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**LENGUA INGLESA CON MENCIÓN EN GESTIÓN EN EDUCACIÓN  
BILINGÜE.**

**Title**

**Program for Developing Reading Comprehension Skills in the Fourth  
Grade Students with Primary Dyslexia at Harvard High School of  
Guayaquil**

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management in bilingual education**

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## **Abstract**

This project aims to test the effectiveness of an individualized educational EFL program addressed specifically to students with primary dyslexia who are from the first baccalaureate of Harvard school. Also, it intends to discover efficient teaching methods and techniques that will help students with primary dyslexia to develop their capacity in the area of reading comprehension in EFL classrooms.

There were several sources consulted to create the theoretical framework and the Literature review of this work. It was reviewed books about learning disabilities, research papers from scholars and Web pages with very important documents to be used specially for dyslexia, and other specific learning disabilities. This was used to clarify and define learning disabilities problems and their effects on students.

It was noticed that three students from Harvard School had problems while using reading and writing skills. Composition samples and reading comprehension exercises for gathering data to know the level of performance were compiled. Upon this information, it was constructed a statistical analysis and the final conclusions that led to the proposal.

The educational proposal is presented as an Individualized Educational Program which is important for teachers, students and the educational institution in order to work in a real inclusive system. For understanding how the IEP works and how it can be modified for those students who have a learning disability it was researched from two different materials, and adapted to be used for the local context.

### **Key words:**

Dyslexia, teaching, IEP, method, technique, reading, writing

## INTRODUCTION

At Harvard School, it has been noticed over the years that there were students who have never been diagnosed with any kind of learning disability. As a result, these learners have experienced the typical form of education, in which they attend a regular high school and receive the same curriculum content as a kid who is in his or her complete capacity of learning.

It has been realized, that in fourth course there are several students who have dyslexia. Those students present the symptoms of a dyslexic student, and their parents are not aware of the problem that their children manifest. Help Guide defines (Kemp, Smith , & Segal , 2016), Dyslexia is a learning disability that causes difficulty in learning to read or interpret words, letters, and other symbols, but that does not affect general intelligence of the individual. Children with dyslexia have never received any kind of assessment, help or support on how to handle this special problem, because teachers or head departments seem to do not know how to cope with this kind of unusual problem that students have.

Article 24 from the Convention of the Rights of People with Disabilities (Ministry of Education, 2013), states that people with disabilities must have the same opportunities in an inclusive educational system along all the levels, as well as a long life teaching to develop the human potential and the sense of dignity.

Many teachers have had several problems in their classrooms. Some teachers report that students read dividing words by syllables, they do not understand written instructions and they even show problems writing essays and drafting their opinions. Some teachers even leave alone their students, causing at the beginning problems with self-esteem and in higher courses this can cause misbehavior or other kinds of troubles in the classroom.

In addition, it could be more complicated to teach students who have dyslexia, for this reason the way they learn in the classroom must be different. The way they think and learn is different from the rest of the students, but this is where the

problem starts because teachers do not know any effective method or technique that could help their students overcome this learning disability problem.

Because of the special characteristic of this project it was created an Individualized Educational Program (IEP), this IEP will provide the EFL teacher with the correct methodology, teaching technique and approach that will help to improve the students' performance in reading and that will help students with their academic development.

## **JUSTIFICATION**

This work will be useful for teachers because an Individualized Educational Program (I.E.P) helps the teacher to set and measure the educational goals for students with learning disabilities specifically in the area of dyslexia; it provides the teacher with the adequate techniques and methods that will assist them to work more easily and fluently in the classroom. For this reason, an Individualized Educational Program may eventually become necessary for the teacher in order to improve their EFL teaching labor.

According to the Education law it is expected that Ecuadorian classrooms will gather different learning disability students together, but there is no formal criteria to do so. It is likely that most teachers in this context are unaware of this reality and do not take action to solve the potential problems that may result from this situation. Teachers from Harvard High School have not been trained to work with special students.

This study will help students with primary dyslexia as they will receive a more appropriate form of teaching which means that the methods and techniques will help the students in their learning problem with the purpose of helping them to reach goals and to improve their performances in the subject where the student is having problems. Additionally, it will increase their progress in the classroom because the goals that will be set for them will be reachable and according to their needs.

Moreover, this study will help teachers to become aware of the students' strength and weaknesses in the subjects so they could have the opportunity to create the objective of the class based on the strengths that the student has. In addition, the teacher will know the interests and the dislikes of the students using them in order to create an activity that helps the student to focus in the activity.

Since inclusion practices have taken importance in Ecuadorian high schools, this study will generate prestige to the institution because in Ecuador's regular classrooms this topic represents a need for dyslexic students.

Also, the authorities of this institution may take this study as a model in order to create similar plans for the other subjects and apply it in the high school. Besides, this research work will increase the grades of the students, giving the high school a better rank among others high schools.

Finally, parents will be the most benefitted from this project, because in the past parents did not know what to do with their children and their educational problems. Parents will have in their minds that Harvard High School has more attention to their children's education. This IEP will bright light to their concerns, because this could be the start for new solutions to learning disability problems.

## **PROBLEM STATEMENT**

According to the Ecuadorian Intercultural Education Organic Law (Ministerio de Educacion , 2012 ), the legal system promotes access to education services for people with special educational needs, associated or not to disabilities, either by attending to classes in a specialized institution or by inclusion in the regular learning environment.

This law enforces the enrollment of learning disability students, and urges schools to accept them as part of their institution; otherwise it will represent legal problems to the institution. This law has been very helpful for the students that have a learning problem.

However, the problem seems to be that teachers are not aware of the variety of learning disabilities that students may have, and they do not know how to help them because of their lack of knowledge in that teaching education area.

It has been found at Harvard high school that there are four students with learning disabilities in fourth bachelor course. These students are scoring low in such subjects as Language and English EFL. This is shown especially in the average of grades, for example, while the course average score is 7, those specific students tend to score 4 to 5. These students have had problems specifically in reading and writing class.

Evidence of these problems can be seen in the classroom's poor performance, lack of motivation in both subjects; and, in the poor understanding that the students have about the mentioned subjects.

Another characteristic that these students present is their poor skills in oral production and homework. At the moment of oral presentation, reading aloud, or in a speaking class, the students find it difficult to pronounce a word, plus problems at recalling words that they already learnt in the last classes. Another point is shown in the homework that they were told to do. it was incomplete or the student did not accomplish them.

## **TOPIC:**

Program for Developing Reading Comprehension Skills in the Fourth Grade Students with Primary Dyslexia at Harvard High School of Guayaquil

### **Research Questions:**

Do teachers know that they have dyslexic students?

Are teachers aware that their students with dyslexia can be helped by the high school?

What are the best pedagogical practices when teaching young learners with a reading disability in an EFL classroom?

## **GENERAL OBJECTIVE**

To determine how many students with reading problems at Harvard High School show dyslexia characteristics in order to design a pedagogical strategy.

## **SPECIFIC OBJECTIVES**

- To identify the problems that dyslexic students have in EFL classrooms.
- To determine how teachers can work with students who have dyslexia.
- To identify and determine best practices of teaching EFL learners with dyslexia.
- To design an instrument that could be adapted for students with dyslexia at Harvard School.

## 1. THEORETICAL FRAMEWORK

In this study, there are two important variables to be addressed, dyslexia and reading comprehension

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features. Deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus, presuppositions, and plausible inferences. The reader needs to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community (called the common ground).(Graesser , 2006)

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. This happens when proficient adult readers struggle with technical expository text on unfamiliar arcane topics, such as a mortgage on a house or the schematics of computer's operating system. Cognitive strategies are particularly important when there is a breakdown at any level of comprehension. A successful reader implements deliberate, conscious effortful, time-consuming strategies to repair or circumvent a reading component that is not intact. Reading teachers and programs explicitly teach such reading strategies to handle the challenges of reading obstacles.(Graesser , 2006)

Klingner & Vaughn, (2015), quote Dole et al., 1991; Jimenez, Garcia & Pearson, (1995, 1996), "Many of the instructional practices suggested for poor readers were delivered from observing, questioning and asking good and poor readers to "think aloud" while they read". In the same publication Klingner & Vaughn, (2015), mention the work of Paris, Wasik, & Turner, (1991), whose report of how good readers understand and learn from text suggest that they coordinate a set of highly complex and well-developed skills and strategies before, during and after reading



that assist them in understanding and remembering what they read. (Paris, Lipson, & Wixson, 1983), establish that, “perhaps the most succinct way to characterize good readers is to say that they are more strategic than poor readers”.

According to Klingner & Vaughn, (2015), the skills and strategies that good readers use include:

- Rapid and accurate word reading.
- Setting goals for reading.
- Noting the structure and organization of text.
- Monitoring their understanding while reading.
- Creating mental notes and summaries.
- Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed.
- Capitalizing on what they know about the topic and integrating that with new learning.
- Making inferences.
- Using mental images such as visualization to assist them in remembering or understanding events or characters.

Pressley & Afflerbach, (1995) quoted in Klingner & Vaughn, (2015) contrast with this approach poor readers are:

- often less interested in reading,
- their motivation is often low ,
- they prepare minimally,
- they use few metacognitive strategies to monitor their learning from text
- They have inadequate vocabulary and background knowledge with which to connect and link new ideas to previous learning.
- Poor readers lack the decoding, word reading and fluency skills to free up cognitive functioning.

Klingner & Vaughn, (2015), mention characteristics of learning disabilities students about reading comprehension problems when they cited Torgesen & Licht, (1983):

- they demonstrate multiple problems associated with low comprehension
- Poor decoding, fluency, and comprehension.
- Exhibit characteristics of inactive learners who do not monitor their learning or use strategies effectively.

Yet, students with learning disabilities can improve their reading comprehension if teachers:

1. Teach strategies that have been documented as effective in promoting reading comprehension
2. Design instruction that incorporates effective principles of direct instruction and strategy instruction.
3. Provide modeling, support, guided instruction, practice attributional feedback, and opportunities to practice across text types.
4. Monitor students' progress and make adjustments accordingly (Mastropieri & Scruggs, 1997).

## **1.1. Learning disabilities**

According to Joan M. Harwell and Rebecca Williams (2014), learning disabilities is a term used to talk about a variety of problems that affect the brain.

As Lyness (2013), argues, these problems interfere in different ways and depending on the kind of problem that the student has. Learning disabilities are problems that can affect the capacity of the brain to process, store, analyze, receive, and reason information. These problems can affect all the skills or certain specific skills. Now, this has nothing to do with the student's real intelligence because a student with learning disability can be as smart as the other students or even smarter than them, but having a learning disability can make very difficult for the student to learn something in a regular way of teaching.

There are some issues that the Learning Disability Association (2015), report:

- Learning disabilities cannot be repaired or overcome
- A student can learn how to live with it.
- Learning disabilities come associated with another handicap.
- A learning disability is shown while processing information which involves the use of different parts of the brain that might be affected.

## **1.2. Definitions of dyslexia**

A good way to understand dyslexia is to establish what it is not. It's not a sign of low intelligence or laziness. It's also not due to poor vision. It's a common condition that affects the way the brain processes written and spoken language. (Lapkin, 2014).

A new model of this reading disorder emphasizes defects in the language-processing rather than the visual system. It explains why some very smart people have trouble learning to read. (Shaywitz, 2011).

It is a learning disability that alters the way the brain processes written material and is typically characterized by difficulties in word recognition, spelling and decoding. People with dyslexia have problems with reading comprehension. (Nordqvist, 2015).

Dyslexia is a chronic problem with reading. It is a common learning difficulty, affecting a large percentage of those identified as "learning disabled." According to the National Institutes of Health, up to 15% of the U.S. population has significant difficulty learning to read. People with a learning difference like dyslexia may have trouble with reading, writing, spelling, math, and sometimes, music. Three times as many boys as girls have dyslexia. (Bhandari, WebMD, 2015).

Dyslexia is an inherited condition that makes it extremely difficult to read, write, and spell in your native language—despite at least average intelligence. (Dyslexia, bright solutions for dyslexia, 2014).

### 1.3. Causes of dyslexia

According to Christian Nordqvist from Medical News Today (2015), dyslexia has four causes that researchers and scientists have discovered. Dyslexia affects the left part of the brain which controls the analytic thoughts, language, science, logic and math, those causes are:

1. Heredity, it means that you have it since you were born and this is the most common of all, Researches from the University of Yale have found that this gene known as *dc2* affects the reading performance. (Gruen, 2013, quoted in Nordqvist, 2015).
2. The anatomy of the brain or a brain deformation, this is related with the planum temporale that is in the left side of the brain and in the right side of the brain. The planum temporale helps the brain to understand the language, now in a regular student the left part of the planum temporale is a few inches bigger than the right part, but in dyslexic student the left part of the planum temporale is the same size than the right planum temporale.
3. The “acquisition” of the dyslexia; this means that a person might have had a brain injury, a brain operation, a stroke, or some other type of trauma that affects the brain.
4. The brain activity. Regularly students without dyslexia translate the words into sounds to finally express them orally; and to do that, there are specific areas that work together in the brain that translate the symbols (words) that are in the pages into words (notions), but students with dyslexia this does not happen. In order to compensate these problems the brain uses other areas that spread among the brain and that are not coordinated.

#### **1.4. Types of dyslexia**

According to Etta Brown (2012), there are three main types of dyslexia that affect young people and adults.

**Primary dyslexia:** this type of dyslexia affects the left side of the brain and does not disappear when you get older. Students with this type of dyslexia are not able to read faster or accurately and they are compared with students with the age of 8 or 9 level of reading. As a consequence of this type of dyslexia, students will have severe problems reading, writing, and spelling when they reach the adulthood. Primary dyslexia runs in the family, it means that it is genetic (hereditary) and it is more common in boys.

**Secondary dyslexia:** also known as developmental dyslexia, this type of dyslexia occurs in the fetus stage and it can be caused by hormonal irregularity or poor eating habits in the early process of pregnancy. Also, if the children suffer of abuse (hits, bangs in the head or even rape), poor parenting (not taking care of the kid, drugs, neglect) and poor nutrition from the age of 0 to 5 years old. There are other causes that researchers have found that cause dyslexia. This type of dyslexia decreases through the pass of time, and this dyslexia is also common in boys.

**Trauma dyslexia:** this type of dyslexia occurs when the person has suffered an accident, an injury, a trauma or any other thing that have affected the brain. This type of dyslexia is permanent and the most difficult to overcome.

### **1.5. Other Disabilities that could come along with dyslexia**

According to Etta Brown (2012), there are other types of disabilities that can come along with dyslexia.

**Dysgraphia:** this condition refers to the inefficiency of holding or controlling a pencil in order to write something on a paper, this is caused by the poor handwriting skills that this type of dyslexia causes.

**Dyscalculia:** is related with dyslexia and dyspraxia, dyscalculia consists in not being able to read or decode numbers, creating the struggle to solve math problems, and usually is the result of a brain dysfunction, every person can suffer from this problem; it does not matter your intelligence quotient. It can evolve if there is no treatment and commonly comes along with dyslexia.

**Dyspraxia:** it affects the coordination of physical movement, usually children with this problem tend to have problems balancing and posture their own body. Dyspraxia affects the motor and fine skills; it means that walking, jumping, speaking clearly, writing and even holding a pen are very difficult or almost impossible activities for the kid.

## **1.6. The symptoms to recognize dyslexia**

Several specialists, Emily Lapkin (2014), David Perlstein (2015), and the University of New Castle (2015), suggest that as a teacher one can recognize if students might have dyslexia if they show the following symptoms:

1. The student has a hard time in reading aloud.
2. The student has a poor vocabulary for his/her age.
3. The student cannot complete a test in a limited time.
4. The student mispronounces words commonly.
5. The student has problems finding the correct word while is speaking.
6. The student struggles in spelling or have a poor spelling.
7. The student has troubles following directions that are written. (reading maps, test instructions, left and right etc.)
8. The student has troubles following sequences of events or ideas.
9. The student has problems in reading comprehension.
10. The student does not read as it is expected for a student of his/her age.
11. The student struggles in writing.
12. The student has a hard time remembering the name of an object.
13. The student has problems in math.
14. The student has problems learning a new language.
15. The student distracts easily.
16. The student has problem rhyming.
17. The student has poor organization.
18. The student cannot summarize a story.
19. The student presents incomplete assignments.



## 1.7. Diagnosing Dyslexia

Sally Shaywitz in her book *Overcoming Dyslexia* (2012), recommends that if children suffer from the symptoms that were showed above the most recommendable things that the parents can do are:

1. **To do a medical exam:** this medical exam involves the revision of the children's vision and hearing in order to know if these skills are affecting the kid's capacity to read
2. **To get an expert or specialist in the topic:** a specialist is a key part in diagnosing a kid with dyslexia, because the expert can analyze the result of the visual and hearing and give recommendation about how should be handled the situation of the children. Also, the specialist can provide an approach for the kids and do tests that help might help the kids to know what specific problems are struggling with.
3. **To analyze if the children have more than one learning disability:** researchers have found that a special student often possess more than one learning disability that comes along with the primary problem.
4. **To do the final analysis:** in this step, all the results and the recommendation are mix together to do the final suggestion in order to treat the student. This means that the specialist will suggest what to do with the children. This might include talking to the school to receive a special education, receive extra help with a tutor, receive language therapy classes, etc.

## **2. LITERATURE REVIEW**

This literature review gives a connection between English as a Foreign Language and Dyslexia. The literature review contributes to this project by giving the necessary updated information to understand the complexity of the topic using the research that professionals did throughout their career. Also, it will help to develop a methodology that helps students with Dyslexia to be included in a regular EFL classroom.

### **2.1. Problems learning a new language**

EFL teachers in their everyday work may find reading comprehension problems while teaching a new language. Students may have a low performance in the reading comprehension activities, reading guidelines, writing compositions and other activities where they have to use linguistics skills. In this line, Kelly(2015), argues that dyslexic students may not be able to recognize certain sounds or associate letters with sounds. They may also have difficulty sounding out words they read and memorizing them so they can read them automatically. Some kids might miss chunks of information and struggle just to stay focused. And all of them have the added complication of not being familiar with the language they're learning. The British Dyslexia Association(2014), states that dyslexic pupils learning a foreign language have to be aware that it may be a longer process for them than for others.

The field of second language acquisition has historically blamed language learning failure on a number of factors.

Anxiety in the foreign language classroom, anxiety about making mistakes in grammar and pronunciation, about understanding the teacher, about remembering vocabulary) has been prominent as a supported cause of the failure.

Among other causes cited in the literature is the lack of effort, lack of motivation, poor language learning habits and low "ability" in language learning. (Schwarz R. , 1997)

## **2.2. Benefits of learning a new language**

Learning a second language is an empowering experience. It may also help them understanding some of the nuances of English. With all kids, it can be a great way to tap into their cultural background. Plus, foreign languages can convey concepts that don't exist in the English language. (Kelly k. , 2015).

The benefits of having a second or third language are undoubted, and many students with dyslexia become quite competent in other languages. (Dyslexia Association of Ireland, 2010).

Dyslexia specialists generally agree that dyslexic children should be given an opportunity to learn a foreign language. It is likely that many dyslexic children will enjoy an active learning opportunity which focuses on multisensory language learning and involves a lot of role play, games, singing and other group activities. While it is acknowledged that some dyslexic children are only likely to achieve limited competence in a foreign language, it is important to acknowledge that the opportunity to participate in communicative activities brings additional benefits such as enhanced social development. The language classroom will inevitably broaden students' horizons as their awareness of other cultures and communities develops. ( The British Dyslexia Association., 2014).

## **2.3. Individualized Educational Program (IEP)**

It was noticed that our Educational System does not have a specialized plan for students with learning disabilities, in this case dyslexia. It was researched what other educational systems have done about it.

The University of Washington (2015), defines The Individualized Educational Plan (IEP) as a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

A federal law in the USA called “The Individuals with Disabilities Education Act” (IDEA) requires that public schools create an IEP for every child receiving special education services. Stanberry, (2014), argues that children from age 3 through high school graduation or a maximum age of 22 (whichever comes first) may be eligible for an IEP. The IEP is meant to address each child’s unique learning issues and include specific educational goals. It is a legally binding document. The school must provide everything it promises in the IEP.

The IEP is personal and unique for every single student and it cannot be used for other student without the correct modification. Moreover, it can be modified for specific purposes and specific learning disabilities.

#### **2.4. IEP and Dyslexia**

In other countries where the legislation has developed specific requirements, when a student with dyslexia is eligible for accommodations in the classroom through an IEP or Section 504, they are individualized to fit the unique needs of the student. The accommodations are discussed at an annual meeting and then the educational team determines which accommodations will be implemented. Although these can vary from student to student, there are some accommodations which are commonly found to be helpful for students with dyslexia. (Bailey, About Education , 2015).

The IEP process involving a student with dyslexia can be a maze of misinformation and misguided advice. Investing the time to understand this process can make the difference between academic success and academic frustration. (Sandman-Hurley, Expert Beacon , 2014).

#### **2.5. IEP Importance for Dyslexic Students**

According to Kristin Stanberry(2014), The IEP sets the goals that the student will follow the whole academic year to improve their grades, and skills. Also, it provides better methods and techniques that are needed. The IEP also gives the

instructions to the teacher in order to work with the student in a more appropriate way.

## **2.6. Creation of an IEP**

According to Mark Hutten (Hutten, 2012) there are several stages that are needed to be followed in order to create an IEP: pre-referral, referral, identification, eligibility; development of the IEP, implementation of the IEP, and evaluation and reviews.

- **Pre-referral:** in this step there is an investigation about the kind of problem the student has, and the whole investigation and process will depend on the learning disability that the student has. This investigation consists on the explanation of the difficulties and challenges that the student faces in the classroom, and how effective are the services that the school provides for the student. Also, it tries to prove if the instruction that the student is receiving is appropriated for him/her and if the student has been monitored in the whole educational process correctly. In this stage, teachers and parents work together, the parents provide all the information that they have about the student and the teacher tries different approaches to know which one works better.
- **Referral:** this stage tries to prove what kind of special education service the student needs. For this, there must be references from professionals like the teachers, social service agencies, counselors, doctors, psychologists or a specialized teacher.
- **Identification:** this stage tries to prove whether the student has a learning disability or if the student needs a special educational service, but in any case the IEP will always be required. In this stage the investigation goes deeper and specific, usually people focus on the health, educational performance, behavior (inside and outside the classroom) and how evaluations are working for the student.

- **Eligibility:** this step consists on identifying if the student has a real disability and if the students fulfill all the requirements in order to receive a special education service.
- **Development of the IEP:** after all the process that was mentioned before, this step consists in producing the IEP. Parents and the IEP team work together using all the knowledge that they collected in order to provide an appropriate education, service and assessment for the student. They also analyze what resources are needed to help the student to accomplish their goals and to determine the goals that best suit to the student.
- **Implementation of the IEP:** after the IEP is already done and all the requirements are completed, it is implemented immediately in the curriculum, pointing out all the special services, accommodations and education that the student is receiving. The IEP can change its goals depending on the necessity of the student, but if the IEP has a lot of changes, it is recommendable to do a new meeting to check the points and make the necessary changes.
- **Evaluation and reviews:** In this step the IEP team makes sure the student is making educational progresses and that the goals that were set is accomplished correctly. Also, the team makes sure that the tests are according to the necessity of the student and if the student receives an efficient assessment.

## **2.7. People involved in the creation of the IEP**

As stated by Amanda Morin (2015), an IEP stands for individualized educational program, and it is necessary for students with any kind of learning disability in order to help them to endure the problem that they have. For this, the IEP must be managed by people who know about the special problem that the student is going through in order to lessen it and not make it worse. The people that can help in the creation of an IEP are:

**Parents:**they are important in the creation of an IEP.They know the likes and dislikes of the students; also, they know the strengths and weaknesses of the student outside the classroom.

**General education Teacher:**the teacher is the most important because they know the strengths and weaknesses of the students inside the classroom, also they can help to create the goal for their specific subject that the dyslexic student is struggle it with.

**Administrator:**they are going to be concerned in the facilities that the student has in order to accomplish the objective that are going to be set in the meeting.

**Expertise:**the expertise will bring ideas to the table about behavior, problems, ideas, comments and suggestions about how the student should be treated and how the student should learn something. The expertise must be according to the specific learning disability that the students have. In this case, dyslexia can be treated by a language speech expertise, a phonological expertise, and a physical therapist if it is necessary.

**Specific educational teacher:** this teacher will be in charge of bringing specific educational methods or techniques.

**Psychologist:**to tests and prepare the student for the new experience that is going have. (Optional)

## **2.8. Content in the IEP**

According to U.S. Department of Education (U.S. Department of Education , 2013), an IEP includes:

**Present level of performance:** this is to know how well the student is working in class and what the student can do inside the classroom, basically it is a description of what the student can or cannot do. Also, it shows the poor effect that the regular curriculum has in the dyslexic student, and it can be seen through grade, tests, activities etc.

**Goals:**the goals that the student has in the whole scholastic year, but they can be modify in months, weeks, or days.

**Child's strengths and weaknesses:**this part will help the IEP team to know which educational struggle the student is having and work on it.

**Services:**the services are all the equipment, accommodations and facilities that the school has in order to accomplish the goals that were set.

**Accommodations:**accommodations refer on how the student is been taught and what kinds of changes are necessary to do in order to help the student learn better.

**Results and evaluations:**this part will verify if the IEP is working for the student.

## **2.9. People who implement the IEP**

According to U.S. Department of Education (U.S. Department of Education , 2013), An IEP is an instrument for teachers who teach students with learning disabilities, and it is truly important that the teacher knows exactly how to handle it. For this reason, teachers have to receive special training from an expert and from the team who created the IEP in order to master all the special teaching methods, services, accommodations and implementations that were written in the IEP in order to teach to the students effectively and efficiently. Also, to create an easy and better learning environment for the student that would be according to his/her needs.

## **2.10. Implementation of the IEP**

According to Center for Parent Information and Resources (2014), As soon as the IEP is already done, the administrators have to ensure that all the things that were written in the IEP can be fulfilled and accomplished them. The school has to provide the adequate service, and fulfilling the modifications and accommodations that were written in the IEP. The IEP attaches the dyslexic students to the curriculum making it easy to accomplish the program and adding the dyslexic student to the whole activities that the school provides. In order to accomplish the IEP successfully it is necessary to accomplish the following instructions:



- All the teachers have to know about the problems that the dyslexic student is going through.
- Teachers have to work together sharing information about the progress of the student.
- All the teachers must know the content written in the IEP and master it.
- The dyslexic students must know their responsibilities in order to achieve them successfully.
- Parents have to communicate the struggles that the dyslexic student having in his/her house, related with the education in order to create better solutions to those problems.
- Having a mentor or extra help for the dyslexic student will help to move on faster on the program.
- Monitor the progress of the student constantly will help to know if the program is working or not.

## **2.11. Strategies for the IEP**

### **A. Metacognitive strategies**

According to Inclusive School Network (2015), and Connie Malamed (2015), the use of metacognitive strategies makes easier the path that dyslexic students have to walk through, because it helps them to overcome any situation that causes their learning disability. The following strategies will be necessary in the class where we have a dyslexic student.

- Thinking aloud: this strategy will help the dyslexic student in the reading comprehension to consciously monitor their comprehension and to listen to their pronunciation mistakes.
- Self-questioning: this strategy will help the dyslexic students to understand better a text
- Team work: this strategy helps dyslexic students to share and compare his answers with other learners to discuss them and to take the best answer.

- Organizational tools: rubrics and checklists are needed for the dyslexic students before and after the do a task, because the need to plan how they are going to complete the task and the time is going to take, also they are useful when the student
- Mentors: providing a mentor who can be a teacher or a student helps the dyslexic students to learn from someone that is slightly more advance that them. Also, students learn a lot better when they can see how the work is done.
- Reflection: using self-reflection to evaluate themselves helps dyslexic students in order to find their own mistakes and learn from them.
- Self-interpretation: this improves their comprehension to understand subject, text or questions.
- Summarizing: this strategy the dyslexic student needs to recognize important parts of the reading and translate them to their own words make the brain acting for a specific purpose.

## **B. Multi-sensory strategies**

According to The Minnesota Literacy Council (2015), the following strategies could help to the different kind of multi-sensory student that we can find in the classroom, but they are better to teach dyslexic students because of their use of the sense to learn an specific point in class.

- Use pictures to teach phonetic and videos to see how the words and sounds are pronounced.
- Teach sounds, words, grammar, etc. by painting, writing on the sand (optional), playing an instrument etc.
- Using rhyming is better to remember words and pronunciation.
- Teach using moldable objects, this is great to teach sound, letters and words.
- Use story picture for writing a story according to the picture that they have use.

- Use colorful material to attract their attention.
- Make them read and then create or build what they read to assess their understanding.
- Use puzzles with the vocabulary that they just learnt.
- Use charades to interpretation of the vocabulary.

## 2.12. Pedagogical Methodology for dyslexia

### A. Metacognitive method

According to Jennifer A. Livingston (2011), said that metacognitive method refers to the way teachers use to help students to understand their own way of learning and intelligence also to understand their own way of processing information. This method is very useful because it helps students to know where and when to use certain or specific strategies for solving one or several learning problems including why how to use that or those specific strategies. Using this method, the dyslexic students can use their cognitive learning reasoning to know what they do and don't know about what is been taught. The metacognitive method can be divided in two that are knowledge cognition and regulation cognition.

**Knowledge cognition:**is the knowledge the dyslexic students possess about how they can learn or how the can process information in their brain. It means that they need to know about strategies that are helpful for the specific task that they want to accomplish.(Flavell J. H., 2011).

**Regulation cognition:**is how you implement the strategies that are necessary to accomplish your academic goals. In this part it is necessary to evaluate yourself in every task that you are performing and plan how to do the task will be necessary before starting the task.(Brown A. , 2011).

## **B. Multi-sensory method**

According to Joanna Nijakowska Professor from the Department of Pragmatics at university Lodz in Poland in the online course Dyslexic Learners in EFL Classroom: part 4. (Nijakowska, Youtube , 2014 ), Multi-sensory is a useful method to teach dyslexic students, because it provides a well-organized structure for the lesson that is going to be taught. It also helps the lesson using the different senses and skills like listening, reading and writing that can be combined for one lesson. Multi-sensory method helps to create cumulative activities. It means that there are going to be more challenging every time the student overcomes the activity. It gives to the lesson a wide range of practice to the point that is been learned. The multi-sensory teaching technique let the teachers check the progress while the students are doing the activity so they are in constant revision during the whole class. One of the most important things that multi-sensory helps you as teachers through the lesson is to involve direct and explicit explanation about the content structure that you are teaching. This method also uses drills in order to help with the pronunciation.

### **Multisensory Method in EFL classroom to help dyslexic students**

According to Amanda Morin (2015), Multisensory Method works in the following ways:

- The learning process can lean on graphics like pictures, videos or any visual instrument.
- It can also use hearing material and construct lesson around them like music, instruments. Etc.
- It mixes the characteristics or a particular sense depending on the class or what is going to be taught.
- It involves the students in the class using the material that the teacher brings.
- It combines the information that is going to be taught with elements that students can examine with their senses.

## Multi-sensory techniques

According to Morin (2015), there are several techniques that we can use in the multi-sensory method:

- **Word building:** students build words or phrases using pieces letters with different colors in order to connect sounds with the letter.
- **Read it, build it and write it:** Students built what the read to connect the word with the image helping them to write it.
- **Tapping out sounds:** it helps students to divide words in segments breaking down the sound and making it easy to process.
- **Sharing reading:** students interact with the book while the teacher or an audio book is reading the story with them, students can underline or circle words that are difficult for them to pronounce or match with the object that is said.

### C. Orton-Gillingham method

The Orton Gillingham method is one of the oldest methods specially created to teach dyslexic students, and it focuses on the way that the student acquires the language and how it makes sense in their head. It teaches using a phonemic structure specially designed for dyslexic students, it means that the student learns how to isolate word into specific and individual sounds, and it teaches the connections that a word and a sound has, starting with small sounds until the students can read complete words and full sentences. It involves the use of all their senses in the lesson considering the needs of the students. The students learn new material while they are checking known material; it means that the students use the material that they were taught in class.

The requirements for teaching this method are:

- To be adaptable to the possible changing material and flexible with the errors and mistakes that the students might have in the classroom.
- To be understanding and patient with the students.
- To be capable to recognize the needs of learners.

Now, the Orton Gillingham method differs from other methods in the way of what the student is taught and how that same student is taught.(The Schenk School, 2013).

### **What is taught (content)**

There are ways that Orton Gillingham method is taught (Bright Solutions for Dyslexia, Inc., 2013 ), and those are:

**Phonemic awareness:** students learn how to isolate words into individual sounds. Also the learn how to modify a sound to create a different word, how to delete sounds and how to compare and contrast sounds.

**Phoneme correspondence:** in this part the student learns the sound that represents each letter.

**The six types of syllables:** in this part students learn the six types of syllables compositions of the English words, so it means they will be able to recognize a syllable and how it sounds.

**Probabilities and rules:** in this part the student is taught most of rules of word formation and combination and the possible ways that a sound can be written. For example the sound /shun/ into: tion, sion, and cion.

**Roots, affixes and morphology:** at the end all these three parts are taught to help the students to increase their vocabulary and to develop the ability to understand different words.

## **The way is taught**

There are several techniques that can be used within this method (Bright Solutions for Dyslexia, Inc., 2013 ).

**Intense instruction with ample practice:** dyslexic students learn by doing by themselves and practice as much as they can.

**Direct and explicit instruction:** grammar rules, spelling rules, phonetic rules and other rules are said directly and taught directly.

**Systematic and cumulative:** dyslexic students have a review of the class before until they master it while they practice new rules.

**Diagnostic teaching:** in this part the teacher assesses the students continuously to make sure the students learn and understand the lesson and can apply it correctly. After this happens the students have to be retaught one more time the same rule to not leave holes on the learning process.

### **2.13. Dyslexia in EFL classrooms**

According to Judit Kormos (2014), dyslexia-related learning differences may not be apparent in the mother tongue and can come to light only in the EFL classrooms.

Judit Kormos in the online course Dyslexic Learners in the EFL Classroom: Part 1 (2014), says that Dyslexia affects the EFL process by making it go slowly and inefficient for those ones that have it. Usually, problems occur in the classroom because there is a lack of knowledge about dyslexia from the teachers and their effects on EFL teaching. As it is well known, dyslexia causes the difficulty in word recognition, assimilation, spelling, and the spoken process of information in the mother tongue, but it can also affect in the same way to the language that is been taught.

Moreover, She said that the most common problem in dyslexia is reading comprehension, but it can also be by affected the production of the written and spoken language that the student is learning.

The learning of a new language involves the ability to retain new information which is very difficult for a dyslexic student because of their short term memory. The short term memory is one of the biggest problems that dyslexic students face, because in order to use the target language we need to manipulate pieces of language at the same time, it means to use grammar, vocabulary, spelling and pronunciation fluently and simultaneously making it difficult for a dyslexic student to accomplish them all at the same time. The effect of all these difficulties usually causes problems to dyslexic students like lack of attention, misbehavior, lack of motivation, not acting in class, low grades, and low esteem among others.

#### **2.14. Problems that a dyslexic student may have in an EFLclassrooms**

According to different experts Joanna Nijakowska (2013), Oxford University Press (2012), and Judit Kormos (2014), said that the problems that dyslexic students can have in the EFL classrooms are:

- Bad pronunciation.
- Poor spelling.
- Cannot link ideas.
- Frequent grammar mistakes.
- Mixing up letters.
- Misunderstanding words.
- Reading more slowly.
- Not understanding the meaning of text or words.
- Problems at reading out loud.



- Problems at paying attention to the meaning.
- Problems at elicit new vocabulary.
- Not understanding instructions.

### **2.15. Identification of a dyslexic student in an EFL classroom**

According to experts Sally Farley (2012), and Nessy Learning(2013), these are some common characteristics in dyslexic students that we can identify in the classroom:

- Avoid acting in class.
- Memory problems.
- Low set of phonemes.
- Distract easily.
- Hate reading out loud.
- Poor organization skills.
- Problems summarizing a story.
- Cannot accomplish a task completely.

### **2.16. Classroom environment for a dyslexic student**

The expert Anne Margot Smith (2014), suggests that among the characteristics of a good learning environment for a dyslexic student we have the following:

- Temperature, light, and noise can cause problems in the dyslexic students.
- Too much information can be overwhelming.
- Too much pictures might distract the kid.
- A dyslexic student should be sitting in front of the class.
- Should be surrounded by mates that could help him.

- The board should not be overwhelming with pictures.

### **2.17. Communication and interaction for a dyslexic student**

Anne Margot Smith (2014), suggests that the traits of communication and interactions of dyslexic students with their peers and teachers are the following:

- They work better when they work with friends.
- Work with unknown people might make them feel stressful.
- Consider the strength and the weaknesses of each student before form pairs.
- Give clear instruction and repeat it until the students have understood.
- Try to give positive feedback.
- Give solutions to the mistakes not just correct them.
- Give strategies.
- Provide an overview of the lesson at the beginning.
- Break the task in several pieces to make it easy.
- Give them time to express their thoughts.
- Do not focus too much in spelling.
- Bring extra ideas.
- Bring visual material.
- Check their work regularly.
- Help them to develop their ideas.

## **2.18. Course content and material for a dyslexic student**

According to The International Dyslexia Association (2013), and Anne Margot Smith (2014), the course content and materials for dyslexic students should be as follows:

- There are special books for students with dyslexia.
- Review the sounds before a reading.
- Break the activities in several pieces to make it easy to do.
- Give time to think through the lesson.
- Give more opportunities to check their content.
- The books shouldn't have too much pictures.
- Use notebooks that have thick line.
- Give them personal chair to work.
- Use a diary to remember the important thing.
- Underline the lines of the book or paragraph with different colors.
- Use multi-sensory activities.
- Help the student to do a brainstorm before writing.
- Use audiobooks.
- Make them read while you are reading.
- Use pictures to teach vocabulary.
- Use matching as much as you can.
- Give them materials that motivate them to read.
- Use technology (computers, apps, etc.).
- Record their voice while reading and make the listen it again.

- Use music with lyrics to motivate them.
- Provide audio books to read in their house as homework.
- Use conceptual maps to explain your content.

## **2.19. Principles of working with dyslexic students in EFL classrooms**

Margaret Crombie(2014), summarizes the principles to work with dyslexic students the following way:

- Help students to learn through their senses using multi-sensory activities.
- Create a systematic learning environment.
- Make learning sequential it means use a series of logical steps.
- Make learning cumulative it means increase the difficulty little by little.
- Provide a good model of speaking which help student to provide them with correct pronunciation and support (the teacher).
- Create opportunities to reinforce what they have learn in order overcome their short term memory.
- Help to develop memory strategies.

## **2.20. Solutions that might help a dyslexic student**

According to Reading Rockets (2015), the International Dyslexia Association (2013), suggests activities and content that may be taught in order to help dyslexic students:

- Teach phonetics to help them with their pronunciation problems.
- Use metacognition approaches to develop their memory.
- Use short texts to make them easy to read and finish.
- Divide long texts in small parts to make it easy and not stressful.

- Use glossaries for unknown words to help to their understanding while they're reading.
- Use illustrations to teach new vocabulary. In that way they can know the meaning without the need of translation.
- Use easy questions as an introduction and ending of a lecture to make sure the reading was clear.
- Use and teach them skimming and scanning. These strategies will help them to finish faster.
- Try to make the students have more use and contact of the new vocabulary. In that way they feel related and practice until they become natural.
- To make dyslexic students have more practice of the new language. In that way you can control them and correct mistakes.
- When a dyslexic student commits a mistake, always try to use self-correction to make them conscious about their mistakes.
- Use multisensory activities in your classes because when they use their senses to learn a lesson, the lesson becomes much easier
- Teach dyslexic students reading strategies to overcome and make their reading problems easier.
- Motivate them to read more and aloud to practice their reading so at one point they can overcome it.
- Set achievable goals according to their level of performance and proficiency. This will help them to learn easier and faster.
- As a teacher, going to their lesson pace will be making the easier and not stressful to complete a task.
- The dyslexic student needs to plan what to do, so give them time to respond and read the text. In that way, they will complete the task successfully.
- To use the level of language according to theirs to make yourself understand to them and not to confuse them with the language.

## **2.21. Correcting errors for dyslexic students**

According to Ingvar Lundberg(2011), errors are very common for a dyslexic student, and they produced them in different parts of the speech. Those errors can be from spelling, grammar rules, word formation, phonological, and even in context. For this reason, teachers must know and use an effective way to correct them and make sure that dyslexic students do not produce them again.

As reported by The Dyslexia Association of Ireland (2013), and Dyslexia Victoria (2012), there are strategies that teachers might use to correct a student and those can be:

- The teacher can highlight, underline or circle all the mistakes that the dyslexic student has committed using different colors to know what kind of error or mistake the students have committed and to attract their attention to their mistakes.
- The teacher can use comparison strategy by writing the correct answer on the board and make the students compare their answers with yours.
- The teacher can count all the mistakes that the dyslexic students have in the paper, then tell them the total of mistakes and finally make them correct the mistakes without point them out.
- The teacher can use repetition to make the students memorize the new vocabulary; however the dyslexic students tend to lose concentration while doing it and end up giving it up or hating the language.
- The teacher can focus in the content rather than the mistakes when is grading a paper.
- The teacher can use peer correction to make the correction interactive so the dyslexic students can learn about their mistakes from others.
- The teacher should correct content and not grammar.

### **3. RESEARCH METHODOLOGY**

#### **3.1. Location and Participants**

This project takes place in Harvard High School from Guayaquil city located in the Alborada 14 phase, with three students from fourth grader that were found, because it is assumed that they have learning disability problems.

The population from Harvard High School is 538 students from which it has been noticed that three students from fourth grader showed several learning characteristics which are common in dyslexic people.

#### **3.2. Design and data collection instruments**

Zaidah Zainal (2007), defines case of study as a method that helps the researcher to have a close look of the data that it has been examined. The case of study can use small groups of participants of an specific area in order to be study. Case of study resaerch temporary phenomenos that occurer in real life giving a detail analysis of events or conditions and their relationships. This is the reason why case of study is going to be used as the method for this project

Robert K. Yin (2009), discusses thatcase of study is an empirical inquiry that research a temporary real life phenomenon in context when the limits and the context are not clearly evident. it also research for diferent resources that will give more variebles to the data resulting at the end in one final conclusion. This methodology suits perfectly to this project since it faces a real problem that affects possible inclusion students at Harvard High School. Ferrance also states that "Teachers and principals work best on problems they have identified for themselves."

For a better understanding of the students' situation about reading and writing in the EFL field, there are going to be analyzed several sources of data which

are:report cards, grades, samples of students works and tests to give an analysis of the elements that contribute to build up the problem specially in reading and writing and what are the areas in which the students are failing to prove that they have a learning disability and that they need pedagogical help from the institution.

It was chosen two subjects to be analyzed: Literature and English as a foreign language to serve as evidence that there is an existing problem with these students. The origin of these two subjects is Linguistic, which is the reason why they could help to find out how students perform with language issues. From students' work and tests it will be observed errors and word formation to determine the correlation with dyslexia characteristics.



## 4. DATA ANALYSIS

It was chosen as data collection tools report cards, grades, samples of students' works and tests in order to analyze information.

In order to test students reading and writing students that may have dyslexia, it was designed the following tables based upon the material found in the literature review.

Types of errors in reading comprehension	Student 1	%	Student 2	%	Student 3	%
Hard time while reading (decoding)	3	75,0	2	50,0	4	100,0
Problems following written directions	4	100,0	4	100,0	4	100,0
Struggle summarizing the story	3	75,0	3	75,0	3	75,0
Poor comprehension of the text	3	75,0	3	75,0	3	75,0
Problems rhyming	4	100,0	4	100,0	4	100,0
Problems when answering questions	4	100,0	3	75,0	3	75,0

**Table 1, Types of errors in reading comprehension, adapted from Lapkin (2014), Perlstein (2015), and the University of New Castle (2015).**

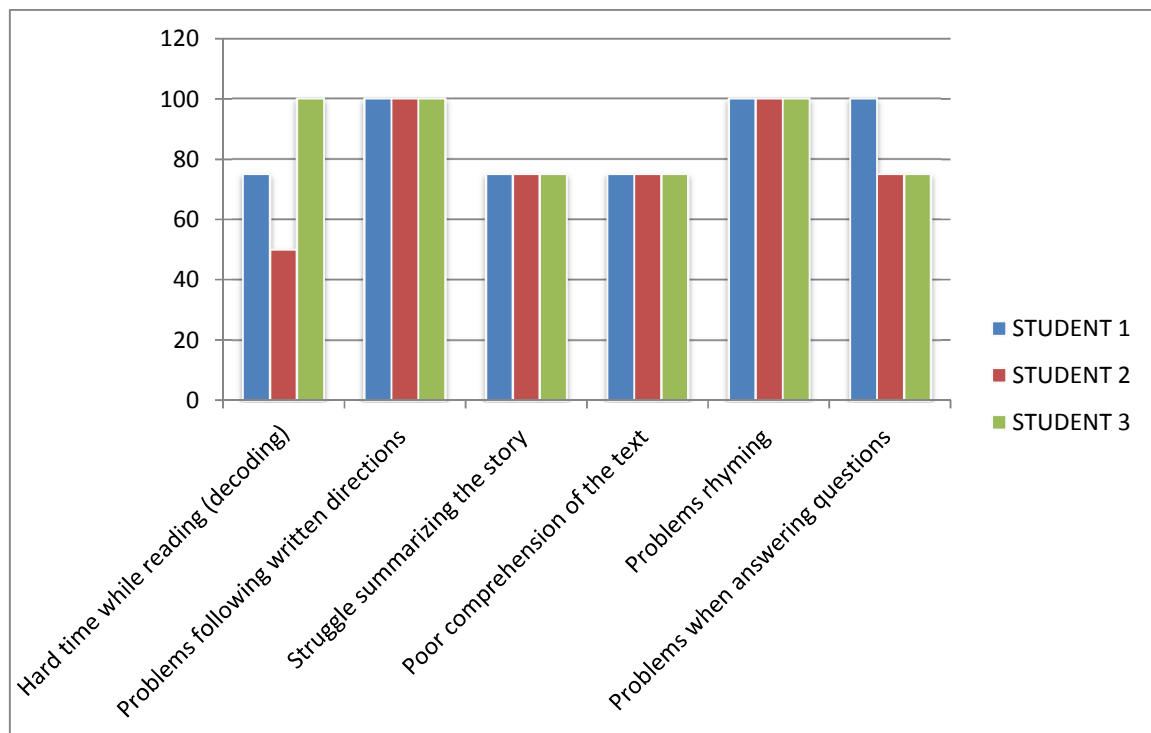
The above mentioned entries were taken from the literature review in order to create a checklist to analyze the types of errors that a students with dyslexia have in a reading comprehension exercise.

Scale	
high frequency of errors	4
frequently incidence of errors	3
average frequency of errors	2
low incidence of errors	1

**Table 2, Grading scale for reading comprehension, created by the author.**

In order to grade students, it was created a grading scale that gives a percentage of the errors that the students had while reading during an activity in class. The scoring is as follows: 4 showing a high frequency of errors, 3 a frequently incidence of errors, 2 averages frequency of errors and 1 low incidence of errors. Those percentages are going to help the data analysis to provide statistical information for analysis.

### Percentages of errors while reading per student



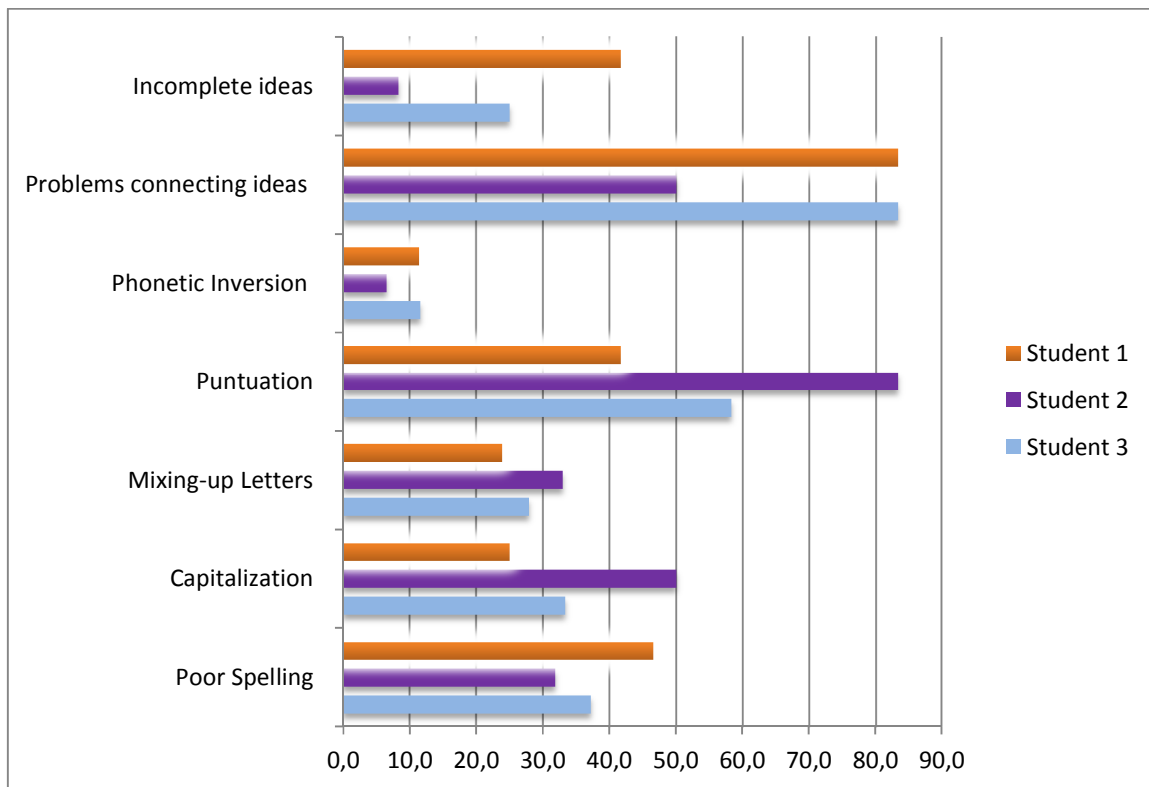
**Graph 1,Percentage of errors in reading comprehension, created by the author.**

- The three participants in this study evidenced many problems in these areas: following written directions, and rhyming words percentage.
- The three students showed many errors while summarizing a story, the teacher helped the students to organize their ideas in order to complete the summary.

- The three participants had reading comprehension issues this means that while trying to understand a paragraph they had a really hard time.
- The student 1 exposed a high frequency of errors while trying to decode words from a reading paragraph of eighty words.
- The student2 had an average frequency of errors in decoding a paragraph.The student wrote the pronunciation when the teacher plays the cd.
- The student 3 had the highest amount of errors while decoding words from a paragraph.
- The student 1 had the highest amount of errors when asked questions about the reading.

	S1 text 86 words		S2 text 91 words		S3 text 88 words	
Types of errors in writing	student 1	%	student 2	%	student 3	%
Poor Spelling	32	37,2	29	31,9	41	46,6
Capitalization	4	33,3	6	50,0	3	25,0
Mixing-up Letters	24	27,9	30	33,0	21	23,9
Punctuation	7	58,3	10	83,3	5	41,7
Phonetic Inversion	10	11,6	6	6,6	10	11,4
Problems connecting ideas	10	83,3	6	50,0	10	83,3
Incomplete ideas	3	25,0	1	8,3	5	41,7

**Table 3, Types of errors in writing, adapted from Nijakowska (2013), Oxford University Press (2012), and Kormos (2014).**



**Graph 2, Percentage of errors in writing, created by the author**

The above graph shows the errors that the three participants had while writing a paragraph of one hundred words or more. The students had to write a paragraph of 85 to 100 words.

- The graph indicates the amount of errors per student. The students 1 and 3 showed the highest percentage of incomplete ideas while the student 2 had a low percentage of incomplete ideas.
- The participants 1 and 3 showed a high amount of errors connecting their ideas while writing the paragraph, the student 2 showed a high percentage of errors while writing a paragraph but not as high as students 1 and 2
- The 3 participants showed several words that had phonetic inversion in the paragraph.

- The student 2 showed the highest percentage of errors in punctuation while student1 showed a low percentage of errors in punctuation comparing with the students 2 and 3, the student 3 showed frequents mistakes in punctuation.
- The 3 participants had a similar amount of errors mixing-up letters but the student 2 had the highest scored form the other two participants.
- The student 1 had some problems capitalizing words in the writing activity; the student 2 had a high score capitalizing words in the writing activity and the student 3 had frequent problems capitalizing words in the writing activity.
- The student 1 had the high percentage of errors in poor spelling while writing a paragraph, follow by the participant 3 who had very frequent errors in poor spelling and the one who had fewer mistakes was the participant 2.

As for the errors found in the three participants, it can be concluded that the students may have dyslexia and that they need to be supported by the educational institution where they assist. A specialist in learning disabilities should analyze the errors seen in the students work in order to give professional opinion; and, the teachers need to use in class the best methods to approach to these students to help them improve their poor spelling, connecting ideas, punctuation and mostly decoding.

## **5. Proposal**

To accomplish with the research objectives and as a proposal for giving solutions to the lack of methodology to be used with students that show dyslexia problems, it was designed a format for an Individualized Educational Program for Harvard High School. It is divided in two parts, the first part tries to collect all the information needed from the student who has or may have a learning disability problem; and the second one sets the goals, strategies, and method.

### **5.1. Individualized Educational Program (IEP)**

The following Individualized Educational Program format was based on the documents from Helen Arkell Dyslexia Center(2013), and The Nottingham Trent University(2013), that will research the characteristics of the student so as to examine the specific learning disability that the student has in order to provide him/her with the right kind of education that the student's needs for the progress in an academic learning environment and to reach the goals of the general curriculum.

### **5.2. Child and Family Questionnaire**

This child and family questionnaire should be filled out upon the parents, relatives or care giver's information given to the classroom teacher. The tutor's information is necessary to keep in contact with the home. The relative information is necessary to explore the possible origins of the learning disabilities. It also gives detail information about medical issues and student's interests as well. Such information is important to design the activities and strategies that the teacher can implement in the classroom. This document must be administrated by the classroom teacher and this important document that should be kept in the institution's records.

**General information**

Date:	
Location:	
Time:	
Purpose:	

**Background of the student:**

Student's full name:	
Date of Birth:	
Gender:	

**Tutor's information**

Full name:	
Relationship with the student:	
Address:	
Work of place:	
Phone number(s):	

**Relative information**

	YES	NO
Does the student live the father?		
Does the student live with the mother?		
Does the student live with siblings?		

Does the mother use drugs or drink alcoholic beverage during pregnancy? Please explain.

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Did the mother have problems during pregnancy? Please explain. E.g. Excessive vomit, excessive lack of sleep etc.

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If the situation of the student is different, please explain

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Do you know if a relative have been diagnose with a learning disability? E.g. dyslexia, ADHD, etc. please explain if the answer is yes.

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Has the student been diagnosed with a learning disability? Please explain if the answer is yes.

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What are the subjects that the student is struggling with?

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What are the skills that the student is struggling with? E.g. reading, listening, speaking, writing please give detail as much as you can.

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Does the student assist to any kind of therapy? Please explain if the answer is yes E.g. speech therapy

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Does the student suffer from a medical illness? E.g. asthma, epilepsy, allergies, etc. Please explain if the answer is yes.

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Have the student been checked by a doctor or a medical specialist? Please explain if the answer is yes.

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What are the interests of the student? E.g. soccer, reading, listens to music etc.

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What are the likes of the student? Favorite color, soccer team, actor etc.

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What are the dislikes of the student? It could be a subject, a person etc.

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What does the student do in the spare time? Sleeps, run, play videogames.

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What are the student's favorite subjects in school?

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What are the subjects that the student hates in school?

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What are the strengths of the student?

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What are the weaknesses of the student? (School)

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### 5.3. IEP Team, Specific Learning Difficulties Questionnaire

The IEP must be formed by professionals that give solutions to the student's learning disability. Plus parents must be present in the meeting in order to know what is going to be done with the student's problem.

#### Name of the professionals involve and the role in the IEP

Name	Profession	Role

#### Ensure that the information received is accurate for the IEP

Who did the research:
What was the purpose:
Who/what was the source of information:
What research method was used:
How long did it take the research:

What is known about the student? (Complete description of the student)

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Final diagnose and description about the learning disability of the student.

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**Present level of performance**

Grades:	
Strengths:	
Weaknesses:	
Performance in class:	
Observations:	
Behavior:	
Communication:	
Skills:	
Social skills:	

**Accommodations for the student**

Classroom accommodation:

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Test accommodation:

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**Adaptations for the student**

Teaching adaptation:

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Material adaptation:

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**Services for the student, and why**

Speech therapy service, interpretation service, physiological service, medical service etc.

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**Development of the goals**

Decide if the goals are annual, monthly, weekly or in extreme situation daily

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Choose the appropriate methodology

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**Evaluation for the student**, choose the way in which the student will be evaluated

Pop up quizzes	Easy tests	Special exams
Homework	Effort	Class participation
Others		

**Review of the progress**

Is the student accomplishing the goals set for him/her?

 yes no

Are the methodologies helping to the progress of the student?

 yes no

Are the accommodations helping to the progress of the student?

 yes no

Are the adaptations helping to the progress of the student?

 yes no

Are the services helping to the progress of the student?

 yes no

**Modifications of the IEP**

If the student is not progressing using the IEP, the people involve have to meet again and modify the parts that are not helping to the student to make progress.

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#### 5.4. IEP Goals, Methods and Strategies

The books that are required for this IEP are: Pronunciation Games(Hancock, 2011),Reading Comprehension & Fluency Grade 1(2012), and A Treasure of Classic Stories(2014),

This IEP Is going to cover the school year 2016 – 2017 starting from May 2016 until the month of February of 2017.

#### May

4 <sup>th</sup> Grade Goals	Method and Strategies	Observations
The student will be able to count syllables, recognize syllables and make stress with three or four syllables, make patterns and word stress, and finally make stress patterns in simple nouns.	Using the Orton Gillingham method with the strategy of Intense instruction with ample practice	(here it should be reading if the goals were accomplished)

#### June

4 <sup>th</sup> Grade Goals	Method and Strategies	Observations
The student will be able to recognize and make stress patterns in adjective, make and recognize stress in two-syllable verbs, when and when not add a syllable in - <i>ed and s/es</i> inflections, make and recognize stress patterns in long words.	Using the Orton Gillingham method with the strategy of Intense instruction with ample practice	(here it should be reading if the goals were accomplished)

## July

<b>4<sup>th</sup> Grade Goals</b>	<b>Method and Strategies</b>	<b>Observations</b>
The student will be able to recognize and make stress patterns in words, identify the common sound in a group of words, recognize and make minimal pairs, match vowels with sounds.	Using the Orton Gillingham method with the strategy of Direct and explicit instruction.	(here it should be reading if the goals were accomplished)

## August

<b>4<sup>th</sup> Grade Goals</b>	<b>Method and Strategies</b>	<b>Observations</b>
The student will be able to have awareness of sounds, produce vowel sounds in words spelt with a final e, produce consonant sounds and vowels followed by a written <i>r</i> , read and produce pairs of written vowels.	Using the Orton Gillingham method with the strategy of Systematic and cumulative.	(here it should be reading if the goals were accomplished)

## September

<b>4<sup>th</sup> Grade Goals</b>	<b>Method and Strategies</b>	<b>Observations</b>
The student will be able to recognize and make individual sound /i:/ and /j:/, produce the vowels as pronounce in the alphabet, produce sounds and phonetic symbols, link between vowels and sounds	Using the Orton Gillingham method with the strategy of Diagnostic teaching.	(here it should be reading if the goals were accomplished)

## October

<b>4<sup>th</sup> Grade Goals</b>	<b>Method and Strategies</b>	<b>Observations</b>
The student will be able to answer the questions from the reading, ask questions about the reading and show understanding about the text, also will be able to retell stories and determine the main plot of short stories.	Using a multi-sensory method with the strategy of the teacher election.	(here it should be reading if the goals were accomplished)



**November**

<b>4<sup>th</sup> Grade Goals</b>	<b>Method and Strategies</b>	<b>Observations</b>
The student will be able to recognize and describe the characters of the story and explain sequence of events.	using a multi-sensory method with the strategy of the teacher election.	(here it should be reading if the goals were accomplished)

**December**

<b>4<sup>th</sup> Grade Goals</b>	<b>Method and Strategies</b>	<b>Observations</b>
The student will be able to speak about specific parts of reading and describe sceneries, determine the type of story (drama, poem, fiction) and differentiate between the narrator and the characters.	Using a multi-sensory method with the strategy of the teacher election, until half of the month. Using a metacognitive method with the strategy of the teacher election until the end of the month	(here it should be reading if the goals were accomplished)

## January

<b>4<sup>th</sup> Grade Goals</b>	<b>Method and Strategies</b>	<b>Observations</b>
The student will be able to explain specific parts of the reading that were asked for someone else, compare and contrast topics and characters.	Using a metacognitive method with the strategy of the teacher election.	(here it should be reading if the goals were accomplished)

## February

<b>4<sup>th</sup> Grade Goals</b>	<b>Method and Strategies</b>	<b>Observations</b>
to by the end of the academic year the student will be able to read faster and understand a reading and refer and explain details about the reading.	Using a metacognitive method with the strategy of the teacher election.	(here it should be reading if the goals were accomplished)

## Conclusions

The research done in this work gives clues that in Harvard high school in the course of fourth grade there may be students with dyslexia, and to be certain that those students have that specific learning disability it is recommendable to have a closer look by a specialist to prove that those three students have dyslexia and that they need to use an Individualized Educational Program.

It is recommendable to have a meeting with the parents of the students that were studied for this project because they may not be aware that the students are having problems with decoding words, inverting letters, following directions summarizing stories rhyming and comprehension of the texts.

The institution may not be able to characterize students with dyslexia and provide the necessary pedagogical assistance in order to help students with their problems

The most significant problems that students with reading and writing problems showed were connecting ideas among sentences and paragraphs. This situation was followed by answering questions, maybe because they lack of a good reading comprehension

The institution does not have a specialized program that could help those students who struggle with reading and writing to improve in their grades. The students are been taught as students without a learning disabilities, such situation represents a problem for the institution.

The individualized educational program could improve the grades of students with learning disabilities problems. The IEP can be adapted to benefit students with another specific learning disability such as dyslexia, dyscalculia, or dysgraphia.

The instruments to cope with learning disability students are already created and they are found on the Internet, but it depends on each educational institution to use them and to adopt them in order to help those students who have reading and writing problems.

## **Recommendations**

- Teachers should learn more about learning disabilities and their effects in EFL classrooms.
- Teachers should use a variety of strategies to teach dyslexic students.
- Teachers should be aware of the needs of the dyslexic students.
- The institution should hire special educators to train other teachers how to teach dyslexic students or learning disabilities students.
- The institution must have more programs that include dyslexic students and learning disabilities students of all kinds.
- The dyslexic students should work with books adapted for them.
- Reading should be given at least one hour per day.
- Dyslexic kids should receive inclusive education using an IEP specially designed for them.
- Teachers should work together to find a solution for dyslexic students.
- Parents should help to the educational development of the students.

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## **Annexes**



## DECLARACIÓN Y AUTORIZACIÓN

Yo, Terán García Enrique Rainiero, con C.C: # 0930465349 autor/a del trabajo de titulación: **Program for Developing Reading Comprehension Skills in the Fourth Grade Students with Primary Dyslexia at Harvard High School of Guayaquil**, previo a la obtención del título de **Licenciado en lengua Inglesa** en la Universidad Católica de Santiago de Guayaquil.

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Guayaquil, 13 de septiembre del 2016

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## **REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

### **FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN**

<b>TÍTULO Y SUBTÍTULO:</b>	<b>Program for Developing Reading Comprehension Skills in the Fourth Grade Students with Primary Dyslexia at Harvard High School of Guayaquil</b>		
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<b>ÁREAS TEMÁTICAS:</b>	Dyslexia, teaching		
<b>PALABRAS CLAVES/ KEYWORDS:</b>	Dyslexia, teaching, IEP , method, technique, reading, writing		
<b>RESUMEN/ABSTRACT:</b> 234 words			
<p>This project aims to test the effectiveness of an individualized educational EFL program addressed specifically to students with primary dyslexia who are from the first baccalaureate. Also, it intends to discover efficient teaching methods and techniques that will help students with primary dyslexia to develop their capacity in the area of reading comprehension in EFL classrooms.</p> <p>There were several resources researched to create the theoretical framework and the Literature review of this work. It was reviewed books about learning disabilities, research papers form scholars and web pages with very important documents to be used specially for dyslexia, and other specific learning disabilities. This was used to clarify and define learning disabilities problems and their effects on students.</p> <p>It was noticed that three students from Harvard School had problems while using reading and writing skills. It was compiled composition samples and reading comprehension exercises for gathering data to</p>			

know the level of performance. Upon this information it was constructed statistical analysis and the final conclusions that led to the proposal.

The educational proposal is presented as an Individualized Educational Program which is important for teachers, students and the educational institution in order to work in a real inclusive system. For understanding how the IEP works and how it can be modified for those students who have a learning disability it was researched from two different materials, and adapted to be used for the local context.

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