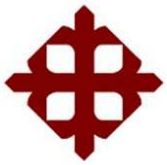

CATHOLIC UNIVERSITY

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FACULTY OF ARTS AND HUMANITIES

SCHOOL OF ENGLISH LANGUAGE

TITLE OF PAPER

INSTRUCTIONAL TIME IMPACT AT AN EFL CONTENT AREA COURSE FOR A STUDENT WITH LEARNING DISABLITIES FROM UNIDAD EDUCATIVA PARTICULAR AMERICUS MUNDUS NOVUS

AUTHOR:

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SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR OBTAINING THE BACHELOR DEGREE IN ENGLISH LANGUAGE WITH A MINOR IN

EDUCATIONAL MANAGMENT

PROJECT ADVISOR

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CATHOLIC UNIVERSITY
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CERTIFICATION

We certify that this research project was presented by **AMMY ANNABEL ARIAS ARMIJO** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in EDUCATIONAL MANAGEMENT.**

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HEREBY DECLARE THAT:

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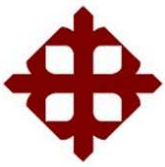

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GRADE

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ABSTRACT

This study is about an inclusion student from Unidad Educativa Particular Americus Mundus Novus and her relation with her physics and chemistry English classes. This student presents cognitive and social disabilities. To start the study, theories were researched regarding the topics on learning disabilities, the role of the teacher's inside an EFL class, and the responsibility that the school has. Taking into account the diagnostic test, and its results, instruments were designed in order to gather the information from the inclusion student and the environment around her; the results showed the key factors that influenced her performance in class and outside the class. A quasi-experiment was employed to measure the time-on-task and a mixed methods analysis was developed. After the analysis was done, the results achieved from this experiment showed that the student is not being adequately addressed due to the lack of instructional time. The student has not reached the level needed for this content area course; the short class sessions demonstrate that she is having difficulties in class: feeling uncomfortable or not really working with the rest of the classmates which indicate that peer work or team work will not help her to progress inside the class. Thus, a proposal was designed to reach the goal wanted with the inclusion student.

Key Words: inclusion, instructional time, content area, EFL class, time-on-task.

INTRODUCTION

For several years, how to properly adapt the curriculum and classrooms to inclusion students, depending on their needs, has been an issue. According to Ministerio de Educación (2011), inclusion is the process of identifying and responding correctly to the different kinds of needs of all students through a deeper knowledge and participation in the learning process. In most cultures and communities, the main idea is to end with the exclusion in education.

It is also important to sensitize teachers in the topic of educational inclusion, by recognizing and analyzing their own perceptions about their role as teachers. They should empower their role as educators and learn to identify the needs of the special students, which are manifested along their teaching practice. Besides, teachers have the responsibility to encourage and apply different techniques to include these special students in a respectful and effective way inside the classroom, making sure that not only the cognitive part is being developed, but also the social-emotional side. The task of recognizing, respecting and valuing diversity in students without exclusion of any kind should be the teacher's main goal.

This study took place at Unidad Educativa Particular Americus Mundus Novus, where the number of English teaching hours, for some levels, has been increasing over the years. Even though the institution is not bilingual, its English department has its expectations.

The present work is a description of an inclusive student who has studied in the institution for over 8 years; the institution has treated her as a learning disability student, but she does not have a specific and official diagnosis. Teachers (not only from the English department but also from the other content areas) are aware of the gaps that a miss-treated student with learning disabilities has inside a classroom with few hours of English content area class, and the impact that this will have on her education. Unfortunately, the materials chosen by the school does not cover the inclusive student's needs, and her learning process. Inclusion students need more time than average students to perform a task, and if that time is not given to them, the learning process can be compromised.

PROBLEM STATEMENT

This research study takes place at Unidad Educativa Particular“Americus Mundus Novus” located at “La Alborada”. The institution counts with a staff of psychologists who are involved in the development of regular and inclusion students. The teachers are continuously trained on classroom management with students with special needs. However, some cases are not being handled with the right support from parents who are not willing to accept that their children have some kind of learning disability.

The previously mentioned issue is partly the problem of a student, who is 17 years old, from the Third Baccalaureate. The student has shown signs of slow learning since she was in elementary school, and recently she was diagnosed with Limited IQ, apparently she has some other condition; teachers have not yet identified the strengths on which they could work to reach the goals of education.

During class time, the student shows difficulties to interact with the environment. She does not make eye contact and she refuses to work in groups with other peers; additionally, she does not accept help from the teacher or peers. Her speaking is altered, and is difficult for her to articulate words correctly. She shows poor comprehension on listening, reading and writing skills, even in Spanish subjects; so, in the English as a foreign language (EFL) class the situation is even more complicated.

The problem shows up in the area of English, specifically in the Science Subject where the student has to use advanced knowledge of Math, Chemistry, Physics and Biology. The course is designed on a three hours scheme, and it is based mostly on reasoning and formulas.

Researching this topic will bring light into the learning development of English in content areas, with students of inclusion. This topic represents a challenge to analyze and to comprehend the processes and behaviors that inclusion students present, mostly if the clinical diagnostic is not so clear.

JUSTIFICATION

The topic of inclusion for Unidad Educativa Particular Americus Mundus Novus has opened many new and unknown doors; the institution is welcoming new students who represent even more challenges than the regular children. Schools are obligated by the Ministry of Education to be prepared to receive the students with special needs and adequate the classrooms and facilities for them. Art. 28, of the Organic Law of Disabilities (Ministerio de educación, 2017) (LOEI), establishes that:

The national educational authority will implement the pertinent measures to promote the inclusion of students with special educational needs that require technical-technological and human support, such as specialized, temporary or permanent staff and /or curricular adaptations and physical, communicational and learning spaces.

This research will be of great use for the student to be studied. She has gone through many years of not feeling comfortable in her environment, taking into account that she spends at least 8 hours inside the classroom; implementing new methodology will increment her school expectations. Not only she will achieve her goals, but also she will feel accepted and focused. She will not feel embarrassed or lost in class. Plus, she will empower her strengths with the help of her classmates and teachers.

Teachers that work with her in other subjects, specially the EFL teacher, will gain professional development by making this research work with the student in particular. By exploring the details of her needs and ways to improve learning, the teachers could acquire knowledge and use it for further similar students who may show the same patterns and behaviours.

The institution will gain important information on this topic to consolidate its prestige and record of staff who has worked with special needs students; it will benefit from the results of a research conducted inside the institution by one of its members.

Finally, parents with inclusion children are going to feel relieved because their children will be understood and helped. Knowing that in a future, by using the right methods and tasks, their children will develop skills and have the same opportunities as others, will be gratifying for them.

GENERAL OBJECTIVE

- To determine how instructional time in the content area class could affect the learning process of a student with learning disabilities.

SPECIFIC OBJECTIVES

- To determine the student's disability level on the strengths and weaknesses.
- To measure the inclusion student's development time on classroom tasks.
- To evaluate the need of giving proper amount of class hours in the content area of Physics.
- To establish the need of accurate time assessment inside the classroom for an EFL student with learning disabilities.

RESEARCH QUESTIONS

- How could a course with few instructional hours affect the learning process of students with learning disabilities?
- What are the constraints that the EFL content area may have for a student with learning disabilities?

TOPIC

Instructional time impact at an EFL content area course for a student with learning disabilities from Unidad Educativa particular Americus Mundus Novus.

CHAPTER 1. THEORETICAL FRAMEWORK

Since the fields to be researched are content area, instructional time and learning disabilities, concepts about these topics has been gathered, for a better understanding of the implications and relationships established between these matters.

1.1 Content Area

According to the website Study.com (2016), the definition of content area is stablished by the following:

- Learning while reading in social studies, science, and math.
- To learn about subject matter other than literature.
- To learn across the subject areas, and investigate good instructional practices for content area literacy.

Content-based instruction (CBI) is "the integration of a particular content [e.g., math, science, social studies] with second language aims …. It refers to the concurrent teaching of academic subject matter and second language skills" (Brinton, Snow, & Wesche, 2003, p.2).

According to Krashen (1982), in content-based instruction, the pupils can get the main purpose of a content area of any subject which is being worked on, in order to increase the language skill, and to get to that goal of improvement. Krashen says that the teacher needs to focus on the authentic and meaningful input rather than on the grammatical structure and form.

A science teacher must above all, help his students learn and apply principles and concepts. As Hurd (1970) has stated, “To teach only the findings of science is to teach an illusion of scientific knowledge” (p.45). To select the activities that will be most profitable for his students, a science teacher must consider the difference between the Piagetian schemata sufficient for simple casual thinking and those necessary for operations that are more formal.

The Cognitive abilities necessary for learning scientific content and processes can best be developed in an activity- oriented program, in which the students engage in experimentation. They collect data from first-hand experiences which lead to generalizations and to the formulation and testing of hypothesis. These activities are appropriate at any age, and are especially valuable when the learners have previously studied science from textbooks or by watching experiments performed by others. (Cantony-Harvey, 1987).

By motivating students on their good performance shown in their classes, reading a textbook or watching an experiment performed by someone else, can be implemented; this will generate a proportionate level of eagerness on students.

Cantony-Harvey (1987) mentioned that in addition to helping the students learn the content and process of science, the teacher must promote the language development of all learners and the second language proficiency of those who are not native speakers of English. These conceptual and linguistic goals can be accomplished simultaneously in an activity-oriented program.

Content gives students something to write about. The power of a writing strategy and the potential of the curriculum for assisting students' learning are directly related to the teachers' ability to merge the two harmoniously.

Students need to write about what they are going to read about, and after reading, they need to use writing again as a culminating activity to clarify what they read. This write-read-write model is sometimes referred to as the reading-writing connection.

1.2 Methodological Principles

In Cantony-Harvey (1987) mentioned a situation where the teacher presents an experiment where the task might violate the beliefs of a student's culture, and notices that a sensitive teacher has to be prepared for those scenarios and proceed to adapt the activity for the student's standards. Those students who have been previously taught to rely on memorization, rote learning, and factual information may be reluctant to accept an activity-oriented approach as productive and academically sound. In such cases, the teacher needs to

explain the difference between learning through experimentation and receiving information from others. They will gradually come to realize that learning the process of discovery is more valuable than memorizing facts and accepting ready-made solutions. (Cantony-Harvey, 1987).

It should be taken into account the fact that there are levels of science instruction where students have to follow phases to understand the process and the acquisition of skills rather than a mastery of a specific knowledge (Cantony-Harvey, 1987). For example, when the students are learning about pollination, they use several vocabulary words, they learn about the conditions and consequences of pollinate and who are involved in this process, totally ignoring the other skills they are acquiring through this activity.

There is an Earth Science Education Initiative in Africa (UNESCO, 2012). Through this project, the UNESCO objective is to inform and convince governments to adapt their natural sciences curricula to give earth sciences a status that reflects the importance that this discipline plays in the everyday life of African people. The plan is to start with a test country that will serve as a show-case for the others the focus of several elementary schools, where there are science instruction is on direct experience; students are using real life scenarios where they not only have to infer or guess, but they have to investigate, conduct research, get to a conclusion and gather evidence for them to have a valid and solid result.

Science lessons can be not only highly stimulating to a young learner but also extremely effective in promoting his language development, since they usually involve extensive verbal interactions (Escher & K. Merritt, 1976). In many schools teachers ask the students to dictate or write journals about their science experiments, where they have to write detail information such as facts, thoughts and ideas presented in the middle of the experiment.

Chamot (1985) mentions different ways and strategies that have been found very efficient in enriching oral communicative abilities during science lessons. They include:

1. Use language that barely exceeds the student's level of efficiency, as recommended by Krashen (1982).
2. Keep a record of the discussions and communications made inside the class that is accessible to listening centers.
3. Use demonstrations and visual aids;
4. Let the learners express their comprehension in a nonverbal way.
5. Respond to the meaning of the student's utterances rather than to their grammatical errors;
6. Provide opportunities for small-group interactions and brain-storming sessions;
7. Ask the learners to share information with their peers by giving simple oral presentations; and,
8. Design learning centers for individual listening practice, vocabulary expansion, and other content-related activities.

1.3 Instructional Time

Instructional time according to the Canadian Minister of Education (2017) is "time scheduled for the purposes of instruction and other activities for children where direct child–teacher interaction and supervision are maintained" (p.37). As stated in the Canadian Minister of Education (2017) there are a few activities that can be applied effectively to perform instructional time such as visiting the place where the child lives, arrange a meeting, small group days, manifestation of the child learning progress in a child-parent-conference (where the child must be present); this will encourage the conversion of the child from home to school and motivate the development of communication and relationship building.

Harnischfeger and Wiley (1975) mentioned that some teachers under -or over-estimate pupils' capacities, and receptivity for particular contents; some manage their activities awkwardly, excessively, balanced valuable instructional time for necessary management, but learning-insufficient pursuits.

The term instructional time is a well-known topic for some teachers that consider it being as the time that teachers are actively teaching (Joyce McLeod, Jan Fisher and Ginny Hoover, 2003). In the earliest works on school-resource effects on achievement, instructional time was not considered to be a resource for teachers. For instance, Sorenson and Hallinan (1977) came up with the idea that instructional time was one of many opportunities to learn, of which the most important component is the amount of time spent teaching (active teaching inside the class).

The mandates of Public Law 94-142 were reauthorized in 1990 as part of the Individuals with Disabilities Education Act (IDEA). Under the law mentioned the people with disabilities are allowed to all types of services. When a teacher or educational professional notes some problems areas for a student he/she sets up a reunion with the caregivers, and only when the parents have agreed on doing some tests or evaluation on the children, the process begins.

Hammil, Leigh and McNutt (1981) mentioned that “Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties” (p. 23) could be found in the learning skills such as listening, speaking, reading, writing, reasoning or mathematical abilities.

In 1968 learning disability was a believed to be a federally designated handicapping condition. Since then the estimated amount of children diagnosticated with learning disabilities has severly increased. The field is beset by pervasive disagreements about the definition of LDs, diagnostic criteria, assessment practices, treatment procedures and educational policies. (Harwell & Williams, 2008)

Moreover, the idea or goal is to keep in mind that it is also important to find a path to maintain the students motivated to learn a second language, and the best approach to encourage them is to keep the students involved actively in the learning process. As Rubin (1987) has noted, “Learning is best achieved when the student plays an active role in the process” (p.17) – and this applies not only to the students with learning disabilities, but also to the regular students.

As stayed by Hardan (2016) “Every learning strategies process requires a manner or a strategy to be adapted in order to achieve the main purpose of learning” (p.36). The different variety of students who have their own ways of learning and cope differently with their environment, can be seen in our classrooms.

Joan Rubin (1987) who is a pioneer in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin there are three types of strategies used by students that focused directly or indirectly on language learning. These strategies are; learning strategies, communication strategies and social strategies.

The main focus for Burns (1984) in *Time and School learning: Theory, research and practice* book was to make a research with the goal of finding out how well time is being spent and used in schools, due to this research he has found out that a majority of the time is spent on instructional related activities; the rest of the hours are spent in lunch and recess. Burns concludes by advising that a large-scale of classroom activities is not necessarily how these activities fill school time, but how these activities flow in time. The data are summarized in terms of the key properties of instructional activities such as: grouping arrangements, instructional delivery systems, control of pacing, and expected cognitive level of the assigned tasks, teacher behaviors, and student behaviors. (Burns, 1984)

According to Smith (1994), the relationship between achievement and allocated time is not as consistent throughout several studies as is that of achievement with engaged time. At best, however, time in any form (e.g. allocated, engaged, academic learning) is but a reasonable strong predictor of achievement. As a consequence, Smith advises against using the available research results as fundamental truths about teaching and learning. Rather he suggests that the findings be “treated as a group of orienting variables teachers might keep in mind when monitoring the effects of their own teaching”. (p.76)

Time has been included in a number of studies conducted by researchers from a wide variety of perspectives: behavioral psychology, ecological psychology, curriculum design, teacher effectiveness, and program evaluation.

Several key elements of instruction have been found to be associated with high levels of time-on-task. Among the most common elements are the assignment of tasks of appropriate difficulty, the maintenance of the flow of activity in the classroom, the communication of learning expectations to the learners, the monitoring of student behavior and learning progress, and the provision of knowledge of learning progress to the students coupled with the provision of additional time and help as needed (Anderson & Lorin, 1984).

In summary the three chapters read in *Time and School learning: Theory, research and practice* are portraying an interesting fact about how time and school learning are linked, and what we know about them. It has been determined that in order to achieve effective instruction, and school learning inside the classroom, we have to be skillful and master the importance on time used by teachers and students which are co-related to the student learning process. This knowledge is very helpful for developing adequate and competent instructional programs and teaching practices in the future.

1.4 Learning Disabilities

Barnes, Fletcher, Lyon, & Fuchs (2007) mentioned in their book that for each learning disability, the primary manifestation is of specific academic skill deficits. “It is believed that a classification of LDs can be validated in its origins in these academic skill deficits, representing a set of achievement goals that are the basis for the classification”.(p.3)

In the 2004 reauthorization of the U.S. Individuals with Disabilities Education Act (IDEA), the definition of LDs was fiercely debated. This is due to an involvement that some modifications in current practice could result in shortening the services for individuals with LDs. “At the heart of the definition problem is a lack of understanding of the criteria by which different disorders are classified so that the resulting categories have both internal and external validity”. (p.26)

The definition issue is approached from a classification perspective, reviewing evidence for the reliability and validity of four different models: aptitude-achievement discrepancy, low achievement, intra-individual differences, and response to instruction (RTI) (Barnes, Fletcher, Lyon, & Fuchs, 2007). LDs are known to hypothesized represent a particular group of people with unexpected underachievement. LD is differentiated from expected under-achievement due to emotional disturbance, economic disadvantaged, linguistic diversity, and inadequate instruction (Forness & Kavale, 2000)

There are two major issues that make LDs difficult to define. Fletcher, Denton, & Francis (2005) mentioned that the first is that “LD represents an unnoticible inactive variable that does not exist apart from attempts to measure it. As such, LD has the same status as other unobservable constructs, such as IQ, achievement, or ADHD. The second involves the dimentional nature of LDS”. (p.34)

Individuals who are unable to have a proficiency in academic skills can be directed in poor achievement due to mental retardation, emotional unbalanced, economic disadvantages, linguistic diversity, sensory disorder and inadequate instruction (Barnes, Fletcher, Lyon, & Fuchs, 2007). If the score on an achievement test is significantly lower than the score obtained on an IQ measure, then it is hypothesized that the learning difficulties are in fact unexpected, because the IQ score is viewed as a measure of “learning potential”, and discrepancies occur. (p.28)

Studies made on children with LDs, have suggested that the management of achievement the grades achieved on tests, are not the same as the regular students, and have identified a connection with a poor group of readers with no dyslexic problems are identified accurately. In the reading area there are many approaches and interventions performed; some intensive interventions can be promising with older children who have showed reading difficulties. (Cantony-Harvey, 1987)

Cognitive and metacognitive strategies may help students learn as they engage in writing tasks. Weinstein & Mayer (1983) categorized cognitive

strategies in: rehearsal strategies, elaboration strategies, organization strategies, and comprehension-monitoring strategies.

Tracy, Reid, & Graham (2009) realized through their research where students from third grade were presented in a situtaion where they were given instructions and directions through the Self-Regulated Strategy Development model, they have shown the enough knowledge and ability to write stories that were “longer, schematically stronger and qualitatively better” (p.330).

Children who are growing and developing are capable of writing about a certain topic focused on a content area. While these reports may contain misspelling, and made up words, pictures and places that certainly one might not expect to find in an older student’s writing, they show learning through language.

1.5 Facts about Learning Disabilities

- Students that reach late third or early fourth grade, can be identified with a learning disability.
- The identification of the students is done through the deficitis in reading and the language arts than in mathematics (Smith, 1994).
- Students with LD tent to have deficits in short-term memory. In looking at testing results, it can be found that short-term memory scores are often below the 25th percentile.
- Studies that measure time-on-task indicate that nondisabled students are on task 60 to 80 percent of time, whereas students with LD are on task 30 to 60 percent of time (Wheeler & Bryan, 1972).
- Students with LD are not as socially acceptable as other students when rated by their peers and teachers (Bender,2001).
- When comparison is made, the parents of the Students with LD expect less from their children both in acedemics and behaviour.

1.6 Types of Learning Disabilities

Learning disabilities definition has evolved throughout the years and it was summed up as people who has always had struggles to learn to read, write and/or do mathematics despite the absence of conditions that interfere with the acquisition of these skills (Kirk, 1962) These skills are represented as “exclusions” due to its representation in a potential reason for low achievement.

According to the Handbook of Learning Disabilities (Swanson, Harris, & Graham, 2013) multiple hypotheses have emerged concerning key inclusionary criteria for LD, which are organized in terms of cognitive discrepancy methods, low achievement methods, and methods based on an assessment of instructional response.

The importance of the educational goal is also bolstered by studies suggesting that the memory skills used by students with LDs do not show to exhaust, or even to tap, their ability (Wong & Wong , 2014). The study of memory in LD students is defined within an information processing approach. This approach has to do with how the input is transformed, reduced, elaborated, stored, retrieved, and used (Newell, 1980).

CHAPTER 2. LITERATURE REVIEW

2.1 Some Research Conducted on Instruction for Disabilities

The Education for All Handicapped Children's Act—later known as the Individuals with Disabilities Education Act (IDEA)—was meant to ensure that all children with disabilities have access to a free and appropriate public education and that their rights, and those of their parents, are adequately protected. Before the Act was passed, the situation in most public schools, where few if any services were provided for students with disabilities, and was very poor and several of these students would drop out of school when they were legally permitted to do so.

The objective of Vaughn, Danielson, Zumeta, & Holdheide (2015) in the research done in "Deeper Learning for the Student's disabilities" was to promote effective instruction for students with significant learning problems and disabilities in general education classrooms. When practiced thoughtfully and consistently, teachers can help these students to gain access to deeper learning. With these considerations in mind, a number of enveloping recommendations for local educators and policymakers at the local and state levels were offered:

> Make it known to educational leaders, teachers, parents, and other community members that empirical research strongly suggests that students with disabilities and other struggling learners can—when given appropriate instructional strategies and tiered levels of instructional and behavioral support-succeed in learning deeply and meeting rigorous achievement standards. (p.27)

> Make sure that all students—including those with disabilities—have access to high-quality instruction in the core content areas. (p.27)

> Ensure that teachers' pre-and in-service programs equip them to provide the kinds of intensive, evidence based interventions that can help students with disabilities to access deeper learning. (p.27)

> Ensure that states implement college and career readiness assessments that address the full range of deeper learning competencies and include accommodations that enable students with disabilities to show what they know and can do. (p.27)

Supporters of deeper learning would no doubt endorse these strategies, such as the teaching of peer mediated learning activities, self-regulation, and problem solving. In addition, among special education's recommended practices are several that would likely prove just as beneficial to the wider student population, such as modifications to pacing, direct and systematic instruction paired with explicit practice, strategies to support motivation and attention, and increased instructional time, among others (Vaughn, 2012).

2.2 INDIVIDUALIZED EDUCATION PLAN FOR DISABILITIES: IEP

THE NEED OF A MULTIDISCIPLINARY TEAM

According to Harwell & Williams (2008) if the multidisciplinary team decides that a student qualifies for special education services and the family wants that kind of help, and Individual Education Plan (IEP) will be developed-usually during the meeting.

If the student meets the criteria for help under Rehabilitation Act (1973) section 504 then the Multidisciplinary Team will discuss and write a plan for the student that outlines what the school staff must do to help the child with modifications and accommodations. A 504 document should be developed when it is clear that the student has a learning disability but does not meet "severe discrepancy" requirement or other regulations for placement.

If the student does not meet the criterion set forth under IDEA or Section 504, the Multidisciplinary team should refer the student back to the Student Study Team for further follow-up.

2.3 Individualized Educational Plan

The Ministerio de Educación del Ecuador (2016) presents the document to be used by teachers to address inclusion students: the "Individualized Educational Plan" (PEI). The PEI is the participatory strategic planning

instrument that guides the management of the processes that are developed within an educational institution to provide a favorable environment for learning and seek improvement.

- The PEI invites all members of the educational community to participate actively in the programming of strategies to improve institutional management.
- The PEI clarifies to the participants the goals to be met in the medium and long term.
- The PEI involves the external participants, allowing their contribution in the improvement processes and in the execution of the planned actions.
- The PEI orients in an orderly, coherent and dynamic way all the processes that involve educational management.
- The PEI promotes spaces for dialogue, consensus and agreements, among all members of the community, in the solution of the problems inherent to their institution.

A document is regulated in Art. 88 of the General Regulation to the Organic Law of Intercultural Education (Ministerio de Educacion del Ecuador, 2015) which establishes that:

"The public document of institutional strategic planning in which there are actions in the medium and long term, aimed at ensuring the quality of learning and a proactive link with the school environment is the Institutional Educational Project" (p. 29).

2.4 Structure of the PEI (p.16-17)

ADMINISTRATIVE MANAGEMENT COMPONENTS	
ELEMENT	**DESCRIPTION**
C1.P1.E1. Training for the update continuous training of teachers and managers through self-management, optimization of capabilities existing in the institution or through the access to the training promoted by the MinEduc	Socialization of teacher training courses and master's degrees proposed by the MinEduc, generate courses within the Institution and strengthen the initiative for the teacher to prepare autonomously, results, achieved and its impact on institutional pedagogical improvement.

C1.P1.E2. Compliance with the optimal template (Distributive of teaching staff)	Have sufficient teaching staff to support and strengthen the development of institutional management and the teaching-learning process, taking into account the requirements of the official curriculum, by level and educational sub-level
C1.P1.E3. Instructions with the guidelines for the following processes: absenteeism teacher, income and exit of students; and, the use of physical spaces for activities extracurricular and extra school.	Build the instruction to coordinate teacher absenteeism, income and exit of students and the use of physical spaces for activities Extracurricular.
C1.P2.E4. Administrative processes for correct functioning of the institution	Manage the timely allocation of emerging funds: annually They assign to the Educational Institutions a fund for use in cases of emergency, for minor maintenance or for productive units
	Maintain the institutional database updated and organized, with information of both students and teachers, in a register created by the institution or on the platform of the Ministry of Education.
C1.P2.E5. Use of technology in processes of pedagogical management and as a resource for teaching - learning processes.	The availability and adequate use of technology in the classroom and in the management education is fundamental to achieve a quality education; for this, an Integral Technology System must be implemented for the use of the educational community, which facilitates educational management through online generation of academic records. The increase of competences teachers and the promotion of the use of technology in the workplace learning.
C1.P3.E6. Infrastructure of the institution educational (area of pedagogy, administrative, of service, specialized and recreational.	Pedagogical area.- It is understood as the area of student education, it is say, the classrooms in which they receive academic instruction.
	Administrative area.- is the area where the planning is carried out, direction and control of the EU, that is to say the areas of rectorate, vice-rectorate, secretariat, staff room, etc.
	Service area.- are the common service areas such as the library, dining room, nursing, DECE, etc., where they provide services to the population student and teacher in general.
	Specialized area.- include spaces with special equipment for the development of student training activities such as laboratories of physics, chemistry, CCNN, computer science, biology,

	workshops in general (mechanics, electricity, electronics, agronomy, etc.).
	Recreational area.- courts, playgrounds, playground, courtyards and green areas.
	Basic services.- are the necessary services so that the Educational institution such as water, sewerage, electricity and sanitary batteries.
C1.P3.E7. Recurrent maintenance plan and preventive of educational spaces	Set of actions to be carried out in school buildings and their facilities with the purpose of guaranteeing or extending the useful life of the goods with which count the educational establishment. *The types of maintenance performed are:* - Recurrent maintenance - Preventive Maintenance - Predictive Maintenance - Corrective maintenance
C1.P3.E8. Furniture and Educational Equipment	Classroom block .- It is the student training area, that is, where they receive academic instruction. Indicator: has furniture (table / chair for students, etc.) each classroom.
	Administrative block (rectorate, vice-rectorate, secretariat, room teachers, etc.) .- It is the area where the planning, direction and control of the EIs takes place, that is, the areas. Indicator: has equipment and furniture for each area.
	Service block.- are the service areas such as the dining room, infirmary, DECE, etc., where they provide services to the student and teaching population in general. Indicator: it has equipment and furniture each space.
	Specialization block.- blocks with special equipment such as: laboratories of physics, chemistry, CCNN, informatics, biology, workshops in general (mechanics, electricity, electronics, agronomy, etc.). Indicator: has equipment and furniture in each block.
	Recreational spaces.- courts, playgrounds, playground and green areas, etc.

	They are public spaces specially conditioned for the realization of free recreational activities, particularly aimed at girls, children and adolescents of the educational institution. Indicator: has equipment and implements each space

Table 1. Structure of the PEI, taken from Minister of Education (2017)

The members that conform this commission must be selected according to the institutional reality; they must know the administrative process of each element of the component.

The members that should be considered are: the general inspector, administrative personnel related to these issues, if any, and the main authority of the institution.

Note: The first two indicators of the administrative process optimization element must be filled only by fiscal and fiscal-missional educational institutions.

CHAPTER 3. RESEARCH METHODOLOGY

Since the main objective of this research is “To determine how instructional time in the content area class could affect the learning process of a student with learning disabilities”, the research design used was action research with a Quasi-experimental design.

This research study is conducted a very basic experiment to observe the inclusion student with the objective of estimating the instructional time used to address subject problems. Additionally, a mixed method approach was used as the approach of research, considering the observations to be conducted during the quasi experiment and the quantitative data gathered from the same activity. Moreover, there was a need to observe the student’s disability level on the strengths and weaknesses in a qualitative framework.

3.1 Mixed Methods

Green, Carecelli, and Graham (1989) quoted in Creswell & Plano (2018) “Stayed that mixed method designs are those that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words)” (p.18). Tashakkori and Creswell (2007) mentioned in (Creswell & Plano, 2018) gives some extra definition of Mixed Methods, “a research in which the investigators collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program inquiry” (p.3).

3.2 Quasi/-experimental design.

According to Hamilton & Ravenscroft (2018) experimental and quasi/-experimental design in education often represents a dialogue with psychology. Quasi/-experimental studies are often used either to advance understanding of children’s development/learning or to evaluate educational policies, approaches and interventions. Quasi/-experimental research designs has much to offer across a range of important areas of education, but rigorous design, measurement of potential mediating variables, high-quality and careful interpretation of results are vital.

Hamilton & Ravenscroft (2018) also agree that Quasi/-experimental designs have also long been used across numerous branches of psychology within education contexts; quasi experimental design studies have typically taken the form of:

- Psychology studies on pupils learning and development
- Evaluation of educational policy, teaching approaches or other educational interventions.

A range of concerns require consideration in relation to this research design, including those around philosophical issues; validity and causation; the use of experimental design in evaluation research; and replication.

Experimental design is linked with the positivist paradigm, which holds that an external world exists independent of human experience and that objective knowledge about the world can be obtained through scientific methods such as experimentation (Hamilton & Ravenscroft, 2018).

Sadoff (2014) mentioned that in terms of the value of experimental design, there is a debate; for example, in the North American literature about the extent to which quasi/-experimental design is “the golden star” when it comes to making decisions around education, some acknowledge the value of a range of approaches in education research but argue that, when it comes to the delivery of strong causal evidence on “what really works”, well designed randomized experiments should be the ‘gold standard’ for policy makers.

The approach to be used in this study is the mixed method. According to Tashakkori & Creswell (2007) mixed methods is a “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods, is a single study or program of inquiry” (p.4) It can be said that the use of mixed methods means to work with quantitative and qualitative approach. It is also necessary for the researchers to be experts or well prepared in both approaches.

Tashakkori & Teddie (2010) described a truly mixed approach methodology as methodological eclectic, meaning “the most appropriate techniques from a

myriad of qualitative, quantitative and mixed methods to more thoroughly investigate a phenomenon of interest" (p.8).

Mertens (2015) described specific mixed methods as approaches to be ordered by quantitative and qualitative methods (simultaneously or sequentially). Qualitative and quantitative data collection can occur in parallel form or sequential form. Parallel form happens when concurrent mixed methods / model designs of two types of data are collected and analyzed. Sequential form occurs when one type of data provides a basis for collection of another type of data.

DATA Analysis		
Analysis	**Qualitative**	**Quantitative**
Qualitative	(a)Interpretive text studies, Hermenutics, Grounded Theory.	(b)Search for and presentation of meaning in results of quantitative processing.
Quantitative	(c)Turning words into numbers, Classic content analysis, word counts, free lists, pile sorts, etc.	(d)Statistical and mathematical analysis of numeric data.

Table 2 Data Analysis, taken from Russell (2012)

As for an example it is quoted that work from Russell (2012) who explains the possibilities in data analysis; it is only going to be explain "a" and "b":

> Cell "a" is the qualitative analysis of qualitative data. Interpretive studies of texts are of this kind. He tells the story, as it is seen, of how the themes are related to one another and how characteristics of the speaker or speakers account. Looking diagonally from cell "a", to cell "d" refers to quantitative analysis of quantitative data. Direct observation of behaviors, censuses, time allocation studies, surveys- all produce numerical data. (p.9).

Cell “b” is the qualitative analysis of quantitative data. This can involve multidimensional scaling and hierarchical clustering. Cell “b” is also about the search for, and the presentation of, meaning in the results of quantitative data processing. (p.9).

3.3 Data gathering instruments

The first source of evidence were the scores gathered from the diagnostic test, which was about the correct use of grammar; it was a multiple-choice test. There were 10 items and the test took 40 minutes to be completed.

A second test was designed to be used with the time-on-task observation sheet. It was multiple choice evaluation with three items, about chemical and physical changes. The content of the test was already covered along the previous weeks. The main objective of this test was to check on memory, concepts and retention.

A third source for gathering data were three unstructured class observations.

The aim of these observations was to describe how the student interacted and behaved during a physics-chemistry lesson. The observation summary format from Harwell & Williams (2008) was chosen, which is a qualitative description of the activities performed in class during three different days. According to the aforementioned authors, observations for special education can be as short as 10 minutes. It should gather detail of student degree of participation on the lesson, and state how this participation is compered with the rest of the class members. The design of the observation sheet was taken upon the work of Harwell and Williams (p.96); it summarizes the difficulties of the student had on staying on the task assigned.

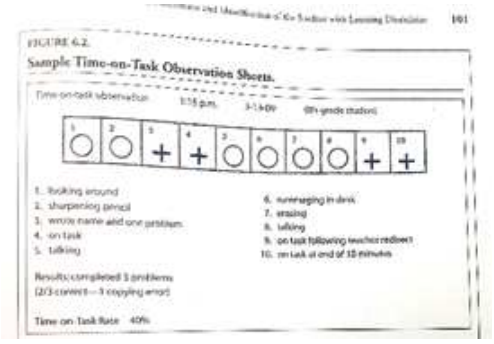
FIGURE 6.2.
Sample Time-on-Task Observation Sheets.

Figure 1 Taken from Harwell & Williams (2008, p.101)

Research has shown that time on task for LD students range from 30 to 60 percent. This is a simple way to assess time- on-task. Using two strips of paper marked off into ten slots, observe two students (the observee and another student the control student) (Harwell & Williams, 2008).

Finally, to analyze the instructional time, the “time on task assessment” test found in Harwell & Williams (2008) was used. This test consists in observing two students, one been the special needs student (experimental student) and the other a regular one (control student). “Research has shown that for regular education students, time-on-task ranges from 60 percent to 80 percent” (p.100).

3.4 Research Instruments Application

The diagnostic test was analyzed in the correct use of grammar, plus the content area knowledge acquired during the previous school year. The diagnostic test was taken in the second week of April 2018. This test was saved for future analysis. It should be noticed that along the first week of class a review on content of the previous course was given.

For the three in-class observation summaries, the teacher gathered behaviors, interactions between the teacher and the student, and the student and peers. The aim of this application was to check if the time-on-task given was sufficient for the student of inclusion to achieve the objective in each lesson.

The last application was a time-on-task observation experiment. The objective was to test if the student could complete a very short task in 10 seconds. The experiment used a control student, who was a regular child from the same course; and, the experimental subject, who was the inclusion student. The teacher had to watch the students and mark the type of activities done second by second.

4. DATA ANALYSIS

4.1 Grammar Analysis of the Diagnostic test.

A diagnostic test was first evaluated at the beginning of the year, the diagnostic test consisted in the correct use of grammar, and the content had been revised for several years in the inclusion student's school years.

In the following table the use of the multiple tenses was presented and graded, according to the score obtained from the diagnostic test.

	GRAMMAR	Not at all	Good Use	Total Score
1	Present Simple	1	1	2
2	Reported Speech	1	1	2
3	Past Simple	4	3	7
4	Present Perfect	1	0	1
5	Passive Voice	2	1	3
6	Conditionals	2	0	2
7	Modal Verbs	2	1	3
	Score	13	7	20

Table 3. Grammar analysis, created by the author.

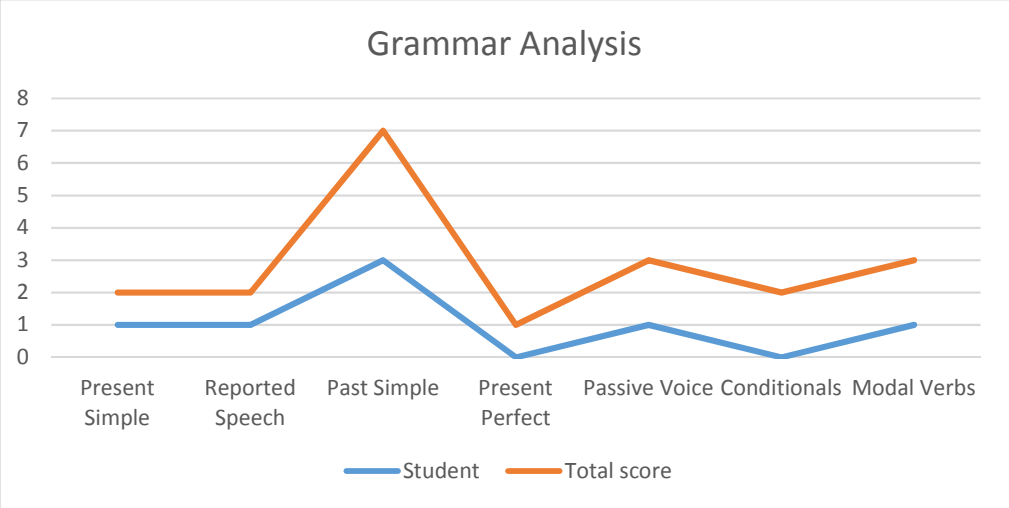

Figure 2. Grammar Analysis, created by the author.

From the previous chart, it could be said that the inclusion student had not acquired the grammar skills that she should have for the school year, not even the average level; it is noticed especially in past simple tense where she scores low in comparison with the highest grade. Also something similar happens to passive voice where the student has a poor performance.

The two lowest grades seen in the inclusion students are conditionals and present perfect, even though these topics were covered in the previous curriculum.

4.2 Observation summaries (unstructured qualitative observation)

Date: July 25th, 2018 **8:30 AM**

The student was analyzed during her English class; the aim of the class was to identify if the properties of some substances were physical, or chemical. The students were put in groups, and they worked in the science lab. In the class there are 26 students; they were asked to work in groups with different substances and to write down their conclusion of the experiments. The inclusion student was chosen by one of her classmates to work in her group; she accepted (no one else chose her). The students were trying to come up with other examples of chemical reactions between substances, the Inclusion student looked very confused and not interested in the activity her classmates were doing. Even though she did not want to work, her peers gave her some tasks such as cleaning up the beaker and holding up the filters to perform the experiment. The task finish with her barely working and very separated from her group.

Date: July 27th, 2018 **10:10 AM**

The class only lasted 40 minutes. The students were told to complete an activity from the book, where they had to analyze and use critical thinking. It was a short and quite easy activity. The student opened her book, but she was making sure the rest of the classmates were not looking at her; it could be seen

that she was waiting for the rest to start working, so she could do the same (without even looking up). She was just holding her pencil, not writing anything, just staring at her book, so I decided to pair her up with a classmate, but she refused. The class finished with her not completing the assignment.

Date: August 1st, 2018 8:30 AM

The inclusion student had missed classes for a few days, when I asked her what the problem was; she did not tell me anything. I tried to talk to her a few times, but she kept her distance and would not reply to me, or to anybody. The class started and we were talking about the differences between pure substances and mixtures. I gave an example of a pizza and its toppings to talk about mixtures and their structure. I asked her what her favorite pizza was, but she just smiled at me and I just smiled back and moved on because I could see she did not want to participate. For the rest of the class, she just kept her face down looking at the book. At the end I asked her in Spanish "¿María Belén te gusta la pizza hawaiana? A mi no me gusta la piña" and she smiled again. I realized it was the first time that I had seen her smiling. She is not good at communicating at all, neither at showing emotions.

Annalysis:

After these unstructured observations on the class work of the inclusion student, it is noticeable that the girl is not a team work student; she rather stay alone and work by her own, although her classmates really care for her and they try to include her in the activities, even when she refuses. She behaves respectuflly towards teachers; she also shows respect to other pupils, but she does not interact with them. She never interrupts and never seeks for attention. She does not look confident, nor relaxed. She does not apply functional knowledge properly, and she makes repeated mistakes in mathematical and / or logical procedures.

4.3 Qualitative Analysis of three observations summaries

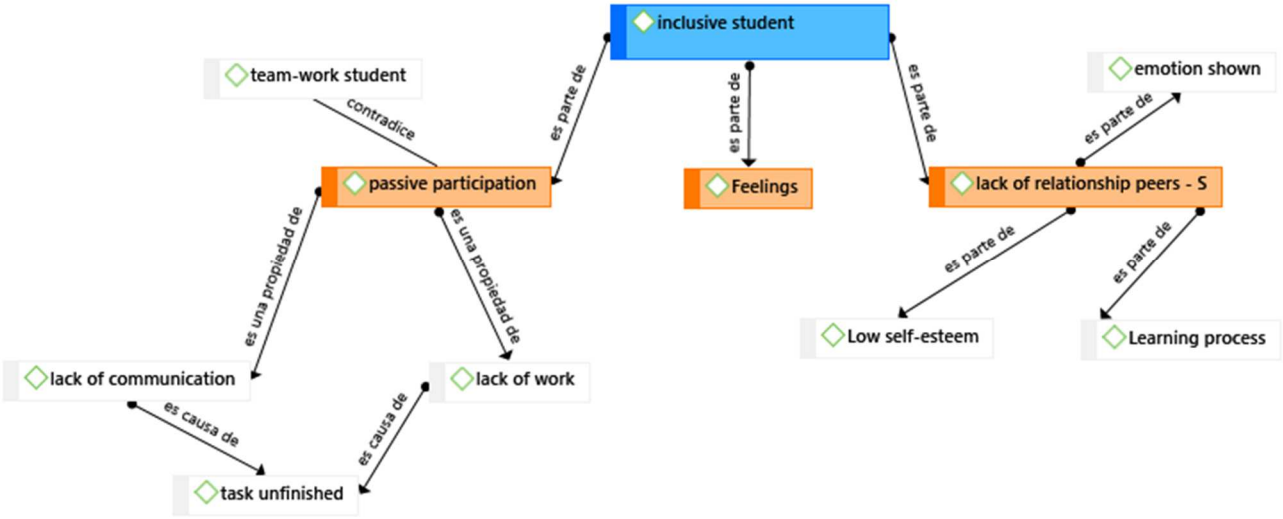

Figure 3 Class Observation Qualitative Analysis created by the Author.

From the semantic network we can observe the relationship between the inclusive student and the environment during three content area lessons about physics and chemistry. It could be said that her passive participation, feelings and lack of relationship with peers are characteristics of this learning disability student. Lack of communication and class work is part of the student's passive participation, and this leads her to leave her tasks unfinished. In regular team work activities she is affected because she does not interact with her peers. Her difficulty when socializing with her classmates could be rooted in low self-esteem. This lack of communication is obviously going to affect her normal learning process.

4.4 Time-on-task observation analysis

In the classroom before recess time (10:10 am), two students were asked to complete a brief worksheet containing three multiple-choice tasks about physics and chemistry topics covered in the current academic partial. One of the students was an inclusion student, who is 17 years old and has cognitive disability, and the other was a 17-years-old classmate without disability. The aim of this test was to observe how much time both students needed to complete a task, considering they could not exceed 10 % of time-on-task.

The student without disabilities (A) completed the task in 5 seconds, which corresponds to a 5% time-on-task rate.

The inclusion student (B) was given the same task, which took her 27 seconds to complete; this indicates it took her more time than the 10 seconds given; she exceeded with 17 seconds which means that she needs extra time for completing classwork in comparison with the average student.

In the 10 first seconds student (B) did not know what to do, even though the activity was quite simple; she just wrote her name and she looked very uncomfortable. Finally, after 10 seconds, she started to read the activity, while looking around concerned about her classmates watching her perform the activity. She got a score of 0/3 points in the test, which indicates she could not manage to complete the test successfully.

TIME ON TASK OBSERVATION SHEET.

Time on task observation Time: Date: **3rd Bacc student**

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Result completed _____

_____

Time on Task Rate _____%

Figure 4 Time-on-task Observation Sheet Taken from Harwell & Williams, 2008

CONCLUSIONS

After the analysis over the diagnostic test, the qualitative observation, and the quasi-experiment on the time-on-task, the following conclusions could be gathered:

- The class observations and the task given to the inclusion student, showed that the time the student has in the class is not enough for the student's full comprehension and practice of the experiments of the content area of physics and chemistry. The lack of reinforcement and the speed in which the previous year's grammar has been taught, has added confusion and low performance on her cognitive level.

- It was noticed from the class observation that the schedule did not allow the teacher to provide extra time-on-task, classes, nor assignments, which were adapted to the student's needs.

- The reaction the student had when she was observed, was her daily reaction towards her classmates; she looked very uncomfortable and confused. The class is given 100% in English, so that ads more pressure to her performance in class.

- The inclusion student avoids working with others and also avoids oral, visual and social interaction. She does not work in groups, or in pairs. This characteristic is affecting her skills development of English as a foreign language, and obviously on the contents of physics and chemistry.

RECOMMENDATIONS

- In terms of having students with learning disabilities, teachers should not only focus on what they have been told to do, but should also be passionate and proactive by creating tasks that can be useful and enjoyable for these children. Teachers should have contact with them in the class, but also on recess or any other time, showing them that they are caring.

- It is also very important to adapt the curriculum to the student's needs, and to adjust the textbooks that will be used on them. If the student is shown a friendly and essay approach to the content, she could perhaps be more enthusiastic and concerned about her learning process. Therefore, she will be motivated to perform actively in class.

- Research on other possible learning disabilities should also be conducted, and the correct communication with the parents and institution should also take place. The students with any type of learning disabilities, associated or not to a physical condition, should have another source for studying, and digital tools are good options.

- Since the inclusion student needs extra time to complete tasks, it is highly suggested to make use of a digital tool in order to add this extra time in a formal, systematized and controlled way. This tool should be formal because it will be developed by the teacher under his/her responsibility. It is systematized because it is going to follow a curriculum, and it is controlled since the teacher is going to monitor the students's activity using the digital tool.

- The suggested digital tool will not only be helping her in developing a cognitive level but also a social one, without having the pressure of active participating in class. She will feel comfortable and happy knowing that she already knows and comprehends the topic that is about to be given. She

could have English time to learn about the topics to be covered in class, and learn of its contents at her own pace.

PROPOSAL

As mentioned before we know that Vaughn, Danielson, Zumeta, & Holdheide (2015) said that when effective instruction is practiced thoughtfully and consistently, it can help the LDS students to gain access to deeper learning. Regarding the information and results gathered, it can said that time inside the class is crucial for a regular student, not to say for a LDS, it is not only about the topics given but also about how teachers present content, activities given and how they motivate these students.

The proposed strategy that could help the inclusion student evolved will be a digital solution where the subject teacher can upload class contents with objectives and assessment. This platform could gather the student's activities having the possibility to monitor, and keep track of the student's performance. The teacher can interact with the student through ICT's (information and communication technologies) like: videos, podcasts, and messages. Google Drive could be used as platform, Google slides to upload presentations, and Google forms for assessment.

As presented in Alkhi & Sonuyi (2005) Google started as a simple search engine, but now has upgraded into one of the multimillionaire corporate leaders 'By combining information from its different services through Google cookies and other logging information, Google has the ability to create huge dossiers of personal information about its individual users.' (p.3)

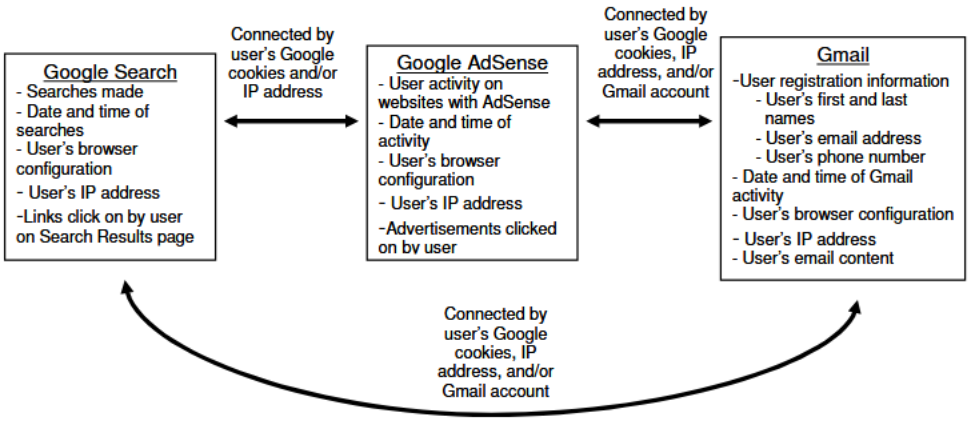

Figure 5 Visual representation of collected data from three of Google's services, Google Search, AdSense, and Gmail. Taken from (Alkhi & Sonuyi, 2005)

Due to the company's rapid growth since incorporation, a chain of products have been added, such as acquisitions, and partnerships. The following is a list of Google's most used products and applications. (Google, 2018)

- YouTube lets you record, reproduce and share videos and music with the people from all over the world.
- Gmail is the electronic mail from Google, where you can keep a communication with your surroundings, it lets you send messages.
- Drive is a save place where you can have all your files, and important documents. Also it lets you download applications where you can add and incorporate more features to your files. It acts as a cloud storage.
- Slides lets you tell stories which you can create and take anywhere you want. You can edit and change the times you like.
- Documents lets you edit and share your files, it facilitates your work and productivity.

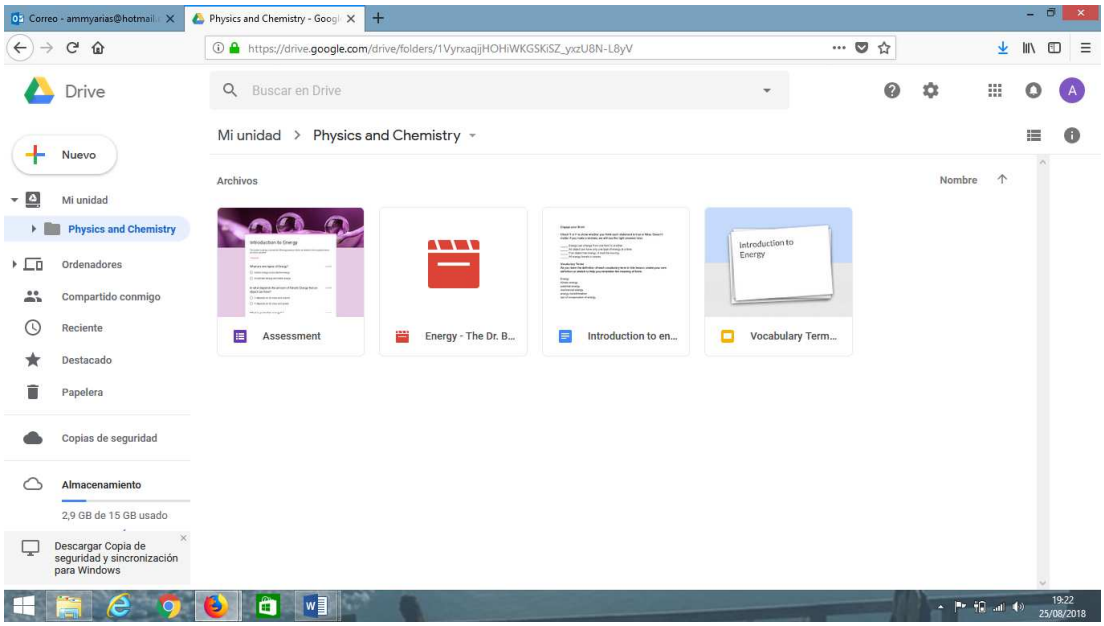

Figure 6. Google Drive screenshot assignments, made by the author.

Considerations about the digital tools used for the proposal

Application	Description	Usage
Google Slides	Google Slides is an online presentation app that will allow the teacher to show and share with the student the class or class work in a visual way.	The presentations or classes will be in the cloud and also they will be associated with a Google account. The teacher and student will be able to access Google Slides at any computer, and a revision history will be kept for the teacher to keep a track and record of the student's activities.
Google Docs	Google Docs is a free Web based application in which documents and s preadsheets can be created, edited and stored online.	In this application the teacher and the student will import, create, edit and update documents and spreadsheets in various fonts and file formats, combining text with formulas, lists, tables and images.
Videos (YouTube)	YouTube is a video sharing service where users can search for, watch and upload videos to their channel. A relevant feature of YouTube is that it gives access to many educational videos where topics are very explicit and well / easier explained.	Videos can be uploaded here, or the student can watch a video clicking on a link provided by the teacher.
Google Forms	In Google forms surveys can be created and analyzed right in a mobile or web browser—with no special software required	The teacher can manage registrations, create quick opinion poll, and get instant results, can be summarized survey results at a glance with charts or graphs, perfect for the student's learning process.

Table 4. Digital Tool proposal, made by the author

	UNIDAD EDUCATIVA PARTICULAR "AMERICUS MUNDUS NOVUS" PLANIFICACIÓN SEMANAL	AÑO LECTIVO 2018-2019

1. GENERAL INFORMATION:

TEACHER'S NAME:	Anny Arias Armijo		AREA / SUBJECT:	*ENGLISH*	GRADE:	*Third Bacc*	SECTION: A
UNIT N°:	*2*	UNIT TOPIC:	ENERGY LESSON 1: INTRODUCTION TO ENERGY		PERIODS N°:	1	
SPECIFIC OBJECTIVES OF THE UNIT:	✦ SS WILL BE ABLE TO GIVE AN EDUCATED DEFINITION FOR SOME VOCABULARY TERMS PRESENTED IN THE LESSON. ✦ SS WILL BE ABLE IDENTIFY THE TWO DIFFERENT TYPES OF ENERGIES. ✦ SS WILL LIST COMMON PHYSICAL PROPERTIES OF MATTER.						

	TUESDAY	WEDNESDAY (45 minutes)	THURSDAY
Skills with performance criteria		Develops knowledge through content seen from a video. Asks questions to clarify understanding and seek through the platform comments and messages. Organizes and completes work according to defined requirements. Identifies and responds to problems, considering options for different approaches. Uses information and communications technology (ICT) based tools to complete work tasks.	
Topic		Introduction to Energy	
Activities		The student will have to her regard a video which will be uploaded into the Teacher's Google account. After watching the video that contains Spanish subtitles, she will get online to edit a word document which is on the platform, using the content presented already in the video. After that, the student has some slides, in the slides a few vocabulary words are displayed (with pictures with information that is easy to acquired) and finally the student can go to Google Forms and complete an assessment.	
Resources		The following activities are going to be found in the Google account the teacher shares with the student. • Video • Slides • Document • Assessment sheet	
Evaluation Activities/ Criteria		Multiple choice assessment Match and check the vocabulary terms.	

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APPENDIX

María Belén Regalado 3B.G.U B

ACTIVITY IN CLASS **3RD BACC STUDENT**

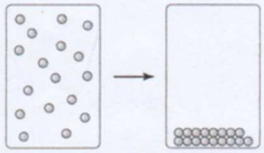
CHEMICAL AND PHYSICAL CHANGES

Which of these is a chemical property of a sheet of paper?

A. The paper can be burned.
B. The paper can be crumpled. X.

The diagram below shows a type of change in matter at the particle level.

Based on what you know about changes in matter, which type of change does the diagram show?



A. a change in mass X.
B. a physical change

Which observation is a sign of a chemical change?

A. A rotting potato gives off a bad smell.
B. A cloud changes shape when blown by wind. X.

UNIDAD PARTICULAR "AMERICUS MUNDUS NOVUS"
DIAGNOSTIC TEST
READING COMPREHENSION ACTIVITY
SECOND AND THIRD BACC A-B

NAME: Student "B" DATE: 20/04/2018

TEACHER: AMMY ARIAS A.

Read some real complains that holidaymakers have made to holiday companies. Match the beginning to the end of each complaint. (0,834 EACH/ 10 IN TOTAL)

- My fiancé and I were given a double-bedded room, not a twin-bedded room as we requested. 3
- Siesta time should be banned. 7
- I booked a one-bedroom apartment and my friend booked a three-bedroomed apartment. 1 X.
- The sand on the beach didn't look like the sand in the brochure. 11 X.
- The guests in the next room were very noisy. 6
- It took us nine hours to get back to England from Jamaica. 12 X
- We bought some Ray-ban sunglasses from a street trader for £3.50. 4 X
- I came on this cruise for some peace and quiet. 8. X
- My friend came on this trip last year and saw the singer Gary Barlow. 9 X.
- All the restaurants in Goa served nothing but curry. 12 X.
- We booked a trip to a water park. 5 X
- The brochure said that all the Slovenian reps spoke English. 10

1. **When we spoke to some American friends, we found out that they'd got home in three.** 1
2. **It turned out that they were fake.** 2
3. **Now I have discovered that I am pregnant and I hold the holiday company responsible** 3
4. **When I compared them, I found that hers was considerably larger.** 4
5. **It was yellow in the pictures, but in real life it was white.** 5
6. **It is your duty to warn us about this before we travel.** 6
7. **Sometimes I wanted to buy things in the afternoons and I couldn't.** 7
8. **I dont like spicy food at all.** 8
9. **No-one said we'd need to bring our swimsuits and towels.** 9
10. **You didn't mention that they would have foreign accents.** 10
11. **But the sound of the sea kept disturbing my sleep.** 11
12. **Can you exaplain why he wasnt on this one?** 12

Simonetta de Griffitas
COORDINACION ACADEMICA
LENGUA EXTRANJERA

TIME ON TASK OBSERVATION SHEET.

Time on task observation Time: Date: 3rd Bacc student

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
O	O	O	O	O	O	O	O	+	+

1. She wrote her name on the sheet, eventhough there was no request for it.
2. staring at her assignment.
3. Kept looking at it.
4. Kept looking at it
5. hold her pencil up.
6. looked concerned
7. looked at her classmates.
8. Read the task.
9. answer the questions.
10. Answer the questions.

Result completed 3 problems.
(0/3 correct).

Time on Task Rate 20 %

The Student took the first 15 seconds of the test just to write her name, she was making sure I was recording her. At the moment when a classmate approach to her, she looked very uncomfortable.

TIME ON TASK OBSERVATION SHEET.

Time on task observation Time: Date: Control student

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
O	O	+	+	O	+	+	+	O	+

1. scratch his face.
2. grab his shoes.
3. On task
4. On task.
5. fixing his sock.
6. Read the questions
7. answer / on task
8. answer / on task
9. asking if was graded or not.
10. at the end of 5 seconds, student had completed all 3 problems.

Result completed 3 problems.
(3/3) correct.

Time on Task Rate 60 %

At 14 seconds he started answering, only took him 5 seconds to answer the activity.

This is a time on task observational sheet, which summaries the difficulties of the control student on staying on the task assigned.

Research has shown that for a regular education students, time on task ranges from 60 to 80 percent.

Research has shown that time on task for LD students range from 30 to 60 percent.

This is a simple way to assess time- on-task. Using two strips of paper marked off into ten slots, observe two students (the observee and another student the control student)

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Arias Armijo Ammy Annabel**, con C.C: # 0920531167 autor/a del trabajo de titulación: **INSTRUCTIONAL TIME IMPACT AT AN EFL CONTENT AREA COURSE FOR A STUDENT WITH LEARNING DISABLITIES FROM UNIDAD EDUCATIVA PARTICULAR AMERICUS MUNDUS NOVUS** previo a la obtención del título de **Educational Management** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	**INSTRUCTIONAL TIME IMPACT AT AN EFL CONTENT AREA COURSE FOR A STUDENT WITH LEARNING DISABLITIES FROM UNIDAD EDUCATIVA PARTICULAR AMERICUS MUNDUS NOVUS**		
AUTOR(ES)	**Ammy Annabel Arias Armijo**		
REVISOR(ES)/TUTOR(ES)	**Mariela Fatima Vasquez Barros**		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
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FECHA DE PUBLICACIÓN:	**18** de **Septiembre** de **2018**	**No. DE PÁGINAS:**	61
ÁREAS TEMÁTICAS:	**Mixed methods, learning disabilities, content areas**		
PALABRAS CLAVES/ KEYWORDS:	inclusion, instructional time, content area, EFL class, time-on-task.		

RESUMEN/ABSTRACT (150-250 palabras):

This study is about an inclusion student from Unidad Educativa Particular Americus Mundus Novus and her relation with her physics and chemistry English classes. This student presents cognitive and social disabilities. To start the study, theories were researched regarding the topics on learning disabilities the role of the teacher's inside an EFL class and the responsibility that the school has. Taking into account the diagnostic test, and its results, instruments were designed in order to gather the information from the inclusion student and the environment around her, the results showed the key factors that influenced her performance in class and outside the class. A quasi-experiment was employed to measure the time-on-task and a mixed methods analysis was developed. After the analysis was done, the results achieved from this experiment shown that the student is not being adequately addressed due to the lack of instructional time. The student has not reached the level needed for this content area course, the short class sessions demonstrates that she is having difficulties in class: feeling uncomfortable or not really working with the rest of the classmates which indicates that peer work or team work will not help her to progress inside the class. Thus, a proposal was designed to reach the goal wanted with the inclusion student.

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