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RESEARCH PROJECT:

"TECHNIQUES AND STRATEGIES TO ASSESS ENGLISH LANGUAGE PERFORMANCE IN EIGHTH GRADE STUDENTS WITH DYSLEXIA AT NUEVA SEMILLA SCHOOL IN THE YEAR 2013"

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

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ABSTRACT

In order to guarantee sustainable academic progress in dyslexic students, this work is based on tools that help English teachers assess dyslexics properly. An important material provided is a list of strategies and techniques that allow teachers to evaluate students with this learning difficulty. This tangible resource was designed to be applied in the Diagnostic, Formative, and Summative Assessment. Studies in Latin America have proved that teachers are being trained in the diagnosis of dyslexia in classrooms; however, it is important to offer these students the opportunity to be assessed according to their own abilities. The proposed strategies and techniques facilitate assessment as well as engagement of this selected group of learners during the evaluation process. It involves the whole universe of 66 students in the eighth basic year courses being this project only applied to the dyslexic ones. Besides, teachers are guided to remark the importance of the multiple intelligence theory by which dyslexics can develop other areas to support their learning process. There is a relevant chapter of results which instructs teachers in the way these students learn and the design of test templates. Teachers are also guided to perceive the right technique for each single pupil. In other words, it is necessary to handle teaching tips to make dyslexics develop, at least, the four skills to lean a new language. When students with this learning difficulty realize that they can work by themselves during a test, they increase their level of motivation to learn English easily.

Key Words: Dyslexia, Strategies, Techniques, Assessment, Skills

DEDICATION

Our respective relatives who have always given us their continued support

Gabriela and Jonathan

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CHAPTER I
Introduction

Just a few years ago the term dyslexia had reference to psychologists. Nowadays, this term has been taken into the educative area due to the difficulties found by teachers when they face at least one case in their classroom. That is why we emphasize that the use of appropriate techniques and strategies will improve the assessment of English Language performance in a group of students in a private school of Guayaquil.

Learning English demands the development of four skills: listening, speaking, reading, and writing. These skills cannot be managed by dyslexic students due to their limitations, especially in Reading, Writing, and Spelling subjects. As educators, we are motivated to focus our work in providing teachers the necessary tools to make dyslexic students engaged with English learning through appropriate assessments. Different teachers and educators have demonstrated that an increase of the use of appropriate techniques and strategies in a test will have better scores and therefore greater motivation in learning.

Our work has been designed such that it has become a passage from the diagnosis of dyslexia, the learning areas affected, causes and types of dyslexia until its relationship to multiple intelligences. Furthermore, different teaching formats are provided to assess dyslexic students.

In other words, this research is a valuable resource to fulfill what the government demands about the special tests for students with special educational needs, in this case, dyslexia. That is why our project is divided into four sections, which are the introduction, the literature review, the research methodology and the

final conclusions. The following section talks about the background of the problem and where it is located considering objectives, significance and scope of the study. The second section involves the conceptual information about our main concern which is dyslexia. The third section shows the statistics of our project and a brief explanation of what the results were. Finally, in the latter section, we provide our conclusions about the topic and the respective recommendation as well.

1.1. Background and Statement of the problem

Nueva Semilla School which is located in the city of Guayaquil at Arguelles and D Street began its activities twenty-five years ago under the direction of Mrs. Yolanda Padilla de Cordero. Nowadays, this school offers eighteen periods of English lessons per week in order to fulfill with the official requirement to be a bilingual institution. Besides that, authorities have hired teachers graduated in English Language and Linguistics from different national universities; most of them have gotten the FCE Certification from the University of Cambridge as the Ministry of Education has required (Ministry of Education, 2013).

According to the Law of Inclusion all the Ecuadorian Schools since 2008 must open their doors to all students with Learning Disabilities and that is why Nueva Semilla School has about 1% of these students per classroom and most of them are dyslexic students; this amount was taken from the Counseling Department data. The interrogation is whether or not all of the teachers are prepared to teach and evaluate the students adequately.

Looking for an answer in the English Coordination Office, the person in charge emphasized that they only apply a test with a lower level of difficulty for these kinds of students and that they use standardized tests for the others. Moreover, they design their tests using terms according to Bloom's Taxonomy and that they have classified these verbs in three colors: red for basic levels in

which students learn English as a Foreign Language, yellow for evaluating English through the language, and in green for the superior levels in which students apply what they know using the language. As a consequence, students are being evaluated according to their English levels without considering those with dyslexia.

As stated by the English coordinator, teachers have not been trained in strategies and techniques to assess students with dyslexia, thus we can come up with the idea that the lack of strategies and techniques limits the teacher on how to assess students with dyslexia.

Taking into consideration all this information and the number of students with dyslexia in eighth grade, we have decided to focus on this group and we come out with the following question: How does the lack of techniques and strategies when assessing English Language performance affect students with dyslexia from eighth grade at Nueva Semilla School during the school year 2013-2014?

1.2. Objectives

Broad:

Provide teachers with techniques and strategies to assess English Language performance in students with dyslexia at Nueva Semilla School during the school year 2013-2014.

Specific:

- ➢ Identify the number of students with dyslexia in Eighth grade.
- ➢ Investigate the kinds of techniques and strategies that have been applied with dyslexic students.
- ➢ Apply specific techniques and strategies to assess dyslexic students in eighth grade.

1.3. Significance of the Study

Ecuador is one of the countries with a project that contains rules to include students with Special Educational Needs in our society. It means that every human being has rights and duties, so children and young people with special educational needs must be assessed according to their own possibilities to succeed.

Based on our educational law and answering the request that the government demands, we have decided to collect strategies and techniques and provide them to teachers who have students with dyslexia. Even though universities prepare teachers with a huge knowledge about these problems, they are not ready enough to assess students with dyslexia. Consequently, this project will contribute to a group of colleagues who may have a handbook with different activities according to the level of dyslexia of each student. The beneficiaries of this project will be those students who may feel frustrated when developing a test that they cannot understand.

First, the significance of this research lies on the opportunity that it will give students to succeed in a test, and second, for teachers to take it as a tool to facilitate the normal development of children who have this kind of learning disability, so they can be incorporated in the medium or long term at the level they deserve without disadvantages.

1.4. Scope and delimitations of the Study

This research project was supported by Nueva Semilla School. Their contribution in infrastructure, technology, human resources and authorization for sampling to be led in the field work to evaluate the effectiveness of the final product results in the 8th course students, made our proposal viable. The funding was completely provided by the researchers. The time in which this project was held was during the school year 2013 – 2014.

CHAPTER II
Literature Review

2.1. Introduction

Dyslexia has been defined as a learning difficulty that mainly affects the skills involved in accurate and fluent word reading and speaking. Assessing students with dyslexia has been an issue a little bit difficult to handle in most of the schools. Teachers have been trained to teach a language through a lot of strategies and methodologies. However, they face some difficulties when they have to test students with dyslexia. This situation has motivated some people to create blogs, web pages, and research studies about this important topic (British Dyslexia Association, 2010).

Argentina is one of the countries in Latin America that trains professionals in education and health about Neuropsychology that includes the study of dyslexia. Chile, Uruguay, Bolivia, Peru, Panama, Colombia, Ecuador, and Mexico has participated attending LA FUNDACION[1] to learn about the fundamentals and new research in neurocognitive diagnosis and treatment of developmental disorders and learning.

The National Center for Special Educational Needs has uploaded an excellent reflection for teachers and parents about helping students with dyslexia pass high-stakes tests. The article clarifies that these kinds of tests can have serious consequences for all students, but they pose a particular challenge for students with dyslexia.

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[1] Trastornos del desarrollo y el aprendizaje del niño y adolescente, Buenos Aires, Argentina, desde 1978

Due to their one-size-fits-all format, many parents and educators believe that standardized tests tend to reflect a student's disabilities rather than his or her abilities. With so much at stake, it is critical that students with dyslexia are well prepared and that they receive the support they need when taking such tests. Parents should not confuse high stake tests with the tests given by the school to meet the requirements under No Child Left Behind (NCLB). These tests hold states and districts accountable for poor student performance, but do not require states to impose personal accountability on students.

Marion Rondot-Hay[2] has published on Academia.edu a report where she describes how to design tests for students with dyslexia. Besides, she offers some techniques at the moment of teaching English to these students. Susan Jones, a doctor of the Cambridge Neuroscience Department, has published an article saying how tools have to be used to teach students with dysgraphia. She provides educators a list of accommodations and modifications in order to help students to handle their struggle to produce neat, expressive written work, whether or not they have accompanying physical or cognitive difficulties.

2.2. Theoretical Review

Some of the definitions of dyslexia try to describe it as a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols; however, general intelligence is not affected.

According to the British Association of Dyslexia Handbook, there are some features about it (Rachel Ingham, 2013):

➢ The combination of abilities and difficulties in people with dyslexia affects the learning process in reading, spelling and writing. It is a persistent condition.

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[2]A Scottish French-trained English teacher specialized in teaching students with dyslexia.

- Some of the disadvantages are identified in areas of speed, of processing, short-term memory, organization, sequencing, spoken language and motor skills. There may be difficulties with auditory and / or visual perception.
- It is highly related to mastering and using written language, including alphabetic, numeric and musical notation.
- Dyslexia can occur despite normal intellectual ability and teaching. It is constitutional in origin, part of one's make-up and independent of socio-economic or language background.
- All learners have strengths but some learners have very well developed creative skills or interpersonal skills, others have strong oral skills and some have no outstanding talents.

2.2.1. Causes of Dyslexia

The two most important causes of dyslexia are an underutilized left-hemisphere, and central bridge of tissue that is not working properly in the brain, called the corpus callosum[3].

The part of the brain that is responsible for the logic of words, numbers, analysis, lists, linearity and sequence is the left side and it controls the right side of the body. Whereas the right side is the creative brain and is responsible for rhythm, spatial awareness, color, imagination, daydreaming, holistic awareness and dimension it controls the left side of the body. The thick band of nerve fibers is named corpus callosum which connects the brain cells in one hemisphere to those in the other hemisphere. The two hemispheres keep up a continuous conversation via this neural bridge.

Everything that a person sees or hears goes to both sides, but each side has its own specialty. The corpus callosum is not only in charge of transferring information but it also helps decide which is the appropriate side, and sends it

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[3]A great band of deeply situated transverse white fibers uniting the two halves of the cerebrum in humans and other mammals, Porter Diana, Agenesis of the Corpus Callosum, 2010, Bloomington.

there. Wimpy information may not be delivered correctly to the left or right brain where they belong. On top of that, it transmits slowly, so part of the information arrives out of synchronization with the rest.

Studies about the causes of dyslexia have emerged five theories:

Brain Development

As it has always been said that every person is a different world, the brain remains different as well. Even more dyslexic brains are not excluded of this theory because researches have shown complex results through the use of advanced technology.

Studies of brains donated to medical research advanced our understanding of developmental dyslexia in important ways. Scientists discovered structural differences in two parts of the dyslexic brain — the cerebral cortex and the thalamus. The cerebral cortex is the six-layered outer part of the brain involved in high-level processing, including sensory and motor analyses, working memory, attention, and language. The thalamus, a "way-station" located at the center of the brain, is the major stop for information transmitted from our sensory organs (e.g., eyes and ears) to the higher-level processing cerebral cortex (Gordon Sherman, 2004).

Wiring of the Brain

It is believed that dyslexia is caused by a unique wire in the brain that works a lot showing increased activity in the right brain and there is an intention to work on language area, but the left brain is which actually promotes language tasks.

Genetic Inheritance

It is important to understand that dyslexic is not hereditary. However, it is real that a dyslexic has a family history of this condition. Besides, it is typical to find left-handed people with dyslexia even though it does not mean that all of the left-handed ones can be affected.

Hearing Problems at a Young Age

Hearing problems can cause dyslexia if they appear at a young age. If a child has hearing problems it would be impossible to understand and assimilate phonemes. As a result, dyslexia is produced because the spelling or phonetic area is affected. Early colds and ear infections can cause a sound block that can produce dyslexia. It is important to consider that listening skills are developed in the early period of life and it can affect the future learning process.

Evolutionary Perspective

The last theory is the one that considers that reading is a skill that was not developed at the beginning of the human life. So, theorists consider that reading is not a natural act that was not required in the early years of the human being life, so they think that not everybody could develop that ability.

2.2.1.1. Different Kinds of Dyslexia

Carlson (1998) and other scientists have distinguished that dyslexia as a reading disorder has many subgroups as follows:

➢ **Surface:** A person can read words phonetically but has problems with whole word recognition (i.e. yacht --->yatchet).

➢ **Phonological**: A person can read familiar words by using whole word method but has difficulty with new words.

➢ **Spelling:** A person can read individual letters that lead to reading words if given enough time but has problems recognizing the word as a whole and phonetically (i.e. men ---> h-e-n).

> **Direct**: A person can read aloud without comprehension that is similar to speech comprehension aphasias like anomia.

Ingram (1964) suggested dividing dyslexia into three categories:
> Visual spatial difficulties
> Speech sound difficulties
> Correlating difficulties

Visual-Spatial difficulty

People with this type of problem cannot recognize groups of letters. These people might tend to guess words by shape and not by context. Reversible letters transpose letters in syllables and syllables in words and words in phrases are some of the difficulties that people with this form of dyslexia may also confuse. "They have trouble reproducing letters in writing and may confuse letter, syllable and word order. They may also read words backwards" (Ingram, 1964).

Speech Sound difficulty

This deals with people that have problems making out spoken language. The struggle arises when breaking words into syllables and when forming sentences.

Correlating difficulty

For this kind of people is very hard to find the correct speech sound within individual letter or sounds in writing (this is seen more commonly with monosyllabic words).

Snowling Margaret (1972) made a research and listed the types of dyslexia in this way:
> **Dysphonetic.** - This is the largest of the three divisions. This is viewed as a disability in associating symbols with sounds. The typical misspellings of this

disorder are phonetically inaccurate. The misreadings are substitutions based on small clues, and are also semantic.
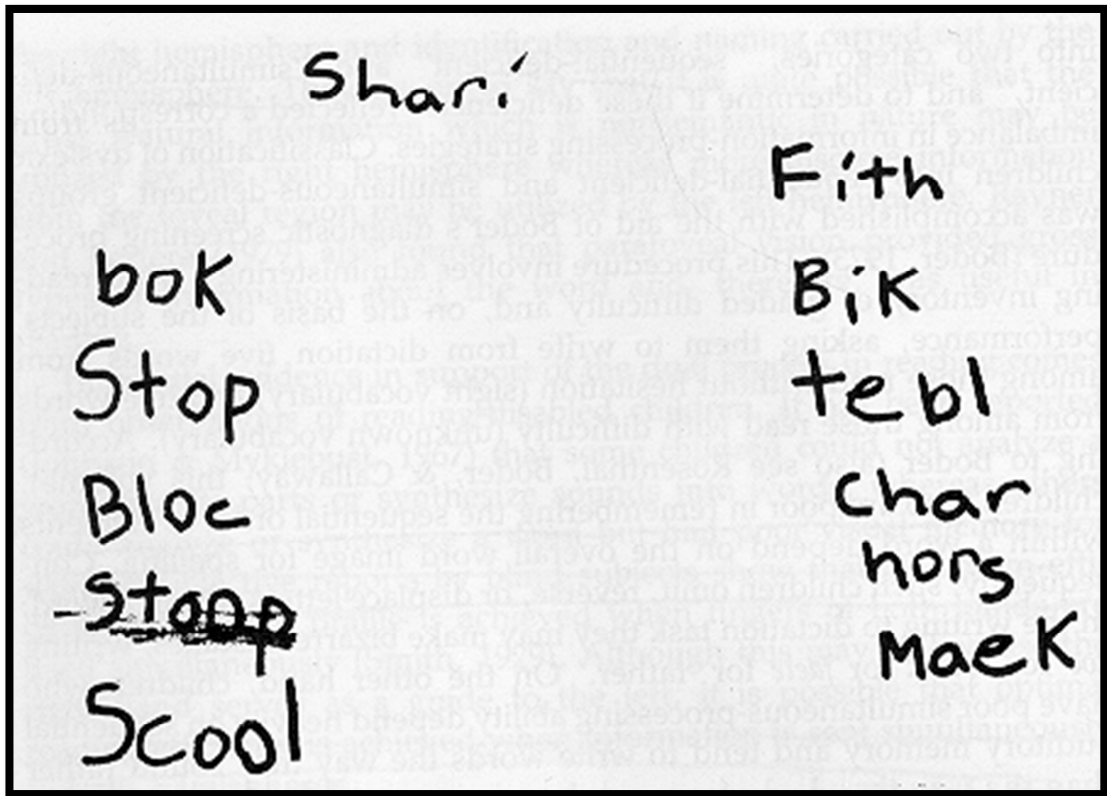
Figure 1.
Boder's - Reading-Spelling Pattern Dysfunction
Source: www.macalester.com

➤ **Dyseidetic. -** Deficits in vision and memory of letters and word shapes are the main problems within this group. These people struggle to develop a sight vocabulary. However they have the ability to acquire adequate phonetic skills.

➤ **Alexic or mixed dyseidetic and dysphonetic. -** This is a combination of the deficits of the first two groups. Sight vocabulary and phonetic skills are the complications for people with this type of dyslexia making them unable to read or spell.

Johnson and Myklebust (1967) also identified subtypes of dyslexia:

- ➢ **Visual Dyslexia**- Those with visual dyslexia face different types of obstacles such as visual discrimination, memory synthesis and sequencing of words. Reversal of words or letters when reading, writing and spelling is also very common. All of this makes these people unable to learn words as a whole component.

- ➢ **Auditory Dyslexia**- Auditory dyslexics cannot link the auditory equivalent of a word to the visual component.
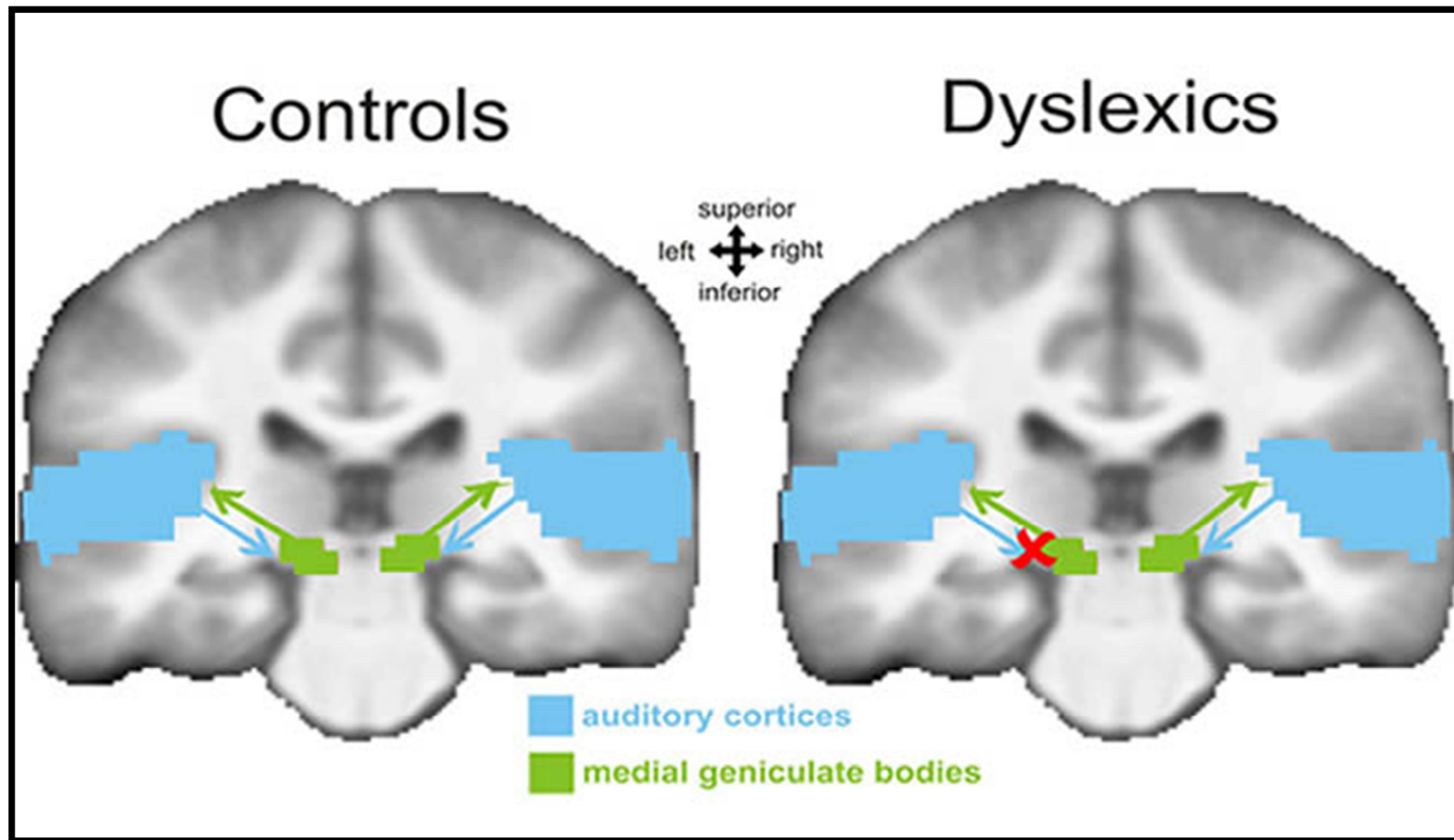
Figure 2.
Auditory Dyslexia
Source: Neuro Science News, 2012

Bateson (1968) identified three categories based on the Illinois test of Psycho linguistic Abilities. They are:

- Good visual memory but poor auditory memory
- Good auditory memory but poor visual memory
- Poor visual and auditory memory. In this case reading disability is severe and difficult to remedy deficits

2.2.1.2. Dyslexia Diagnosis

Professionals with a big amount of knowledge in several fields are best qualified to make a diagnosis of dyslexia. People in charge of doing this test may be a single individual or a team of specialists. Knowledge and background in psychology, reading, language and education are necessary.

Age is not a big matter to test dyslexia since people can be tested at any age. However, it is obvious that different types of procedures will be used according to the age of the people and their current problems. For example, when testing young children we will often look at phonological processing, receptive and expressive language abilities and the ability to make sound/symbol associations. Take into consideration that a diagnosis of dyslexia does not have to be made to offer early intervention in reading instruction.

In order to do a complete diagnosis of dyslexia we have to include intelligence, educational, and speech/language assessments. All of this assessment includes observations, input from teachers and parents, analysis of students' work, and developmental and social histories. The examiners will look for evidence of the disorder and eliminate factors that can be causing student's reading and language problems. Factors that can be excluded are lack of instruction, lack of attendance, social and economic factors, and physical problems such as hearing or vision difficulty.
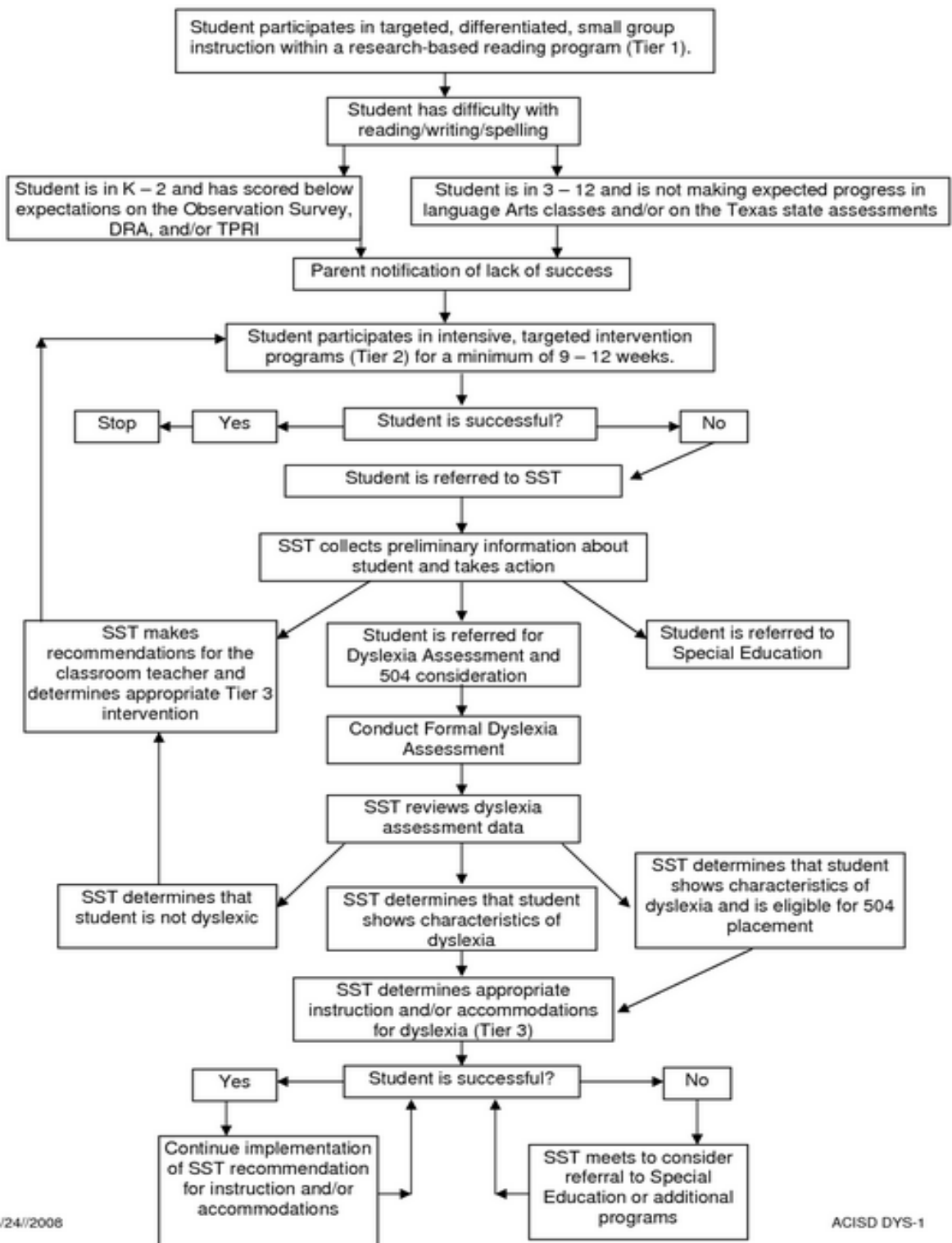
Figure 3.
Flow Chart for Dyslexia Identification Process
Source: docstoc.com

Parents and teachers should notice these important symptoms if they suspect that a persona might have dyslexia:

➢ Bad memory for names

➢ Difficulty when reading unfamiliar words

➢ Difficulty when spelling words not seen before

➢ Confusion between right and left

➢ Bad memory for spelling short words that are well known

➢ Use and understand complex words that are difficult to spell

➢ Early tiredness when reading

➢ Hard focus on some words when reading

➢ Slight out coordination of eyes when reading

➢ Think in something else while reading

➢ Get fixated on words that cannot be read

➢ Maintain concentration problems

When a student is registered in a school, parents should share some symptoms they might have noticed in their children, such as:

➢ At the age of two years, they speak with shorter than average sentences, reduce their ability of pronunciation, show poorer application of language rules, and show a general slow development of language skills. One year later, at the age of three, they use smaller than average vocabulary and they present a difficulty in naming objects. At the age of five, they do not have the ability to distinguish the smallest units of speech sound, which is a phonological problem; they are not able to associate letters with their sounds.

2.2.2. Learning Areas that can be affected in Dyslexic Students

Reading and writing are included in all the subjects. Therefore, dyslexia can affect all the subject areas and several are the deficits in different ways such as in accessing written text, reading fluency, spelling, written expression, organizing,

following written directions, sequencing, using working memory which is needed for problem solving, and visual processing, especially critical for worksheets, textbooks, and tests.

Reading

Dyslexics will face different problems when reading such as the confusion of letters (b for d, p for b etc.) and they might also say words backwards (tac for cat). They will often omit simple words in sentences. Reversal in words and letters is very common as well as the omissions of small words and parts of words. Their ability to see the sequence in words or sentences is somewhat scrambled. Their visual and phonetic memory is extremely weak which causes the deficits in reading.

Writing

For dyslexic students, when they want to write they struggle with the same obstacle as reading, some words are written backwards and d's and b's are often confused. For some dyslexics, printing link is easier than written script, but for some students, the opposite will hold true. Mirror writing is often typical in dyslexics.

Spelling and Grammar

The capacity to spell correctly is most of the time due to a good memory and understanding of phonetics which are often weak in dyslexics. Some dyslexic students are good spellers, but it is not always the case with many of them. Word and letter reversal in spelling is very noticeable. Students have problems to spell in the right way because of the weak memory and instability with phonics. Despite this problem, the ability to spell correctly improves over time. One of the points that has to be taught firmly with dyslexics is grammar since this helps with items such as capitalization, run on sentences and punctuation.

Spatial Orientation

A real concern for dyslexic people is the directionality of areas such as left, right, front, and back all of them are a weakness for these people. The sense of intuition for them is almost impossible so they struggle figuring out which is the right or left side or North, South, East and West. This leads to be very confusing when they are in big buildings and new locations since the sense of directionality is poor and they get lost easily. Exercises and appropriate strategies will help them get over this issue little by little.

Math and Time

It is said that problems in math deals with dyscalculia. However, dyslexics often get confused and write numbers backwards in operations; another matter is that they have difficulty telling the time but with the help of digital watches it is easier for them.

Speech and Language

A big number of dyslexic children were late talkers or had some sort of problems in their speech at first, but this was overcome through time. It is kind of hard for a dyslexic person to answer to a question or statement because it will take quite longer to process the information that has been said or asked. That is why a good way to help them is to reduce distractions and background noise to a minimal or even better try to eliminate them. This goes hand in hand to help these children with concentration which is another weak point for them. In some cases, speech therapy is required to improve this quickly.

2.2.3. Multiple Intelligences in Dyslexic Students

Reading and writing skills are the areas where dyslexic students struggle the most but despite this they are very intelligent. Multiple intelligence approaches stand out eight ways of learning and along with an appropriate presentation of material are the perfect combination to an effective learning and this will help both teachers and students succeed (Garner, 1999; Lazear 1999).

Lazear (1999) emphasizes that this process is very effective to ensure metacognitive transfer in all subjects. For instance, the combination of visual imagery along with music is an excellent tool to help students develop visual abilities which can also have a spin-off effect on language and storytelling. Bodily/kinesthetic intelligence can also be implied in all subjects by performing historical incidents and particular folk dances, all of this will help learn culture and historical periods. Some of the multiple intelligences are often overlooked in class subjects which is the case of bodily/kinesthetic without taking into account that these are the strengths of young people with dyslexia.

The Multiple Intelligence Theory opens up a greater self-understanding and provides dyslexic students a tool to consider that they do not have any limit to learn a new language. As there are eight ways of learning, they can be self-smart, picture smart, word smart, logic smart, music smart, body smart, nature smart, and people smart.

2.3. Conceptual Framework

Dyslexic children deserve the right and the opportunity to learn a foreign language and this is an agreement among dyslexia specialists. Multisensory language learning will be activated and the students will enjoy this opportunity by performing role plays, playing games and more fun activities. Even though dyslexic students could delay a bit longer at the time of learning a new language, this does not mean they will never do it. Moreover, it has to be taken into account the importance of this matter.

Despite this, dyslexic pupils have limited competence to learn a new language; language classroom is a perfect environment where students will inevitably open their horizons to this knowledge of other cultures and the chance to socialize with other people bringing a lot of benefits such as the participation in communicative activities which will enhance their social development once again.

All of this leads dyslexic children to the high capacity that they have at the moment of learning English. Some recommended tips are as follows:

Listening
  ➢ Dyslexic children might have difficulty to understand and process auditory information in their first language. If it happens, try to explain important and relevant things in their first language for them to comprehend better.
  ➢ Tape recorders are a perfect tool to help dyslexic students since they can record new words, stories; homework, instructions and more things so this way the child can listen to it as many times as necessary.
  ➢ The help of visual aids along with listening tasks will make dyslexic students understand the information better.
  ➢ The combinations of letters such as /e-i, a-e/, etc. will be very productive and enhance students' learning if they struggle differentiating certain sounds.

Sorting
  ➢ The following exercise will be very beneficial for students to improve problem sounds. First, you will need different cards about several objects with the problems sounds that students have, and two boxes. The teacher will say the name of the object and the student will select the correct card. After this, the student repeats the word and places it in the correct box that is labeled for the sound.

Odd one out
  ➢ For this exercise you could use the same pictures. First, the teacher shows four pictures well illustrated such as *lamp, ball, van, and map.* Then, the pictures are called and the student has to point out the odd one out.

Speaking

➢ Do not forget that we have to be very patient with our students when they are specially learning a foreign/second language, and keep in mind that reading and writing usually go before speaking.

➢ Do not hurry or force a dyslexic student to speak, always be patient until when they are ready to do so.

➢ Elicit answers from them when questions are easy or you are sure they know the answer and always encourage them with positive feedback.

Reading

➢ Always have the child to read with a purpose for them to feel engaged with the story since reading in English must be a pleasant experience regardless the age and the ability of the child.

➢ Teach the vocabulary they do not know before reading, this will help students predict the story and understand it better.

➢ Cloze exercises are way too useful to develop predictive skills which are a big benefit for dyslexics.

➢ Encourage the child to create and dedicate stories to you so this way they will feel motivated to read and be talented in the future.

Writing

Spelling is one the most difficult problems that dyslexic students struggle with when learning English words.

➢ Pointing out the difference between the letter-sound correspondence of their first language, and English can often be a very helpful start. For example, in Hungarian each letter has its corresponding sound, whereas in English there are 26 letters referring to 44 sounds.

➢ Focus on one rule at a time to build a structured, systematic spelling program.

➢ The use of materials such as plastic, wooden, rubber letters or cardboard will be very enjoyable for dyslexic students to learn letters and words,

besides this, repeat and reinforce stimulating eyes, ears, hands, and lips all together simultaneously. For example, have them vocalize the words as they write them.

➢ Difficult words or irregular words need to be taught on a whole word basis since dyslexic children have problems with them, that is why they need a great deal of exposure to these types of words

➢ Do not forget to teach the words in context as well.

➢ Being organized and the use of planning techniques such as mind mapping and breaking up the process into small steps will be beneficial and help a lot when writing to communicate.

2.3.1. Ways Dyslexic Students learn

Reading is the basis on education and learning for every child at school since most of the subjects taught requires reading. As days go by the number of children and adults increase and they need help in learning to read, spell, speak, and express their thoughts on paper which means writing including an appropriate use of grammar.

It is very hard for a dyslexic child to deal with literacy skills and this could be one of the reason why they can be rejected by their peers in the class environment causing a trauma that will affect them mentally and make them feel worried and frustrated. The class environment must be in the best suitable conditions for dyslexic children making them feel comfortable and with no concerns and through this, confidence and self-esteem will be well developed.

Sometimes it is frequently seemed that dyslexic children feel different from their peers since they have difficulty to follow simple instructions which for others seem easy. However, the teacher is the one responsible for this and has to find the best conditions and ways to help these children providing an adequate atmosphere within the classroom for all pupils.

The teacher is the main guide for dyslexic children that is why he needs to know perfectly well the dyslexic child's behavior to avoid a deal of misunderstanding within the class. Setting a positive and encouraging environment, a dyslexic child will succeed and construct self-value.

Problems such as auditory short term memory can affect the process of information in these children, for example, they can struggle remembering sounds to write words and sentences which will affect their spelling. In addition, they cannot remember a short list of instructions to follow due to this deficiency.

The following list of items will be very useful for teachers and parents to support their children:

In the class
- A well-structured outline of what is going to be taught is a perfect tool to help with the lesson and at the end of it a summary of what has been taught are the perfect combination to process better the information provided which will go from short term memory to long term memory.
- Homework should be perfectly written down by the child to do it correctly following the instructions step by step. Make sure that children take home all the material to work such as worksheets and books or any other assignment.

It is recommended that dyslexic children write down the telephone numbers of some friends, so if there is any mistake with homework, they can call them to check, rather than waste time doing the wrong assignment or merely doing nothing.

- Never let dyslexic children memorize homework but make them write it down and make sure they do this.

- ➢ Encourage the child to be responsible for their doings, this will help them to build own self-reliance.
- ➢ Folders and dividers are a good help to encourage dyslexics be organized and have access to their work and notes easily.
- ➢ Break tasks down into small easily remembered pieces of information.
- ➢ If they struggle with visual memory, copying must be almost deleted; written assignment and worksheet are better for this case.
- ➢ Try to sit the dyslexic child next to the class teacher or a sympathetic classmate so that the child can be aimed by them if necessary in case they have difficulty doing their tasks.

Copying from the blackboard
- ➢ The use of different colors when writing on the board is very beneficial for dyslexic children when they have to take notes from the board and in this case different colors will be a prefect tool to help them make progress.
- ➢ The teacher must write well-spaced on the board. This will facilitate a clear view for dyslexics.
- ➢ Do not erase the information form the board quickly but make sure that dyslexic have copied everything before you had cleaned the board and ascertain they wrote the whole assignment.

Reading
- ➢ Through the use of a good reading organization, which leads to reading repetition and the introduction of new words, the dyslexic child will develop confidence and self-esteem when they are reading.
- ➢ Motivation is very important when reading, that is why teachers do not have to have dyslexic children read at a level beyond their current skills because if they have to read over every word, they will focus on the meaning of the words but not what they are actually reading.
- ➢ Give extra time for the child to read pre-selected material at home if possible the day before so they have the chance to be familiar with the

reading and could be able to read aloud in class putting the shame aside since they are confident with themselves.

➢ An appropriate tool to enhance reading is to read with an adult, which will make reading more enjoyable. Story tapes are another way to improve vocabulary. Remember that no child should be denied the pleasure of reading even if they cannot decode it fully.

➢ Remember reading should be fun.

Spelling

➢ Typical rules to teach spelling are not beneficial for dyslexic children but structured and systematic exposure to rules and pattern would be better for all pupils.

➢ If there are dyslexic students in the class, a short list of structured-based words could be helpful for their weekly spelling test rather than random words; irregular words could be included little by little each week which could improve their writing skills.

➢ Spelling correction could be no the highest point to dyslexics but they can be trained to do so with lots of practice and help. Proof reading can be useful for initial correction of spelling.

➢ Keep in mind that poor intelligence does not mean they are nor intelligent.

Math

➢ According to a research, it has been estimated that around 90% of dyslexic children have problems in at least some areas of math, this means that math could be the root of many problems. The corresponding terminology for mathematics should be clearly taught before being used for example in calculations such as addition, subtraction, multiplication, etc. Other related difficulties could be with visual/perceptual skills, directional confusion, sequencing, word skills and memory. Long division or algebra that requires lots of steps to solve it has a frequent use of short-term memory which could be difficult for dyslexic students.

➢ Do not press the child to learn or memorize specific rules for estimation, instead of this, encourage the child to check his answers against the question when he has finished the mathematical problem.

➢ Do not be very strict with dyslexic children when they are solving mental mathematical problems but allow them to write down any note or sign that they want to.

➢ Some children help themselves by saying aloud the process of the operation they are calculating which could be very beneficial for them.

➢ Teach the time tables properly and encourage them to say them aloud as they memorize them or use them.

➢ The use of a calculator would be an excellent tool to aim dyslexic students solve mathematical problems so let them use it in class. But first, make sure they understand how to use it correctly.

➢ Write key words on the inside cover of the math book to use it as a reference or revision.

➢ If possible, use multisensory/kinesthetic methods to check and rehearse mathematical vocabulary.

➢ To help children with dyslexia use red ink to put decimal points. It will be beneficial for visual perception.

Handwriting

➢ Have a talk with dyslexic children about the great advantages of a good handwriting and the possible things they could do when achieving their goals. A good exercise to improve handwriting is by writing random words on the board and analyzes them to comment about mistake or faults.

➢ Several are the reasons for poor handwriting such as poor motor control, tension, badly formed letters, speed, etc. The cursive style is the most recommendable to children with dyslexia. Encourage the children to study their writing and be self-critical. Get them to decide for themselves where faults lie and what improvements can be made so anyone can have access and a clear understanding of their work.

- ➤ Remind your student to use cursive script in upper and lower case by having a small chart as a reference available within the class.
- ➤ Self-confidence is improved by enhancing handwriting skills which could be reflected in children's work.
- ➤ When drilling handwriting try to use familiar words for dyslexics so they do not struggle later.

Marking of work
- ➤ Credit for effort as well as achievement are both essential. This gives the pupil a better chance of getting a balanced mark. Creative writing should be marked on context.
- ➤ Spelling mistakes pinpointed should be those appropriate to the child's level of spelling. Marking should be done in pencil and have positive comments.
- ➤ Try not to use red pens to mark the dyslexic child's work. There's nothing more disheartening for the child than to have work returned covered in red ink, when they've inevitably tried harder than their peers to produce the work.
- ➤ Only ask a pupil to rewrite a piece of work that is going to be displayed. Rewriting pages for no reason at all is soul destroying as usually much effort will have already been put into the original piece of work.

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.

Integration

- ➢ A dyslexic child's ability to write down thoughts and ideas will be quite different from the level of information the child can give verbally. For successful integration, the pupil must be able to demonstrate to the teacher that he knows the information and where he is in each subject. Be prepared to accept verbal descriptions as an alternative to written descriptions if appropriate.

Alternative ways of recording should be looked at, such as:

- ➢ The use of computers for word processing.
- ➢ Audio tapes for recording lessons that can then be written up at a later stage.
- ➢ Written record of the pupil's verbal account, or voice activated software can be used.
- ➢ More time should be allocated for completion of work because of the extra time a dyslexic child needs for reading, planning, rewriting and proofreading their work.
- ➢ For a dyslexic child the feeling of being 'different' can be acute when faced with the obvious and very important need of 'specialist' help for his literacy and possibly mathematical skills. Some specialist methods can be incorporated into the classroom so all children can benefit from them, so reducing the feeling of 'difference'.

Dyslexic students really want to know how the learning of English Language works. So, it is important to create confidence by telling them the truth

about it. These students need to understand that there are mechanics of the English Language; that they need to learn about spelling sounds even though it seems to be difficult. However, as soon as they learn the English Alphabetic Code, they will feel confident knowing that in English some words are written in a different way that they sound.

Dyslexic brains want to know every single detail; for instance, they need an explanation about the use of contractions. It is also important for them to decode unfamiliar words. They should practice reading a word or a sentence by moving their eye slowly from the beginning to the end of text. Eye tracking is not easy to do in a dyslexic person. If they do not get to control their eyes movement across the text, they will reinforce the letter reversal problem that they usually have, text blurring, and missing out words from the selection.

a	b	c/k	d	e	f	g	h	i	j	l	m	n	o	p
	bb bu be	c k ck ke ch qu que cc	dd ed de	ea a ie ei	ff fe ph gh	gg gu gh gue	wh	y u	ge dge dg g	el ll le il al ul	mm me mb mn	ne nn kn gn	a ho	pe pp

qu	r	s	t	u	v	w	x	y	z	oo	ee	sh	ch	th
	rr rh wr	ss ce se c sc st ps	te tt ed	a o ou ah oo	ve	wh	ks kes		s zz se ze	u	e ey y ie ea ei i	ti ci si ssi ch s	t tch	the

ar	oi	oa	ow	or	ng	igh	er	ai	ui	ue	si	eer
a ear al	oy	o ow oe ough	ou ough	ore au ar augh aw al oor oar our ough	n	i y ie ye eye ei	ir ur ure ear re or our	aigh ay a ea ei eigh ey ae e et	oo u ue ew o ou oe ough	u ew eu	s ge z g	ear ere ier air are eir

Sound Chart

Figure 4.
Sound Chart
Source: www.astepatatime.com

In order to facilitate students reading, Davis Dyslexia Association has designed a card that can help dyslexic students read without getting distracted or without moving their eyes from place to place across the text. This card consists on a piece of cardboard with four corners that allow them to read the highlighted word, distinguish the word to be read from the rest of the text, remain on the line.
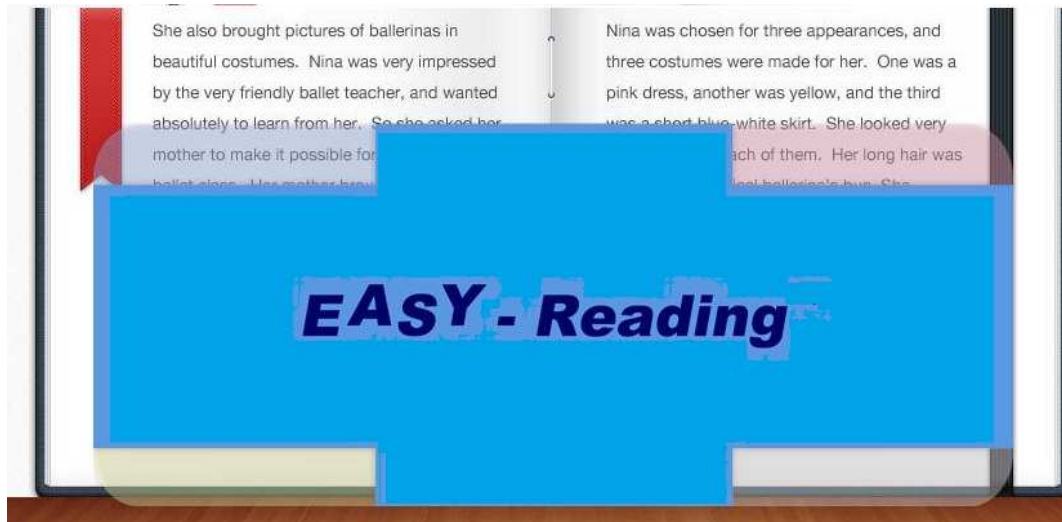
Figure 5.
Easy Reading Card
Source: Davis Dyslexia Association

The rectangular plastic card, which is about 8 inches wide and 3 inches high, has windows on all four corners in different colors, through which is read. The child puts the card on the text with his favorite color on the top left corner - and the reading can begin! It's like when children read with their fingers, only better. The children stay on the line, the word is highlighted in color, and the children read much more attentive. This new card training can take place alone or in pairs. Instructions for a reading technique called "Spell Reading" are printed on the card. The best side effect of the card is that all students including those who have no problems with reading and writing would rather read with the card, and thus more than usual (Center, D. R., 2013).

Teachers must be comprehensive with Spanish-speaking dyslexic students that are trying to learn English. Besides academic difficulties, dyslexic students need a friendly classroom with a friendly teacher. The strategies you implement in your classroom for students with dyslexia will benefit all of your students. When make changes are done to help students with dyslexia, teachers are making positive changes for the entire class.

For this purpose, teachers should:

➢ Begin with an area of the room designated as a quiet area. Carpeting this area will help keep down noise. Minimize distractions to allow students with dyslexia to have an area they can read or concentrate on class work. For students with dyslexia who are showing signs of anxiety, this can be a time-out area when they are feeling very nervous, upset or frustrated.

➢ Place analog and digital clocks on the wall, one next to the other.

➢ Set a bulletin board next to the board for daily important information. The date must be written daily and use printed words to help dyslexic students understand the homework.

➢ Place important words to remember on the wall.

➢ Place the dyslexic student's desk next to the teacher's.

As well as physical changes are needed, there are some important issues that a dyslexic student faces in the classroom, especially if they are Spanish-speaking students because they have trouble recognizing how the syllables are divided into English. They know they have to speak Spanish to pronounce monosyllabic words in one stroke voice such as "pan", "sol", and "sed". While monosyllabic English could be written with more than two or three letters as is the case of "small", "smart", "sweet", and "field".

Another impact for dyslexic students is the syllable time because in Spanish there are some words that vary in length, for instance, "comfortable". In Spanish it lasts longer; "com-for-ta-ble" and in English it is "/ˈkʌmfətəbl/".

In the same way the word shapes is a trouble for dyslexic students who do not understand why some letters need an accent or a little diagonal over a vowel in the Spanish language. They are always asking why in English ticks are not used. Some words with this situation are: "colón" and "colon", "ángel" and "angel". This orthography system is really complicated for a dyslexic student, so teachers need to be prepared to explain that each language has its own system and it is easy to understand with practice.

For all the problems described above dyslexics should be allowed and encouraged to use laptop computers in the classroom. Printing or writing is usually agonizing for a Dyslexic student. It is necessary to emphasize again that these students are reality based because they think in whole concrete images they can see, hear, touch, smell and taste. All abstract materials should be related to something they can see, feel, touch, hear or smell. Dyslexics need a reason for everything. If you want them to stop a certain behavior, they often respond well to a logical explanation.

Many Dyslexics have a terrible time with being on time and completion dates. They live in the present and do not comprehend a schedule easily. Team up with their parents to work out a schedule for their schoolwork. They could have a white board at home with homework dates that the parent could help them remember. They respond well to colors. Give them an agenda done in colors. Red could mean hand in "tomorrow"; blue could be the "end of the week". This could be written on their white board at home. The colors could be updated daily on their calendar for consideration of their homework due dates.

2.3.2. Instructions to design different types of Test Item Formats

Patricia Hodge (2000) suggests some important general instructions and test templates to be applied to dyslexic students:

2.3.2.1. 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.

2.3.2.2. Types of Tests

Teachers need to consider that exercises and tests need accommodations or adaptations in order to facilitate the dyslexic student's understanding.
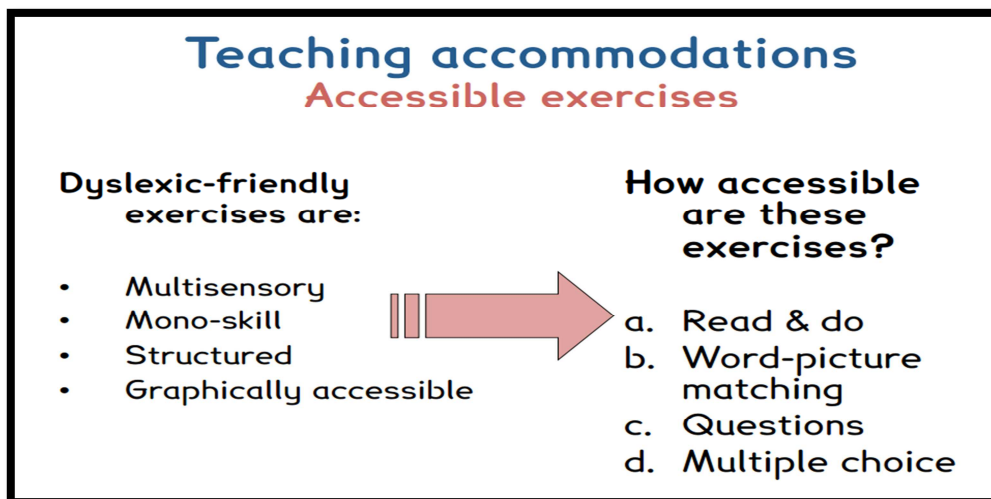
Figure 6.
Teaching Accommodations
Source: Foscary University, Teaching English to Dyslexic Students

Dyslexic-friendly exercises must be multisensory, mono-skill, structured, and graphically accessible.

Multisensory means that they activate their five senses to learn through letter recognition, which helps develop reading, organization and memory skills; number recognition and number sequence exercises that help develop memory skills; vowel and phonics exercise, which helps the child develop language; and,

sequence character recognition exercise that is designed to coach color and shape recognition (James Ohene-Djan, 2006).

Mono-skill refers to instructions that are given to develop only one competence. Teacher must be clear in the instructions writing, for instance, "Underline the main verb". It is not recommendable to write: "Read and underline the main verb".

Structured means that the test must have an order and style in which the dyslexic student can develop it as soon as he gets the test. It must reflect the necessary instructions to be followed. Avoid using exaggerate number of pictures or colors if they are not useful. Graphically accessible means that the dyslexic student can take advantage of his learning style; almost all of these students are visual, pragmatic, goal-oriented, and use-focused.

Dyslexic students process and learn new information in different ways; such as visualizing. It is because they learn when:
➢ Use visual objects such as graphs, charts, pictures, and seeing information.
➢ Can read body language well and has a good perception of aesthetics.
➢ Can memorize and recall information.
➢ Tend to remember things that are written down.
➢ Learn better in lectures by watching them.

A Pragmatic learning style involves taking action and seeing how things work in practice. The learner with this preferred style will experiment with new ideas as long as they can see a practical and down-to-earth application. Pragmatists are audio learners, meaning they learn by sounds and the repetition of those sounds. In the language-learning classroom, exercises, often known as "drills," use sounds and the repetition of sounds. Pragmatists like to make the sound themselves, hear it on a recording and then play that sound back to check

their pronunciation. Singing or reciting things in the form of poetry connects to audio learning and is another valuable tool for the pragmatic learner.

Covington (2000), Eccles & Wigfield (2002) and other educators consider that academic goal orientation is based on contemporary "goal-as-motives" theory where it is posited that "all actions are given meaning, direction, and purpose by the goals that individuals seek out, and that the quality and intensity of behavior will change as these goals change".

Goal orientation theory is a social-cognitive theory of achievement motivation which became particularly important theoretical framework in the study of academic motivation after 1985. Although goal orientation theory is predominantly studied in the domain of education, it also has been used in studies in the domains of sports psychology, health psychology, and social psychology. In other words, goal orientation focuses on the student's reasons for taking a course or wanting a specific grade.

There are some ways a teacher can make adaptations to the tests that are especially designed for dyslexic students. However, it is necessary to avoid:

➢ Spelling Words
➢ Writing by dictation
➢ Taking notes
➢ Copying from the board
➢ Counting
➢ Singing while clapping hands to beat time
➢ Balancing one foot blindfold.

Left table:

Dutch Moroccan Greek Spanish ~~British~~ Albanian

Country	Nationality
Britain	British
Morocco	I M_____n
Spain	2 S_____
Albania	3 A_____
Holland	4 D_____
Greece	5 G_____

Right table:

1 Complete the countries and nationalities.

Holland Moroccan Greek Spain
British   Albanian

Country	Nationality
[1]Britain	British
Morocco	[2]M_r_cc_n
[3]S_a_n	Spanish
Albania	[4]A_b_ni_n
[5]H_ll_n_	Dutch
Greece	[6]G_ee_

Figure7.
Adaptation Testing Dyslexic Students 1
Source: Foscary University, Teaching English to Dyslexic Students

According to the first picture, it is an original version that any student in the class could do without any help. On the right side, there is an adapted version for dyslexic students. They just have to complete the words by copying some letters from the word bank. Another important fact is the organization of the chart. Teachers who work with dyslexic students must take enough space in the tests. They must structure and organize the test according to the friendly exercises described above.

For dyslexic students is easier to match words with words, words with phrases, words to pictures, if they are in two columns, rather than sentences in order to be completed.

Figure 8.
Adaptation Testing Dyslexic Students 2
Source: Foscary University, Teaching English to Dyslexic Students

2.3.2.2.1. 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.

2.3.2.2.2. Essay Tests

➢ Give students a choice. More than one essay question per test.

➢ Ask or give explicit directions, questions, etc.

➢ Question and answer should be on the same page.

➢ Provide lined paper for answers.

➢ Provide a word bank.

2.3.2.2.3. Multiple Choice Tests

➢ Ask questions in complete sentences.

➢ Align questions and options vertically.

➢ Limit the number of options to no more than three.

➢ Circle the correct answer rather than filling in the blank.

2.3.2.2.4. Fill-In-The Blank Tests

➢ Don't count off for spelling. Allow students to underline the word/s that they suspect are incorrect, or provide a word bank.

➢ The length of the line should mirror the length of the answer.

➢ The blank should be near the end of the question.

2.3.3. Strategies and Techniques for Dyslexic Students

Assessment in school is a process of gathering information to test the value of something using various tools. This process has two important characteristics: What and How.

➢ Teachers can use assessment to decide **what** to teach because assessment can help teachers determine what their students know and can do.

➢ Teachers can use assessment to decide **how** to teach because assessment can help teachers determine how their students learn.

In order to collect, interpret and report information about what students know and how students lean, they can use: observations, work samples, portfolios, checklists, student demonstrations and performances, learning logs, or many other methods. Assessment is an integral part of the learning and learning process. Schools can collect evidence of student learning through various forms of assessment, such as questioning, project learning, learning portfolio, self and peer evaluation, among others.

Avoid excessive use of memory in students with dyslexia. It is preferable that the teacher does not record the score of these students by the number of correct or incorrect words. What must be true value is the understanding of the word the pupil should use and not whether he wrote it right or wrong.

This is a wrong way to assess dyslexic students:

> **List the days of the week.**

_____ , _____ , _____
_____ , _____ , _____
and _____ .

First of all, dyslexic students are not capable to write complete words correctly and in the case that they do it, teachers should value the understanding and not the correct spelling. Besides, teachers should ask themselves what they want to measure with the list of the days of the week. In other words, what is the intention, the goal or aim he wants to reach through this question. A better way to assess this topic should be:

➢Order the days of the week with a number in the circle:

Saturday ◯

Monday ◯

Tuesday ◯

Wednesday ◯

Sunday ◯

Friday ◯

Thursday ◯

In the first instructions students are asked to use memory and it is really hard for a dyslexic person. In the second one, the words are written in comic sans, font 14 as it is required, and memory is not being used, but recognition and identification.

Another strategy to be considered is to enlarge the size of the words in accordance with students' needs and leave enough space for answers and that is

why circles are also big enough to write a number done by a dyslexic students who cannot keep a legible handwriting and who cannot limit the space they need to graphic what they have in their minds. If they are thinking in a number, for instance number one, they will draw a tall stick with a small diagonal.

It is also important to answer questions in the same paper. Dyslexic students cannot handle two or more papers at the same time because it will reduce their concentration level and they get confused easily.

Read the question and answer in the paper attached to this test

a. Are there some apples on the desk?

b. Is the refrigerator next to the stove?

c. Is the lamp behind the sofa?

It is recommendable to use the same questions leaving the correct size of space for the answers:

Read the question and answer in the paper attached to this test.

a. Are there some apples in the basket?

Yes, _____ _____.

b. Is the refrigerator next to the stove?

Yes, _____ _____.

c. Is the lamp behind the sofa?

Yes, _____ _____.

Notice that any of the questions require a negative answer. In this case, a set of positive answers will help the dyslexic student understand the way they have to answer.

> ➤ **Read the question and answer in the paper attached to this test.**
>
> a. **Are there some apples in the basket?**
>
>   **Yes, _____ _____.**
>
> b. **Is the refrigerator next to the stove?**
>
>   **Yes, _____ _____.**
>
> c. **Is the lamp behind the sofa?**
>
>   **Yes, _____ _____.**

In this case, pictures have been added in order to help dyslexic students understand what they are reading in the questions. Now it is time to insert a set of negative answers:
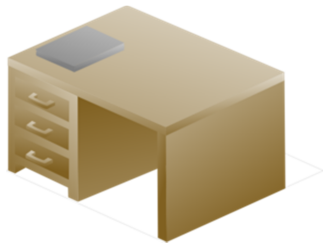
a. **Is there a book under the desk?**

   No, _____ _____ _____.

b. **Is there a TV in front of the door?**

   No, _____ _____.

c. **Is there a desk next to the TV?**

   No, _____ _____ _____.

For Reading Comprehension, teachers should provide dyslexic students a set of record cards to realize if the dyslexic student has understood the selection. Besides, it will be important to provide them a text with some confident words avoiding too much of difficult ones to understand, read and spell.

This is an original version of a reading selection which will be difficult to comprehend for a dyslexic student due to the excessive use of words that must be avoided.

John Lennon

John Winston Ono Lennon was born on the 9th October 1940 in Liverpool. He was an English pop star singer, composer and songwriter. He was also the Beatles guitarist. The Beatles was the name of the rock band he founded in 1960.

He first married Cynthia Powell in 1962. They had a son named Julian. Later, in 1969, he married Yoko Ono, a Japanese artist. They also had a son: Sean.

At the end of the 1960's, Lennon launched a solo career after the band broke up. He wrote two albums entitled John Lennon/Plastic Ono Band and Imagine, and well-known songs such as "Give Peace a Chance" and "Imagine". Lennon revealed a rebellious nature and became a peace activist. He moved to New York City in 1971, and harshly criticized the Vietnam War. His songs were adapted as anthems by anti-war movement. He was murdered in

---

This is the same selection with a simple set of words saying the same message, getting the same main ideas, following a chronological order of events, with a simple grammar structure, and using the correspondent punctuation marks required in a narrative paragraph as the example that follows:

John Lennon

John Winston Ono Lennon was born on the 9th October 1940 in Liverpool. He was an English pop star singer, composer and songwriter. He was also the Beatles band guitarist.

He first married Cynthia Powell in 1962. They had a son named Julian. Later, in 1969, he married Yoko Ono, a Japanese artist. They also had a son: Sean.

At the end of the 1960's, Lennon launched a solo career after the band broke up. He wrote two albums and well-known songs such as "Give Peace a Chance" and "Imagine".

Lennon became a peace activist. He moved to New York City in 1971, and harshly criticized the Vietnam War. He was murdered in 1980.

After reading the article, the dyslexic student is able to complete this simple record card:

Title:	
Year of Birth	
Occupation	
Band's name	
Year of Death	

Figure 9.
Record Card
Source: Authors

It takes more time for many dyslexic students to retrieve words from the memory; that is why they require additional time up to 25% because they need longer time to read and answer questions.

Schools that have dyslexic students with severe difficulties also may consider allowing reading the questions to students and the use of a computer as a tool for writing. However, spell checks vocabulary or similar electronic devices should not be permitted. Schools may allow verbal expressions or use games to replace dictation.

However, if they use a practical need to keep it, teachers may consider the following suggestions:

➢ Reduce the amount required for dictation.

➢ For students with greater difficulties, teachers may consider using "fill in the blanks" instead of dictating the whole paragraph.

- Schools may adopt the system of giving marks for the right answers instead of deducting marks for errors so as to sustain the learning motivation of students.
- As there is considerable discrepancy between learning abilities and dictation abilities among dyslexic students, schools may consider waving their dictation marks in the calculation of the total scores in language subject examinations.

An important strategy to be used with dyslexic students is the mind maps. Dyslexics understand many concepts more completely when presented in mind maps and diagrams[4].
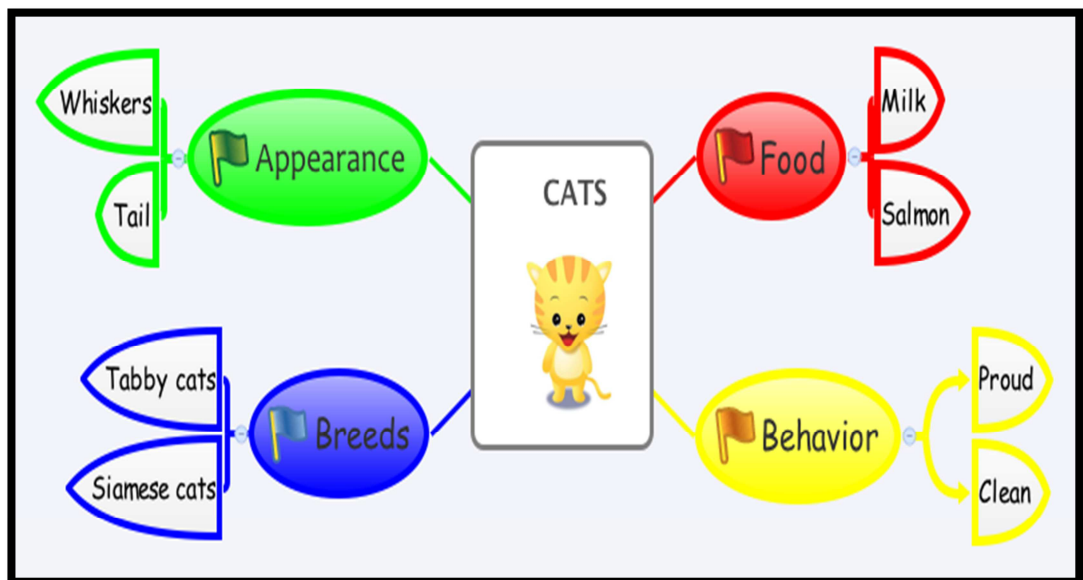
Figure 10.
Mind Map
Source: Vocabulary Extension Activities – justanotherwordpress.com

In general, dyslexic students need some strategies prepared by teachers that allow them to focus on their visual skills.

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[4]A way of linking key concepts using images, lines, and links where a central concept.

2.3.3.1. Visual Recognition

- Basic essentials cannot be understood from what is seen.
- Visually similar things are not recognized as different.
- Distinguishing important information from a multitude of stimuli is unsuccessful.
- The ability to filter something out of the background is lacking.
- The child must touch/handle everything in order to understand.
- Difficulties with distinguishing between colors and shapes.
- Writing and recognition of letters is difficult.
- Handwriting is untidy and difficult to read.
- Lack of uniformity in the size of the letters.
- Uneven reproduction of letters and numbers.
- Confusion between letters which are different in placement (d/b, u/n).
- The ability to distinguish between visually similar letters, arithmetical symbols, and numbers (h-k, a-o, 7-4, 6-5) is severely lacking.
- Inverted (left to right or right to left) reading or writing of numbers, for example 6 and 9.
- Increasingly occurring copy errors.
- Difficulties grasping amounts.
- Omission of letters or numbers.
- Difficulties with quantities over ten.
- Difficulties with compound arithmetic problems.
- Difficulties with structuring text exercises.

2.3.3.2. Visual Memory

- Visual information is not retrained.
- Difficulties in recognizing colors, shapes, images, patterns, and objects.
- Memorization of word images does not succeed: words are often written properly ten times, then incorrectly again.
- Difficulties with drawing patterns from memory.
- Transposition of letters a-e-o, h-k, f-t, m-n.

- ➤ The child cannot find his place in the text when reading.
- ➤ Frequently checking the pattern while copying.
- ➤ The writing is angular, curvatures and lengths are different.
- ➤ The letters a-e-o appears the same.

2.3.3.3. Visual Sequencing

- ➤ Visual sequences cannot be perceived properly.
- ➤ Difficulties with grasping the succession of letters when reading together.
- ➤ Reversing the sequence of letters when reading and writing.
- ➤ Letters or syllables are missing, they are transposed or added.
- ➤ Assistance articulating, prompting of a given text.
- ➤ Switching the word order when writing.
- ➤ Omission of letters, endings or words when writing.
- ➤ Duplication of letters.
- ➤ Frequent subsequent additions of missing letters in a word.
- ➤ Uneven line spacing and spaces of the letters within a word as well as between the words.
- ➤ Reversal of the sequence of a story (for instance, while writing compositions).
- ➤ Distraction by small details and losing the place in the story.
- ➤ Incorrect sequencing of numbers, omission of digits.
- ➤ Difficulties counting and counting off.
- ➤ Slow learning of basic arithmetic skills.
- ➤ Omission of intermediate steps when doing arithmetic.

2.3.3.4. Acoustical Recognition

- ➤ The basics of the sounds heard cannot be grasped.
- ➤ The ability to distinguish whether sounds are the same or not is severely lacking.
- ➤ A sound is matched with the wrong letter.
- ➤ Removing a letter from a word does not work.

- Inability to distinguish between or transposition of similarly sounding noises, words or numbers.
- Ability to distinguish between vocalized and non-vocalized consonants is severely lacking: g-k, b-p, d-t, s-z, f-v.
- Ability to distinguish between diphthongs is severely lacking: ei-eu, eu-au
- Transposition of elongation and sharpening.
- Difficulties distinguishing between m and n, for example between 3 and 4.
- Difficulties repeating the same or similar words.
- Difficulties repeating unfamiliar words.
- Difficulties transcribing a series of spoken words.

2.3.3.5. Acoustical Memory

- Cannot remember and repeat what was heard.
- Frequent questions when reciting.
- Omissions or additions of letters, syllables or words.
- Failure to complete recitations.
- Severe difficulty understanding what was heard.
- Errors with b/p, d/t, g/k.
- Poor vocabulary, frequent repetitions of words.
- Short compositions with poor content.
- Prompting of sentences.
- Omission of parts of verbally assigned arithmetic problems.
- Assistance articulating, prompting of a given text or arithmetic problem.

2.3.3.6. Acoustical Sequencing

- Acoustical sequences are not perceived correctly.
- Muddled explanations, loses the thread easily.
- Difficulties with verbally presenting sentences with the correct word order and placed correctly in the thought process.
- Difficulties avoiding becoming distracted by minor details when telling a story.

➤ Halting, broken speech with unharmonious breathing.

2.3.3.7. Spatial orientation

➤ Spatial perception is not judged correctly.
➤ Ability to judge spatial and temporal measures (distances, amounts, and units) is severely lacking.
➤ Difficulties orienting oneself in an unfamiliar environment.
➤ Memorizing a specified route is tiring.
➤ Building to a pattern or blueprint (building games) is unsuccessful.
➤ Difficulties learning to tell time.
➤ Very slow learning to dress one.
➤ Riding a bicycle and swimming are learned much later.
➤ Ability to imitate rhythmic movements is severely lacking.
➤ Problems with singing and movement games.
➤ Ignoring given spatial instructions.
➤ Uneven line spacing.
➤ Cannot arrange the lines properly, writing outside the margins.
➤ Losing the line when reading.
➤ Inverted writing (right to left instead of left to right),
➤ Transposition of letters when distinguishing their position: b-d, b-p.
➤ Numbers are transposed: 6-9, 36-63.

2.3.3.8. Body perception

➤ Difficulties orienting oneself to one's own body.
➤ Confusion between right-left, above-below, behind-before (in back of-in front of).

Besides all these tips to facilitate learning in dyslexic students, there are some important accommodations to be considered by the teachers, such as:

➤ Read the text with the student.
➤ Let the student to dictate answers before writing them.

- Let the student to interpret the meaning of the content instead of the decoding words.
- Provide extra time.
- Provide a reader.
- Provide a computer instead of handwriting, if possible.
- Provide assistive software for listening aids.
- Provide colored paper.
- Monitor the process to avoid lack of long periods of concentration.
- Take the student to a separate room if there are distracters.

The basis of success in assessing students with dyslexia is the modifications in the instructions exams. For them it is a real struggle to realize the gulf between their performance and the one from their peers. Students with special educational needs are disadvantaged by the shortage of skilled and trained teachers to meet their needs and learning difficulties caused by dyslexia. This is why English teachers in general should make self-awareness regarding this issue. Improving the academic performance of students learning English requires a focus on failure prevention and early intervention. Then, to satisfy the needs of these students in learning the language is important to analyze some aspects to ensure that they fulfill their academic potential.

Ortiz (1977), Wilkinson (1991) and other educators believe that this prevention involves two key elements: creating learning environments appropriate for achieving academic potential and use of effective strategies for assessing these students.

Cummins (1989) ensures the prevention of school failure begins with the creation and adaptation of environments that promote academic success and empower learners. These environments should reflect the premise that everyone learns at the same pace and that all are responsible and capable. Positive learning

environments generate security in dyslexic students. All this combined with an excellent use of strategies on exams will result in a noticeable progress in them.

Other factors are important for successful English learning in dyslexic students, such as:

➢ Collaborative knowledge among educators about effective ways of working and assessing students with dyslexia.
➢ Recognition of the importance and influence of the mother tongue in such students.
➢ Collaboration of the school, parents and the environment.
➢ Using programs with content that make learning Basic English language skills.
➢ Use of effective instruction.

> Vygotski (1978) defines the zone of proximal development (ZPD) as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.

Vygotski emphasizes interaction with peers as an effective way of developing skills and strategies. He proposes that educators use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development. He thought that when a student is at the ZPD for a particular task, providing the appropriate assistance will give the student enough of an improvement to achieve the task.
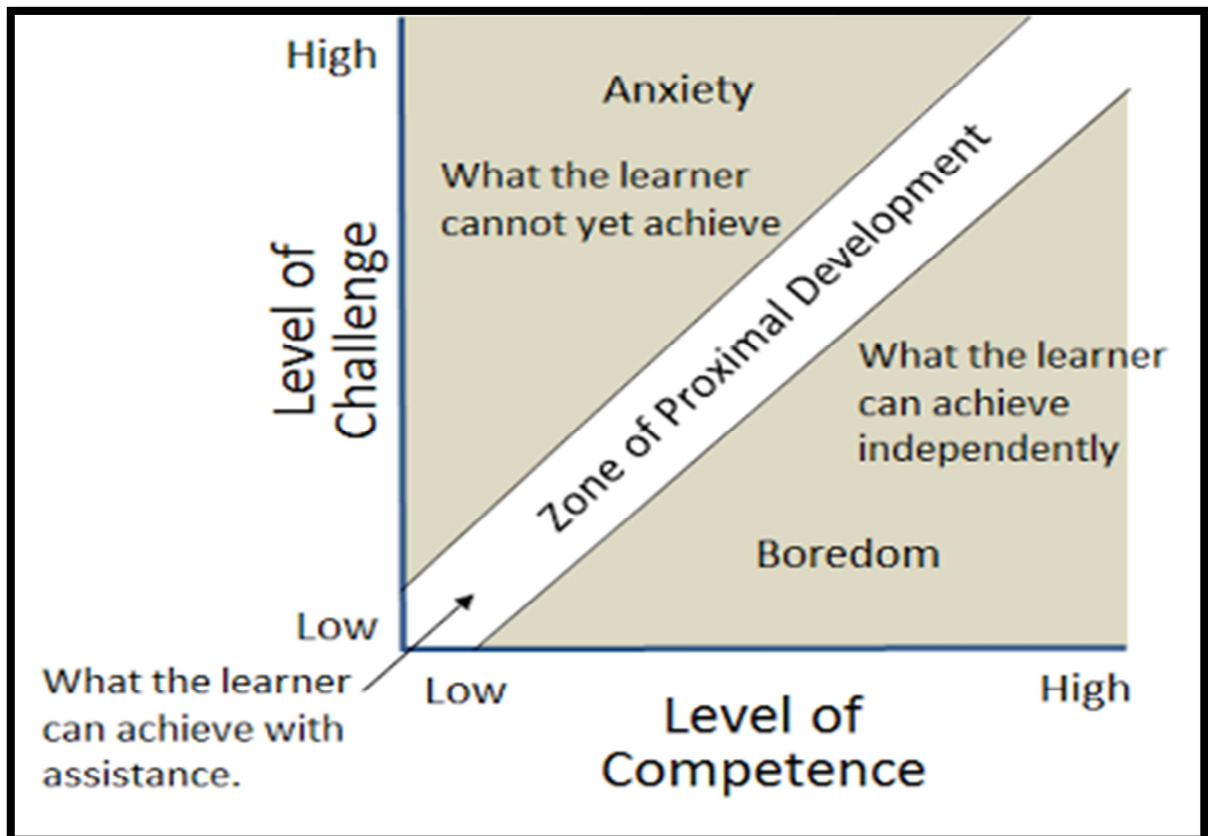
Figure 11.
Zone of Proximal Development
Source: Brandt Redd on Education, Technology, Energy and Trust

The ZPD is well known in the literature with the term **scaffolding**. Even though Vygotski never used this term in his writing, it was introduced by Wood et al. (1976) and it refers to all the help received in order to master the task. As soon as the student achieve through scaffolding, this tool can then be removed and the student will then be able to complete the task again on his own. Applying this concept to testing would involve a process of setting up the situation so that the child enters easily, then pulling back gradually as the child becomes skilled enough to manage it.
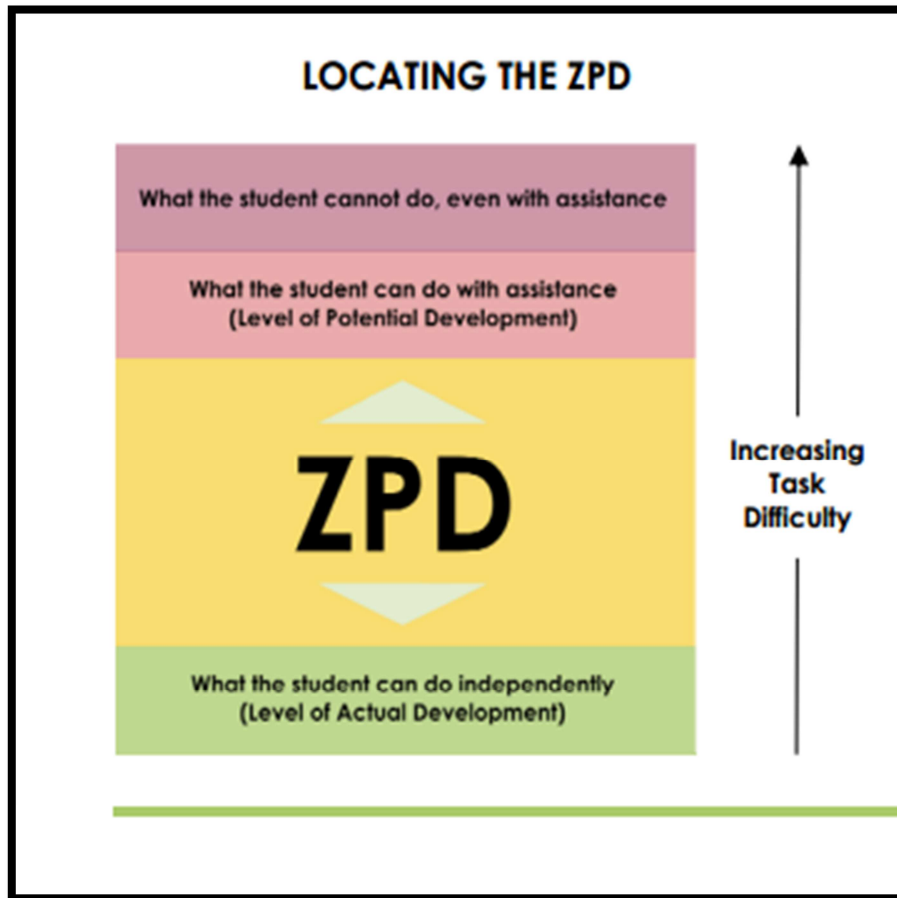
Figure 12.
Locating the ZPD
Source: Children's Progress, 2012

The zone of proximal development is placed between the time when a child can do independently and the time when he need help or use scaffolding. Vygotski tried to describe the sweet spot where instruction is most beneficial for each student, just beyond his current level of independent capability. In this zone students with dyslexia are more receptive and instructions seem to be not too difficult or not too easy, just challenging enough to help dyslexic students develop new skills.

Teachers and administrators can also get benefits from the use of this zone. In the case of students, they are provided with challenging but reasonable tasks that stimulate thinking and motivate efforts to learn; meaningful instruction and

feedback that helps drive further development at an appropriate pace; a learning environment where they are valued as individuals, a collaborative group, and a class; and a learning environment where their creativity and thought processes are acknowledged and accepted.

On the other hand, teachers could identify and use areas of strength and weakness to tailor learning experiences at the individual and group level, engage students in social interactions to enable learning, better understand students as individual learners in a small group setting and learners in a larger social setting, discover unique thought processes that may use to solve problems.

Teachers can scaffold English Language Learners by:

- ➢ **Modeling**: First do a class activity. Give a clear example of what is requested. Keep one photocopy of student work for demonstration. Model language needed, such as describing, comparing, or others.

- ➢ **Bridging:** Activate prior knowledge. Use a device such as an anticipation guide or a KWL (Know, Want to know, and Learned) chart. Establish a personal link between the student and the subject matter. Have them share personal experiences related to the theme.

- ➢ **Contextualizing**: When using textbooks, embed instruction in a sensory context with manipulation, pictures, a few minutes of film, or realia. Make analogies to students' experiences.

- ➢ **Schema building**: Before reading a text, look at headings and subheadings, illustrations and captions, and titles of charts.

- ➢ **Mini-lecture prep**: Use advanced organizers.

- ➢ **Top-down and bottom-up**: Process information from the top down (general knowledge of broad picture) and from the bottom up (using vocabulary, syntax, rhetorical devices).

- ➢ **Re-presenting text**: Use the text as a play, turn a poem into narrative, change third-person historical narrative into an eyewitness account, and produce posters in groups.

➢ **Developing metacognition**: Read, summarize, ask questions, predict.

➢ **Reciprocal teaching**: think-aloud, self-assessment activities, posters with steps.

2.4. Research Questions

➢ How does the lack of techniques and strategies in assessing English Language performance affect students with dyslexia from Eighth grade at Nueva Semilla School during the school year 2013-2014?

➢ What learning areas can be affected in dyslexic students?

➢ How dyslexic students can learn English?

➢ Which learning techniques are appropriate to be applied in dyslexic students?

2.5. Hypothesis

The use of appropriate techniques and strategies will improve the assessment of English language performance in Eighth Grade students with dyslexia at Nueva Semilla School.

2.6. Variables and Indicators

Independent Variable: The use of appropriate techniques and strategies.

Dependent Variable: Improve the assessment of English Language performance.

Table N° 1

Variable	Indicators
The use of appropriate techniques and strategies	Number of strategies applied per test Number of techniques applied when assessing Type of strategy according to the skill to be developed
Improve the assessment of English Language performance	Application of techniques according to the level of dyslexia Application of strategies and techniques according to the Subject to be tested Application of strategies and techniques according to the Skill to be tested

Source: Data of the Investigation
Author: Gabriela Guevara and Jonathan Gonzalez

2.7. Definition of Terms

➢ **Assessment.** It is defined as the act of assessing, the evaluation of a student's achievement on a course.

➢ **Assessment.** The act of assessing, esp. (in Britain) the evaluation of a student's achievement on a course

➢ **Awareness**. Awareness is a term that refers to the ability to perceive, feel, or be conscientious of events, objects or patterns, which do not necessarily imply understanding.

➢ **Capacity**. The ability to understand or learn; aptitude; capability

➢ **Corpus Callosum**. The corpus callosum is a thick band of nerve fibers that divide the cerebrum into left and right hemispheres. It connects the left and right sides of the brain allowing it to communicate between both hemispheres.

➢ **Diagnosis.** The identification of diseases by the examination of symptoms and signs and by other investigations

- **Dyslexia.** A developmental disorder which can cause learning difficulty in one or more of the areas of reading, writing, and numeracy.

- **Goal-oriented.** Variability in dispositional or situational goal preferences that an individual implicitly sets for him/herself in achievement situations. GOs assist in providing a motivational framework for how individuals perceive, interpret, and judge reaction to key events in their lives. Empirical research on GOs has shown non-trivial effects on a broad range of outcomes such as task-specific self-efficacy, learning strategies, feedback seeking, and state anxiety.

- **Inclusive Education**. It means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

- **Learning Disability**. Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation.

- **Long Term Memory**. Long-term memory refers to the continuing storage of information.

- **Metacognitive Transfer**. It refers to learners' automatic awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive processes.

- **Method.** It is a description of the way that information or a behavior is carried forward or consolidated during the instructional process.

- **Multiple Intelligences**. It is a theory of intelligence that is divided into specific (primarily sensory) "modalities", rather than seeing intelligence as dominated by a single general ability.

- **Multisensory.** Relating to or involving several bodily senses.

- **Orientation.** The adjustment or alignment of oneself or one's ideas to surroundings or circumstances.

- **Perception**. Insight or intuition gained by perceiving.

- **Recognition**. The act of recognizing or fact of being recognized

- ➢ **Scaffolding.** The idea that specialized instructional supports need to be in place in order to best facilitate learning when students are first introduced to a new subject.

- ➢ **Short Term Memory**. Short-term memory, also known as primary or active memory, is the information we are currently aware of or thinking about.

- ➢ **Special Educational Needs**. It has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

- ➢ **Strategy**. It refers to a general abstract teaching method. They can influence instructional design models. A strategy defines the basic procedure of how the content is elaborated during the teaching process.

- ➢ **Technique.** It is a detailed list of rules or a guideline for any (teaching) activity. It is based on the description of steps, or a set of do's and don'ts, and can often be linked to a method or strategy.

- ➢ **Visual Learning Style**. Style by which ideas, concepts, data and other information are associated with images and techniques.

2.8. Summary

This paper is basically an important tool for English teachers who face conflicts in the learning process of students with dyslexia. According to the Ecuadorian Ministry of Education, students with special needs must be included in regular schools and that is why a necessity of training teachers in this area becomes mandatory. Theories, definitions, and proposals are described in this work in order to guide a teacher in the use of strategies and techniques to assess dyslexic students.

Being Ecuador one of the countries that offer an inclusive education, this project facilitates a complete collection of tips, recommendations, suggestions, and advices to be used in tests in order to prepare an evaluation according to the type of dyslexia a student has. So, in order to develop our work, we use inquiries,

observation sheets, pre and post tests and we could realize about the importance of evaluating dyslexic students in a different way from the others.

We consider that our research contains enough information to train teachers in assessing dyslexic students who learn English.

CHAPTER III

Research Methodology and Findings

3.1. Methods and Techniques

3.1.1. Research Design

This research will be conducted using the following methods:

➢ **Scientific Method**

It is the set of rules that states the procedure for carrying out an investigation whose results are accepted as valid by the scientific community. This method helps us to see that research is true.

It is a research method used mainly in the production of knowledge in the sciences. Pacheco, O. (1997) states that the scientific educational method is a set of processes logically systematized the investigator used to discover and enrich science.

➢ **Inductive Method**

It is a process of logical reasoning in which from observation of individual cases and after comparisons of features, properties and functional relationships of the different facets of the objects of knowledge, abstracted, it generalizes and reaches the setting rules and scientific laws.

➢ **Deductive method**

It is the process that allows you to present concepts, principles, rules, definitions, definitions, statements, formulas, and rules from which analyzes, synthesizes, compares, generalizes and shows.

3.1.2. Methods of Research

The conditions that were used in this research were:

➢ **Bibliographic**

It is an excellent introduction to all other types of research, as well as a necessary first step in all of them, since it provides knowledge of existing research, theories, hypotheses, experiments, results, tools and techniques used about the issue or problem that the researcher intends to investigate or resolve.

For some authors, the research literature is a broad search for information on a specific issue, to be conducted in a systematic way, but does not analyze the issues involved. Other authors conceived as the process of searching for information in documents to determine the existing knowledge in a particular area. We understand it as the set of knowledge and skills that the student, professional or researcher must have to use the library regularly and their sources.

In addition, the success in the development of any research depends on careful investigation of the subject, the ability to select and evaluate materials, taking notes clearly and well documented, and also depends on the presentation and the orderly development of facts consistent with the purposes of the document. Finally, it is good to note that in the literature search from the beginning and in the most basic tasks, the future researcher is educated on the fundamental principles of research.

➢ **Country**

The research was conducted at Nueva Semilla School, in order to discover what the flaws for dyslexic students were on doing a test. Once found the difficulties, students find viable solutions as to provide an educational guide on the management of active techniques in the area of Language Arts, which will help them in their education.

According to Yepez (2009), it includes the design and development of a proposal for a viable business model, to solve problems, requirements or needs of organizations or social groups; it may relate to the formulation of policies, programs, technologies, methods or processes. For its design and implementation it must be supported by a documentary research, field or a design that includes both modalities. All in all, what the author states is to apply different techniques to improve student learning in the area of Language Arts.

3.1.3. Types of Research

> **Exploratory Research**

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

> **Descriptive research**

Also known as statistical research, describes data and this should have an impact on the lives of the people around you, for example, the research for the most common disease affecting children in a city. The research reader knows what to do to prevent this disease. Therefore, more people live a healthy life.

The objective of descriptive research is to get to know the situations, customs and prevailing attitudes through the exact description of the activities, objects, processes and people. Their goal is not limited to data collection, but the prediction and identification of relationships between two or more variables. Researchers are not just tabs, but the data collected on the basis of a hypothesis or theory, expose and summarize the information carefully and then carefully analyze the results in order to draw meaningful generalizations that contribute to knowledge.

➢ **Explanatory research**

It is one that has causal relationship; seeks not only to describe or approach a problem, but trying to find the causes. There are experimental and non-experimental designs. From a structural point of view we recognize four elements present in all research: subject, object, middle and end. It means developing the subject activity, the investigator; object, which is investigated, i.e., matter or theme; on average, what is required to perform the activity, i.e., the set of appropriate methods and techniques. Finally, what is sought, the purposes of search activity, which lies in the solution of a problem detected.

Canales, F. (1995) says that is the explanation that comes to discover, establish and explain causally functional relationships between the variables studied, serves to explain how, when, where and why a social phenomenon occurs. Data will be collected through questionnaires applied to teachers in order to register the percentage of use of special tests for students with dyslexia; interview templates which will be completed by the psychologists in charge of students with dyslexia; direct observations will be done in order to fill in a format that records how students with dyslexia are being assessed.

3.2. Research Population and Sample

From a universe of 700 students this project will be applied to eighth grade students in a private school. According to the Counseling Department from Nueva Semilla, the majority of cases of learning disabilities are in eighth course; that is why we have decided to select this sample.

Table N°2 Population

OBSERVATION UNITS	QUANTITY
Teachers	2
Students	66
Total	68

Source: School Secretary Department
Authors: Gabriela Guevara and Jonathan Gonzalez

Sample

It is considered the whole universe due to the small population quantity.

3.3.   Research Instruments

In order to get the right information, it will be applied these instruments:

- ➢ **Observation Sheet** which will determine the strategies and techniques used by the two teachers with dyslexic students.
- ➢ **Survey** which will be applied to the sixty six students in order to list the techniques used with them during the English classes.
- ➢ **General Test** given to the students in order to identify dyslexic students
- ➢ **Pretest** with special techniques for dyslexic students
- ➢ **Posttest** with special techniques for dyslexic students

3.4.   Results/Findings and analysis

The information obtained through the Tests, the Observation Sheet and the Inquiry was processed manually, applying double-entry tables and using the Descriptive Statistic. It is also shown in statistical graphics and percentage calculations.

There is an analysis and results interpretation from the Observation Sheet and the Survey. It has been clarified the answers to the study questions and it has been described an explanation of the facts derived from the statistics data. Teachers were observed in a class in order to get the information about the strategies and techniques applied in groups with dyslexic students.

The Observation Sheet shows these results:

a.   Number of Students not engaged at 10 minutes, 20 minutes, and 30 minutes of the class in one of the classroom with a number of 32 students.

Table N° 3

ALTERNATIVE	FREQUENCY	PERCENTAGE
10 minutes	5	16%
20 minutes	9	28%
30 minutes	18	56%
TOTAL	32	100%

Source: Observation sheet
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 13
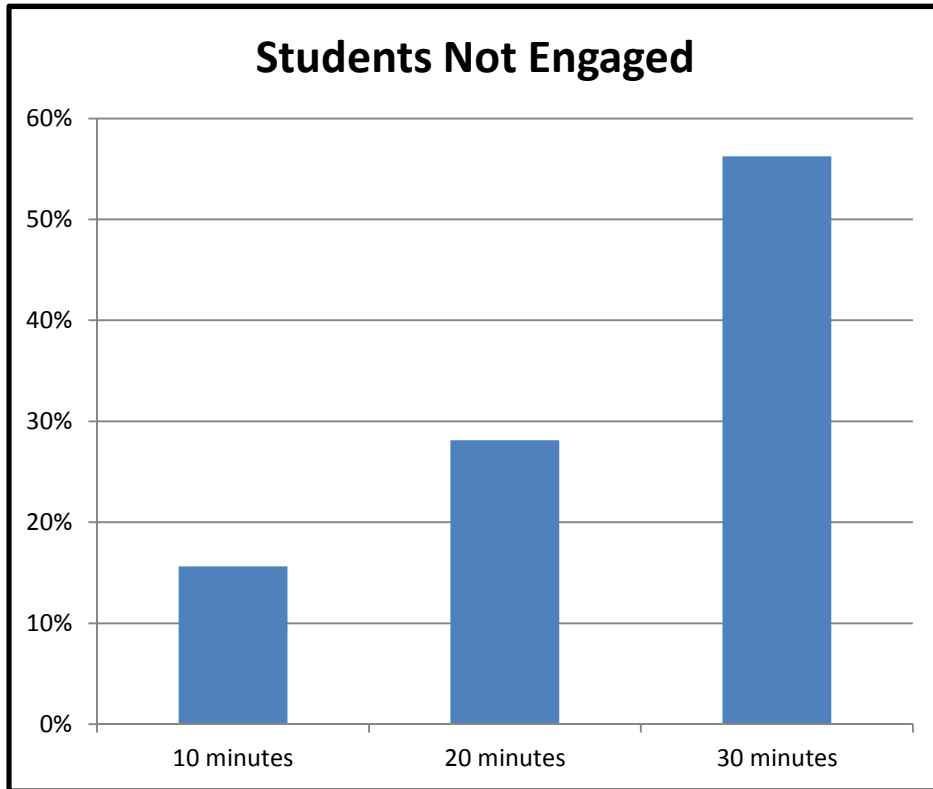
Source: Observation sheet
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure N°13, it is shown that students are not interested in the class in an increasing scale. 10 minutes before the class began, 5 of the 32 students in a room began reading another book, drawing, or talking to each other. Ten more minutes passed and four more students were distracted. But when the class was in the minute 30, there were 18 students doing other activities far away the ones instructed by the teacher. The rest of the class, it is 14 students, was involved in the class. It is well known that the beginning of a class is crucial to engage students with the topic; dyslexic students need special attention since the warm-up process because when a student who has faced failure over and over feel that he or she is not going to succeed and do not see any sense in trying to be engaged with the class.

b.   Class Process
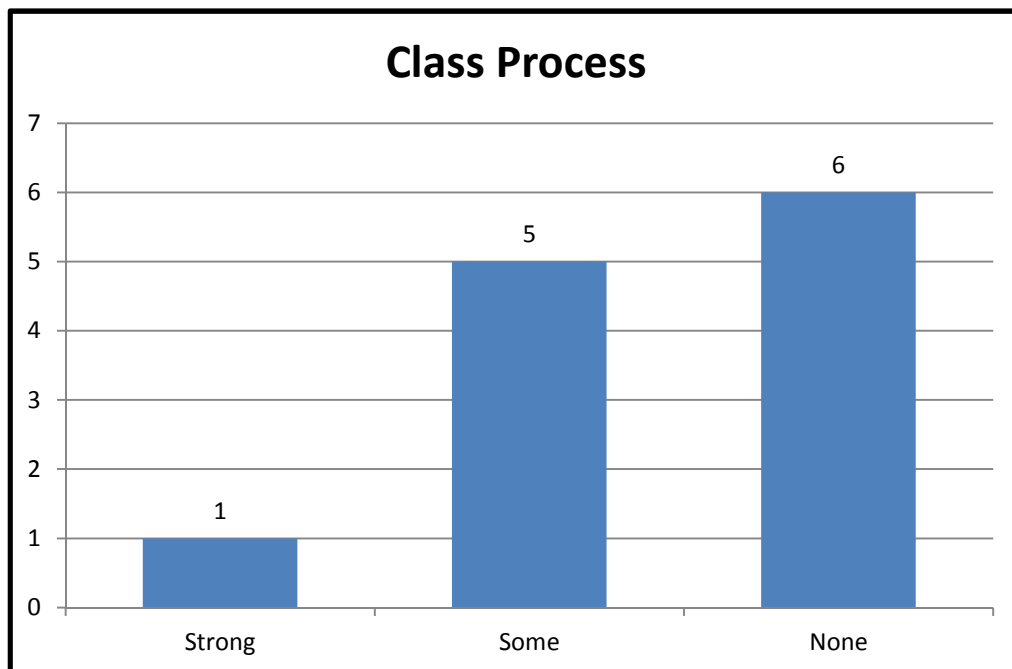
Source: Observation sheet
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 14 shows the results about the process of the class observed. The beginning of the class consisted of the warm-up activity and the introduction of the class. At this time, "some," which means that was average. The body of the class, which is the process development, shows a "none" rank. Finally, the closure which is the section of the class where topics are summarized got a result of "some". Dyslexic students need to understand the learning goals because in this way they will link the new topic to prior knowledge. This connection gives them security and it helps them to show different approaches to the learning point. Besides, dyslexic people need the teacher help develop awareness of their own strengths; however, the last process which is the closure of the class that regularly is done through a summary, must be different for dyslexic students. It is recommended to close the class through guided questions about the class they have received.

c. Resources used in class guided to each learning style.

Figure N° 15
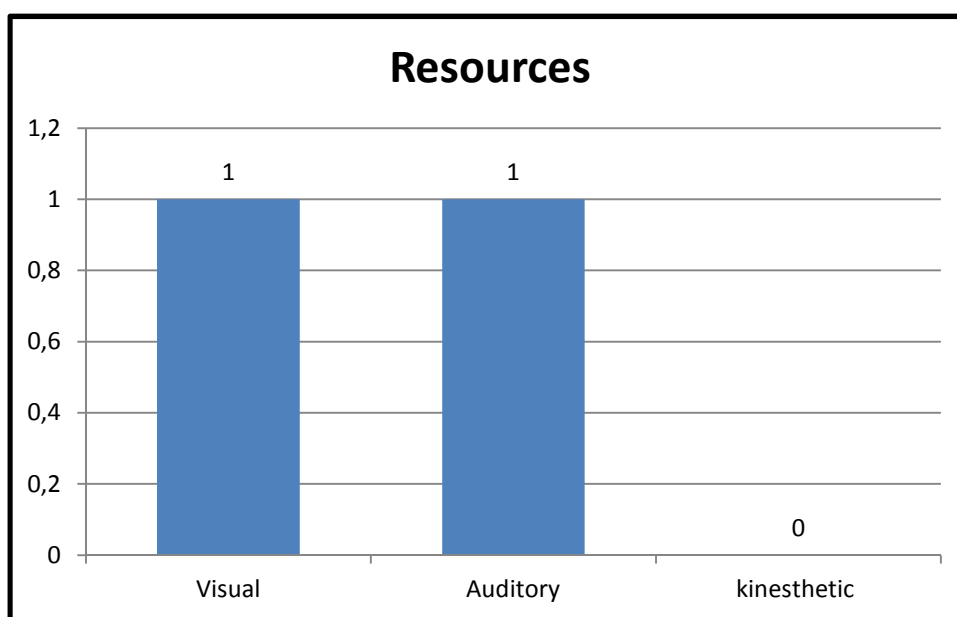
Source: Observation sheet
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N°15 shows about the resources used to engage students who learn through a visual, auditory or kinesthetic style. There is one mark for the visual because the book was used. One more mark for the auditory due to the teacher's voice. And zero marks in the kinesthetic area because there was no use of movement or gesture during the development of the class. Teachers must distinguish their dyslexic students learning styles and in that way they will be sure the way they want to get the information. Due to their problem when reading they are going to learn through the auditory and kinesthetic more than visual. Although dyslexic learners may have difficulties with literacy and numeracy, they are often highly talented in other areas of study.

General Test

A general test was applied to the sixty-six students because the purpose was to identify the dyslexic students in each room. This test had four questions:

a. WRITING AND SPELLING - LOOK AT THE PICTURE AND COMPLETE THE WORD.

Table N° 4

STUDENTS	MARK	PERCENTAGE
General	2	100%
Dyslexics	0	0%

Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 16
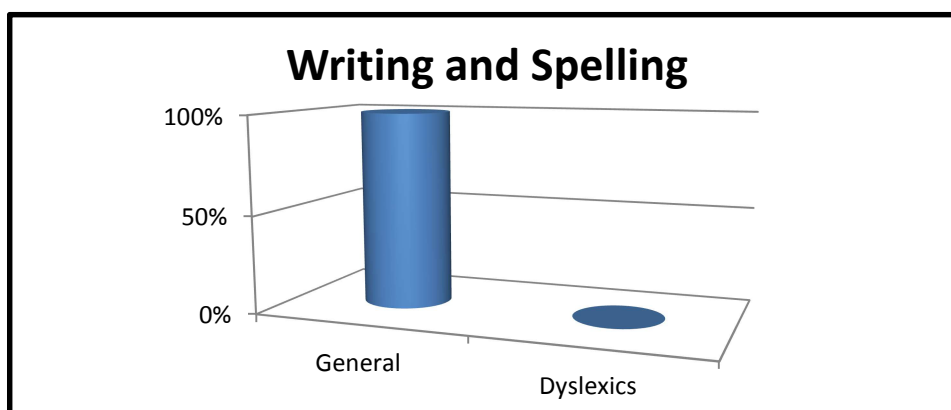
Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure N° 16 students had to complete with vowels some words after looking at the pictures. In this case, students could get the 2 marks, except the dyslexic ones because the teacher was not aware that this type of learning disability does not allow them to fulfill this type of exercise. The capacity to spell correctly is most of the time due to a good memory; then the word and letter reversal in spelling is very noticeable in dyslexic people due to their weak memory and instability with phonics. However, these students can check capitalization and punctuation marks usage.

b. COMPLETE THE SEQUENCE

Table N° 5

STUDENTS	MARK	PERCENTAGE
General	2	100%
Dyslexics	0	0%

Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 17
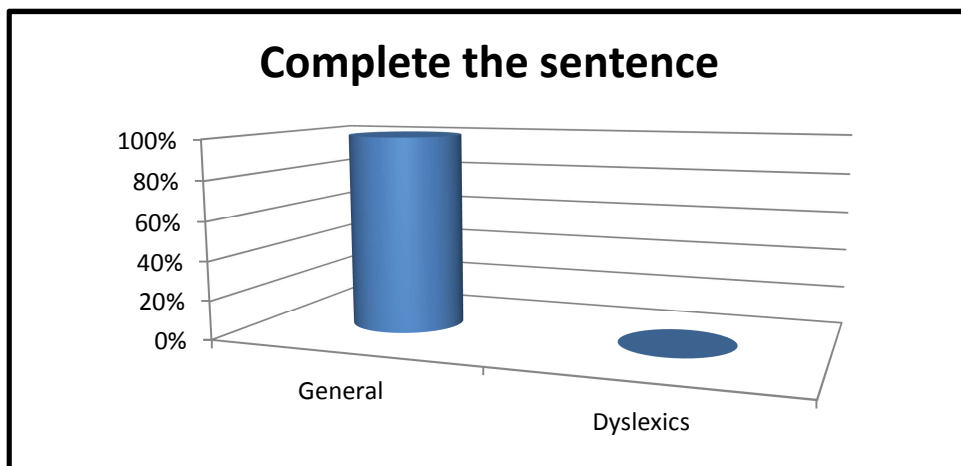
Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure N°17 students had to look at some numbers and letters in order to complete the sequence. In this question, dyslexic students got zero because the sequences were too long for them to read and the other students got the two marks. Sequence with numbers is not only a problem of dyscalculia, but dyslexia. Making this exercise is difficult for dyslexic students because they get confused when counting. They are obliged to keep in their minds one number to continue counting which is difficult because they do not handle visual perceptual skills and sequencing word skills.

c.   **READING**

Table N° 6

STUDENTS	MARK	PERCENTAGE
General	2	100%
Dyslexics	0	0%

Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 18
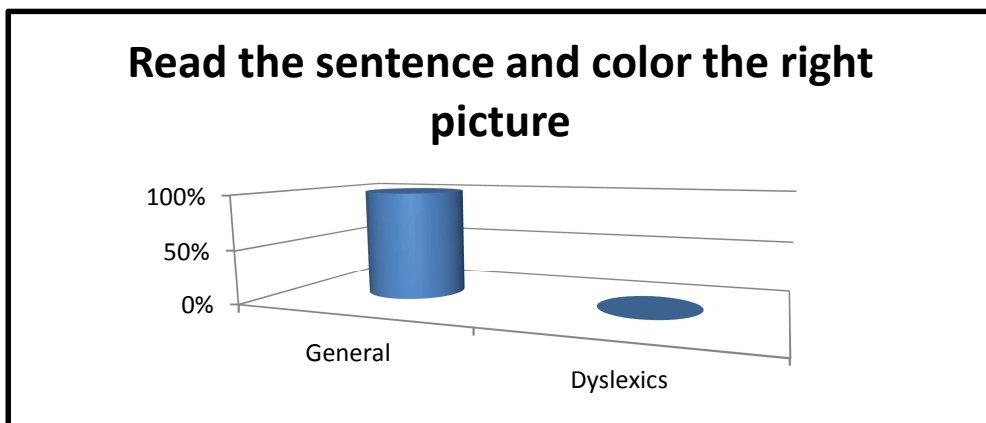
Read the sentence and color the right picture

Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure Nº18 shows that dyslexic students could not read the sentence, so they could not color the right option. The others got 2 marks. This failure in dyslexics is because it was really hard for them to read and as the teacher ignored this point, he did not pay attention to this detail. Dyslexic students get mirror writing and it is typical for them to confuse letters, and when they read it is common to see words backwards and the result is that they will understand a different conceptual message. Even though the reading passage has a picture to support its meaning, they are not able to interpret exactly what is written, but they can understand the picture shown.

d.   IDENTIFICATION

Table N° 7

STUDENTS	MARKS	PERCENTAGE
General	2	100%
Dyslexics	2	100%

Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 19

Color the fourth circle
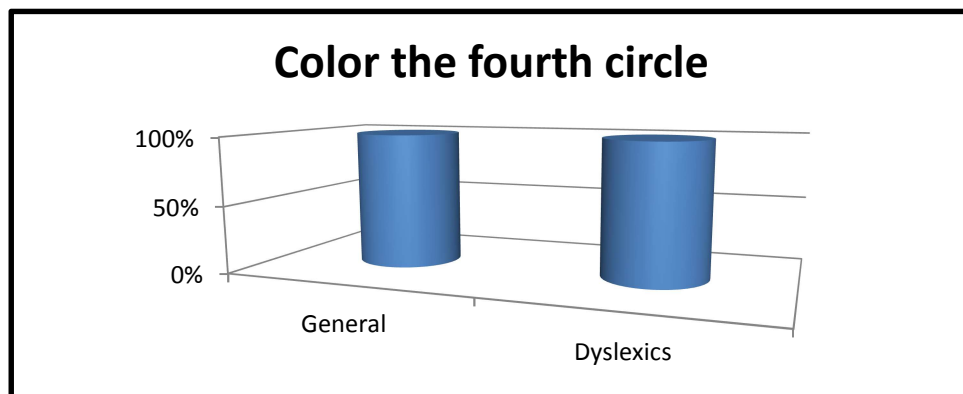
Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N°19 shows that dyslexic students as well as other students could successfully answer question number four. Although the teacher did not know that dyslexic students could handle this type of exercise, dyslexics did very well. It is very easy for dyslexic students to follow simple instructions such as color, match, circle, point out, and cross out. It is because these instructions do not involve reading or writing skills. It is recommended to make directions simple to understand and teachers need to consider adaptations in order to facilitate dyslexic students' understanding.

RECOGNITION

Table N° 8

STUDENTS	MARKS	PERCENTAGE
General	2	100%
Dyslexics	2	100%

Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez
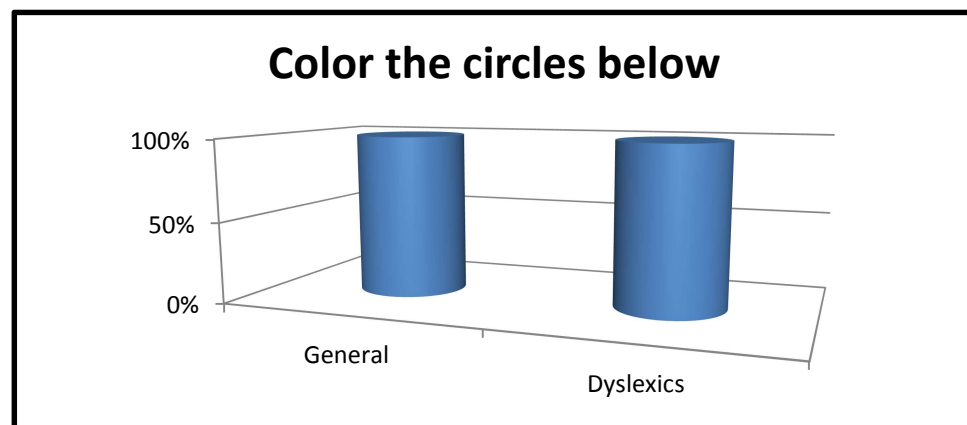
Figure N° 20

Source: General Test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 20 shows that dyslexic students could answer correctly as well as the other students; this question requires recognizing the place where circles were. This correlates that dyslexic students do not struggle with recognition. Dyslexic exercises must be multisensory, mono-skill, structures, and graphically accessible. It means that with those conditions, they activate their five senses to understand what they have to do in a test. Graphics are going to facilitate dyslexic understanding because drawings are visual aids and provide immediate information to them.

Pretest and Post-test

A pre-test was designed to be applied only to dyslexic students without any previous practice of special techniques. The post-test was applied to the students as soon as they were trained in some techniques that covered the visual, acoustical, and spatial orientation areas.

Table 9: Pre-test and Posttest Results

	Q1	Q2	Q3	Q4
Pre-test	0.5	2	1.5	2.5
Post-test	2.5	2.5	2.5	2.5

Source: Pre-test/Posttest
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 21
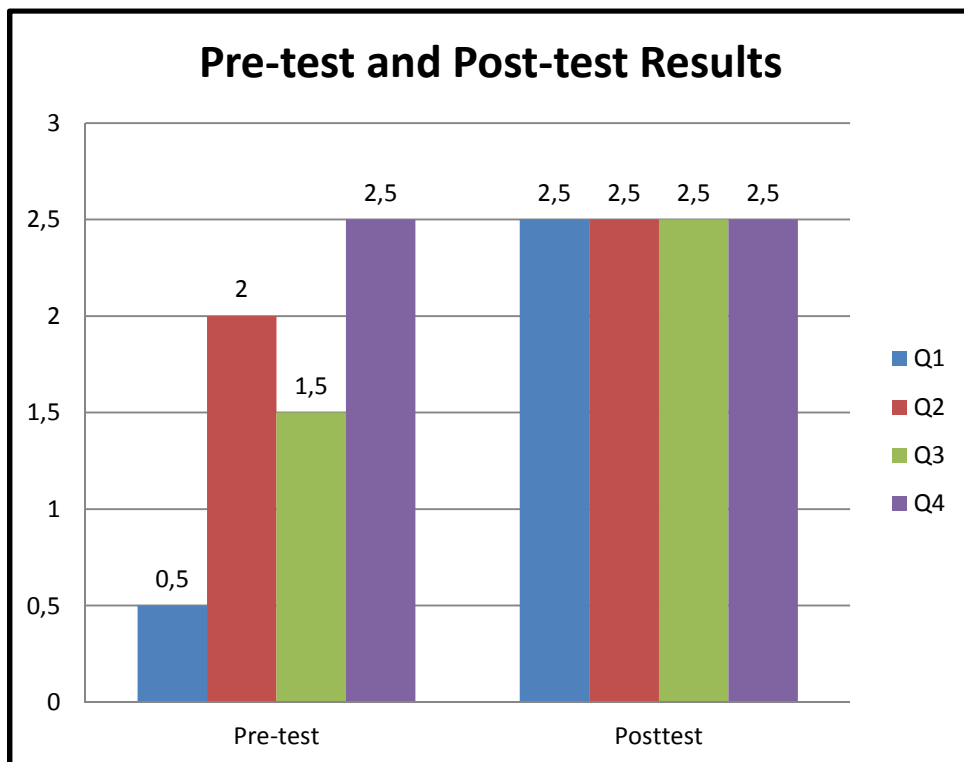
Source: Pre-test/Posttest
Authors: Gabriela Guevara and Jonathan Gonzalez

In the pre-test it is shown that the six dyslexic students passed from 0.5 to 2.5 points; in the second questions the pre-test shows 2 and it was passed to 2.5; in the third question they got 1.5 and it was 2.5 in the posttest. Finally, question four was 2.5 in the pre-test and the post-test. Even though results from the pre-test were not totally successful, it is proved that scores were better than the ones gotten in the general test. It is also proved that results from the posttest were completely effective.

Tests for dyslexic students must take enough space in each exercise. It is necessary to guide the students in each single question development. In the case that their understanding was according to their learning style, it is important to read and gesture each instruction. As soon as the question is understood, they will be able to answer them with a high percentage of success.

Each question from the pre-test/post-test is explained as follows:

Table N° 10: Q1, Fill in the circle beside the picture that would come next.

Subject: 6 students	Pre-test	Post-Test
Student 1	0.5	2.5
Student 2	0.5	2.5
Student 3	0.5	2.5
Student 4	0.5	2.5
Student 5	0.5	2.5
Student 6	0.5	2.5

Source: Pre-test/Posttest
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 22: Q1, Fill in the circle beside the picture that would come next.
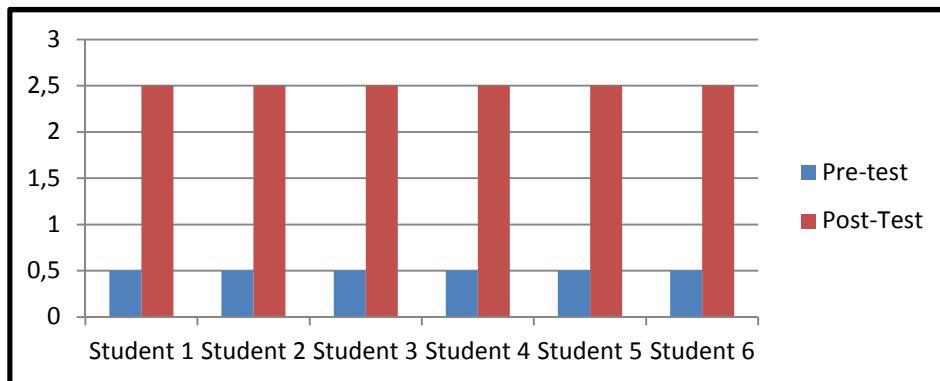
Source: Pre-test/Post-test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure Nº 22 shows that after the correspondent application of techniques to identify visual sequence of objects, dyslexic students could get the 2.5 points required in the test. It is such important to give students a choice. Visual sequence is easier than numerical ones. Visual sequencing is the ability to organize visual impressions in a certain order and even dyslexic students have problems ordering numbers or letters, they can handle figures easily. In general, dyslexic students need some strategies prepared by teachers that allow them to focus on their visual skills.

VISUAL SEQUENCE (B)

Table N° 11: Q2, Point out the vocabulary word you listen to.

Subject: 6 students	Pre-test	Post-Test
Student 1	2	2.5
Student 2	2	2.5
Student 3	2	2.5
Student 4	2	2.5
Student 5	2	2.5
Student 6	2	2.5

Source: Pre-test/Post-test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 23: Q2, Point out the vocabulary word you listen to.
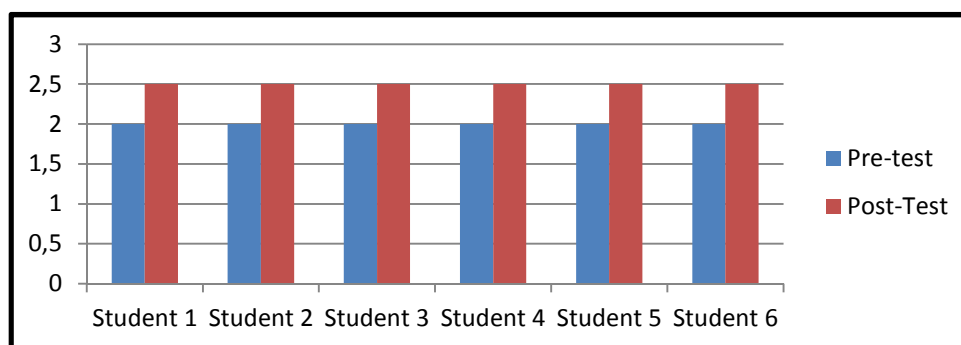
Source: Pre-test/Post-test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 23 shows that dyslexic students improved in the post-test because after teaching them more words, they could improve their vocabulary without having problems in the post-test. Even though it is important to reduce dictation in dyslexic students, it is necessary to allow them develop an oral exercise instead of writing. When they are able to show the teacher that they know the right answer when pointing out a picture, their self-esteem increases. And of course, when the psychological area is controlled by dyslexic people, results are excellent.

c.   ACOUSTICAL SEQUENCE

Table N° 12: Q3, Say each word in the box and look at the letters.

Subject: 6 students	Pre-test	Post-Test
Student 1	1.5	2.5
Student 2	1.5	2.5
Student 3	1	2.5
Student 4	1.5	2.5
Student 5	1	2.5
Student 6	1.5	2.5

Source: Pre-test/Post-test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 24: Q3, Say each word in the box and look at the letters.
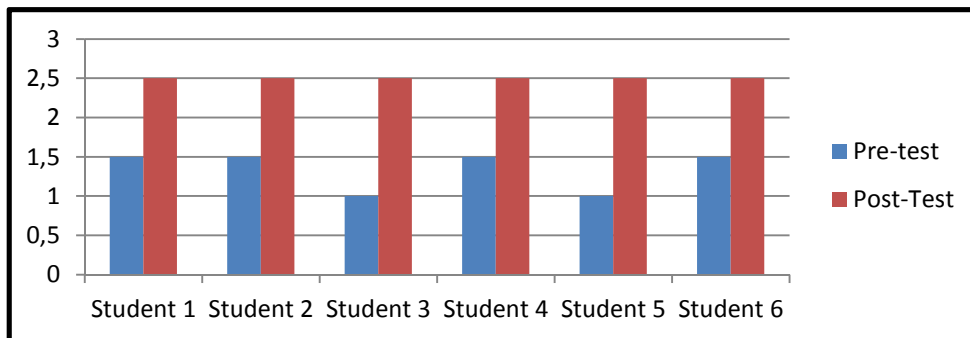
Source: Pre-test/Post-test
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure Nº24, dyslexic students improved their answers in one point from the pre-test to the post-test because the teacher practiced a lot exercises using recognition and repetition of words so they got familiar with words while doing the test. According to the speech-specific theory, poor readers' difficulties come from their weak phonological coding abilities. So, their auditory capacities are normal, but they have difficulty deriving phonological segments from the acoustic stream of speech. So, it is important to work slowly with this kind of questions. Patience must be evidenced while the test development with acoustical sequence.

Table N° 13: Q4, Yes or No?

Subject: 6 students	Pre-test	Post-Test
Student 1	2.5	2.5
Student 2	2.5	2.5
Student 3	2.5	2.5
Student 4	2.5	2.5
Student 5	2.5	2.5
Student 6	2.5	2.5

Source: Pre-test/Post-test
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 25
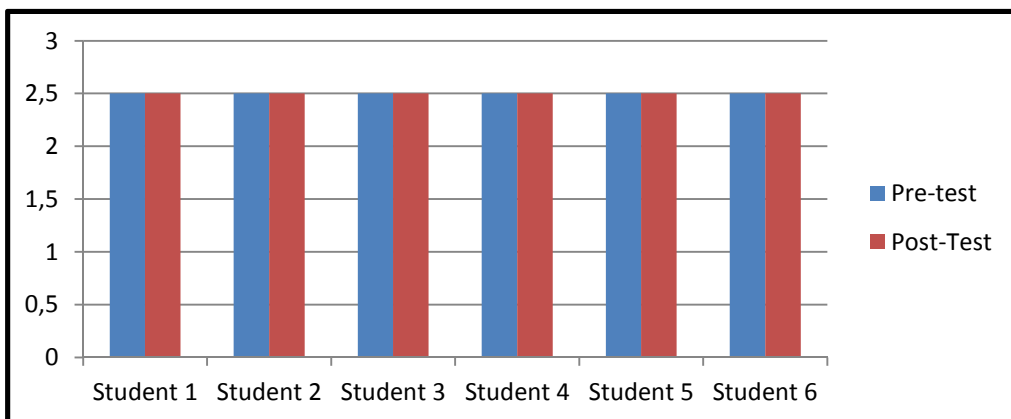
Source: Pre-test/Post-test
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure Nº25, the students got the 2.5 points in the pre-test as well as the post-test. Spatial orientation also affects dyslexics who manifest a preference for spatial attention to the right. This asymmetry may be so pronounced that it leads to an absolute neglect of space on the left side. However, dyslexic people can distinguish the space that occupies something big or small, tall or short, fat or thin, and so on. This kind of question can be chosen in the case of testing adjectives, for instance.

The survey done to the universe of sixty-six students had as objective to know if English classes are really active, and if they play while learning. The results were as follows:

1. IS IT IMPORTANT TO LEARN ENGLISH?

Table N° 14

ALTERNATIVE	STUDENTS	PERCENTAGE
YES	36	55%
NO	30	45%
TOTAL	66	100%

Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 26
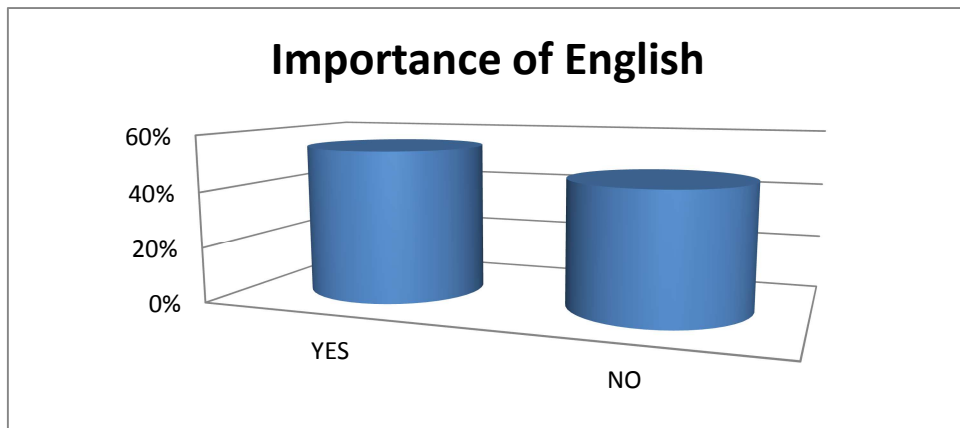
Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure 26, most of the students consider that English is important because they are conscientious that English will improve their life style in their future. Dyslexic students that know about their difficulties in reading and writing, usually feel very proud of learning a foreign language because they notice that they can do it as well as their classmates. It is one of the reasons because they consider learning English as a goal.

2. LEARNING ENGLISH IS…

Table N° 15

ALTERNATIVE	STUDENTS	PERCENTAGE
Interesting	8	12%
Boring	26	39%
Easy	2	3%
Difficult	30	45%
TOTAL	66	100%

Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 27
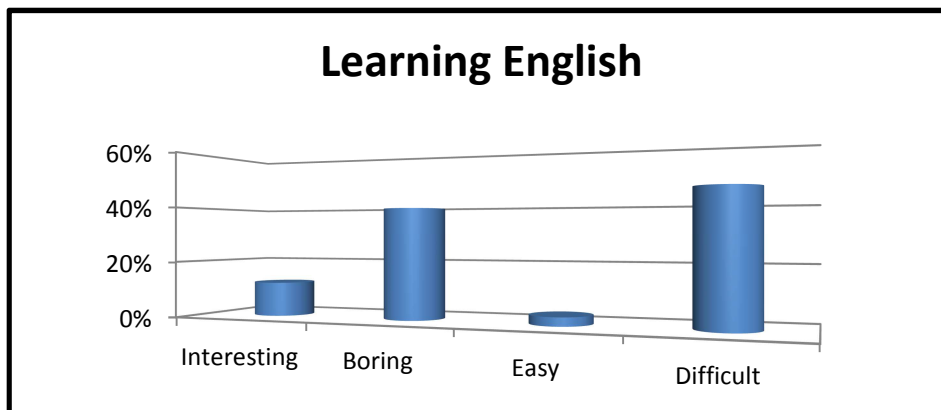
Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure 27, most of the students affirm that English is difficult to learn. The 40% of them think that English is boring, and the 12% consider that it is interesting. However, there is a 3% that think learning English is easy. Obviously, Dyslexic students will feel that they must give extra effort to learn English because in this language the written part differs from the pronunciation. They need to handle their own language and grammar rules, the foreign language with its own phonetic and linguistic symbols; so, English will be always considered difficult to learn for them until they realize that with special motivation, attention, and guidance it would be easier.

3. WHAT AREAS DO YOU LIKE BEST?

Table N° 16

ALTERNATIVE	STUDENTS	PERCENTAGE
Listening	13	20%
Speaking	6	9%
Reading	4	6%
Writing	13	20%
Grammar	4	6%
Vocabulary	26	39%
TOTAL	66	100%

Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 28
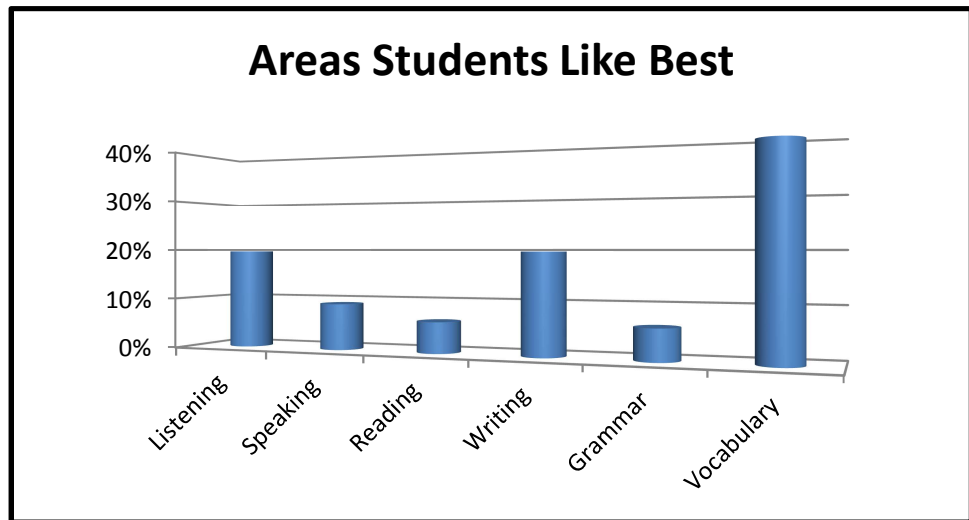
Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure 28, students consider that leaning vocabulary is the area they like the most. With a 20%, they like Listening and Writing. Speaking has an acceptance of the 10%; and Reading and Grammar got 5%.

4. WHAT RESOURCES ARE USED IN YOUR ENGLISH CLASSES?

Table N° 17

ALTERNATIVE	STUDENTS	PERCENTAGE
Pictures	10	15%
Charts	10	15%
Smartboard	60	91%
Books	60	91%
Tape Recorder	1	2%
Computer	1	2%
CDs	1	2%
TableGames	1	2%
Others	1	2%

Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 29
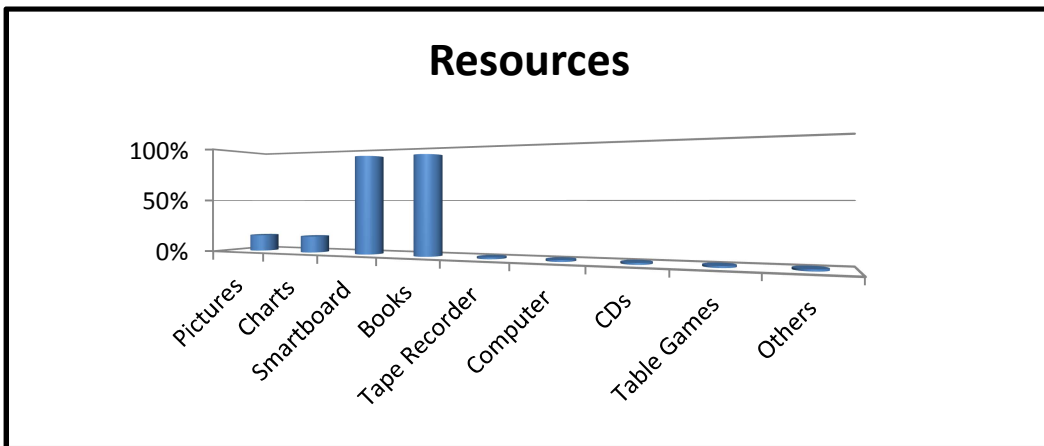
Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure 29, students have answered that they use more the smart board and the books. With a 15%, they consider that teachers use pictures and charts. With 1% they think teachers use tape recorders, computers, table games, CDs and others. Techniques and strategies to teach vocabulary make learning new words interesting. Visual aids are a resource when teaching vocabulary and dyslexic people prefer to visualize instead of reading or writing because in this way they avoid grammar rules. Pictures and colors are useful to assess dyslexic students due to their practical use.

5. DO YOU PARTICIPATE IN DYNAMICS DURING ENGLISH CLASSES?

Table N° 18

ALTERNATIVE	STUDENTS	PERCENTAGE
Yes	16	24%
No	16	24%
Sometimes	34	52%
TOTAL	66	100%

Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 30
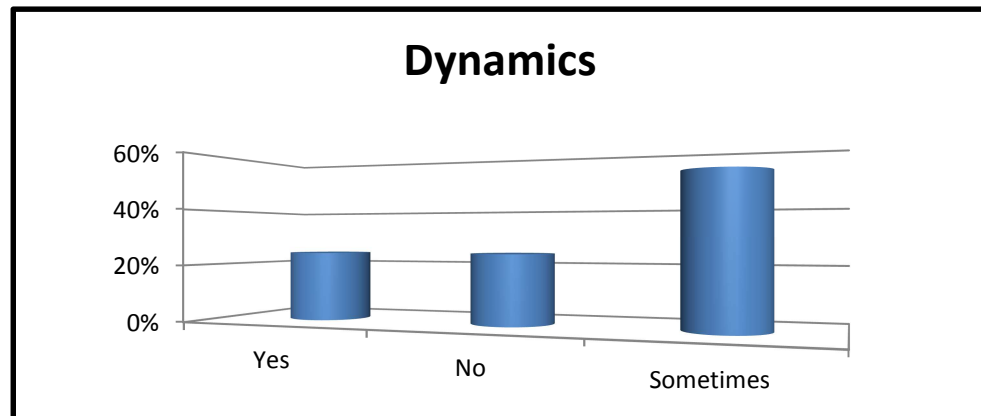
Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure 30, the 50% of the students have answered that sometimes they participate in dynamics; the 25% affirm that they do participate in them and the other 25% affirm negatively. Teaching dyslexic students demand preparation, planning, organizing and monitoring. Teaching regular students is not the same as teaching dyslexic ones. So, special warm-up activities are not written in the teacher's guide. It is necessary to get a guide or a list of dynamics that can help dyslexic to take advantage of their learning styles in order to get them prepared to receive new contents in their scope.

6. DO YOU WORK ON WORKSHEETS DURING ENGLISH CLASSES?

Table N° 19

ALTERNATIVE	STUDENTS	PERCENTAGE
Yes	7	11%
No	53	80%
Sometimes	6	9%
TOTAL	66	100%

Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 31
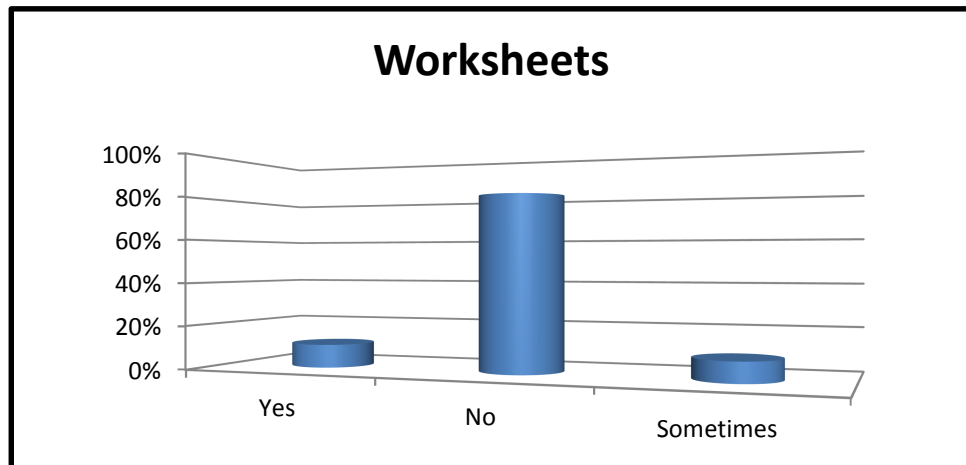
Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure 31, students consider that they do not use worksheets during classes. A 10% of them affirm positively and the other 10% negatively. Assessing in the school is a process of gathering information to test the value of something using various tools. Dyslexic people need the support of images, colors, pictures, papers to cut or paste. That is why it is necessary to provide the students with worksheets avoiding the use of the books and workbooks in every class.

7. **ARE THE ACTIVITIES MONITORED BY YOUR ENGLISH TEACHER IN EVERY CLASS?**

Table N° 20

ALTERNATIVE	STUDENTS	PERCENTAGE
Yes	13	20%
No	13	20%
Sometimes	40	61%
TOTAL	66	100%

Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

Figure N° 32
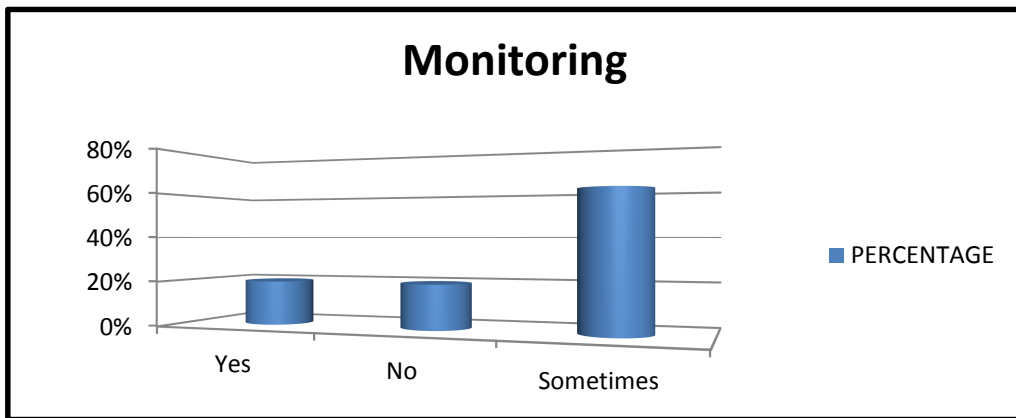
Source: Survey
Authors: Gabriela Guevara and Jonathan Gonzalez

In figure 32, 60% of the students consider that teachers monitor the activities. The 20% affirm that they do not monitor the class, and the same percentage affirms that they always do it. Dyslexic students deserve the right and the opportunity to learn a foreign language and it is recommendable to monitor each single activity that they do. Even though dyslexic pupils have limited competence to learn a new language; the classroom is a perfect environment where students will inevitably open their horizons to this knowledge of other cultures and the chance to socialize with other people. It is up to teachers to supervise dyslexic students' actions and to guide them through their progress in learning English.

3.5. Resources and Timeline

ACTIVITIES	MONTHS																															
	December				January				February				March				April				May				June				July			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
First Tutoring			X																													
Chapter I			X																													
Collection of Information				X	X	X	X	X	X	X	X	X																				
Chapter II									X	X													X									
Theoretical and Conceptual Review									X	X																						
Application of tests											X	X																				
Chapter III													X	X	X	X							X									
Chapter IV																	X	X	X												X	
Revision and Corrections																			X	X	X	X	X	X	X	X	X	X	X	X	X	
Final Edition																																X

90

CHAPTER IV
Final Conclusions

4.1. Conclusions

Ecuador is one of the Latin American countries that is under the Inclusion Law which allows schools to open their doors to students with a learning disability. It has been demonstrated that even Dyslexia is a learning disability that affects reading, spelling and other learning areas. It occurs in people with normal vision and intelligence. This lifelong condition is produced due to a defect in the brain's processing of graphic symbols.

Dyslexia is considered one of the main learning disabilities that children struggle with. However, it is better to treat it since the very beginning and avoid more complicated future results in life. Keep in mind that despite this difficulty, it is not impossible to enhance language skills.

It has been proved that dyslexic students can learn English easily when teachers use appropriate techniques and strategies that will improve the assessment of English language performance in them. As soon as scores are higher, motivation increases in students diagnosed with dyslexia; they will only need to take a few hours of their regular assessment time to success in their evaluation. Designing tests to assess dyslexic people is simple if the teacher considers some important accommodation in the design of the tests as well the environment area where the students will be assessed. Time is also a resource that determines successful scores in dyslexic students.

4.2. Problems and Limitation

During the investigation some problems were faced, especially in the application of the questionnaire's format. Even though the template had an explanation at the top, several of them were filled incorrectly, all by students.

Despite the fact that the Principal gave researchers the correspondent permission, there was a lack of accessibility to the classes in order to fill in the observation sheet because teachers demanded a written authorization from the Principal of the School to be observed by the researches. Time must have been optimized if the school visits had not been interrupted by own activities of the school. Thus time had to be used in a better way while the research process.

4.3. Recommendations
The following recommendations are for the institution:

Permissions for the researchers need to be stated on a legal document and sent to all the staff in the school in order to get a better aperture to the class observations. Besides, private schools should allow researchers to have a previous meeting with their teachers to give an explanation about the purpose of the observation sheet, so that teachers could feel comfortable and they also could cooperate with the researches in the completion of the project.

Inclusive Education should be part of the existing teacher training curriculum. It means that schools should include in the teachers' profile the knowledge about laws that support this mandatory decision of the Ecuadorian government. It is noteworthy that Ecuador has signed several international instruments on disability and human rights. One of these documents is the one signed in the Inter-American Convention on the Elimination of All Forms of Discrimination against people with disabilities and ratified in 2004. The

Salamanca Statement on Special Needs Education for Children and Youth was signed later.

Educational institutions should send their teachers to each of the training offered by the Ecuadorian government through the Ministry of Education. These seminars serve to know how the country is covered in terms of the laws that support the vulnerable group of students who have difficulties with the same rights as others to be educated with warmth and quality. In other words, there is no possibility of hiring teachers who do not know about the importance of changing their strategies to achieve their academic goals with all students and in a special way with those who have a special condition such as dyslexia.

In order to facilitate the use of the agenda for dyslexic students, the institution should make them use different colors from line to line or colors according to the subject they teach. If a dyslexic student knew that red is for English, he would copy on the red line any simple instruction given by the teacher. This is really important because the school would be offering them the opportunity to be responsible with one of their duties which is listing homework in the agenda.

In addition, the school must establish a general rule that all students in the classroom share their phone numbers, so that any concerns or clarification in relation to the tasks can be clarified with a partner by phone. The intention is not to make lower their effort level, but rather help the rest of the students promote their solidarity with children with special conditions.

The institution should be part of the law of inclusion through a pilot project on strategies used for students with dyslexia. The institution can be a leader in management strategies, if the teachers who work on it are properly trained. For this reason, this is a multiplier work and more dyslexic students from other school may benefit with this project.

The institutions can be a host of parents of children with dyslexia or it can create an association of school families with dyslexic children in order to educate and train parents to help their children from home. It is necessary to emphasize that education is developed with the action of a triangle in which each side belongs to teachers, parents and students. Each actor is responsible of some actions, but if parents do not know how to help their children, teachers will progress slowly in their intentions to educate dyslexic students.

Parents and teachers should be assured that dyslexia is not a disease, but a condition a person is born with. It means that they should guarantee equal opportunities to learn English as a foreign language. There is a need to integrate confidence, accommodations, motivation, and suitable evaluation strategies.

The following are recommendations for English teachers:

Because dyslexia is not a term used exclusively for the psychological area, but also used in the educational field, it is a need to be trained on what to teach and how to assess dyslexic students. This training is the first step to face the management of teaching students with this condition in every single class.

English is a language that demands the development of four skills, so dyslexic students will have some difficulty with reading and writing skills. It means that it is recommendable to focus on strategies to develop listening and speaking. Beneficially, reading and writing can be solved through the usage of pictures, photos or drawings. In order to assess dyslexic students, the English Area Director should design standardized tests for dyslexic pupils. In this way, the institution could have a booklet of tests in a database. These tests should be approved by the psychologists in order to respect their suggestions. In this way,

those tests would ensure a good result or score because they would be appropriate for dyslexic students so that the assessment would be fair for them.

Teachers should identify their students' learning styles: visual, auditory or kinesthetic. This is the unique way to design strategies according to the way dyslexic students learn. These strategies should include the use of visual and auditory material for those who learn through images or by listening to others. Teachers should also avoid asking for spelling words. Dyslexic students could not be part of spelling bee programs as a contestant. However, they could participate as the teacher's assistant before, during, and after the program.

Teachers should also engage students through the multiple intelligence theory that states that each person has eight smart ways to learn. So, they can convince themselves that they will learn English through pictures, music, body or their own nature and not only through a verbal-linguistic or logic-mathematical area. Teachers should emphasize activities in the use of role plays, playing games, and fun activities. This makes learning more fun and rewarding, as it gives them a sense of accomplishment.

Teachers should take advantage of the classroom environment which will open horizons to learn English. It is important to help dyslexic students to get relationships with their peers. Social relationships help them feel confident with their own progress in learning a new language. They should elaborate, design or get enough visual material for their classes with dyslexic students. This material is necessary to consolidate and clarify what is being said in English. Besides, tape recorders will be also useful to record classes that dyslexic students can listen later as many times as they need.

Teachers should make flash cards or any other kinds of illustrations. These cards should be used to relate pictures to their meanings, pictures to the word

sounds, or pictures to the students' thoughts. Dyslexic students can read figures easily instead of reading words or sentences. Thus, teachers need to be patience.

Teachers should give simple instructions, easy to understand, used with a picture to consolidate their meanings. It is because dyslexic students are used to feeling in disadvantage with the rest of the students that can follow an instruction immediately or in a short period of time. Dyslexic students need to process the information in their minds as soon as they have gotten the order of the words to formulate a statement that contains the teacher's message. It is important that teachers recognize that sometimes the rest of the students reject dyslexic ones due to their slowness. This might create a trauma or frustration. Even though it is normal that dyslexic students feel they are different from others, teachers are responsible for providing them all conditions to make them feel more comfortable.

Teachers should show children with dyslexia that each of their performances in the classroom is being qualified and accredited teacher records. This is a way that teachers can use to ensure that children with dyslexia are motivated to participate actively in class. They must feel and verify that their performance produces a quantitative value that will result in a high percentage chance of passing the school year.

Teachers should always work using two different colors of markers. Thus, children with dyslexia may understand faster and easier what is written on the board. It is also important to communicate parents about the necessary use of notebooks with colored-lines. Teachers should apply important accommodations for dyslexic students that include grading written work primarily on content, encourage them to dictate their thoughts before writing, interpret the meaning instead of decoding words in a reading test, providing extra time and oral support during the examination.

Teachers should be aware of assessing dyslexic students with the use of appropriate techniques and strategies that allow them to demonstrate that they know grammar and vocabulary content as well as language learning skill. Teachers should properly know and use Bloom's taxonomy, which they can plan their classes with a list of verbs that facilitate the development of skills in a heterogeneous class. Skills are not reduced to read, write, listen, and speak. The wide list of terms includes recognition, identification, selection, naming, distinction, recalling, matching, and some others that can be used to teach and assess students with dyslexia.

In addition, teachers should actively apply what Vygotsky proposed with the scaffolding. It means that it is tools a teacher may use to make students with dyslexia demonstrate progress in the development of their skills when learning English. Teachers who have gone to a university to get their degree as English teachers has the knowledge and the studies to plan their classes according to the use of verbs provided by Bloom.

Bloom has also created a teaching model that is being used in Europe called Mastery Learning with which some students are grouped according to the results of their tests. If they reached a high rank they are placed in the groups called *enrich*, but if their scores have been low they will be placed in the group called *reteach*. Enrich and reteach would help dyslexic students if the class is divided into two groups and students have different activities according to the reinforcement or the re-teaching they need.

This method is not new because English teachers had already learned about the scaffolding proposed by Vygotsky. So, students can go up step by step to be in the zone of proximal development in which students reach the development of some skills.

Teachers should also have in their notes the list of indicators of dyslexia according to the age of students. So that they can alert psychologists first, and parents later, about the probability of getting a student with dyslexia in the classroom. This is because no student will have all the indicators, many individuals will have several of the indicators, some indicators are more common than others, and because the numbers of indicators observed in an individual does not indicate whether the dyslexia is mild, moderate or severe.

The following recommendations are for future researchers:

Researchers should give more oral detailed instructions to the group and help them individually to work. Besides, inquiries should have been different for students with reading-writing problems. Researchers should match both activities from the school and the ones programmed in the project. In this way Dyslexic students should be considered as intelligent as others in the classroom. It is proved that they can learn a new language without difficulties if they are assessed adequately.

Researchers should continue helping teachers with dyslexic students with the design of a booklet which contains specific strategies according to the level of dyslexia affection. That guide should also include methodological strategies and active techniques not only to assess dyslexic students, but teaching and developing the four skills to learn a new language. They should also identify which strategies are particularly effective in each level of severity. Each student with dyslexia has a unique profile of strengths and weaknesses. Indicators of dyslexia differ at different ages, so there are some indicators that are visible according to ages.

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APPENDIX

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
SCHOOL OF LANGUAGES

Name: _____ Course: _____

Date: _____ Teacher: _____

OBSERVATION SHEET

NUMBER OF STUDENTS NOT ENGAGED		
10 minutes:	20 minutes	30 minutes

	Area	Context	Strong	Some	None
Class Process	Beginning	Establishes clear learning goals			
		Links new subject to prior knowledge/experience			
		Provides rubrics focusing on goals			
	Body	Shows different approaches to handle dyslexic students			
		Connects with dyslexic students during class			
		Helps develop awareness of one another's strengths/contributions			
		Facilitates dyslexic students' participation			
		Evidences awareness of learners' individual needs			
		Spreads equal attention and eye contact			
	Closure	Summarizes the class			
		Involves whole class in sharing evaluation			

	Area	Context	Strong	Some	None
Resources	Visual	Uses flash cards, charts			
		Uses ppt presentations			
		Uses TICs			
	Auditory	Uses appropriate voice volume			
		Uses a type of audio device			
		Uses multimedia			
	Kinesthetic	Divides the class into groups			
		Applies movement dynamics			
		Uses gestures or movements to clarify doubts			

Comentas:

_____
_____
_____
_____

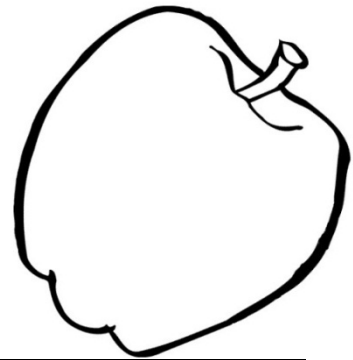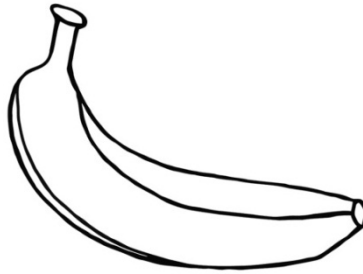**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**
SCHOOL OF LANGUAGES

Name: _____ Course: _____

Date: _____ Teacher: _____

GENERAL TEST

WRITING/SPELLING

1. **Look at the picture and complete the word. (2 points)**

g r _ p e s	b _ n _ n a	_ p p l _

2. **Complete the sequence.**   **(2 points)**

1, 2, 3, ___, 5, 6, __ , __ , __, 10.

2, 4, 6, 8, 10, __, ___, ___, ___, 20.

a, b, __, __, ___, ___, g, h.

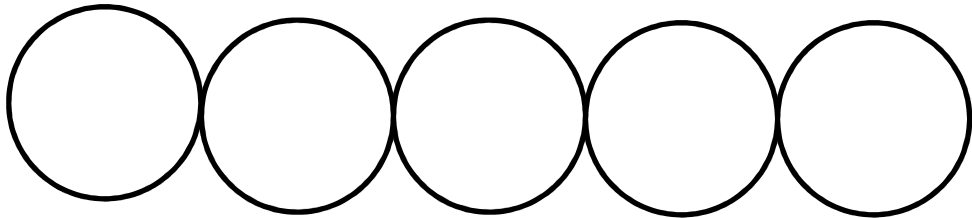a, e, i, __, ___.

READING

3.   Read the sentence and paint the correct picture.
       (2 points)

Children play in the park.
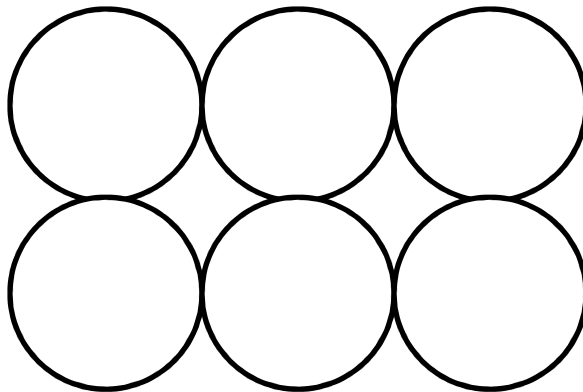

4.   Read and color the right circle.   (2 points)

Color the fourth circle.

5.   Color the circles below   (2 points)

Name: _____ **Course:** _____
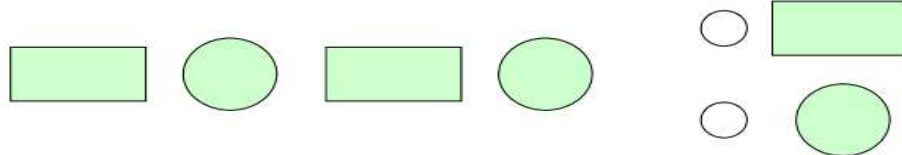**Date:** _____ **Teacher:** _____

PRE-TEST

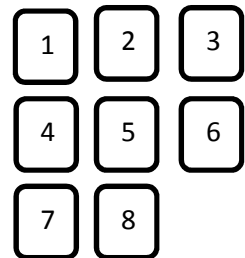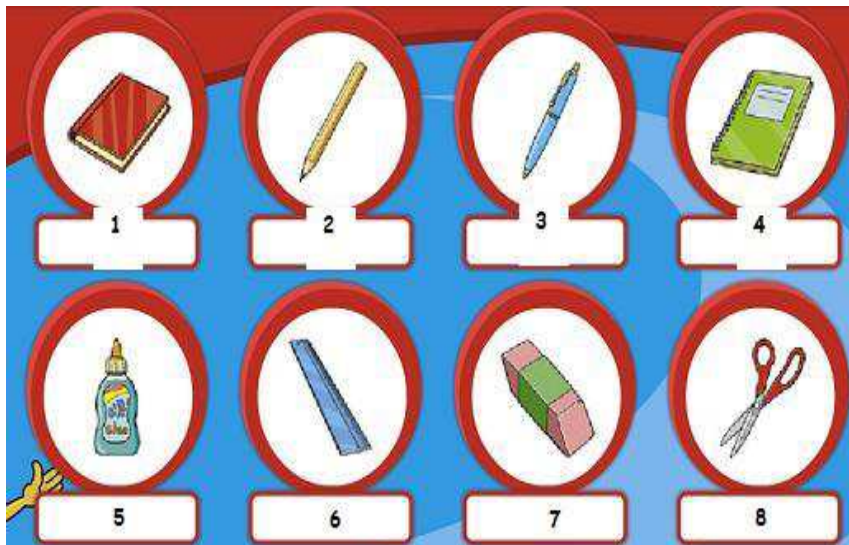1. **VISUAL SEQUENCE.**   **(2,5 points)**

Fill in the circle beside the picture that would come next.

2. **POINT OUT THE VOCABULARY WORD YOU LISTEN TO.**   **(2,5 points)**

3.   ACOUSTICAL SEQUENCE.   (2,5 points)

Endings -er, -or, -ar

Say each word in the box and look at the letters.

actor	mirror	murder	doctor	sailor	cellar
author	boxer	harbor	lawyer		calendar
collar	dollar	honor			visitor

Which are the last two letters in each word?

4.   SPATIAL ORIENTATION.   (2,5 points)

Yes or no?

The ball is small.

☐ yes   ☐ no

The wall is tall.

☐ yes   ☐ no

Name: _____ **Course:** _____
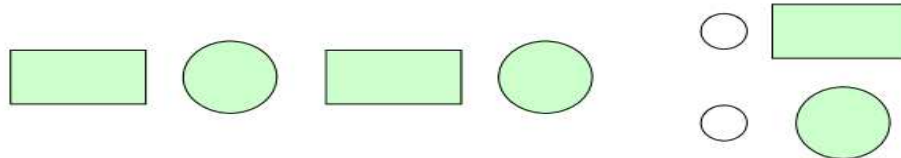**Date:** _____ **Teacher:** _____
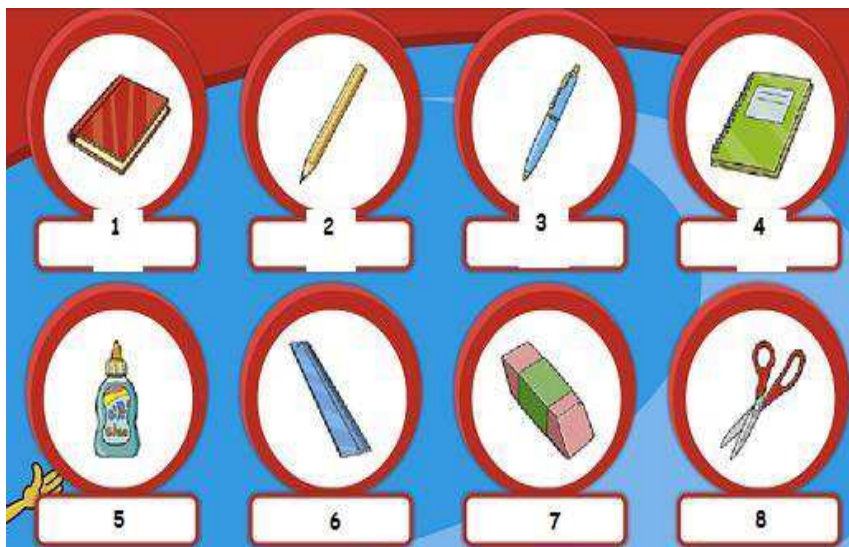
POST-TEST

1. VISUAL SEQUENCE. (2,5 points)

Patterning

Fill in the circle beside the picture that would come next.

2. POINT OUT THE VOCABULARY WORD YOU LISTEN TO. (2,5 points)

1	2	3
4	5	6
7	8

3.   ACOUSTICAL SEQUENCE.   (2,5 points)

Endings -er, -or, -ar

Say each word in the box and look at the letters.

actor	mirror	murder	doctor	sailor	cellar
author	boxer	harbor	lawyer		calendar
collar	dollar	honor			visitor

Which are the last two letters in each word?

4.   SPATIAL ORIENTATION.   (2,5 points)

Yes or no?

The ball is small.

☐ yes   ☐ no

The wall is tall.

☐ yes   ☐ no

Survey for students

Mark with an X the answer of your preference.

1. Is it important to learn English?

   Yes ◯   No ◯

2. Learning English is…..

   Interesting ◯   boring ◯   easy ◯   difficult ◯

3. What areas do you like best?
   Listening ◯   Speaking ◯   Reading ◯   Writing ◯

   Grammar ◯   Vocabulary ◯

4. What resources are used in your English classes?
   Pictures ◯   Charts ◯   Board ◯   Books ◯

   Tape recorder ◯   Computer ◯   Rear-projector ◯

   Slides ◯   CD's ◯   Table games ◯   others ◯

5. Do you participate in dynamics during the English Classes?

   Yes ◯   No ◯   Sometimes ◯

6. Do you work on worksheets during English classes?

   Yes ◯   No ◯   Sometimes ◯

7. Are the activities monitored by your English teacher in every class?

   Yes ◯   No ◯   Sometimes ◯

Thank you very much for your contribution.