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**English Teaching language to children with dyslexia: an analysis based on the  
curricular adaptations guide**

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**Riobamba, Ecuador. 2022**

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Riobamba, 11 de Agosto del 2022



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The undersigned, professors appointed Members of Court of degree for the evaluation of the research work " English Teaching language to children with dyslexia: an analysis based on the curricular adaptations guide". Presented by Michelle Sofia Flores Rojas, with identity card 0603977000, under de tutorship of Mgs-. María Mercedes Gallegos Núñez. We certify that we recommend the APPROVAL of this for degree purposes. Previously, the research work has been evaluated and the author's support has been listened to; having nothing else to observe. In accordance with the applicable regulations, we signed, in Riobamba, on the 16th day of July 2022.

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## **DEDICATION**

This thesis is dedicated first to God, who has guided me throughout this learning path.

To my mother and my uncle who have been my inspiration and motivation to study this wonderful Career.

Last but not least, to my grandmother and my brother who have accompanied me throughout this time, with their advice and support during my university stage.

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## INDEX

AUTHORSHIP .....	2
THESIS TUTOR CERTIFICATION.....	3
COMMITTEE MEMBERS CERTIFICATE.....	4
URKUND CERTIFICATION.....	5
DEDICATION .....	6
ACKNOWLEDGMENT.....	7
INDEX .....	8
RESUMEN.....	10
ABSTRACT.....	11
CHAPTER I.....	12
1.1    INTRODUCTION .....	12
1.2    PROBLEM STATEMENT .....	13
1.3    PROBLEM FORMULATION.....	14
1.4    JUSTIFICATION .....	14
1.5    OBJECTIVES.....	15
1.5.1    GENERAL OBJECTIVE.....	15
1.5.2    SPECIFIC OBJECTIVES: .....	15
CHAPTER II.....	16
2. THEORETICAL FRAMEWORK.....	16
2.1 RESEARCH BACKGROUND .....	16
2.2 THEORETICAL FOUNDATION.....	17
2.2.1 Dyslexia.....	17
2.2.2 Characteristics of a dyslexic student .....	18
2.2.3 Types of Dyslexia.....	19
2.2.4 Causes .....	20
2.2.5 Learning difficulties in children with dyslexia.....	20
2.2.6 Role of the teacher.....	21
2.2.7 Curriculum .....	21
2.2.8 Curricular adaptations .....	21



CHAPTER III.....	24
3. METODOLOGY .....	24
3.1 QUALITATIVE APPROACH.....	24
3.2 RESEARCH MODALITY .....	24
3.3 LEVEL OR TYPE OF INVESTIGATION .....	24
3.4 POPULATION.....	24
3.5 SAMPLE SIZE.....	25
3.6 TECHNIQUES AND INSTRUMENTS FOR COLLETING DATA .....	25
3.7 TECHNIQUES OF ANALYSIS AND INTERPRETATION .....	25
CHAPTER IV .....	27
4. RESULTS AND DISCUSSION.....	27
4.1 INTERVIEW.....	27
4.2 OBSERVATION GUIDE .....	32
CHAPTER V.....	36
5. CONCLUSIONS AND RECOMMENDATIONS .....	36
5.1 CONCLUSIONS.....	36
5.2 RECOMMENDATIONS .....	36
6. REFERENCES.....	38
7. ANNEXES .....	46

## RESUMEN

La enseñanza del idioma inglés en las unidades educativas es de vital importancia ,por esta razón a raíz de la inclusión de niños con necesidades educativas especiales se ha visto la necesidad de que el docente aplique estrategias, métodos y herramientas que le permitan trabajar con este tipo de estudiantes para satisfacer sus requerimientos .La presente investigación se realiza con el objetivo de analizar el uso de la guía de adaptaciones curriculares en la enseñanza del idioma Inglés a un niño con dislexia, y en consecuencia conocer como la docente trabaja con su estudiante disléxico .Esta investigación es un caso de estudio y tiene un enfoque cualitativo .Se utilizaron cómo instrumentos la entrevista y la guía de observación ,se evidenció en base a la entrevista que la docente aun cuando no ha sido capacitada apropiadamente sobre el contenido de la guía de adaptaciones curriculares, y optó por auto capacitarse y obtener los conocimientos para desarrollar su clase de manera efectiva con la aplicación de métodos, estrategias , actividades y recursos propuestos por la guía de adaptaciones curriculares al estudiante disléxico , lo cual dio como resultado que comprenda instrucciones y se desarrolle plenamente en la clase de Inglés cumpliendo los objetivos propuestos por la docente y las actividades planificadas en esta asignatura . Así mismo mediante la guía de observación se evidenció que tanto la docente y los estudiantes del aula apoyan al estudiante disléxico en el proceso de enseñanza aprendizaje

**Palabras claves:** Enseñanza , Inglés , Dislexia , guía de adaptaciones curriculares

## ABSTRACT

The English Teaching language in the educational field is so important, since, as a result of the inclusion of children with special educational needs, the teacher should apply strategies, methods and tools that allow him/her to work with this type of students to achieve their requirements. The present research work is carried out with the objective to analyze the usage of curricular adaptations guide in English teaching language to child with dyslexia, and consequently to know how the teacher works with her dyslexic student. This research is a case study and has a qualitative approach. The interview and the observation guide were used as instruments, and evidenced based on the interview that even though the teacher has not been properly trained on the content about the curricular adaptations guide, chose to train herself and obtain the knowledge to develop her class effectively with the application of methods, strategies, activities and resources proposed by the guide of curricular adaptations to the dyslexic student, which resulted that dyslexic student understand instructions and develop effectively in the English class, and achieve the objectives proposed by the teacher and the activities planned in this subject. Likewise, through the observation guide, it was evidenced that both the teacher and the students in the classroom support the dyslexic student in the teaching learning process.

**Keywords:** Teaching, English, Dyslexia, Curricular Adaptations Guide.

Reviewed by:



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## CHAPTER I

### 1.1 INTRODUCTION

To learn about the English Teaching Language to children with dyslexia, it is necessary to know how this disorder is treated in the world, and how each teacher performs his or her role in the educational field and the importance that dyslexia is detected early. It is clear that around the world teachers and support staff apply different methods so that children with special educational needs are included in the classroom. A tool that can be used is the curricular adaptations guide, which was designed to help the teacher to work with children with different special educational needs. (Ramos, 2022)

In Latin America the teaching of children with dyslexia is worrying, since the lack of resources is notorious, the lack of training can be observed in teachers and frustration in students, for this reason, a new management model was implemented in Ecuador, which allows children with special educational needs to be able to learn, despite of this the results have not been positive, since the lack of attention to them prevails. (Chica , 2019)

In the city of Riobamba, the cases of students with dyslexia remains, since the children do not have trained staff and they do not have support at home, which is worrying for their educational development. Therefore, this research focuses on the analysis in the teaching of the English language through an analysis in the curricular adaptations guide at Cuarto año of Educación Básica Paralelo "C" at Unidad Educativa "Combatientes de Tapi", since dyslexic student shows a low performance in learning the English Language. Consequently, his teacher states that the lack of training on the curricular adaptations guide is a factor to influence in this process, and it would be not effective.

However, teacher has investigated about the most effective way to work with the dyslexic student and has prepared herself in the usage of the curricular adaptations guide, which is a tool proposed by the Ministry of Education for students with special educational needs, as in this case dyslexia. According to (Consorti et al., 2021) this guide aims to help the teacher to work effectively in the teaching-learning process, in order to transmit all the knowledge to the student through the different strategies, methods, techniques and resources.

Therefore , the objective of this research is to analyze the usage of curricular adaptations guide in English teaching language to a child with dyslexia, it was followed a qualitative approach to observe the usage of it , through the support of a teacher's interview and the observation guide of the class , which allowed to learn more about the teaching English process to the dyslexic student through the usage of this tool, where the effort and dedication of the English teacher and the dyslexic student was evident , because he shows favorable results in the classroom, and the most important is that the dyslexic student managed to achieve the objectives set at the beginning of the academic period.

## 1.2 PROBLEM STATEMENT

Nowadays, to analyze the English teaching language to children with dyslexia, the World Health Organization states that it is a disorder with specific and meaningful complexity in the development of reading skill that it cannot be explained just by the age of the mind, visual problems, or inadequate schooling, so based on this criterion we understand that children with this particular educational need require the teacher's guidance to achieve effective learning in class (Pernet y otros, 2017).

The objective of the curricular adaptations guide is to be a tool to help teachers prioritizing students with Special Educational Needs (SEN), for an effective educational attention for them. So, teachers become agents of change ( Argüello , 2019, pág. 9).

Worldwide, the figures indicate that the population who suffers from dyslexia, but not in all cases it is diagnosed, which means in a lot of cases it is not treated immediately. Dyslexia is related with other problems or disorders such as ADHD (attention deficit hyperactivity disorder), "6% and 17% of the world's population can have dyslexia and between 60 and 80 percent are men" (Guerrero, 2020, págs. 1-3).

Dyslexia is not treated appropriately, it is estimated that seven percent of children present language disorders. Due to the aforementioned, teachers are in need of training for decision-making in the classroom, so improve the quality of life and their education. Therefore, it is very important that the teachers use on a model or guide that allows a timely diagnosis that prevents future complications in their student life, such as: low performance, emotional problems, and rejection to reading. It is vitally important that teachers know about dyslexia, since they are the main factor for the teaching, and they are designated to investigate, diagnose and implement effective strategies for each student with Special Educational Needs (Galán, 2018).

In Latin America, children with disabilities wish to have the same opportunities and receive an education of quality, but it is far from being a reality, due to the studies carried out which show that a lot of Latin American countries do not have the necessary resources to get this wish of children with disabilities, an example of this one is the lack of training for teachers. The educational system must be completely transformed. It means that the system must provide the necessary tools to support dyslexic students, and so the barriers that produce problems for the inclusion of students in the educational system will be overcome. In addition, it is essential to work on aspects that contribute effectively to the teaching process such as: teacher training and supporting staff, so that through the different strategies they can be able to apply and adapt the curriculum with flexibility according to the needs of each student (Bendinelli, 2018).

Regarding dyslexia in Ecuador, the Ministry of Education has implemented the New Management Model which is aimed at an inclusive education, for this reason, programs have been created to treat this learning disorder (Aguilar, 2018).

It has been observed that educational problems do not decrease, because the teachers do not have a specific training to know about how to treat to students with special educational needs and what strategies they must apply in their class for effective learning, it is clear that the aforementioned the students are object of rejection. So, they do not receive adequate attention to their educational needs. Ecuadorian education has a disadvantage due to the lack of training, inexperience and lack of commitment has generated that a lot of children are named: clumsy and spoiled, resulting in a poor teaching-learning process (Silva, 2016).

In Riobamba, Chimborazo province, dyslexia in educational institutions is a recurrent fact. All this starting from a late diagnosis in the students, because of the few control as to tasks by parents, who due to their activities do not have time to help their children at home (Montoya, Zuñiga & Lema, Pérez, 2016, pág. 3).

At Cuarto Año de Educación Básica Paralelo “C” of the Unidad Educativa “Combatientes de Tapi”, it is the setting where a student with dyslexia was observed during the pre-professional practices of the researcher, who has problems developing reading, language, word composition, text comprehension and pronunciation in the English subject . It generates to him poor academic performance in class, as a result of difficulty decode written ideas, deficiency in phonological awareness, lack of comprehension, omission of letters, bad pronunciation, etc. Therefore, teacher expresses her concern since this background interrupts the teaching-learning process. So, the teacher begins to study cautiously and investigate more about the curricular adaptations guide for children with special educational needs (SEN).

### **1.3 PROBLEM FORMULATION**

How does teacher apply the curriculum adaptations guide in English teaching language to children with dyslexia, at Cuarto Año de Educación Básica Paralelo “C” of the Unidad Educativa “Combatientes de Tapi” in the city of Riobamba, province of Chimborazo, during the Academic Period 2021-2022?

### **1.4 JUSTIFICATION**

Evidently , the rates of people with dyslexia around the world are worrying, so, it is essential to analyze the teaching practice in the classroom with the dyslexic student at Cuarto Año de Educación Básica Paralelo “C” of the Unidad Educativa “Combatientes de Tapi”, emphasizing the use of the curricular adaptations guide proposed by the Ministerio de Educación , the interest of this research appears from the need to know if teacher is trained to teach children with dyslexia in the English subject and if she contributes to their academic performance.

## **1.5 OBJECTIVES**

### **1.5.1 GENERAL OBJECTIVE**

- To analyze the usage of curricular adaptations guide in English teaching language to child with dyslexia at Cuarto Año De Educación Básica Paralelo “C” of the Unidad Educativa “Combatientes de Tapi” in the city of Riobamba ,province of Chimborazo , during the Academic Period 2021-2022.

### **1.5.2 SPECIFIC OBJETIVES:**

- To know the curricular adaptations guide to the English teaching learning process to dyslexic students
- To observe the usage of the curriculum adaptations guide to a dyslexic student in the classroom

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK.**

#### **2.1 RESEARCH BACKGROUND**

The research project "La dislexia en el proceso de enseñanza aprendizaje en el área de lengua y literatura de los niños y niñas del tercer año de educación básica de la escuelas fiscal mixta "cinco de junio" cantón riobamba, provincia de chimborazo, durante el año lectivo 2011-2012" has relevance in relation to the new study, which is a pedagogical research that allows us to know about teacher training. Likewise, what types of methodology have been applied in classes for children with dyslexia, it is important to take into account that in this research project the teacher support is emphasized, since it considers that it is essential for teaching children with special educational needs (Lerma & Montoya, 2016).

The research project "La música como andamiaje para la dislexia "de cuarto año de EGB de la unidad educativa Hispanoamérica, Riobamba, periodo 2020 – 2021 was a great contribution since it allows us to know the different definitions and characteristics about dyslexia as well as the development in the teaching environment with different aspects such as: pronunciation, reading and methodologies to achieve the acquisition of knowledge (Machado & Parraga, 2021).

Studies carried out in Spain show high percentages of dyslexic students in the world, where the education is affected, for this reason it is important that teachers have a direct relation with this type of student (Barba et al., 2019).

In Latin America, the teaching of dyslexia changes according to the needs of each of the students. Likewise, teachers implement strategies that they consider necessary with their students, with the purpose of the dyslexic students can have a correct academic performance. However, a lot of teachers need to research about it because is necessary to know new methods and resources, due to teachers need to be training about special educational needs (Unesco, 2017).

In Ecuador, a lot of dyslexic students feel excluded, therefore Ministry of Education has created a curricular adaptations guide, where the teachers can use it according to the activities the student needs to adapt. It should be emphasized that the teachers must be trained and they should investigate everything about this type of student and the curricular adaptation guide, because it is a base which will help to the teaching-learning process during the school period (Zapata, 2018).

Teachers who have worked with dyslexic students, have realized that the students should be included in the educational system and it is a big need. For this reason, they think that the help of parents and support staff in the academic environment is very important to improve their education, since each one can contribute ideas that benefit them. On the other hand, it should be noted that it is generally known that dyslexia disorder has no cure. However, nowadays there are different types of help that have shown high efficiency in the teaching



learning process, as an example of this is the curricular adaptations guide which seeks the way in that the students feel comfortable in the classroom, and they are not excluded, on the contrary, they feel motivated to continue learning (Pérez A. , 2017).

## **2.2 THEORETICAL FOUNDATION**

### **2.2.1 Dyslexia**

Dyslexia there are two factors that are important to identify this disorder: inattention and spelling errors, these if detected early, can prevent poor school performance, before defining this disorder as :dyslexia, it was named as: congenital blindness, which referred to reading problems, although that people had a good view . The origin of the term "dyslexia", it is derived from the Greek words: "dys" which means difficulty and "lexia" "lexicos", It means "words", specifically emphasizing in the reading and writing (Mateos & López, 2019).

Dyslexia is also defined as a disorder, where the learning lack predominates when students try to identify phonemes, syllables and phrases, resulting in a lack of knowledge in terms about vocabulary, likewise neurobiological studies show that dyslexia affects directly when they try to decode and recognize words (Rascón & Ballesteros, 2019).

Dyslexia is defined as a difficulty about reading, as well as problems when students need to write, resulting in problems when they try to express their opinions, and maybe they can present a mental process because in dyslexic students it can be slow for this reason in many cases they tend to stutter forget the ideas (Vásquez et al., 2017).

Dyslexia has a neurobiological basis, which makes the learning process difficult, the signs of this disorder appear throughout the student stage and in a lot of cases, it is detected after a long time, which is a problem because the students are frustrated since they cannot get a good grades and knowledge about the subject (Zuppardo Linda et al., 2017).

People who suffer dyslexia have some problems such as: lack of phonological awareness, stuttering, lack of memory about verbal work, and difficulty in recognizing words, and signs without the presence of pictures. The lack of reading concentration reflects all these problems, for this reason, teachers need to investigate what method, material, activities etc., are appropriate to them (Piedra & Soriano, 2019).

Dyslexia is characterized by difficulty in fluency and precision in word recognition, as well as in their spelling, they arise as a result of a problem in the phonological component of language, which cannot be prevented in this disorder. Dyslexic is considered a person who has learning problems around 6 months, despite he or she had received help in the academic field. Consequently, students who present this type of disorder often have problems when they read, this is manifested when they carry out a reading activity and they fail, since their reading is very slow, because a lot of new words that appear in the text and they don't know them. Another predominant factor in dyslexia is the lack of spelling since when students try to write a text, the mistakes appear. However, this situation can change

since, the teachers can avoid the traditional methods of repetition and memorization, because dyslexic students have a big problem with them, for this reason teachers need to adapt the activities according to the student's needs (Aguilera et al., 2017).

### **2.2.2 Characteristics of a dyslexic student**

According to Lerma and Montoya, (2016) studies carried out define dyslexia as a disorder that manifests itself in different ways in students, many of them have hearing, phonological or visual problems, the main characteristics of a dyslexic student are the following:

- Speaking Difficulties
- Memorization difficulties
- Spelling mistakes
- Comprehension difficulties
- Difficulties in the subject of English
- Stuttering
- Confusions between right and left
- Rhythm problems

In many cases these characteristics do not appear together, they are presented in different areas such as:

- **Reading:**

Dyslexic students repeat, confuse and change words letters or syllables, at the time to read they do not understand several words, therefore they do not read them, read wrong or skip lines and they do not have an adequate reading rhythm.

- **In vision:**

Dyslexic children often see words or letters backwards, which causes confusion when they read, in many occasions parents think that this is due to a lack of vision, which is discarded when the doctor evaluates them.

- **In writing and spelling**

Students with this disorder have severe problems when they need to memorize and apply grammar rules, as a result they do not write correctly, write with large letters and press the pencil on the sheet of paper.

- **Motor coordination**

Dyslexic students often have problems with their coordination, this problem occurs in some activities such as: when riding a bicycle, coordinating movements, playing ball, tying shoelaces, etc., their balance is also affected in a confusing way left with right, up and down front and back.

### 2.2.3 Types of Dyslexia

There are two types of dyslexia: phonological and superficial dyslexia, the first is defined as a mechanism in which people have problems when converting phonemes. However, in this type of dyslexia people usually have a good reading but have problems when they find new words in the text. About superficial dyslexia, people recognize these words through the sound and they don't take into account the spelling, as a result when they need to write a text, some problems will appear (Lorenzo, 2017).

Dyslexia is divided into four types of dyslexia type p, type L, type M and deep (Oiharbide et al., 2017).

- **Type p dyslexia:** is defined as perceptual, since in this appear the lack of perception of letters, the dyslexic students when need to read, they do it slowly, and have problems in the pronunciation of them, and this is accompanied by lack fluency and speed, in this type of dyslexia the student has a reading of words from left to right.
- **Type L dyslexia (guessing dyslexia):** It is about the students that read quickly but at the same time make mistakes in it, that is, they read quickly but without an adequate rhythm, in this type of dyslexia they gaze on the center of each word.
- **Type M dyslexia:** It has the characteristic that dyslexic students read in a slow and inaccurate way, is important to mention that reading has a fundamental role in learning, when people with dyslexia have several problems al the moment to study a subject, since they do not coordinate well certain lexical processes that allow understand it.
- **Profound dyslexia:** It is characterized by problems in semantic fields, that is, dyslexic students make mistakes and substitute one word for another which has no relation with the text.

### 2.2.4 Causes

The causes of dyslexia have a neurobiological origin, a dyslexic brain is has smaller cells , which do not allow that people perceive correctly shapes and colors when they are in movement , there are two types of causes of dyslexia (Gimenez, 2017).

- **Internal causes:** Several studies determine that testosterone plays an important role in these types of disorders since it could be one of the causes of the size of a dyslexic brain.
- **External causes:** Brain function is not specifically determined by genes, the environment in which a dyslexic brain develops can be beneficial or harmful.

On the other hand, according to Machado & Parraga (2021), nowadays the origins of dyslexia are not clear, there are some causes referring to this disorder:

- **Neurological causes:** It refers to the brain functions of dyslexic students, which have less activity in this area.
- **Emotional causes:** It refers to the emotional disorders that students can present when they feel frustrated in class time due to be able to answer the questions or be able to understand about the subject.
- **Associative causes:** Refers to the relationship between a word with a sound that students are able to do, these functions are of low activity since brain connections are deficient.
- **Methodological causes:** It refers to the phonemic awareness that the students have, and the problem when they do a relate words and sounds, as a result the student adds words that do not exist or that are not within the context of the subject.

### 2.2.5 Learning difficulties in children with dyslexia

When we refer to dyslexia, we talk about of a disorder which accompanies to the students throughout their life, the progression of this disorder is different in each child and it appears in different ways in their learning.

- Children often confuse letters words sentences syllables in the reading, and the omission and repetition of words are also present in certain activities.
- Dyslexic children have visual and hearing problems, in a lot of cases parents go to laboratories where the exams do not reflect these results, which to this day is a mystery, since when professionals evaluate a dyslexic student, they manifest their visual acuity and lack of observation. Consequently, dyslexic children present other problems such as: writing and spelling, where many of them add or substitute words when they are writing, their spelling is phonetic, and the presence of spelling errors

is obvious, the way they write is very flagrant due to the pressure with the pencil on the sheet of paper.

### **2.2.6 Role of the teacher**

The role of the teacher plays a very important role in the teaching process of the dyslexic student since they will need all his/her support in the classroom. In these cases, the attitude of the teacher should be positive since this way the student will feel motivated and feel comfortable within their academic environment (Mera & Moya, 2019).

### **2.2.7 Curriculum**

The main basis for teaching and learning in an educational institution, people who make it up are administrative staff, teachers, students, parents, support staff, etc. In the curriculum the time and methods are established to achieve the objectives in educational area (Escamilla, 2018).

### **2.2.8 Curricular adaptations**

They are changes that are made in some aspects of the curriculum such as: learning content, objectives, resources, methodology, activities and evaluations, with the purpose of adapting them to the needs of each student (Loza, 2018).

Curricular adaptations were made in response to the special educational needs of a specific disorder, in this case dyslexia. Consequently, these are defined as a strategy that specifically focused on students with special educational needs, which consists in adapt or modify the curriculum, depending on the educational level. The modifications that are made in the curriculum must be in response to the needs of each student and in this way, teacher can get good results in the academic field; it should be emphasized that to make any change in it, is important know the type of curricular adaptation and the learning difficulty of each student.

#### **Principles of curricular adaptations**

According Arguello ( 2019) the principles of curricular adaptations are six:

- **Flexible:** The curriculum can be modified
- **Student-based:** The curriculum can be adapted according to the needs of the student.
- **Contextual:** The principal point is the context in which the teaching-learning process takes place.
- **Realistic:** It focuses on real environment, where is evaluated what resources are available.
- **Cooperative:** Teachers begin to contribute ideas to proceed to adapt the curriculum to the needs of students.

- **Participatory:** Parents give information to teachers and support staff to proceed with the curricular adaptation.

## Types

### Levels of specificity:

- **First level:** It refers to the national curriculum that is reflected in educational institutions.
- **Second level:** It refers to the national curriculum where tasks of curricular adaptations are carried out depending on the area.
- **Third level:** It refers to the adjustment according to the needs of the students based on the meso curriculum, in other words in the classroom planning and the adaptations of each of the students.

### Curricular adaptations according to the entity in which it is applied

- **Educational Center:** It refers to when situations occur in which schools adjust the national curriculum to the needs and context.
- **Classroom:** refers to when curricular adaptations are made to all students of a specific course.
- **Individual:** It is about the curricular adaptation that is made to a specific student.

### Curricular adaptations according to the degree of affectation

- **Grade 1:** It is about the modifications regarding the infrastructure, materials and time.
- **Grade 2:** It refers to modifications on the methodology and evaluation
- **Grade 3:** at this point modifications are made according to educational objectives and performance criteria.

### Curricular adaptations according to duration

According to Ministerio de Educación( 2019) There are two types: t-P

- **Temporarily:** It refers when students have problems, which are not related to a disability, for this reason teachers adapt the curriculum and proceed to establish a period of time for this to be solved.
- **Permanently:** It refers to when the student presents a special educational need and has a relation with a disability, for which a time is not establish.

## **Teaching**

In Ecuador, the Ministry of Education proposed the application of curricular adaptations in order to improve educational quality, and therefore facilitated the implementation of an educational system based on the types and levels of education. On the other hand, the training of teachers is a point in which they need to work, since the different changes produce new challenges for them, which with a good training gives good results in terms of education (changing content and methodologies), for this reason, the Ministry of Education created the guide named: curricular adaptations for students with special educational needs, this guide will serve to improve teaching in a methodological context (Baus, 2019).

## **CHAPTER III**

### **3. METODOLOGY**

#### **3.1 QUALITATIVE APPROACH**

The main objective is to describe and understand a situation in which the researcher can observe and interpret about a situation, environment, etc. Therefore, in this research, the qualitative approach predominates, in which two tools will be used: an observation guide and an interview, with these we can identify and observe specific parameters in which we will work in the development of this study (Valladolid & Chávez, 2020). Therefore, in this investigation will be analyzed the English teaching learning process that the teacher and a dyslexic student develop to get results about the application of curricular adaptations guide.

#### **3.2 RESEARCH MODALITY**

Descriptive

The focus is the collection of data about the aspects and characteristics according to the topic will be investigated, in order to find results. Furthermore, Descriptive researching is used to collect the most relevant information to answer questions to identify the main characteristics of the researching problem (Nieto, 2018). This research is focused in to obtain results about the usage of curricular adaptation guide in English teaching learning process of a dyslexic student.

#### **3.3 LEVEL OR TYPE OF INVESTIGATION**

Case study

Case study is a methodology that was created to find out more about a specific study, it has a great advantage since it allows us to analyze in detail the research problem, with the main characteristic that its time is limited. (Torres & Monroy, 2020). The objective of this research is to observe how a dyslexic student is adapted in an English classroom and how teacher develops the curricular adaptations guide to facilitate the learning process of this student.

#### **3.4 POPULATION**

The population is composed by a dyslexic student, of Cuarto Año de Educación Básica Paralelo “C” at Unidad Educativa “Combatientes de Tapi”, and the English teacher who has a direct contact to him.



### 3.5 SAMPLE SIZE

The sample is not necessary because the population is small.

### 3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

**Interview:** The interview will be used to ask the English teacher about several doubts related to dyslexia as well as the usage of the curricular adaptations guide, with the objective to collect information to develop this research project.

**Observation guide:** The observation guide will be used to describe the way in which the teacher and a student with dyslexia relate to each other, as well as the classroom environment, to know how the teacher applied the curricular adaptations guide.

#### **Belmont report**

To protect the participants of this research project, the three principles of the Belmont report have been applied, which are:

- **Respect:** At the time of developing this research project, first the English teacher was consulted, who agreed to participate immediately and likewise with the representatives of the dyslexic student who gave their approval to show their son's classes.
- **Beneficence:** The dyslexic student throughout the observation of the class was motivated and participated, demonstrating that the transmission of knowledge is effective in the English class.
- **Justice:** In the research project, the English class and the performance of the dyslexic student were observed, that is, how the teacher developed her class and how the teacher put knowledge into practice.

### 3.7 TECHNIQUES OF ANALYSIS AND INTERPRETATION

To validate the data collection instruments, it was used the method expert judgment which helps to validate how feasible is a research project. In this case the authors of different scientific articles related to dyslexia and its management, were used as source to obtain information and contrast with the results obtained from the research project. In addition to contrast the usage of curricular adaptations guide in the classroom by the English teacher it was used the requirements asked by the Ministerio de Educación in Ecuador (Colson & Cooke, 2020).

To obtain results according to the fact and educational reality of dyslexic students, in this research project participated the English teacher of Cuarto Año de Educación General

Básica and the dyslexic student who were taken as a basis, they collaborated in this research project and in the application of the interview and the observation guide.

**Interview:**

The interview refers to a conversation between two or more people about a specific topic, this instrument is one of the most used for qualitative research (Bermúdez, 2018).

The interview will be used to know the knowledge that the teacher has about the curricular adaptations guide and how she develops her class with the child with dyslexia.

**Observation guide:**

It is an instrument used in field research which is considered a necessary tool to describe places or people (Godoy, 2019).

The observation guide will be used to describe the way in which the teacher and a student with dyslexia relate to each other, as well as the classroom environment, to know how teacher applied the curricular adaptations guide.

**TRIANGULATION**

Triangulation helps to researchers to look about a certain subject of study, which is to improve since in the research project because they can apply two or more methods for data collection, with the purpose to sustain it (Elizalde, 2020).

**Methodological triangulation**

To develop the research project, the methodological triangulation has been chosen since two instruments were applied, which are the interview and the observation guide, due to both allow the investigation the problem and in the same way facilitate its understanding.

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### 4.1 INTERVIEW

The interview was done face to face to the English teacher Mayra Rojas, at the Unidad Educativa Combatientes de Tapi in the cuarto año de Educación General Básica , paralelo “C”. She answered 11 questions in the interview which purpose is to know about the teaching learning process with the dyslexic student and to accomplish with the objective which is know the information that the teacher has about dyslexia and the curricular adaptations guide and what methods and strategies the teacher applies for a dyslexic student.

#### TEACHER’S INTERVIEW

##### 1. What do you know about dyslexia disorder?

**Teacher’s answer:** “Dyslexia is a disorder in which children show problems with reading and writing , resulting in poor academic performance”.

**Analysis:** It is evident that the teacher knows the concept of dyslexia disorder and what are the characteristics of it. Samaniego & Luna (2020) defines dyslexia is a disorder that occurs causing difficulties when learning to write and read, which is why dyslexic students have problems in the school environment. The concept of dyslexia is known at the educational level, which is beneficial since teachers tend to investigate more about it.

##### 2. Do you agree to work with students with special educational needs?

**Teacher’s Answer:** “I do not agree, since teachers are not prepared to work specifically with the different special educational needs, taking into account that they do not only work with one specific one, on the contrary, they are different for each student”.

**Analysis:** The teacher knows about the different special educational needs, so she is aware that working in the classroom presents difficulties in the teaching learning process. The teachers attitude when they work with students with special educational needs is essential, due to these problems arise in the classroom, since they do not only find dyslexic students, also there can be students with other disorders such as: autism, dyscalculia, etc. (Sevilla et al., 2018). It is clear that the guide for the students is the teacher, but the lack of training has generated an educational imbalance, due to there are several educational needs in the same classroom.

### **3. Have you been trained to work with students with special educational needs?**

**Teacher's Answer:** In a certain way I have not been trained to work with children with special educational needs, but teachers have received documents from the Ministry of Education informing about each of them, but there has not been a specific course that addresses how to work with children with Special educational needs.

**Analysis:** The teacher has a general knowledge about special educational needs , its definition and characteristics, but she does not have knowledge regarding the form of development in terms of education, since there has been no in-depth training on this subject. Hernandez (2020) considers the lack of preparation of teachers to work with children with special educational needs is notorious, since many of them have stated that to work with these special cases, personalized education is required. Teacher training is scarce in terms of working with children with special educational needs, there are documents which define this topic and disorders, but a personalized attention to these children in the class is not applied.

### **4. What was the way in which you were trained?**

**Teacher's answer:** The Ministry of Education sent me some documents in which I could find definitions about special educational needs ,and in this way I looked for more information about how to work with this kind of children.

**Analysis:** The teacher was trained on special educational needs, about theoretical elements. But, she did not have a deeper training where the trainers explained and told about what type of activities and resources she could apply in class. Ovalles (2018) considers that teachers must keep up with daily research, so that in the teaching learning process they can solve the different problems that arise. For instance, when the teachers have special educational needs students , the teachers must find the most effective techniques to satisfy the needs of students. The way in which teachers are trained to work with special educational needs children is so important since this is the way to support the students during the teaching learning process.

### **5. Do you consider the training received was effective?**

**Teacher's answer:** It was not effective, since the Ministry of Education defined what are special educational needs, but it did not train us to work with them, for that reason we had to investigate ourselves to be able to work with this kind of student.

**Analysis:** The teacher did not receive appropriate training to work with children with special educational needs, so she expresses her disagreement. Cabal & Delgado (2021) consider that teacher training is the starting point for a good teaching in the classroom and even more when teachers work with students with special educational needs. When the teacher received

the training on how to work with children with special educational needs, it was deficient, it can be sure that teaching and learning will have negative results.

**6. Do you consider that a child with dyslexia is included in the school environment?**

**Teacher's answer:** Children with dyslexia are included in the school environment since they have the support of the educational institution.

**Analysis:** Children with dyslexia can access freely to the school environment since the educational institutions are willing to work with them. Timaran (2020) considers that children with dyslexia have the right to access school education for an appropriate learning process, therefore the support of the educational community and parents is needed. Children with dyslexia are included in the school environment which is beneficial for them, but they need a guide that should be adapted to their needs.

**7. Do you consider the contribution of parents is necessary when these cases arise?**

**Teacher's answer:** The contribution of parents is a primary factor in finding support in the teaching learning process.

**Analysis:** The contribution of parents is essential since it is a work that must be done inside and outside the home. Salazar (2019) considers that the education of children with special educational needs not only depends of the teachers, other factors are involved such as the family environment, where parents should be a guide and help at home. Children with special educational needs require their educational process to be accompanied for an important factor, which is to support in the classroom and at home, since in this way they will feel reinforced and they will be able to achieve the required learning.

**8. Do you use the same evaluation rubric for the student with dyslexia?**

**Teacher's answer:** No, I always make another type of rubric to work with the dyslexic student since the parameters to be evaluated are different, for example, the dyslexic child takes more time to carry out the proposed activities.

**Analysis:** The teacher makes another type of rubric since she is aware that the dyslexic student must be evaluated differently from their classmates. Ballesteros & Ráscon (2019) consider that the evaluation rubric needs to be adapted to the educational need of the student, in this case the dyslexic student, therefore the teacher must evaluate which parameters are maintained or changed. The teacher has the obligation to modify or change the evaluation rubric for the dyslexic student since his abilities are different from those of his classmates.

## **9. What kind of changes do you make in the evaluation rubric?**

**Teacher's answer:** It depends on the activities that are being carried out with all the students, through this one, the rubric for the dyslexic student is modified and therefore the way to evaluate certain parameters according to his abilities.

**Analysis:** According to the activities proposed in class, the teacher modifies the evaluation rubric for the student with dyslexia, accompanied by resources that directly support the teaching learning process.

Ballesteros & Ráscon (2019) consider that the activities and evaluations carried out in the classroom must be adapted according to the needs of student with special educational needs. The evaluation rubric must be modified or created in order to supply the educational needs of the student and thus know if the student is acquiring the proposed knowledge.

## **10. What kind of activities do you consider appropriate for the student with dyslexia?**

**Teacher's answer:** Syllabic awareness activities are a good option since in this way children can identify and understand words when reading and writing.

**Analysis:** The teacher knows about activities to work with the dyslexic student which are interesting, so she researches about the subject and the student needs. Tellez, Suárez, Jomarrón, & Navas (2019) consider that syllabic awareness activities are a great option to work with dyslexic students as they allow the student to develop the activities in a more dynamic way. Child with dyslexia needs to develop activities that are dynamic so that in this way learning is more entertaining and he can develop his skills in an effective way.

## **11. Do you consider that the curricular adaptations guide is a useful tool in the process of teaching the English language to children with dyslexia?**

**Teacher's answer:** The curricular adaptations guide is useful since it indicates the definition about dyslexia. In addition, it guides to teachers how to work with this type of special educational needs, through activities and resources that will be effective in the teaching-learning process of English language.

**Analysis:** Despite of, the teacher has not received proper training about the curricular adaptations guide, she has investigated about it and knows about the activities and resources that are feasible to work with the dyslexic student.

Sanisaca (2021) says the curricular adaptations guide is a tool that allows teachers to work with special educational needs students, this is beneficial since it provides some strategies so that learning will be with expected results. The adaptations guide is a useful tool, as long

as teachers have the appropriate training on how to use it and, it is beneficial to work with dyslexic students.

## 4.2 OBSERVATION GUIDE

The observation guide was done face to face, at the Unidad Educativa Combatientes de Tapi in the Cuarto año de Educación General Básica, paralelo “C”, in order to observe how the English teacher works with dyslexic student, her knowledge about curricular adaptations guide, how is the teaching learning environment of dyslexic student, and to perform the objective which is to observe the usage of the curriculum adaptations guide to a dyslexic student in the classroom.

Aspects to evaluate	Observations
<b>Student participation</b>	<p><b>Observation:</b> The student participates in class, the teacher is in charge of take into account that he participates and in this way he feels included in the class</p> <p><b>Analysis:</b> The teacher gives proper management to the class, as a result the student is participatory and interacts in the class. Rodriguez, Delgado, &amp; Villaverde (2022) consider that the teacher must promote student participation in class, in this way dyslexic student is included in the educational field.</p>
<b>Teacher develops appropriate activities according to the educational needs of the student based on the curricular adaptations guide</b>	<p><b>Observation:</b> The teacher uses the curricular adaptations guide and develops activities, applies some advices and, resources from it, to work with the dyslexic student.</p> <p><b>Analysis:</b> The curricular adaptations guide is present in the English class since the teacher develops the class for the dyslexic student through the parameters established in it.</p>



	<p>Castro &amp; Corral (2021) consider that the curricular adaptations guide aims to provide teachers with strategies on which they can rely for the development of their class.</p>
<p><b>Teacher assists to the student when he has doubts</b></p>	<p><b>Observation:</b> Before each activity, teacher reviews that the dyslexic student has understood the instructions, if not, she repeats them again and gives an example of how to do it so that he understands.</p> <p><b>Analysis:</b> The teacher performs her role effectively as she stays focused on the needs of the dyslexic student every time.</p> <p>Alvarez &amp; Corea (2021) consider that the attention that the teacher provides to the dyslexic student in class is so important since he must understand the content in the same way of his classmates.</p>
<p><b>Good teaching learning environment</b></p>	<p><b>Observation:</b> The class environment is appropriate since the dyslexic student is calm, participatory and motivated when learning, he feels confident with his teacher.</p> <p><b>Analysis:</b> The environment in which the teaching learning process is developed with the dyslexic student is favorable.</p> <p>Pérez &amp; Villacis (2019) consider that the class environment is the basis for a good education, in the case of a student with dyslexia, the class environment will have more relevance since his educational evolution will depend on it.</p>

<p><b>Use of technological tools by the teacher to interact with the student with dyslexia and their classmates.</b></p>	<p><b>Observation:</b> The teacher applies interactive technological tools, which facilitates the student's learning, since these tools attract his attention and learning is more effective.</p> <p><b>Analysis:</b> The use of technological tools shows that the dyslexic student pays more attention in the English class. Macas (2020) considers the technological tools used with students with dyslexia have been of great help to teachers since in this way the teaching learning process can be improved in an interactive way.</p>
<p><b>Appropriate time for the development of activities of the student with dyslexia</b></p>	<p><b>Observation:</b> The teacher provides extra time for the development of activities in class, which has positive results because the student performs the activities in a effective way.</p> <p><b>Analysis:</b> The teacher knows about the time that the student with dyslexia needs to develop an activity. Martinez &amp; Soriano (2019) consider that class activities for children with dyslexia take more time, so the teacher should give more time for the development of these tasks .</p>
<p><b>Motivated student with dyslexia</b></p>	<p><b>Observation:</b>The dyslexic student is motivated in the English class, since he participates because the teacher includes him in all the activities, the English teacher takes into account his points of view and pays attention to his needs.</p> <p><b>Analysis:</b> Wang, Chen, &amp; Solheim (2020) consider that the way in which the teacher develops the class is fundamental , since this can be reflected in how the dyslexic student is motivated and wants to learn.</p>

<p><b>Classmates support to dyslexic student in the classroom activities and they allow him to participate in groups</b></p>	<p><b>Observation:</b> The classmates of the dyslexic student support him, if he does not understand something , they explain it with the help of the teacher , therefore, he receives attention and comprehends the content of the topic; so he can give his opinion and the classmates listen to him carefully and take his ideas into account for the development of the classwork.</p> <p><b>Analysis:</b> Castro &amp; Bejarano (2022) consider that the support that the dyslexic student receives is relevant since this greatly influences his way of developing intellectually in class. On the other hand is clear that the dyslexic student needs more help , when he feels supported and helped by his classmates he will feel motivated to carry out the activities in a better way without fear of making mistakes.</p>
<p><b>Positive interaction between classmates and dyslexic student</b></p>	<p><b>Observation:</b> There is a positive interaction between the students and the student with dyslexia, since they are supportive and empathic with him , for instance , as an example of this it is when an activity is carried out and the dyslexic child cannot, his classmates tell him not to worry that everything is fine and they teach him with his teacher how is the correct way to carry out it.</p> <p><b>Analysis:</b> Huamán (2022) considers that the support and inclusion of the dyslexic child by his classmates is essential , which is beneficial for educational integration, and on the other hand it helps the dyslexic student to feel supported, so that this will allow him to feel in a comfort zone.</p>

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

- The curricular adaptations guide is a basis that helps the teacher to work effectively with the dyslexic student, thus being a very useful tool in the teaching process in English. It is important to mention that the preparation and knowledge of the curricular adaptations guide is so important, since in this way the teacher and student can work effectively in the classroom, because the teacher applies the appropriate activities which allow the dyslexic student can acquire the required knowledge. In addition, it is necessary that the teacher continues to investigating more about this tool, since over time there will be modifications in it, with the aim of improving the education of children with special educational needs.
- Even though the teacher, does not have a properly training on the usage of the curricular adaptations guide, she has investigated about it and as a result knows what strategies, activities and times should be applied to her dyslexic student. It was beneficial, because the dyslexic student was motivated every day, due to his teacher proposed activities in which he felt included and the resources provided to him were appropriate. The teacher maintained his motivation day by day, which is important since in this way he participated and as a result he carried out the activities in the expected way without getting distracted and keeping the attention in the English class. Therefore, the correct application of the methods and strategies of the curricular adaptations guide shows all these results in the dyslexic student and the motivation of the teacher during the class, it is important to take into account that to achieve these results the teacher self-trained and investigated in order to provide a correct classroom environment for her student.

#### **5.2 RECOMMENDATIONS**

- It is necessary that the teacher has knowledge about the curricular adaptations guide , so the teacher needs to be trained in an effective way , since its content is essential for the teaching process of children with special educational needs ,such as autism, visual impairment, dyscalculia, dysgraphia and in this case study dyslexia, in this way the required knowledge will be achieved, because this kind of disabilities are common in our classroom.

- The curricular adaptations guide offers teachers the opportunity to plan their class with it , which in this case study has been reflected, so it is important the usage of resources that attract the attention of the dyslexic student in the English class , such as: stories with pictures and colors, letter recognition, memory and orientation games, etc. In addition teacher can use the curricular adaptations guide to base in what are the appropriate techniques and methods where the student can understand the instructions without difficulty.

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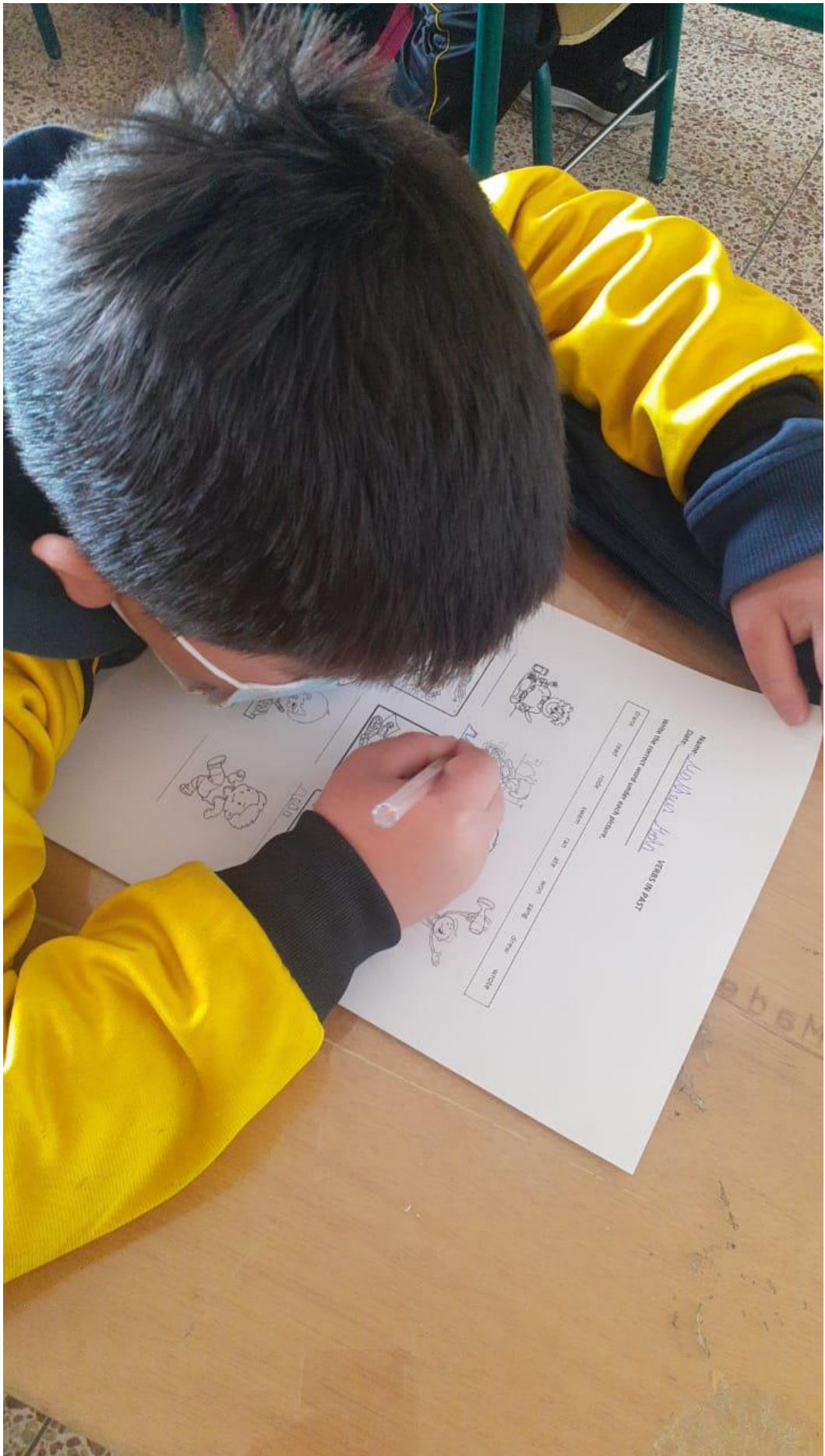
## **7. ANNEXES**

### **TEACHER`S INTERVIEW**

- 1. What do you know about dyslexia disorder?.**
- 2. Do you agree to work with students with special educational needs?**
- 3. Have you been trained to work with students with special educational needs?**
- 4. What was the way in which you were trained?**
- 5. Do you consider the training received was effective?**
- 6. Do you consider that a child with dyslexia is included in the school environment?**
- 7. Do you consider the contribution of parents is necessary when these cases arise?**
- 8. Do you use the same evaluation rubric for the student with dyslexia?**
- 9. What kind of changes do you make in the evaluation rubric?**
- 10. What kind of activities do you consider appropriate for the student with dyslexia?**
- 11. Do you consider that the curricular adaptations guide is a useful tool in the process of teaching the English language to children with dyslexia?**

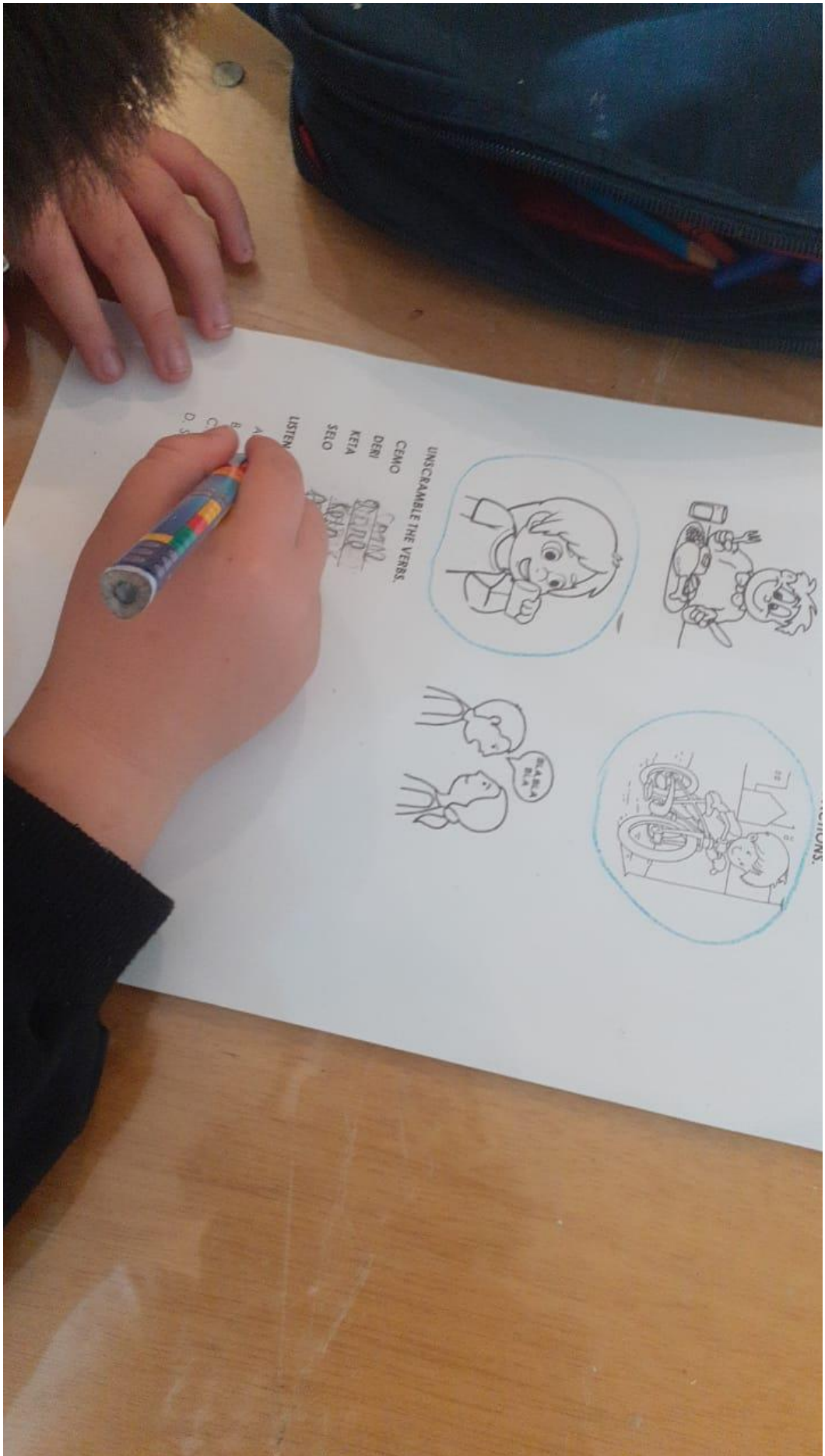
**OBSERVATION GUIDE**

<b>Aspects to evaluate</b>	<b>Observations</b>
<b>Student participation</b>	
<b>Teacher develops appropriate activities according to the educational needs of the student based on the curricular adaptations guide</b>	
<b>Teacher assists to the student when he has doubts</b>	
<b>Good teaching learning environment</b>	
<b>Use of technological tools by the teacher to interact with the student with dyslexia and their classmates.</b>	
<b>Appropriate time for the development of activities of the student with dyslexia</b>	
<b>Motivated student with dyslexia</b>	
<b>Classmates support to dyslexic student in the classroom activities and they allow him to participate in groups</b>	
<b>Positive interaction between classmates and dyslexic student</b>	









UNSCRAMBLE THE VERBS.  
CEMO  
DENI  
KEFA  
SELO

