieved with the support of the researcher and the collaboration of the environment where the project is developed. It is also necessary that the project is based on field research with direct observation and with bibliographical research because it gives it the character of scientist. (Arias, 2006)

The solution that the feasible project looks for is the product of linking several activities that start with a diagnosis, the detection of the problem, its scientific basis through bibliographic research, the application of techniques that facilitate the collection of data to analyze their results. (Arias, 2006)

In addition, this project is feasible because it focuses on a particular social group that has a problem and it is conceivable to offer a possible solution with adequate and timely resources.

POPULATION AND SAMPLING

POPULATION

The population is the set of elements that have common characteristics and that will be considered as the universe of study in a scientific research. (Blair & Blair, 2015)

In this research problem the population is only the seven cases of dyslexia.

SAMPLE

When a part of the universe of research is extracted and subjected to the application of data collection techniques, then it is said that this is the sample. The sample involves considering its size, its procedure and its selection according to the research work that is enhanced. (Blair & Blair, 2015)

Stratum

For this project, the proposed sample represents seven students, one teacher and one chairman.

Considering the size of the population, it was not necessary the use of statistical formulas.

Directives	Universe	Sample
Chairman	1	1
Teachers	8	1
Pupils with dyslexia	15	7
Total	24	9

Table No. 1 Stratum
Source: "Chongon" Public High school.
Elaborated by: Viviana Merino

VARIABLE OPERATIONAL MATRIX

INDEPENDENT	DIMENSIONS	INDICATORS
Curricular Adaptations	Domain	Teachers' knowledge Teachers' Identification of types Requirements to develop a Reading Class Ways dyslexics learn Affected Learning Areas
	Application	Inclusion Practice Modifications to the Curriculum Modifications to the lesson plan Adaptations to the classroom Adaptations to the tests
	Training	Teachers' training Pedagogical Counseling Meetings with the Department of Student Counseling
DEPENDENT		

Reading Comprehension	Reading Features	Value the importance Types of Reading Identification
	Reading Skills	Decoding a context Literal reading practice Reorganization of the story Inferring application Use vocabulary in context
	Types of Reading	Oral Reading practice Silent Reading practice Intensive Reading practice Extensive Reading practice

Table No. 2 Variable Operational Matrix
 Researcher: Viviana Merino

RESEARCH METHODS

The research method is the systematization of steps that lead to the solution of a problem raised within delimitation in its context and that also considers the objectives as their purpose. (McNeill & Chapman, 2005)

The present research work has used the theoretical, empirical, and mathematical statistics methods.

The theoretical method is based on two areas that are theory and observation. Within the theory an investigation is made in relation to the scientific concepts of different theorists which also turn the investigation into analytical because it is developed through questions. (Hammond & Wellington, 2013)

Regarding the observation, this is necessary so that the facts are seen objectively during the scientific investigation. Frame one or several visits to the research space and provide the opportunity to have direct contact with the subject of study. (Bocarnea, Reynolds, & Baker, 2013)

The empirical method is based on an investigation that is based on direct observation of the facts to solve a problem and give an interpretation to a hypothesis. (Bocarnea, Reynolds, & Baker, 2013)

Statistics and science complement each other in the research methodology because with the precision of data, the results can be analyzed in such a way that what is observed and investigated can be quantified and provide a clear and precise idea of the problem's magnitude. (Cohen, Manion, & Morrison, 2007)

The statistical mathematical method tries to follow the appropriate steps to quantify data collected in the research process and to reach conclusions in an objective form. (Cohen, Manion, & Morrison, 2007)

The design of the statistical mathematical method includes the data collected, the statistical chart represented in bars or in circular form with its respective value and a conclusion that is a legend of the statistical chart. (Cohen, Manion, & Morrison, 2007)

TECHNIQUES AND INSTRUMENTS

In the current research work, the survey and the interview techniques have been used.

Survey

The survey seeks information from several people gathered in a specific focal area in scientific research. This information should be precise and the level of confidence developed during the survey, will provide the most accuracy answers for the data analysis. (Bocarnea, Reynolds, & Baker, 2013)

The survey consists of a list of questions that go before a rubric with some weighting so that the respondent chooses the answer that satisfies

him or her in a brief and concise way. (Bocarnea, Reynolds, & Baker, 2013)

The survey uses a questionnaire where the name of the respondent or any other type of information about their identification is not recorded. This helps the respondent to answer each question in a confident way. (Bocarnea, Reynolds, & Baker, 2013)

Through the survey applied to the seven dyslexic students, it is shown that there is a divorced between this group of students and the Reading Comprehension class because they found difficult to analyze a text full of letters, so curriculum adaptations are mandatory to engage them with this subject.

Besides, the application of this survey shows that lessons are developed in a general form without considering adaptations for dyslexic students.

Interview

The interview as a scientific research technique meets two people who take the name of researcher and researched. Its objective is to gather direct information on the research topic. (McNeill & Chapman, 2005)

The interview is a scientific dialogue in which the researcher has the opportunity to get precise information required for the development of the research project. (Bocarnea, Reynolds, & Baker, 2013)

The interview is applied to specify details that would otherwise be difficult to access. In addition, the interview is possible when the universe is small. The researcher must meet very specific requirements, such as sensitivity to the facts, demonstrate confidence and openness to listen and not criticize; the interviewer must also show interest in finding the solution to the problem detected or declared in the investigation. (McNeill & Chapman, 2005)

Likewise, there is an interview conducted with the main authority of the educational center who expresses some lines about the importance of curricular adaptations in the English Language Program that help students with dyslexia to have a better reading comprehension. (McNeill & Chapman, 2005)

As a result with the interview applied both the chairman and the English teachers, they refer to adaptations as the opportunity to offer a better education quality to those who has a special educational need such as dyslexics.

The interview also shows how useful would be a guide based on curriculum adaptations in the reading classes to help dyslexics.

DATA ANALYSIS AND INTERPRETATION

In the following paragraphs there is a description of a survey applied to the seven students with dyslexia who are in Eighth Grade in the Chongon Public School of the city of Guayaquil and which contains the tables, graphs and the respective analysis.

In addition, there is an interview with an English teacher at Chongon Public School, who gives her point of view regarding the

difficulties she finds in teaching reading comprehensive lessons to students with dyslexia.

ANALYSIS OF RESULTS

Survey: 7 students
Eighth Grade – Room “A”

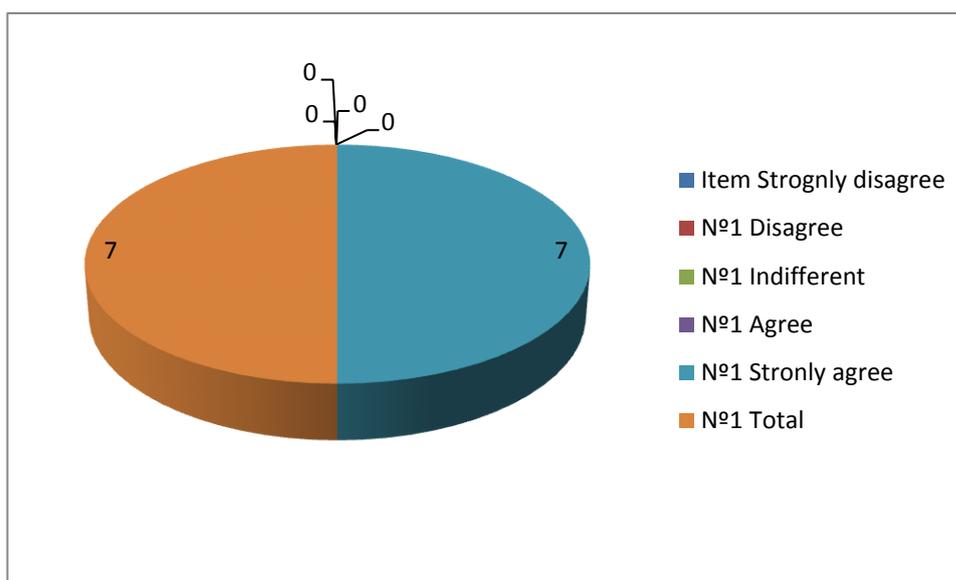
TABLE Nº 3

It is necessary to read a text more than one time to understand its content			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGES

Item Nº1	Strognly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	0	0,00%
	Stronly agree	7	100,00%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 1



COMMENT

All the students surveyed indicate that when they read a text once, they do not understand it; therefore it is necessary to read it again and again. This is equivalent to 100% of the universe.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

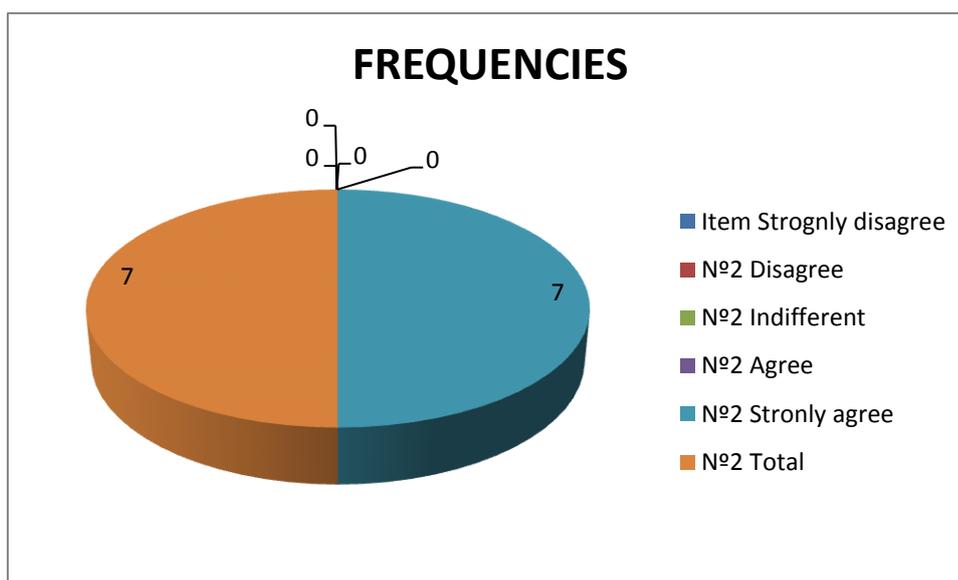
TABLE Nº 4

Texts full of letters are difficult to understand			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGES

Item Nº2	Strognly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	0	0,00%
	Stronly agree	7	100,00%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 2



COMMENT

In relation to the question asked, a significant percentage has indicated that it is difficult to understand a reading whose text only contains words.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

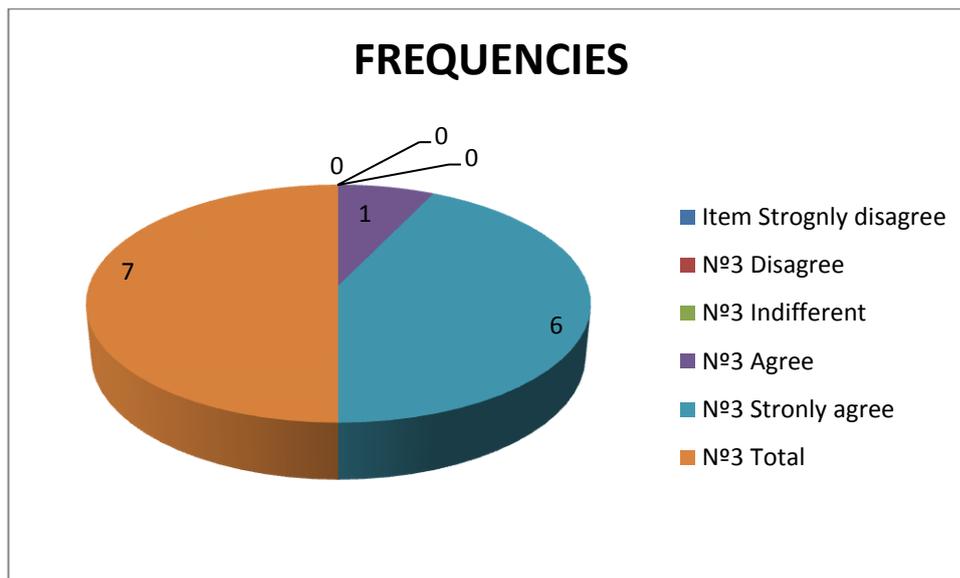
TABLE Nº 5

Stories associated to images are easier to understand			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item	Strognly disagree	0	0,00%

Nº3	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	1	14,29%
	Stronly agree	6	85,71%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 3



COMMENT

In this approach, a high percentage of the students state that images give support to the understanding of stories read in class. That is why some adaptations could be considered in the reading text.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

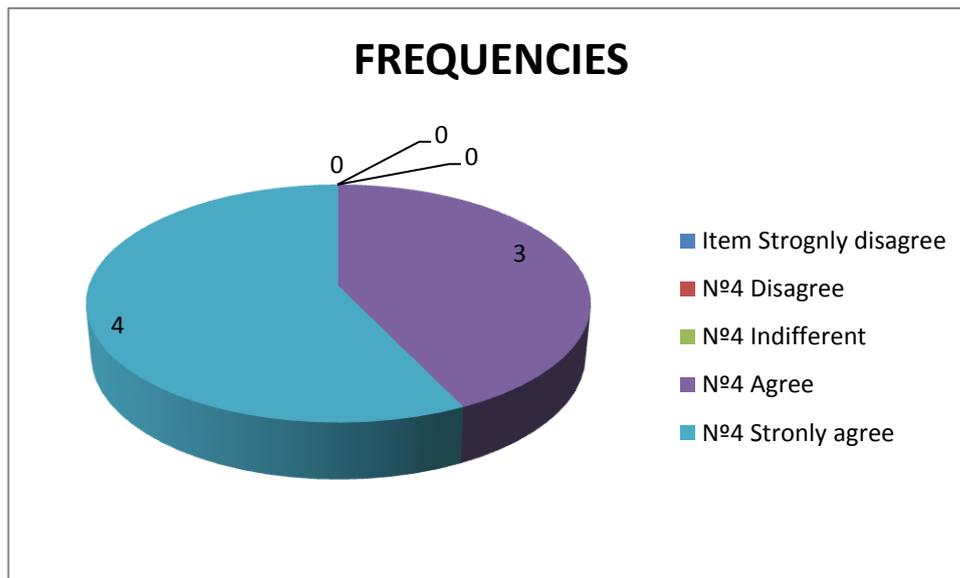
TABLE Nº 6

Most vocabulary words make reading difficult to understand			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGES

Item Nº4	Strognly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	3	42,85%
	Stronly agree	4	57,14%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 4



COMMENT

Regarding this point, students strongly agree that it is difficult to understand a selection if some words are familiar to them. Based on this point it is important to make some modifications in the unknown words by changing them with a well-known synonym.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

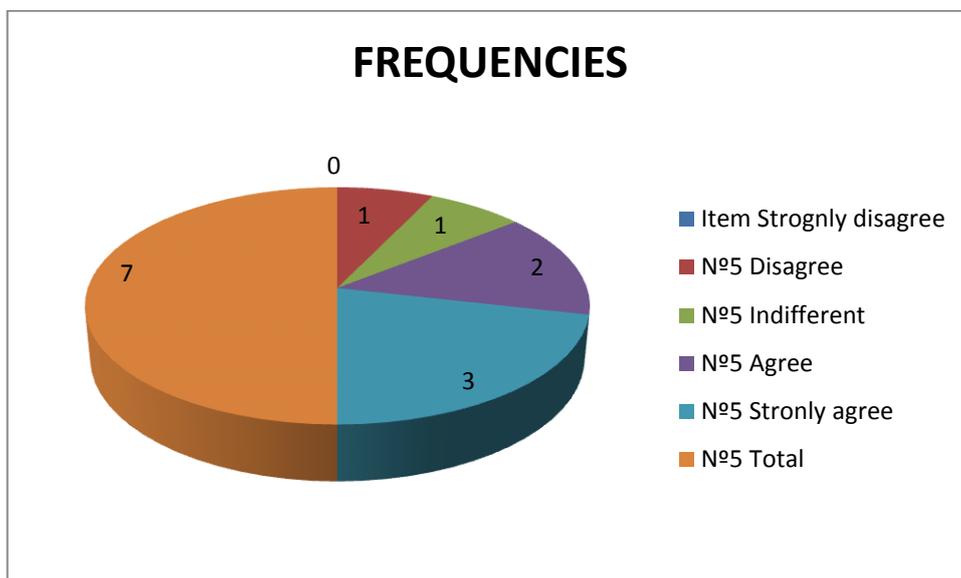
TABLE Nº 7

It is better when someone else tells a story instead of reading its content

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº5	Strognly disagree	0	0,00%
	Disagree	1	14,28%
	Indifferent	1	14,28%
	Agree	2	28,75%
	Stronly agree	3	42,86%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 5



COMMENT

In relation to this point, almost the fifty percent of the students strongly agree with the listening assistance while reading a story. This respond needs to be considerer to use technological resources properly.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

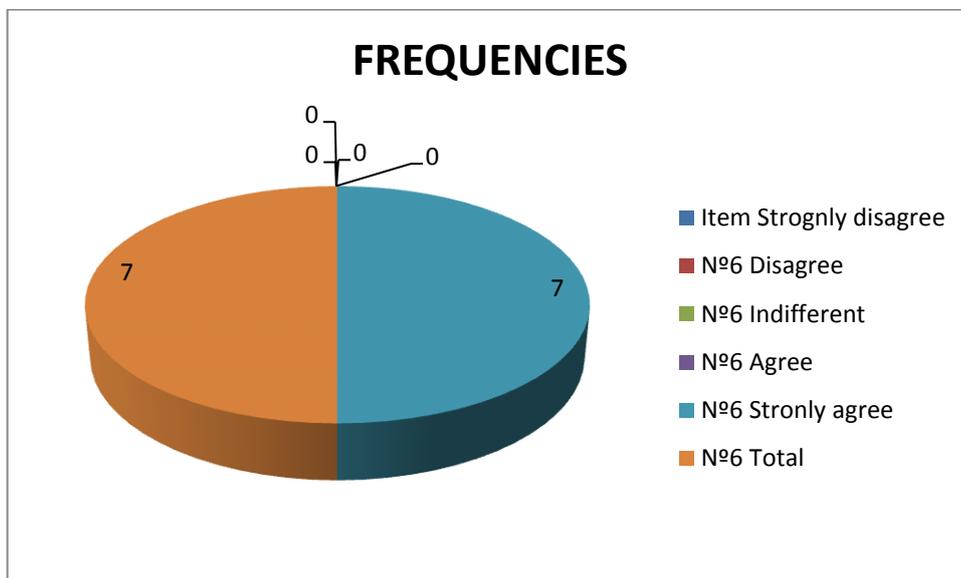
TABLE Nº 8

Contents of some stories turn boring when they are extensive
--

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº6	Strognly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	0	0,00%
	Stronly agree	7	100,00%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 6



COMMENT

Considering this point, students totally agree that stories with an extensive content becomes boring for them and it is an excellent idea to cover the whole story in some sections.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

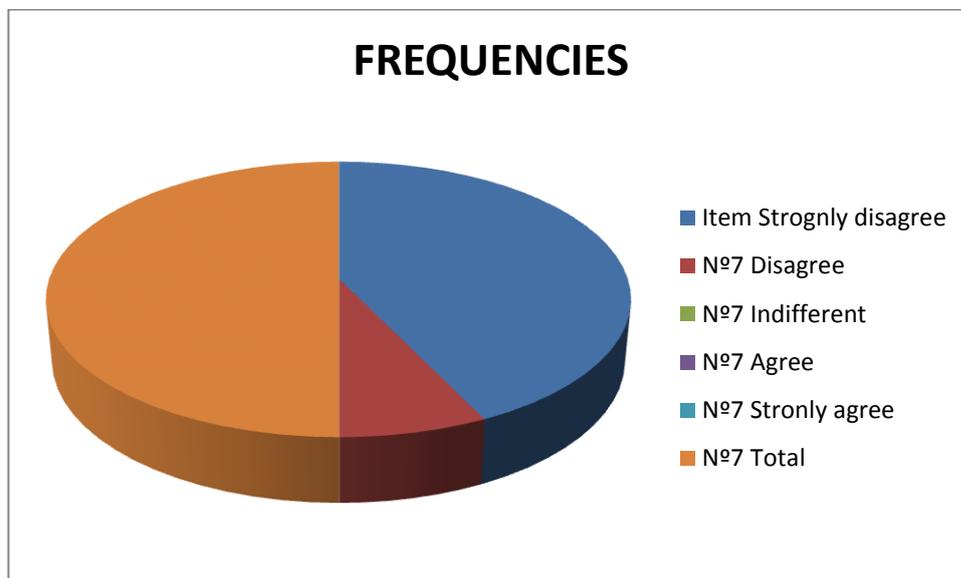
TABLE Nº 9

Reading comprehension is an interesting subject in the English class
--

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº7	Strognly disagree	6	85,71%
	Disagree	1	14,28%
	Indifferent	0	0,00%
	Agree	0	0,00%
	Stronly agree	0	0,00%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 7



COMMENT

Regarding this question, almost all of the students consider that Reading Comprehension is not an interesting story. This point can be overcome with the correct adaptations.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

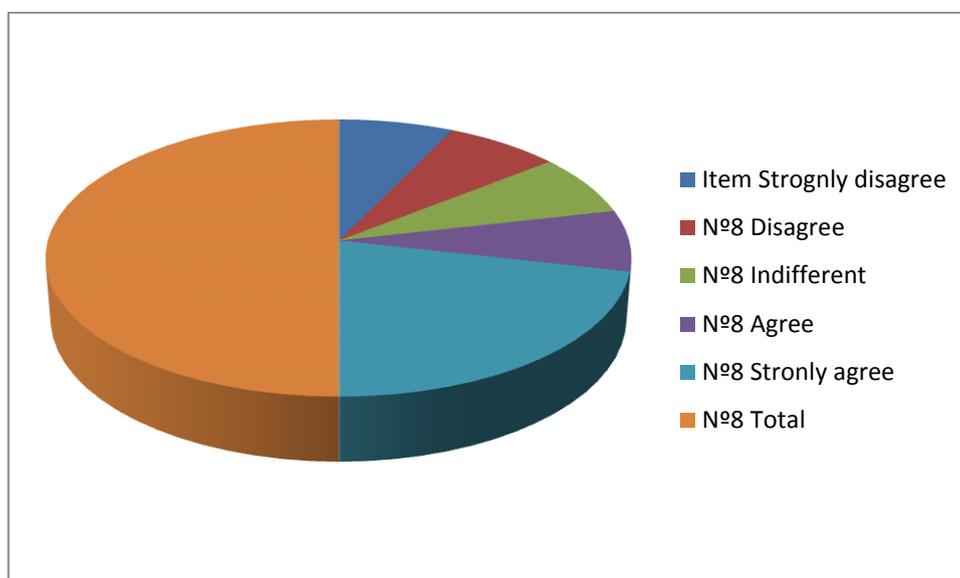
TABLE Nº 10

It is easier to understand new words definitions through sentences instead of

dictionary definitions			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº8	Stroglyly disagree	1	14,28%
	Disagree	1	14,28%
	Indifferent	1	14,28%
	Agree	1	14,28%
	Stronly agree	3	42,86%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 8



COMMENT

Three of the seven students consider that using the dictionary to define some words is difficult for them. Rather than the use of the dictionary, they accept using new words in sentences.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

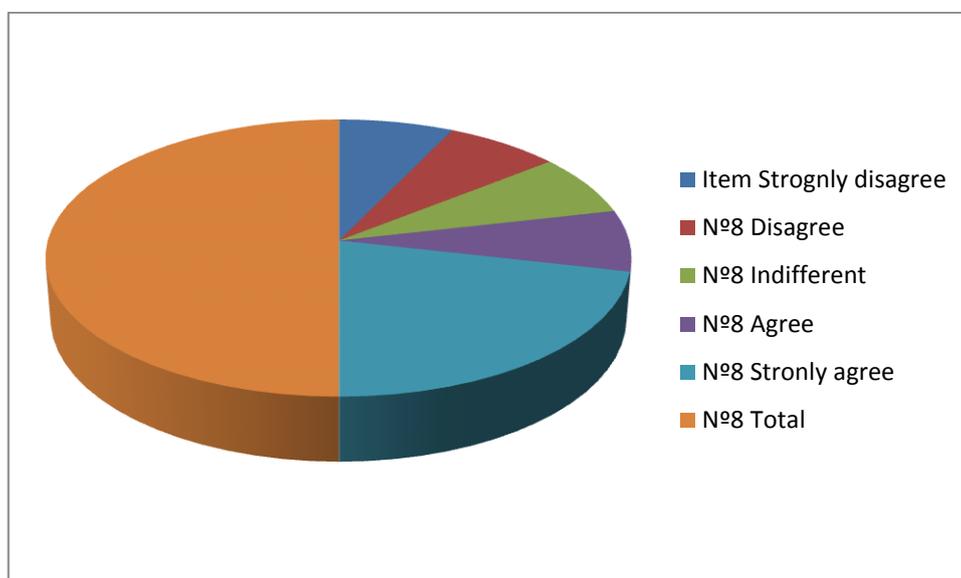
TABLE Nº 11

I prefer dramatize a story than writing about it
--

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº1	Stroglyly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	3	42,85%
	Stronly agree	4	57,14%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 9



COMMENT

More than the fifty percent of the students accept to dramatize a story instead of making a summary about it. It is understandable that writing becomes a challenge for dyslexics.

ANALYSIS OF RESULTS

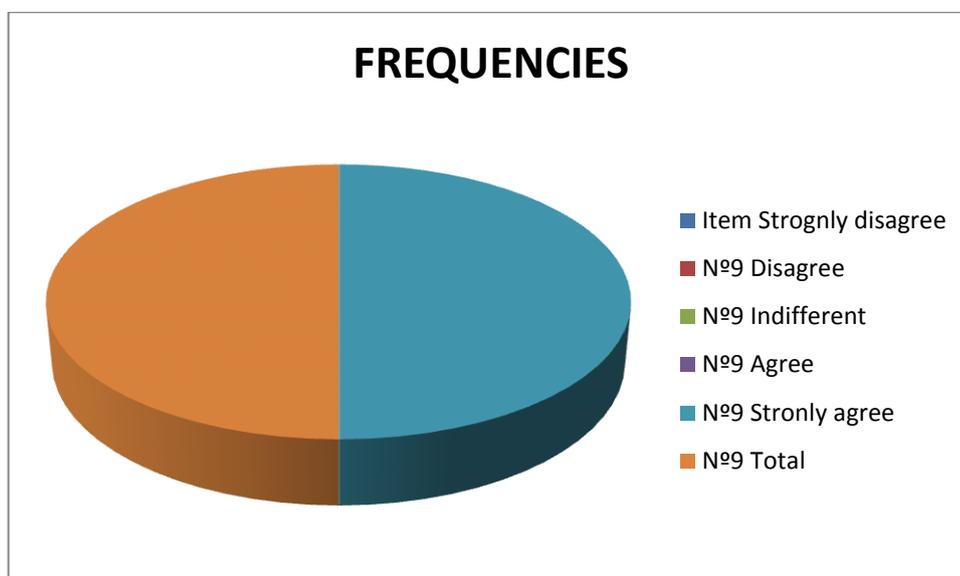
Survey: 7 students
 Eighth Grade – Room "A"

TABLE Nº 12

It is difficult to read some words because they sound different from the way they are written			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº9	Strognly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	0	0,00%
	Stronly agree	7	100,00%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 10



COMMENT

One hundred percent of the students find difficult to read because there are some words that have a different pronunciation from their written part and it is a challenge for dyslexics to handle this situation

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

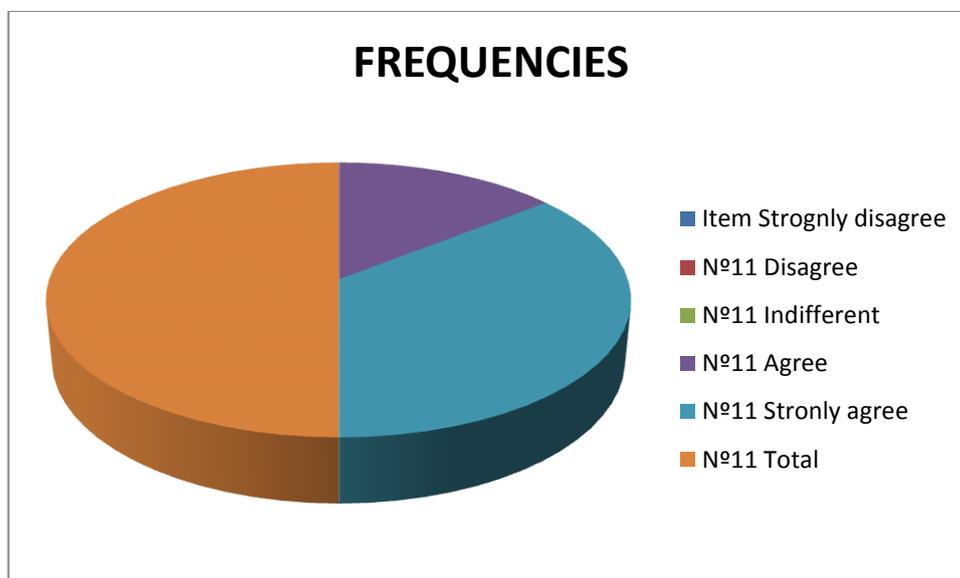
TABLE Nº 13

Graphic organizers help me understand the content of a text

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº11	Stroglyly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	2	28,57%
	Stronlyly agree	5	71,43%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 11



COMMENT

Students accept the use of graphic organizers to understand the readings they analyze in classes. It is necessary to guide them in the use of different types of graphic organizers according to the purpose of the class.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

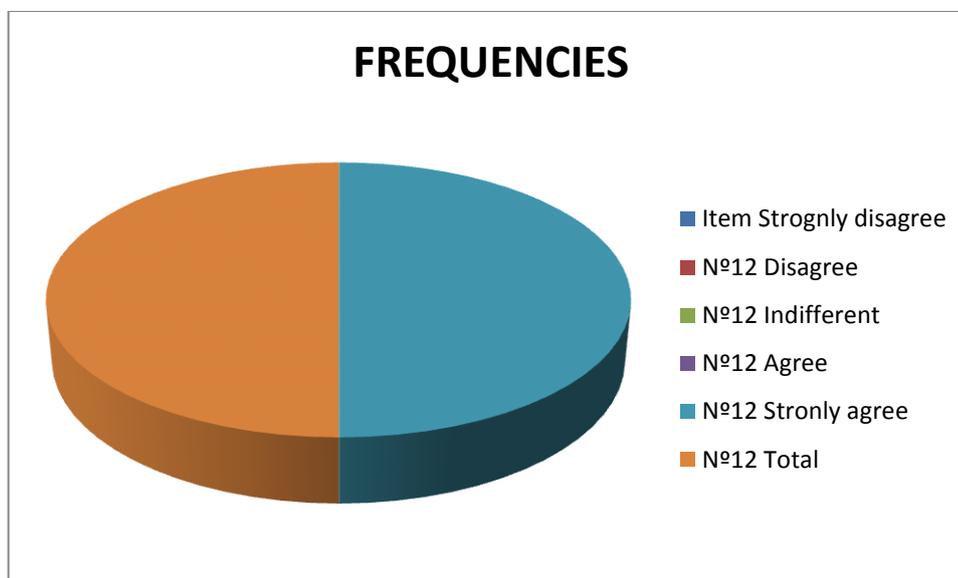
TABLE Nº 14

Pointing out what is being read helps me to understand the reading
--

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº12	Stroglyly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	0	0,00%
	Stronly agree	7	100,00%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 12



COMMENT

At this point, students are conscious that they need to follow the reading by pointing out the lines. This could be improved with the use of an adapted material that has been designed for dyslexics.

ANALYSIS OF RESULTS

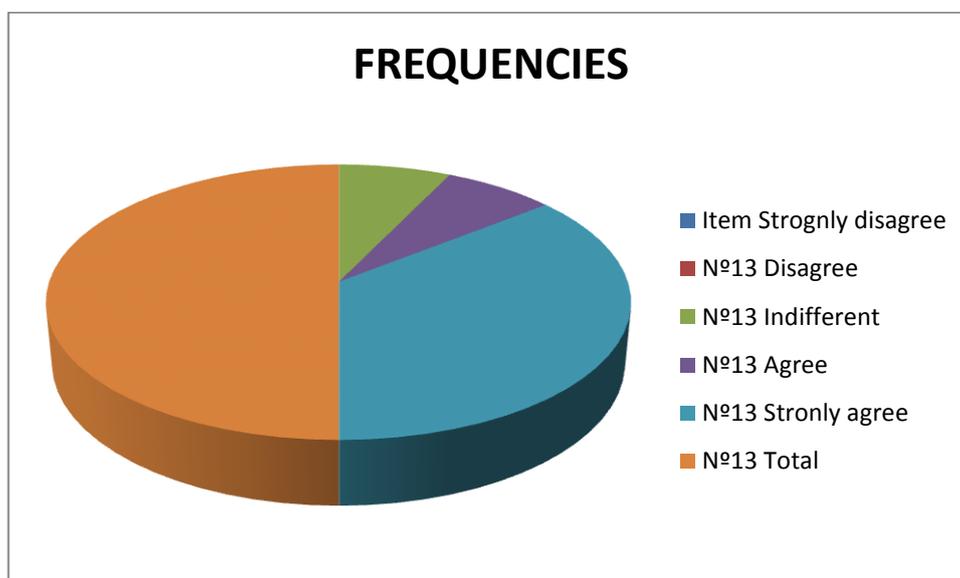
Survey: 7 students
 Eighth Grade – Room "A"

TABLE Nº 15

Stories are easier to understand if they have audio support			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº13	Stroglyly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	1	14,28%
	Agree	1	14,28%
	Stronlyly agree	5	71,43%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 13



COMMENT

Students partially accept that audio support would help them understand a reading. Dyslexics are sensory learners, so adaptations in the methodology is also necessary.

ANALYSIS OF RESULTS

Survey: 7 students
 Eighth Grade – Room "A"

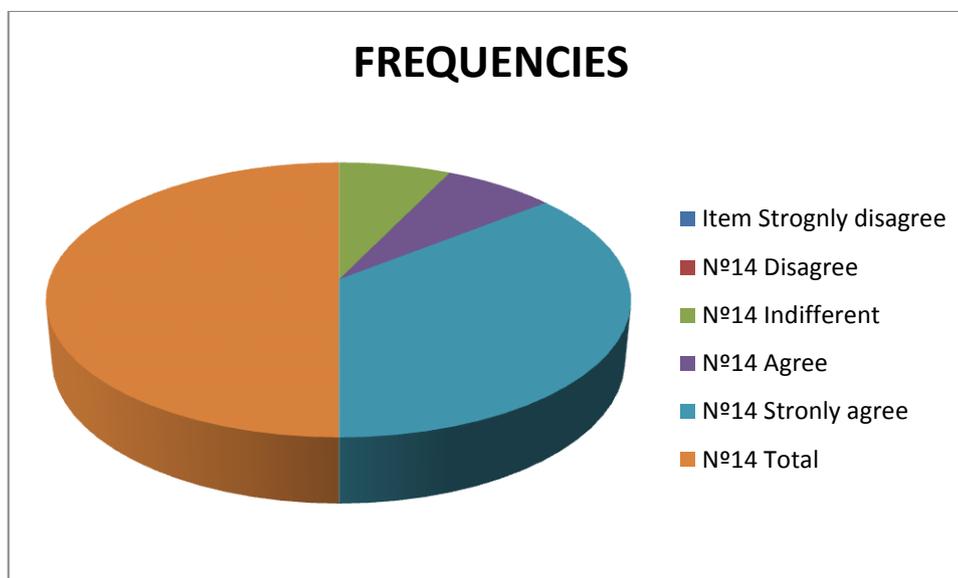
TABLE Nº 16

It is easier to answer oral questions about a story

CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº14	Stroglyly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	1	14,28%
	Agree	1	14,28%
	Stronlyly agree	5	71,43%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 14



COMMENT

More than the fifty percent of the students prefer to use oral responds instead of writing. That is why it is necessary to apply some modifications to the methodological strategies during the reading classes.

ANALYSIS OF RESULTS

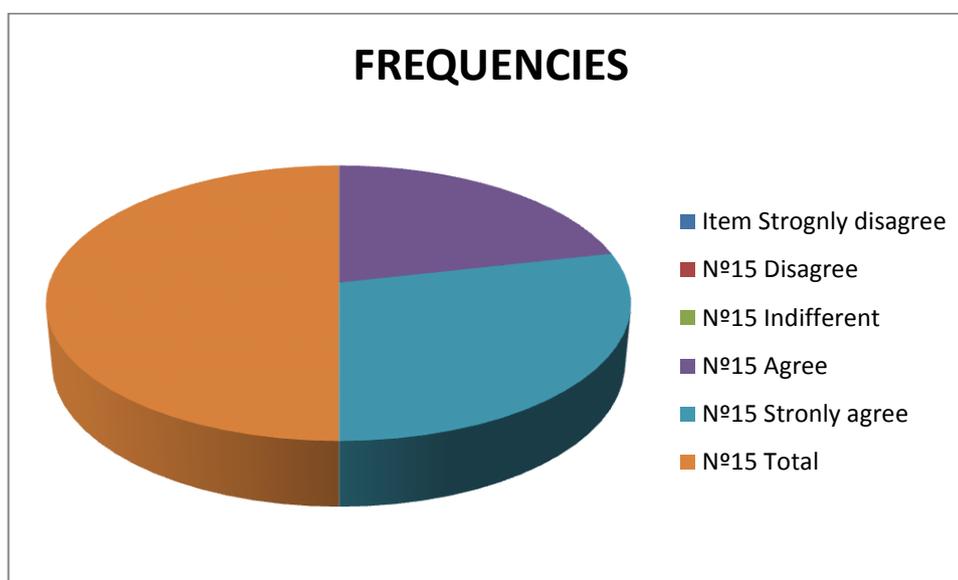
Survey: 7 students
 Eighth Grade – Room "A"

TABLE Nº 17

Pictures tell more than words written in a text			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGES
Item Nº15	Strognly disagree	0	0,00%
	Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	3	42,85%
	Stronly agree	4	57,14%
	Total	7	100,00%

Source: Students from Eith Grade "A" at Chongon Public High School
 Researcher: viviana Merino Angulo

GRAPHIC Nº 15



COMMENT

Four of seven surveyed students consider that images give support to the reading. That is why adaptations in the material used become mandatory for dyslexics, considering besides that they are more visual than auditory.

PRUEBA CHI CUADRADA

Objective: Statistically demonstrate the correlation between the independent and dependent variable.

Independent Variable: Curriculum Adaptations

Dependent Variable: Reading Comprehension with dyslexic students

Table No. 13 Chi Cuadrada

<i>Images tells more than words</i>	<i>It is needed to read a text more than once to understand it</i>				Total
	Strongly disagree	Indifferent	Agree	Strongly agree	
Strongly agree	,00 100,00%	,00 100,00%	1,00 100,00%	,00 100,00%	1,00 100,00%
Agree	,00 100,00%	,00 100,00%	,00 100,00%	2,00 100,00%	2,00 100,00%
Indifferent	3,00 100,00%	,00 100,00%	,00 100,00%	,00 100,00%	3,00 100,00%
Disagree	,00 100,00%	3,00 100,00%	,00 100,00%	,00 100,00%	3,00 100,00%
Strongly disagree	3,00 100,00%	,00 100,00%	,00 100,00%	,00 100,00%	3,00 100,00%
Total	6,00 50,00%	3,00 25,00%	1,00 8,33%	2,00 16,67%	12,00 100,00%

Pruebas Chi-cuadrado.

<i>Estadístico</i>	<i>Valor</i>	<i>df</i>	<i>Sig. Asint. (2-colas)</i>
Chi-cuadrado de Pearson	36,00	12	,000
Razón de Semejanza	28,77	12	,004
Asociación Lineal-by-Lineal	4,58	1	,032
N de casos válidos	12		

Source:

By: The author

Nivel de significancia: Alfa=0,05 o 5

Estadístico de prueba a utilizar: Chi Cuadrada

Valor P o significancia

As the value of P is less than 0,05 chi cuadrada test indicates that there is a relationship between the variables, thus curriculum adaptations influence in the reading comprehension of dyslexic students.

INTERVIEW RESULTS

1) Why did you decide to become an English teacher?

Well, I consider that I was inspired in my English teacher at school. His methodology was persuading me to teach as he did it. Then, I chose this career because I love languages.

2) Is the English language easy to teach to Spanish speakers?

I am completely sure that it is easy; but it is necessary to know our students. They have some strengths and weaknesses.

3) To what extent the English language is important for Ecuadorian people?

I consider that in Ecuador people value the English language but some of them consider it is difficult and that is why they do not make any effort to learn it.

4) Do you consider that inclusion has been an excellent decision in the educational field?

Of course, because everyone deserves to receive attention in the learning process and it is a great opportunity for those groups.

5) In which cases do you consider necessary to use adaptations to the curriculum?

When there is a person with any kind of problem.

6) From the four basic skills to be developed for the acquisition of a foreign language, which is the most difficult to improve? Why?

I consider that listening and reading are both difficult because students find reading boring and because they do not have the listening skills enough developed to complete exercises.

7) Which is the level of importance of applying adaptations in the curriculum in order to achieve reading comprehension lessons for dyslexic students? Explain

Dyslexic students have the problem of reading and writing; so, I consider really important to adapt the curriculum to help them.

8) Argument to what extent it is necessary to receive training in the field of curriculum adaptations to improve the development of the English Program.

It is absolutely necessary. If I were trained, I would know how to manage dyslexics in my lessons.

9) Have you ever faced dyslexic students in your classroom?

I have some cases in deed.

10) How viable could be teaching Reading Comprehension to dyslexic students?

Just if teachers are trained it could be possible. Otherwise, it is really difficult because they are not able to read at all.

Interview to the Chairman

1) Is inclusion being considered in this institution?

As our Constitution demands, this High School accepts students that learn differently.

2) Which types of special educational needs are adopted in this institution?

Those that belong to the group of special educational needs not associated to a disability.

3) What is the relationship between special needs and English language?

I suppose that the relationship is the level of difficulty when teaching English to those kinds of students.

4) What is your opinion about the reading comprehension subject?

My personal opinion is that it is a skill difficult even in the mother tongue. In a foreign language it must be more difficult because it is necessary the use of vocabulary. It means to expand vocabulary words in order to understand what they read.

5) Is reading comprehension an essential skill to be developed in all the students that attend the school that you lead?

Yes, it is. Without reading nobody can solve any other subject. Reading is the pillar of understanding.

6) In your opinion, is dyslexia a learning disability to be considered as part of the challenge of teaching English?

Well, dyslexia complicates the teaching process.

7) Do you consider important to promote curriculum adaptations for the understanding of the reading classes with dyslexic students?

I consider that it necessary not only important.

8) What is the level of commitment from parents in the projects that the school has?

Parents follow our rules and they support all of our ideas.

9) Are you able to motivate the English staff in the application of curriculum adaptations to improve the language program?

Yes, I am. I will give all my support when training and innovation is available for my teachers.

10) Which kind of support would the school need besides a guide focused on curriculum adaptations to develop reading comprehension for dyslexic students?

I consider necessary to provide the guide but also to monitor the fulfillment in the use of the guide.

CHAPTER IV THE PROPOSAL

DESIGN OF A DIGITAL GUIDE WITH CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA

JUSTIFICATION

Analyzed the results obtained in this research work, it was found that the lack of application of curriculum adaptations affects the development of reading comprehension skills in dyslexic students. This situation has allowed the formulation of this proposal to try to solve this situation step by step.

This proposal is focused in the design of a guide with curriculum adaptations in the English Program to develop reading comprehension in children with dyslexia from Eighth Grade Room "A" at Chongon Public School.

Further, this proposal maintains a close relationship between the object of study, students with dyslexia, and the dynamics of the adaptations to the English program and in a very specific way, in the area of comprehensive reading.

It is real that teachers who are graduated in English language teaching learn some techniques and methodologies, but they need to know in a deeper way how to deal with dyslexia in the classrooms and basically in reading comprehension classes.

Due to the results of the present investigation, it is well known that students with dyslexia block their mind when they participate in the reading classes. Undoubtedly, since dyslexia is a problem of reading and writing, teachers should make very specific modifications so that this focal group of students can understand what they read.

This proposal then becomes a useful and practical tool for teachers and direct beneficiaries are dyslexic studies and indirect beneficiaries are parents, teachers and the institution that welcomes inclusion as mandated by the Constitution of the Republic of the Ecuador.

DIAGNOSTIC

Regarding the techniques and instruments for this research, the survey and the interview were considered. The seven eighth-grade dyslexic students of the Chongon Public School were surveyed. This field research allowed the real data to indicate that there is a need to adapt the curriculum in the English program to improve reading comprehension.

In addition, an English teacher and the chairman of the Chongon Public School were interviewed. This technique evidenced the need to guide teachers in curricular adaptations to improve the reading comprehension of the 8th grade dyslexic students of this educational establishment.

Both techniques applied in this research project resulted in the lack of knowledge in curriculum adaptations to help dyslexics in the reading classes. On the other hand, the results also demonstrated that students would like to be an active part of the English classes and in a special form inside the reading comprehension lessons.

According to the above lines, the problem has been detected in Eighth Grade, Room "A" at Chongon Public High School f during the school year 2018 – 2019.

GENERAL OBJECTIVE

To analyze the importance of curriculum adaptations in the English Program to improve reading comprehension skills with dyslexic students.

SPECIFIC OBJECTIVES

- To examine the types of curriculum adaptations that will be diagramed to facilitate their comprehension.

- To determine particular curricular adaptations to facilitate reading comprehension for dyslexics.
- To evaluate the use of curriculum adaptation for dyslexic students to strengthen reading comprehension skills

THEORETICAL ASPECTS

Curricular adaptations mean what, how and when to teach as well as how to be evaluated. Adaptations, therefore, have an effect on curricular aims, contents, method and evaluation. Even though functioning autonomously, the curricular adaptation of one of all these factors necessarily mean modifying the others. (Alonso, 1999, p.1)

Each human being is a unique individual in the world and each person deserves to receive a quality education within their own learning style; the ideal should not be to adapt the curriculum for people with special educational needs, but rather to make adjustments so that regular students learn in a special way. (Hoover, 2005)

Adapting the English program means to modify the lesson plan in its methodological strategies, evaluation criteria, or the objective; it also regards to modify the learning environment which is the classroom, the activities done inside it, and the test paper to evaluate each student with a special educational needs. (Hoover, 2005)

Dyslexic students learn in a different way because they have been divorced from reading and writing lessons. Engage them in the reading comprehension classes is possible through a set of adaptations that will ensure their performance in the reading lessons. (Hoover, 2005)

FEASIBILITY

The authority of the Chongon Public School of the province of Guayas, city of Guayaquil, Chongon Parish, made possible the execution of the research project and the proposal of a guide in curricular adaptations in the English Program for the development of comprehensive reading in students. with dyslexia during the school year 2018 - 2019.

- **Financial**

The proposal is economically feasible because the institution has classrooms that facilitate adaptations in such space; besides, the curricular plans can be modified easily because this proposal has been designed with efforts to make each modification in the methodology and assessment instruments, which does not generate expenses.

- **Legal**

The legal basis of this proposal is framed in the Constitution of Ecuador of 2008 which emphasizes that all Ecuadorians deserve a quality education. By indicating the quantifier all, students with special educational needs are not left out.

On the other hand, this proposal is also part of the Good Living Program that emphasizes inclusion in educational programs to provide a quality of life for all Ecuadorians.

Technical

This proposal is based on technology because the institution has projectors and computers that facilitate adaptations in the methodology for comprehensive reading classes.

On the other hand, the proposal can be digitally diagrammed so that it is accessible to all teachers through any electronic or shared device in the clouds.

- **Human Resources**

The educational triad makes possible the execution of this proposal. On one hand, the authorities and teachers are motivated to receive the guide based on the curricular adaptations to improve the comprehensive reading of dyslexic students. On the other hand, students will benefit and being considered an active entity in the development of comprehensive reading classes, their own motivation will be the engine that allows each of the necessary adaptations to the curriculum.

- **Political**

The proposal has political viability because the Ecuadorian Government in obedience to the Constitution is obliged to provide an education that potentiates the capabilities of all Ecuadorians. In this way, there is the possibility that students become global citizens and people who build an entrepreneurial Ecuador that generate changes to face the challenges of the coming century.

DESCRIPTION OF THE PROPOSAL

The proposal is a guide for teachers that is made up of curricular adaptations so that dyslexic students can improve in comprehensive reading classes. This guide has a table of contents that states:

- Facing Dyslexia in the classroom
- Curriculum Adaptations
- Grades of Curriculum Adaptations
- Types of Adaptations

- Types of Curriculum Adaptations for Dyslexic Students in the Reading Class
- Adaptations in the Classroom
 - For Materials
 - For Teaching Techniques
 - For Classwork and Taking Tests
- Curriculum Adaptations according to the different types of Reading
- Practical Exercises

The guide begins with a sensitizing paragraph which pretends to be empathic with the teachers who face cases of students with dyslexia in their regular reading comprehension classes.

In this first part of the proposal, teachers must have clear that even they have obtained their university degree to teach English, it is necessary to be trained in the use of curricular adaptations for the management of these cases of vulnerability in reading classes.

The next paragraphs explain what curricular adaptations are and the nine types that can be used in the educational field. Moreover, there is an explanation of specific adaptations to develop reading skills for dyslexic students.

Those adaptations are focused in the lesson plan which includes the methodological strategies, evaluation criteria, and techniques. Besides, the classroom deserves attention to be adapted for students with dyslexia. It means that there are some important modifications about the way teachers should write on the board, important papers to be exhibited in the classroom and didactic resources that dyslexics need to use to follow-up each story.

Finally, the proposal contains a guide in the design of adapted tests to evaluate dyslexic students. These modifications can be supported by images and oral responses.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- Nowadays, much of the research to remedy difficulties in reading, has focused mainly on the treatment of decoding skills. Reading comprehension has often been overlooked in the diagnosis and educational intervention, which means that many children with

difficulties in this area do not receive adequate treatment and can lose motivation and interest in reading due to the great effort it takes for them to face the written texts.

- Dyslexia is a special educational needs categorized under the heading of non-associated to a disability and it is ranked in the grade 2 position which means that the adaptations are required in the lesson plan, in the classroom, in the techniques and methodological strategies, as well as the evaluation instruments.
- The fluid reading is an aspect of great importance because of the relationship that it maintains with other fundamental skills in the development of reading, like understanding. That is why curriculum adaptations are essential in the English Program to develop reading comprehension in students with dyslexia.
- It is possible to achieve reading comprehension in dyslexic students with a guide based on curriculum adaptations to be applied in the reading program. In order to fulfill this goal it is necessary to implement this guide according to the type of reading to be developed such as lexical, literal, interpretive, or applied.

Recommendations

- Teachers must identify the way in which dyslexics learn and how sensitive they are in the learning process and take advantage of this condition to make the development of reading comprehension viable. Teachers must also be trained in the proper application of curriculum adaptations to help students with dyslexia during the Reading Comprehension lessons.

- The objective of the teacher should be to make the student understand the message of the reading and not only read a text correctly. This implies that students can not only pronounce words or avoid spelling errors but also understand the beginning, body and closure of a story, the relevant facts, the sequence of events within the text, among other important data.
- Authorities in high schools should monitor if teachers apply and not only design a plan to teach students with special educational needs. Besides, English Coordinators in public and private educational institutions should demand the lesson plan with the correspondent adaptation in order to ensure the way dyslexics learn how to read in English.
- Making curriculum adaptations in the English program to improve reading comprehension in dyslexic students will benefit the educational triad: teachers, parents, and students. They will have the necessary tools to become dyslexics an active part of the reading class.

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Universidad de Guayaquil

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UNIDAD DE TITULACIÓN**

Appendixes



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**FACULTAD DE FILOSOFÍA, CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN**

Guayaquil, Febrero del 2019

Sr. MSc.

Carlos Valle

DIRECTOR (A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

FACULTAD DE FILOSOFÍA

UNIVERSIDAD DE GUAYAQUIL

Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación "INFLUENCE OF CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA" de la estudiante VIVIANA CAROLINA MERINO ANGULO, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que la estudiante está apta para continuar con el proceso de revisión final.

Atentamente,

MSc. Galo Donoso Noboa
TUTOR DE TRABAJO DE TITULACIÓN

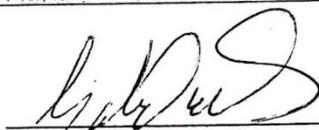


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**FACULTAD DE FILOSOFÍA, CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN**

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: <i>En busca of curriculum adaptations in reading</i> Autor(s): <i>Viviana Consuelo Melina Aguilar</i>		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4.5
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.5
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	1
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
CALIFICACIÓN TOTAL *	10	10
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		


 FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
 No. C.I. 0919172422

FECHA: 16/06/2018



Universidad de Guayaquil

**FACULTAD DE FILOSOFÍA, CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN**

Guayaquil, Marzo 18, 2019

Magister

CARLOS VALLE NAVARRO

DIRECTOR (E) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS, Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación. Título: INFLUENCE OF CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLLEXIA. PROPUESTA: DESIGN A GUIDE BASED ON CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLLEXIA, de la estudiante MERINO ANGULO VIVIANA CAROLINA.

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de dieciséis palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo _____ años.
- La propuesta presentada es pertinente.

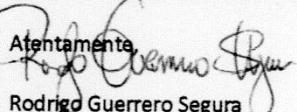
Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que la estudiante MERINO ANGULO VIVIANA CAROLINA está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,


Rodrigo Guerrero Segura

DOCENTE REVISOR



Universidad de Guayaquil

FACULTAD DE FILOSOFÍA, CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

TÍTULO DEL TRABAJO: INFLUENCE OF CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA.			
PROPUESTA: DESIGN A GUIDE BASED ON CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA			
AUTOR: MERINO ANGULO VIVIANA CAROLINA			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.3	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.3	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.2	
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL*	10	9	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.			

Guayaquil, Marzo 18, 2019

Atentamente,

Rodrigo Guerrero Segura
DOCENTE REVISOR



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**LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA
PARA EL USO NO COMERCIAL DE LA OBRA CON FINES NO
ACADÉMICOS**

Yo, VIVIANA CAROLINA MERINO ANGULO con C.I. Np. 0917184327, certifico que los contenidos desarrollados en este trabajo de titulación, cuyo título es "INFLUENCE OF CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA" son de mi absoluta propiedad y responsabilidad Y SEGÚN EL ART. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN*, autorizo el uso de una licencia gratuita intransferible y no exclusiva para el uso no comercial de la presente obra con fines no académicos, en favor de la Universidad de Guayaquil, para que haga uso del mismo, como fuera pertinente

VIVIANA CAROLINA MERINO ANGULO

C.I. No. 0917184327

*CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN (Registro Oficial n. 888 - Dic./2016) Artículo 114.- De los titulares de derechos de obras creadas en las instituciones de educación superior y centros educativos.- En el caso de las obras creadas en centros educativos, universidades, escuelas politécnicas, institutos superiores técnicos, tecnológicos, pedagógicos, de artes y los conservatorios superiores, e institutos públicos de investigación como resultado de su actividad académica o de investigación tales como trabajos de titulación, proyectos de investigación o innovación, artículos académicos, u otros análogos, sin perjuicio de que pueda existir relación de dependencia, la titularidad de los derechos patrimoniales corresponde a los autores. Sin embargo, el establecimiento tendrá una licencia gratuita, intransferible y no



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UNIDAD DE TITULACIÓN**

Guayaquil, 20 de Agosto de 2018

MSc.
MAYRA BUSTAMANTE
Colegio Fiscal Chongón
RECTOR
Ciudad.-

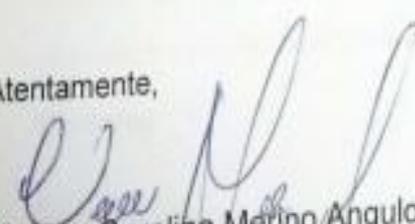
De mis consideraciones:

Al saludarla cordialmente, solicito autorización para realizar mi trabajo de investigación con el fin de obtener datos que nos ayuden a ostentar el título de Licenciadas en Lengua y Lingüística Inglesa, de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil.

Mi propósito es brindar una herramienta para la institución sobre cómo mejorar la comprensión lectora en los estudiantes disléxicos de Octavo Grado de la institución que Ud. tan acertadamente dirige.

En espera de que mi solicitud tenga una respuesta favorable, quedo de Ud. muy agradecida.

Atentamente,


Viviana Carolina Merino Angulo
C.I.0917184327



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UNIDAD DE TITULACIÓN**

Guayaquil, 20 de Agosto de 2018

MSc.
MAYRA BUSTAMANTE
Colegio Fiscal Chongón
RECTOR
Ciudad.-

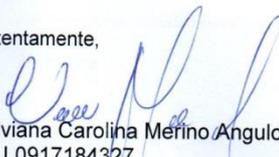
De mis consideraciones:

Al saludarla cordialmente, solicito autorización para realizar mi trabajo de investigación con el fin de obtener datos que nos ayuden a ostentar el título de Licenciadas en Lengua y Lingüística Inglesa, de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil.

Mi propósito es brindar una herramienta para la institución sobre cómo mejorar la comprensión lectora en los estudiantes disléxicos de Octavo Grado de la institución que Ud. tan acertadamente dirige.

En espera de que mi solicitud tenga una respuesta favorable, quedo de Ud. muy agradecida.

Atentamente,


Viviana Carolina Merino Angulo
C.I.0917184327



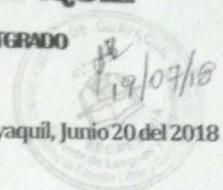
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UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL POSTGRADO



Guayaquil, Junio 20 del 2018

MSc. Mayra Bustamante
Rectora de la Unidad Educativa Fiscal Chongón
Ciudad.

De mis consideraciones:

Yo, VIVIANA CAROLINA MERINO ANGULO, con cc #0917184327, estudiante egresada de la Escuela de Lenguas y Lingüísticas presencial de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil, solicito muy respetuosamente se me permita realizar mi proyecto de Licenciatura en la Institución Educativa que usted dignamente dirige.

TEMA:

"INFLUENCE OF CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA".
(Influencia de las adaptaciones curriculares en el idioma Inglés en el desarrollo de la lectura comprensiva en alumnos con dislexia).

PROPUESTA:

"DESIGN OF A GUIDE BASED ON CURRICULUM ADAPTATIONS TO HELP DYSLEXIC STUDENTS TO DEVELOP READING COMPREHENSION IN THE ENGLISH CLASSES".
(Diseñar una guía basada en adaptaciones curriculares para ayudar a estudiantes con dislexia en el desarrollo de la lectura comprensiva en las clases de inglés).

Por la atención que se dé a la presente solicitud, reitero mis agradecimientos.

Atentamente,

Viviana Merino Angulo
cc:#0917184327

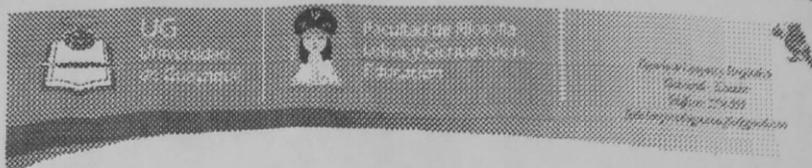
*Intercedo
proyecto educativo
18 Julio 2018*





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Oficio No. 287

Guayaquil, 23 de Julio del 2018

MSc.
Mayra Bustamante
RECTORA DE LA UNIDAD EDUCATIVA FISCAL "CHONGÓN"
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que la estudiante: **MERINO ANGULO VIVIANA CAROLINA**, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: Influence of curriculum adaptations in the English program to develop reading comprehension in children with dyslexia.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

MSc. Alfonso Sánchez Ávila

DIRECCIÓN
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alejandro Delgado	SECRETARÍA I	
Aprobado por:	MSc. Laryssa Pazos	DIRECTOR	



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ANTIPLAGIARISM REPORT

SURVEY TO STUDENTS

Your opinion is extremely important for this research. Please, mark (X) your answer according to your experience.

		Totally disagree	Disagree	Indifferent	Agree	Totally Agree
1.	It is necessary to read a text more than one time to understand its content					<input checked="" type="checkbox"/>
2.	Texts full of letters are difficult to understand					<input checked="" type="checkbox"/>
3.	Stories associated to images are easier to understand					<input checked="" type="checkbox"/>
4.	Most vocabulary words make reading difficult to understand					<input checked="" type="checkbox"/>
5.	It is better when someone else tells a story instead of reading its content				<input checked="" type="checkbox"/>	
6.	Contents of some stories turn boring when they are extensive					<input checked="" type="checkbox"/>
7.	Reading comprehension is an interesting subject in the English class				<input checked="" type="checkbox"/>	
8.	It is easier to understand new words definitions through sentences instead of dictionary definitions			<input checked="" type="checkbox"/>		
9.	I prefer dramatize a story than writing about it			<input checked="" type="checkbox"/>		
10.	It is difficult to read some words because they sound different from the way they are written					<input checked="" type="checkbox"/>
11.	Graphic organizers help me understand the content of a text					<input checked="" type="checkbox"/>
12.	Pointing out what is being read helps me to understand the reading					<input checked="" type="checkbox"/>
13.	Stories are easier to understand if they have audio support				<input checked="" type="checkbox"/>	
14.	It is easier to answer oral questions about a story					<input checked="" type="checkbox"/>
15.	Pictures tell more than words written in a text				<input checked="" type="checkbox"/>	



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INTERVIEWS

Interview to the teacher:

1) Why did you decide to become an English teacher?

Well, I consider that I was inspired in my English teacher at school. His methodology was persuading me to teach as he did it. Then, I chose this career because I love languages.

2) Is the English language easy to teach to Spanish speakers?

I am completely sure that it's easy, but it's necessary to know our students. They have some strengths and weaknesses.

3) To what extent the English language is important for Ecuadorian people?

I consider that in Ecuador people value the English language but some of them consider it's difficult and that is why they do not make any effort to learn it.

4) Do you consider that inclusion has been an excellent decision in the educational field?

Of course because everyone deserves to receive attention in the learning process and it's a great opportunity for those groups.

5) In which cases do you consider necessary to use adaptations to the curriculum?

When there is a person with any kind of problem.

6) From the four basic skills to be developed for the acquisition of a foreign language, which is the most difficult to improve?

Why?

I consider that listening and reading are both difficult because students find reading boring and because they do not have the listening skills enough developed to complete exercises.



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- 7) Which is the level of importance of applying adaptations in the curriculum in order to achieve reading comprehension lessons for dyslexic students? Explain

Dyslexic students have the problem of reading and writing, so I consider really important to adapt the curriculum to help them.

- 8) Argument to what extend it is necessary to receive training in the field of curriculum adaptations to improve the development of the English Program.

It's absolutely necessary, if I were trained, I would know how to manage dyslexics in my lessons.

- 9) Have you ever faced dyslexic students in your classroom?

I have some cases in deed.

- 10) How viable could be teaching Reading Comprehension to dyslexic students?

Just if teachers are trained it could be possible. Otherwise, it is really difficult because they are not able to read at all.



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Interview to the Chairman

1) Is inclusion being considered in this institution?

Así como la constitución lo exige, esta
institución educativa acepta que hay estudiantes
que aprenden de una manera diferente.

2) Which types of special educational needs are adopted in this institution?

Los que pertenecen al grupo de necesidades
Educativas Especiales no Asociadas a una
discapacidad.

3) What is the relationship between special needs and English language?

Como que la relación se da en el nivel
de dificultad al aprender inglés con este
tipo de estudiantes.

4) What is your opinion about the reading comprehension subject?

Mi opinión personal es que es una habilidad
difícil en el idioma español y con mayor razón
en idioma extranjero por la cantidad de vocabulario

5) Is reading comprehension an essential skill to be developed in all the students that attend the school that you lead?

Sí, claro que sí. Sin la lectura nadie podría
desarrollar ninguna de las otras actividades
ya que esta es el pilar del entendimiento

6) In your opinion, is dyslexia a learning disability to be considered as part of the challenge of teaching English?



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*Bueno, la dislexia complica el
proceso lector.*

- 7) Do you consider important to promote curriculum adaptations for the understanding of the reading classes with dyslexic students?

*Considero que es necesario y no solo
importante.*

- 8) What is the level of commitment from parents in the projects that the school has?

*Los padres siguen nuestras normas y apoyan
todas nuestras ideas.*

- 9) Are you able to motivate the English staff in the application of curriculum adaptations to improve the language program?

*Sí es, yo doy todo el apoyo para
entrenar a mis maestros y que se
mejoren.*

- 10) Which kind of support would the school need besides a guide focused on curriculum adaptations to develop reading comprehension for dyslexic students?

*Considero necesario proveerles de una
guía, pero también del monitoreo
para el cumplimiento de dicha guía.*



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Chongon Public High School



Chongon Public High School's Chairman



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Eight Graders
Survey Application



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Chongon Public High School Entrance



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Interview to the teacher



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The proposal

CURRICULUM ADAPTATIONS IN THE ENGLISH PROGRAM TO DEVELOP READING COMPREHENSION IN CHILDREN WITH DYSLEXIA



Author: Viviana Merino

Teaching with passion

The work of a teacher is the most beautiful profession in the life of a human being. The teacher forms and not only instructs. The teacher is the person who leaves traces in the life of each of his students. Therefore, it is impossible to stop teaching all the children and teenagers that God puts us in the classrooms to transform their minds and make them people who accept diversity and also respect it. God created us all and gave us all a talent. Mine is to teach and I do it with passion. I accept inclusion and I am able to see it as an opportunity to continue transcending through these beings that only learn differently.

Viviana Merino A.



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- Facing Dyslexia in the Classroom
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 - For Planning
 - For Materials
 - For Teaching Techniques
 - For Classwork and Taking Tests
- Curriculum Adaptations for different types of Reading
- Practical Exercises

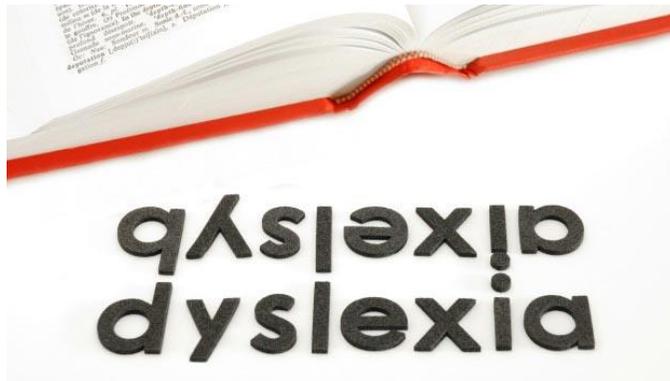
Facing Dyslexia in the Classroom

Dyslexia is a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general intelligence.

Most dyslexic learners are right-brain dominant. To understand this you need to know a little bit about brain structure.

The brain is made up of two halves or hemispheres – the right brain and the left brain. These are connected to each other by a thick cable of nerves at the base of each brain called the corpus callosum.

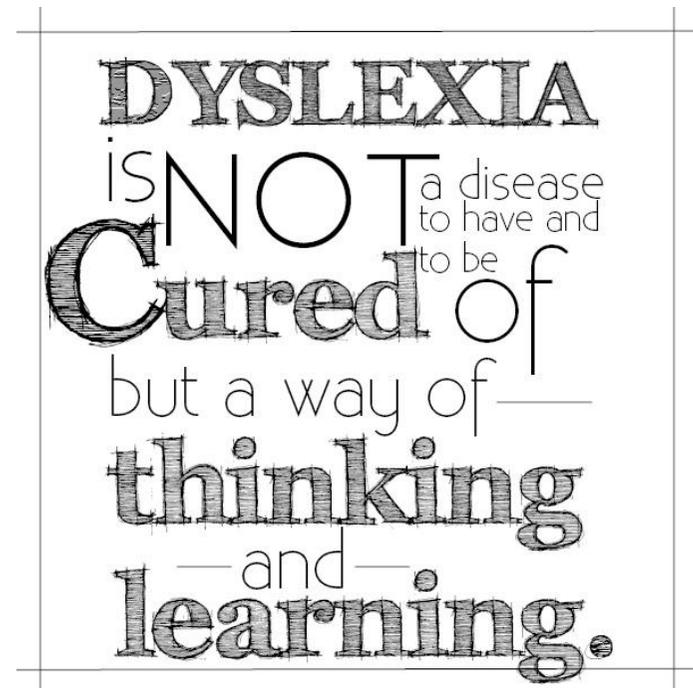




There are some learning areas affected by dyslexia: spelling, reading, and writing.

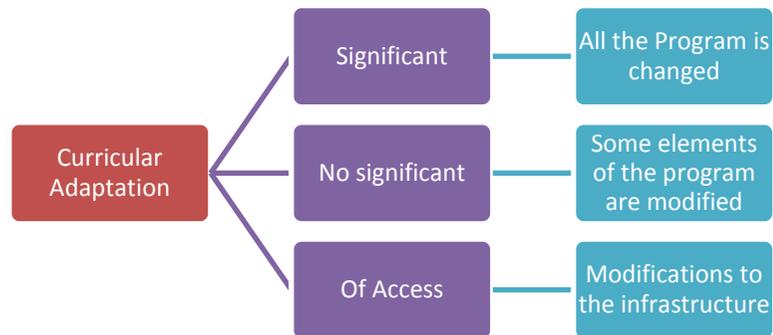
Even they have a difficulty in reading, it is possible that they can read a high English Comprehension level.

Teachers' goals should be that dyslexics comprehend what they read and teachers need to adapt the curriculum to give dyslexics the opportunity to receive a high quality education.



Dyslexic students will be sensory-learners who succeed with the teachers' help. They are intelligent enough to understand what they read meaningfully.

Curriculum Adaptations



Adaptations are accommodations and/or modifications that allow access to the general education curriculum for all students.

Grades of Curriculum Adaptations

- Grade 1 Modifications to the elements of access to the curriculum, leaving the curriculum itself intact.
- Grade 2 Modifications in the methodology and activities.
- Grade 3 Modifications in the contents and objectives



Dyslexia is a special educational need that is not significant in the second degree and, therefore, adaptations are made to the elements of the curriculum.

Types of Adaptations



Types of Curriculum Adaptations for Dyslexic Students in the Reading Class

Before **planning your lesson**, ask yourself these questions:

Examine the Structure of the Instruction, or Determine the Level of Meaningful Participation

Guiding Question #1

Can the student participate in the activity like any other student?

Yes?

No? Go to next ?

Guiding Question #2

Can the student participate in the activity with changes in materials/equipment, input/output mode, or skill sequence?

Yes?

No? Go to next ?

Guiding Question #3

Can the student participate in the activity but work on different level material in the same goal area?

Yes?

No? Go to next ?

Guiding Question #4

Can the student participate in the activity but work on a skill from a different curriculum area?

How do I know if it was meaningful?

Is the student:

- Involved throughout the activity?
- Working on IEP objectives?
- Presented in a valued social role?
- Engaged in actions that have “congruence” with the class/subject/activity taking place?

Examine the Demands and Evaluation Criteria of the Task

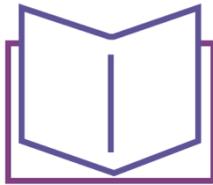
Will the student need adapted curricular goals?

- adjust performance standards
- adjust pacing
- same content but less complex
- similar content with functional/direct applications
- adjust the evaluation criteria or system (grading)
- adjust management techniques

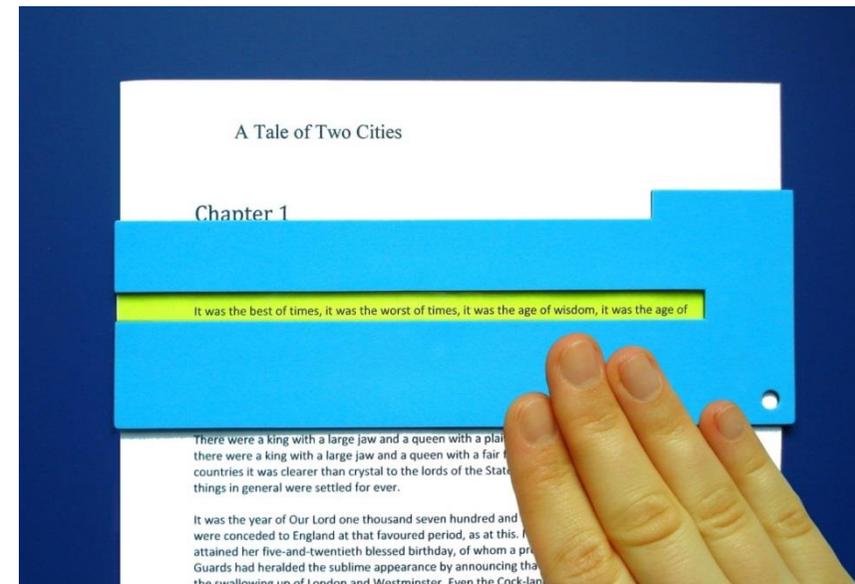
As soon as the decision on what to modify in the lesson plan, it is important to make adaptations in it:

- **Objective:** Comprehend the text through special resources used in the class
- **Time:** Provide extra time to complete the activities.
- **Skills with Performance Criteria:** Limit the level of complexity
- **Resources:** Provide audio of the story to be learned
- **Content:** Consider the same content
- **Methodological Strategies:** Provide personal monitoring; reduce distractions, provide simple exercises and simple worksheets to be developed; minimize the level of difficulty in the activities.
- **Achievement Indicators:** Participate and answer orally
- **Evaluation:** Allow oral responses; divide the evaluation in sections; provide an example related to the questions asked in a test.

For Materials



- Get audiobooks through service like Bookshare, a free online library for students with disabilities.
- Provide pictures of directions and schedules.
- Use large-print text for worksheets.
- Simplify directions with key words for most important ideas.
- Provide colored strips or bookmarks to follow along when reading.



The Davis Dyslexia Association launched a card that helps students keep their eyes on the reading line. This resource can be designed with a plastic sheet and a slot that fits in the reading line, that is, it does not become an expense but rather a useful tool for any student with dyslexia.

In the Classroom:

- Place a paper of any color on the upper right side of the board to note what the class outline will be. This paper should be the same color every day. In this way the dyslexic student will see that the "yellow" paper indicates what will happen in the class.

Example:

1. Talk about animals
2. Animal figures
3. Read about animals
4. Questions about animals

- **It is advisable to use another color of paper where every day the task to be done at home will be written. In this way the dyslexic student will know that the "green" paper is exclusively for tasks.**
- **Verify that the dyslexic student copied the homework. For this, it is important to write as concrete as possible, for example: Book page 45 exercise 5.**

- Verify that the dyslexic student uses a folder instead of a notebook. This helps you organize better and have access to your jobs. Verify that the folder has a color separator (yellow) to copy into classes and another color (green) for the courses section.
- Try that the task for the dyslexic student is divided into sections. Long jobs would not have a good result. The short works will not only give the best results but also allow motivating their development.
- Assign a chair for the student so that he is close to the teacher so that his work is monitored at all times. If this is not possible, try to sit the dyslexic student near a classmate who will help him throughout the class.

- Use two colors of chalkboard marker to facilitate the copy work from the blackboard of the dyslexic student. When he copies, each color will direct him in what line he is and he will not see everything confusing from the blackboard.
- Write on the board leaving space between words. This will facilitate the copy of the blackboard for the dyslexics.
- Avoid erasing the writing on the board immediately. Allow the student time to copy or instruct him or her to copy only what you have underlined.

- Give the student the material they will read long in advance so that it is possible to pre-read it at home. In that way, the reading will not be totally new for the moment of the class.
- If possible, recommend some video that the dyslexic student can watch at home prior to the reading class and that is related to the topic to be read.
- Avoid asking the dyslexic student to read the text aloud or in front of the other classmates. If you know that the greatest difficulty is reading, it is preferable to start the class normally and approach the student and repeat those lines in simple words, and if possible do it with an image that refers to what is said.
- Provide a short list of new words from the story. If possible be sure that each word has an image to support its definition.
- Avoid focusing on spelling correction in students with dyslexia. If the student makes a spelling mistake, he may have him repeat the word three times but he does not have to subtract his score for this reason.

For Teaching Techniques



- Give step-by-step instruction (oral and written).
- Repeat directions, then check to see if students understand.
- Stick to consistent daily routines.
- Use small group teaching.
- Provide notes from the lesson, or organizers to fill in and follow along during the lesson.
- Review skills daily.
- Pre-teach new and important concepts.



- Observation, Demonstration
- Written Materials
- Video and Audio Tapes
- Lecture and Informal Discussion
- Journals, Creative Writing Activities
- Role playing, Scenarios
- Questioning technique



Classwork and Taking Tests

Teachers can...

- Provide extra time for reading and writing.
- Provide different ways to respond, like saying the answers, having larger spaces for writing, or circling an answer instead of filling in the blank.
- Hand out letter and number strips for students to look at so they can see how to write correctly.
- Provide sentence starters that show how to begin a written response.
- Show examples of work that is correct to serve as a model.
- Arrange worksheet problems from easiest to hardest.
- Allow understanding to be demonstrated in different ways (oral reports, video presentations, posters, etc.).

Adaptations in assessment:

- Use a text reader (like a Reading Pen or text-to-speech software).
- Partner up to study—one person writes while the other speaks, or they share the writing.

Presentation, Response, Setting, and Timing/Scheduling are the four basic types of accommodations used during instruction and assessment

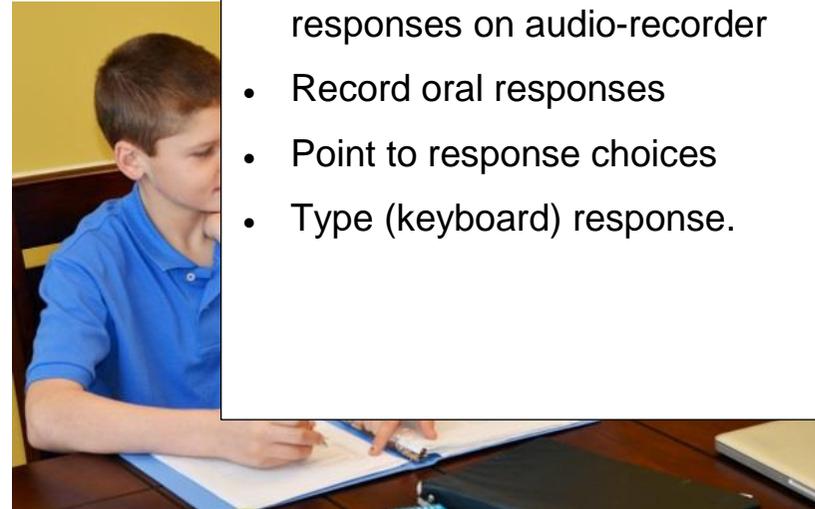
- **Presentation** accommodations allow students to access instructional materials in ways that do not require them to read standard print presented in a standard visual format:
Presentation Accommodations—Instruction
 - Verbal instructions
 - Repetition of instructions
 - Text/Instructions in audio-format
 - Larger print
 - Fewer Items per page**Visual prompts or cues (e.g., arrow pointing on page)**
 - Highlighted text

Response accommodations allow students alternatives for completion of activities, assignments, and tests. Students may be permitted to demonstrate their knowledge and skills in alternate ways, or to solve or organize their work using an electronic device or organizer.

- Mark answers in test book instead of on separate answer sheet
- Dictate to scribe or record oral responses on audio-recorder
- Record oral responses
- Point to response choices
- Type (keyboard) response.

Setting accommodations change the location in which a test or assignment is given or the conditions of the assessment setting.

- Individual or small group
- Reduce visual and/or auditory distractions (e.g., separate desk or location within classroom—“private office”)
- Distraction-free setting (separate room)
- Alternative furniture arrangement (e.g., facing fronted teacher for whole group lessons vs block of tables for small group work).



- Dictate to scribe or record oral responses on audio-recorder
- Record oral responses
- Point to response choices
- Type (keyboard) response.

Timing/Scheduling accommodations change the length of time allowed for completion of a project, or assignment and may also change way the time is organized (e.g., breaks):

- Flexible scheduling (e.g., several sessions one)
- Extended time
- Allowing for more frequent breaks (appropriate)
- Changing order of tasks or subtests.



General Instructions

- Make directions simple and include examples.
- Type or print directions. Never use italics.
- Directions should be at the start of each test section.
- Make sure students understand all directions.
- Use a New York Times or Comic Sans FONT.

True and False Tests

- Avoid T/F tests whenever possible.
- Never use double negatives.
- Don't use 'trick' words like: always, sometimes, none of the above, all of the above, sometimes, never, mostly, few, etc.
- Have students circle the words 'True' or 'False' rather than writing 'T' or 'F'.
- Avoid wordy questions.

2 Match the subject

- 1 the teachers-
- 2 Pauline
- 3 the pen
- 4 you and I
- 5 you and your
- 6 Peter
- 7 the books

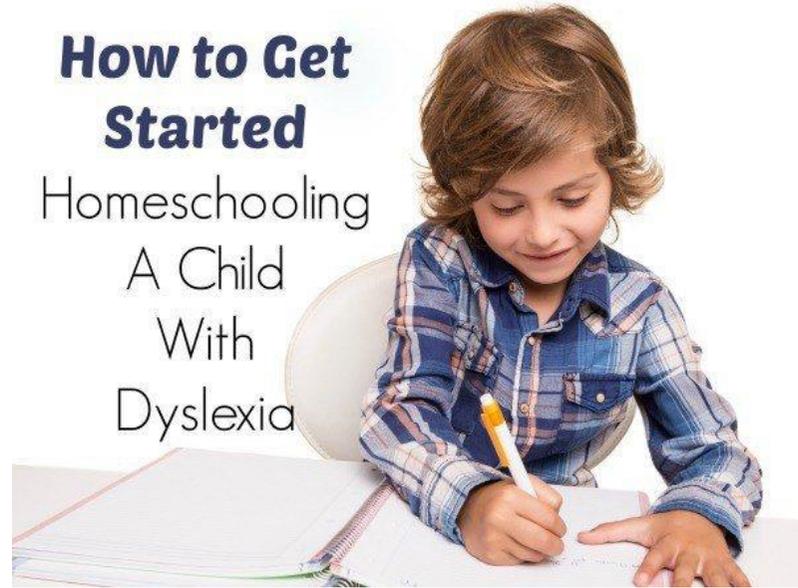
For dyslexic words, words in two columns completed

Fill-In-The B

- Don't under incorr
- The le the an
- The b

How to Get Started

Homeschooling
A Child
With
Dyslexia

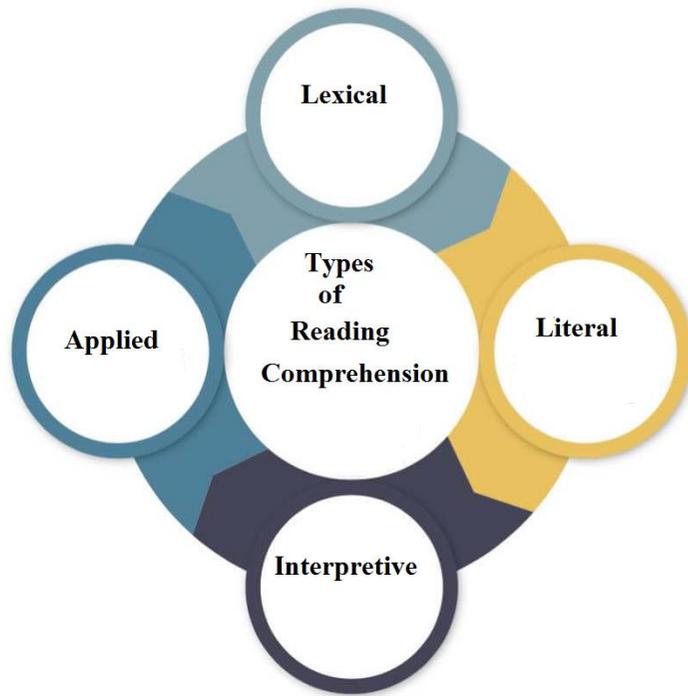


Homework

- By the end of a school day a dyslexic child is generally more tired than his peers because everything requires more thought, tasks take longer and nothing comes easily. More errors are likely to be made. Only set homework that will be of real benefit to the child.
- In allocating homework and exercises that may be a little different or less demanding, it is important to use tact. Self-esteem is rapidly undermined if a teacher is underlining the differences between those with difficulties and their peers. However, it should also be remembered that far more effort may be needed for a dyslexic child to complete the assignment than for their peers.
- Set a limit on time spent on homework, as often a dyslexic child will take a lot longer to produce the same work that another child with good literacy skills may produce easily.

Curricular Adaptations For different Types of Reading





Lexical Reading

Purpose: Students understand key words in context without the use of a dictionary.

Process:

1. Provide the dyslexic students the same reading as the regular students.
2. Remark the key words to be learned for the whole class.
3. Ask the dyslexic student always to pay attention to the words in bold.
4. Provide the dyslexic student a synonym for each word in bold.
5. Develop the class in a regular form.
6. Explain the dyslexic student the event that contains a key word by using synonyms or amplifying the meaning with examples.
7. Persuade him/her to explain what each new word mean considering an adaptation in the quantity of words required.

Interesting Word

Word

Literal Reading

Purpose: Students answers precise questions such as:

What?

When?

Where?

Process:

1. Divide the class in pairs or assign a tutor to the dyslexic students.
2. Develop the class normally.
3. Provide a paper with a graphic organizer to be filled with drawings or simple words.
4. Persuade him/her to participate in the oral responses when checking exercises

Name _____

Date _____



4 Ws Worksheet



Re-read and use the pictures to help you remember the 4 Ws of the story.

Book Title: _____

WHO?

Who are the main characters?
Describe them.

WHERE?

Where does the story take place?
Describe the setting.

WHEN?

When does the story take place?
Describe the time period.

WHAT?

What is this story about?
Describe the main idea.

Interpretive Reading

Purpose: Students find in the text precise answers such as: why?

What happens if?

How?

Process:

1. Assign a tutor to the dyslexic student.
2. Develop the class in a regular form.
3. Provide the dyslexic a paper with specific questions
4. Be sure that each question contains part of the answer in the text to guide him to find the answers easily.

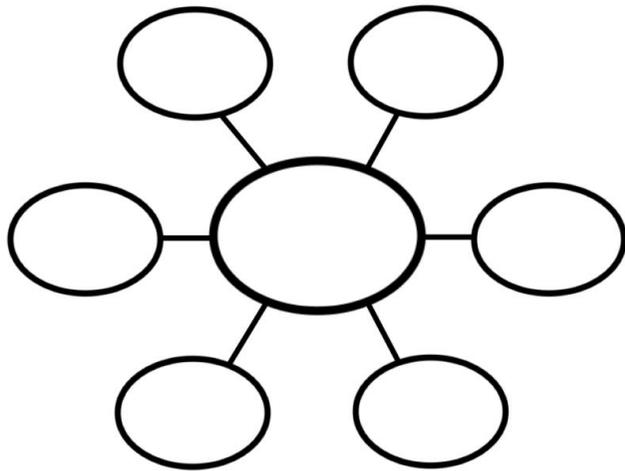
Applied Reading

Purpose: Students can give an opinion about the text because the new information fits with the one in their minds.

Process:

1. Assign a tutor for the dyslexic student
2. Develop the reading in a regular way.
3. Ask oral questions about students' opinion in every paragraph.
4. Write down one key word about students' opinion to make a web on the board.
5. Persuade the dyslexic student to give his/her opinion about the reading.
6. Add a key word from the dyslexic's opinion to the web
7. Emphasize everyone's opinion to summarize the class.
8. Be sure to score the dyslexic oral participation

Topic			
Who?		Where?	
What happened first?	What happened second?	What happened third?	What happened last?



This is **MY** Opinion

My Opinion:

Reason
#1

Reason
#2

**Reading Comprehension Exercises from the
English Book for 8th Grade given by the
Ministry of Education of Ecuador in the school
year 2018 – 2019**

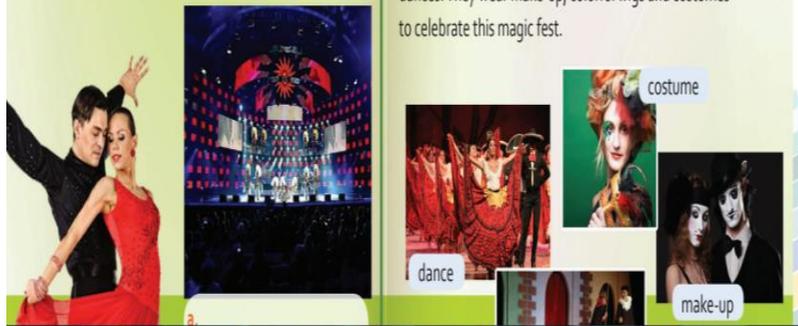
Source: https://educacion.gob.ec/wp-content/uploads/downloads/2018/05/ENGLISH_8VOEGB_STUDENT-BOOK.pdf



2. Read the magazine article and write the name of the festival under the correct picture.

Art festivals are special occasions for fans of culture and arts. In art festivals, people see actors, singers and dancers at a specific time of the year. In South America, for example, three important cultural fests exist. The first one is the World Tango Festival in Argentina. The second one is the Viña del Mar International Song Festival in Chile. And the third one is the Ibero-American Theater Festival in Colombia.

In March or April, theater fans celebrate the Ibero-American Theater Festival in Bogota, the capital of Colombia. They go to different events in the morning, in the afternoon and at night. They get in touch with actors from all the continents of the world: North & South America, Asia, Europe, Africa and Australia. The actors prepare different activities to celebrate this international event. For example, they perform plays in theaters and streets. They participate in parades and dances. They wear make-up, colorful wigs and costumes to celebrate this magic fest.



Process:

1. Provide the dyslexic student the Reading card or ask him/her to take it out from his/her backpack.
2. Write on the board the word "festival"
3. Tell the student that he needs to find all the "festivals" in the text
4. Ask the student to color each festival found.
5. Help him/her find the first festival and monitor he/she finds the second one.
6. Tell the student that he/she needs to relate each festival with each picture.
7. For the whole class, ask for the answers and be sure to ask the dyslexic student to participate with the obvious answer expected. In this case, it is TANGO festival which is well-known for everyone.



2. Read and label the characteristics of a flyer.

A Flyer

It is a piece of paper with information to advertise and promote an event. The basic information on a flyer includes the name of the event, the date, the time, the contact information and the activities. A good flyer has the following characteristics:

1. An appropriate heading: the title and logo of the festival.
2. Complete information: the schedule of the activities (date and time) and a contact phone number or e-mail address.
3. A creative design: nice colors, illustrations and big font are important to attract people's attention.



Process:

1. Provide the student a card (invitation) and remark that it has a title, the date and the time, and it has colors and images.
2. Provide the student a post-it paper to add in the invitation the words Heading, near the title; Schedule, near the Time and Place; and Design where images and colorful decorations are.
3. Ask the student to take his/her reading card and allow him/her to read the text.
4. Ask the student to find in the text the words: heading, schedule, and design
5. Ask him/her to compare the invitation with the image from the book.
6. Ask him simple questions: Which is the heading? /which is the schedule? / Which is the design.
7. Score his/her performance even though it is orally.

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2. Read and match the texts with the corresponding pictures.

a. Hello! I'm Karolina Novak from Prague. Today, I'm reporting on my famous neighborhood: Old Town. It's spring, so people are wearing shorts and T-shirts. It's warm, so people are walking, running and talking on their cell phones. Old Town is famous for the Prague Orloj, a very old astronomical clock. It's surprising that it's working at the moment.

b. Hi! My name is Lara and I live in Rio de Janeiro. I'm reporting on my neighborhood, Copacabana. It's summer, so people are wearing sunglasses and caps. The weather is perfect for practicing sports, so people are skating, swimming, surfing and playing volleyball. Copacabana is famous for its beaches and it's also a fantastic place to relax.

c. What's up? I'm Felipe Alvarez from Barcelona. I'm reporting on a cultural

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Exploring the neighborhood Taking pictures Making the collage Writing descriptions

2. Read the steps to make a collage.

A Collage
It is a creative visual work that includes different kinds of images to talk about a topic. Follow these steps to make a collage about your neighborhood.

1. Take many pictures of people in your neighborhood.
2. Select and classify the pictures into two groups: actions and clothes.
3. Cut the pictures in different shapes. For example, circles, squares, triangles and rectangles.
4. Select the materials for the collage. Use cardboard, color paper, markers, paint, glue, glitter and so on.
5. Paste the pictures.

3. Complete the sentences based on the reading.

a. Cut the pictures _____

b. It is a creative visual _____

Process:

1. Ask the whole class to read the instruction
2. Show the dyslexic student how to relate pictures and texts.
3. Ask him/her to observe deeply each picture.
4. Ask the dyslexic student to use the reading card
5. Ask him to find in the text any relation with each picture.
6. Develop the exercise in general in the class while copying the students' answers on the board.
7. Be aware to write the answers in two columns:
1: _____
2: _____
3: _____
8. Reinforce why the answers were chosen.
9. Score the dyslexic's participation.

Process:

1. Assign a tutor student to work with the dyslexic student
2. Ask the whole class if they know what a collage is.
3. List some ideas on the board.
4. Provide the dyslexic student some examples of collages
5. Explain the class that they have to read the steps to make a collage
6. Highlight on the dyslexic's book the key words needed to make the collage:
 - a. People /neighborhood
 - b. Classify/pictures
 - c. Actions/Clothes
 - d. Cut/shapes
 - e. Cardboard/glue/markers
 - f. Paste/pictures
7. Be completely sure the dyslexic student understand each of the words given or provide him/her examples through pictures.

2. Read the text. Then, circle the correct option to complete the sentences.

A Brochure

It is a paper folded in two or three parts containing information about a place. A brochure usually has short texts and eye-catching pictures to promote tourism, events and products.

The information in a brochure is divided into sections, so people can read it easily. In this case, the tourism brochure contains six panels divided into three important sections:

Section 1: representative and tourist places.
Section 2: map and locations in the city.
Section 3: additional information about the city and the contacts.

a. People use brochures to promote _____.

1. parts 2. tourism 3. maps

b. _____ are necessary for the promotion of an event.

1. Pictures 2. Texts 3. Pictures and texts

c. This brochure is divided into three _____.

1. panels 2. papers 3. sections



Process:

1. Ask everyone to read the instruction in silence
2. Ask someone to explain what to do
3. Provide the dyslexic student a piece of paper
4. Use the paper to cover options b and c while working on a
5. Be sure that the question and the options are clear for him/her
6. Then it is time to use the reading card to understand the text
7. Ask 'orally' the correct answers
8. Let the dyslexic student participate
9. Reinforce why his/her answer is good/bad
10. Score his/her participation even a wrong answer were given
11. Clarify the correct answers in columns

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