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THESIS REPORT:

**ANALYSIS OF CURRICULAR ARRANGEMENTS FOR ENGLISH
LANGUAGE TEACHING TO SECOND LEVEL STUDENTS WITH
COGNITIVE DISABILITIES AT MARIA AUXILIADORA SENIOR HIGH
SCHOOL IN ESMERALDAS**

REPORTE DE TESIS:

**ANÁLISIS DE ADAPTACIONES CURRICULARES PARA LA ENSEÑANZA
DEL IDIOMA INGLÉS A ESTUDIANTES DE SEGUNDO NIVEL CON
DISCAPACIDADES COGNITIVAS EN LA UNIDAD EDUCATIVA MARIA
AUXILIADORA EN ESMERALDAS**

PRIOR TO THE ACADEMIC DEGREE IN:

APPLIED LINGUISTICS IN ENGLISH TEACHING

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DISSERTATION COMMITTEE

As members of the Dissertation Committee at PUCE in Esmeraldas, we certify that we have read the dissertation prepared by YINELA BIRGGITTE ORTIZ AYOVI entitled “ANALYSIS OF CURRICULAR ARRANGEMENTS FOR ENGLISH LANGUAGE TEACHING TO SECOND LEVEL STUDENTS WITH COGNITIVE DISABILITIES AT MARIA AUXILIADORA SENIOR HIGH SCHOOL IN ESMERALDAS” and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in English Teaching.

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STATEMENT BY THE AUTHOR

I, Yinela Brigitte Ortiz Ayovi, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCE” Esmeraldas

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DEDICATION / ACKNOWLEDGMENT

To God, for being my daily engine and
guide on the way forward.

To my dear parents, who are the center of my life
and who have been my support and guide
during this process.

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ABSTRACT

The curricular arrangements are the modifications of the ordinary curriculum to respond to the individual learning needs presented by a student with special educational needs. With the purpose to analyze the design of curricular arrangements which are useful for English language teaching to students with cognitive disabilities of second level at “María Auxiliadora” Senior High School in Esmeraldas, 2018, a descriptive, qualitative-quantitative investigation was done with the use of the analytic, synthetic, hermeneutic and descriptive statistics methods; and the techniques of survey and survey which applied during three weeks to 2 English teachers of second level of Senior High School at “Maria Auxiliadora” in Esmeraldas. The results revealed that the teachers design curricular arrangements, but they sometimes do not apply them in the classroom and these students do not develop the English language. It was evident that most of the time the teachers did not use appropriate methodologies to include students with cognitive disabilities. This coincided with the results of previous studies about the curricular arrangements that some English teachers designed to include students with cognitive disabilities. In addition, the English teachers must activate the English language skills in the referred students.

Key words: Curricular arrangements, cognitive disabilities, English language teaching

RESUMEN

Los arreglos curriculares son las modificaciones del currículo ordinario para responder a las necesidades individuales de aprendizaje presentadas por un estudiante con necesidades educativas especiales. Con el propósito de analizar el diseño de los arreglos curriculares que son útiles para la enseñanza del idioma inglés para estudiantes de segundo nivel con discapacidades cognitivas en la unidad educativa “María Auxiliadora” en Esmeraldas, 2018, se realizó una investigación descriptiva, cualitativa-cuantitativa con el uso de los métodos analítico, sintético, hermenéutico y estadístico descriptivo; y las técnicas de encuesta y observación que se aplicó durante tres semanas a 2 profesores de inglés de segundo nivel en el colegio en “María Auxiliadora” en Esmeraldas. Los resultados revelaron que los maestros diseñan arreglos curriculares, pero a veces no los aplican en el aula y estos estudiantes no desarrollan el idioma inglés. Era evidente que la mayoría de las veces los maestros no utilizaban metodologías apropiadas para incluir a los estudiantes con discapacidades cognitivas. Esto coincidió con los resultados de estudios previos sobre los arreglos curriculares que algunos profesores de inglés diseñaron para incluir a estudiantes con discapacidades cognitivas. Además, los profesores de inglés deben activar las habilidades del idioma inglés en los estudiantes referidos

Palabras Clave: Adaptaciones curriculares, discapacidades cognitivas, enseñanza del idioma inglés.

INTRODUCTION

Theme Presentation

Senior High School English Teachers at “Maria Auxiliadora” in Esmeraldas show some difficulties to design curricular arrangements to students with cognitive disabilities. It is necessary to mention some factors: lack of methodological preparation and a few information about learning disorders that should be assisted in the classroom.

Teachers sometimes do not have the idea or do not know how to adapt the didactic material and the activities they use in the class to work with students with a cognitive disability. On the other hand, teachers do not apply strategies to include students with this condition. This adaptation depends about that the teacher needs to be conscious of the cognitive disabilities the students have, so he or she can make the appropriate curricular arrangements.

It is important to know that according to the students' disabilities, the teaching method varies. The English teachers need to an adaptation to the activities and didactic materials that they use in the class to work with students with cognitive disability. It has been noticed that one of the main difficulties which affects teacher is the inclusion of these students, because they do not receive the specific tips or training to adapt activities and didactic materials to work with disabled students to promote hinders integration with regular students and have a better engagement into the classroom environment.

The attitudes that teachers show to students with cognitive disabilities are represented as one of the most important variables to be considered in education and at the same time the appropriate design of curricular arrangements to adapt the didactic materials and activities that should be used for including students. For that reason, they would feel more comfortable and confident when participating in classes. It is important to emphasize that the teaching materials should be used depending on the student's disability, using the specific materials they will feel more comfortable and confident, they need each day to improve their performance in class, and disabled learners will also feel that their classmates and teachers understand them better.

The functional abilities show how to guide educators to realize a significant study plan which is accessible for students of all ages, in this case it will be projected to the students of senior high school with cognitive disabilities such as (Dyslexia, Autistic, ADHD, Brain injury and Genetic Disabilities). Apart from taking into consideration the level of disability of these students, it should be useful for the teachers to adapt curricular arrangements.

Problem Statement

Most English teachers in the high school show some difficulties to design curricular arrangements to teach students with cognitive disabilities, because they do not receive the specific training to do an adaptation according to the methodologies and strategies which must be used. English teachers do not know the level of cognitive disabilities that the students and it an important thing for them to know when they are going to design curricular arrangements.

How do curricular arrangements improve English language teaching in disabled students of second level at “Maria Auxiliadora” Senior High School in Esmeraldas?

Justification

Inclusion in the institutions play an important change for students with cognitive disabilities. Nowadays, they are part of the class with regular students who feel that they belong to the society. Inclusion in high school can help students with cognitive disabilities to feel more comfortable, to develop their skills, and also to learn from other students who do not have cognitive disabilities. Students with cognitive disabilities need an opportunity in the classroom so, English teachers need to design curricular arrangements because they are part of the class too.

It is important to keep in mind that curricular arrangements are very necessary, because adaptation motivates them and allows them to feel more comfortable in the educational environment. Otherwise, when the curricular arrangements are not used, the learning process is not good. The adaptation are extremely helpful because the students can understand the contents better, integrate to the class and feel more comfortable.

This research focused the attention on second level students with cognitive disabilities at “Maria Auxiliadora” Senior High School in Esmeraldas. The English teachers must consider the level of the students to make adaptations, so it is essential to analyze the methodologies, the strategies, the activities and the didactic materials which are adequate for these students. The referred can feel comfortable and express more in the class, get what the teacher teaches, and improve their knowledge in a foreign language.

This investigation was inspired in the boys and girls with cognitive disabilities who want to learn a new language and have the opportunity to be in a regular institution and share with the regular students, this can be a challenge for them. The English teachers design curricular arrangements to include these students in the regular class but the idea of this document is analyze if they make the correct curricular arrangements according to the level and the cognitive disabilities of the students; with this change they can feel they are part of the class and can develop their skills in their way and can feel comfortable at the time to learn, and get new knowledge.

General Objective:

To analyze the design of curricular arrangements that are useful for English language teaching to second level students with cognitive disabilities at “Maria Auxiliadora” Senior High School in Esmeraldas, 2018.

Specific Objectives:

- To determine if English teachers design curricular arrangements to teach second level students with cognitive disabilities at “Maria Auxiliadora” Senior High School in Esmeraldas.
- To diagnose if the curricular arrangements correspond to the contents of the program that is being taught.
- To identify the methodology that teachers follow to design curricular arrangements aimed to students with cognitive disabilities.

CHAPTER I

THEORETICAL FRAMEWORK

1. Cognitive Disability

As Flint, J (2001) argues, cognitive disability affects a part of the brain, it may affect the individual's abilities to process information that the people acquire. Also, it is when a person has limitations in the mental functioning and in skill, such as communications with other people. Besides, people with cognitive disability develop a skill more than others and they develop their skill more slowly than the typical people. They have trouble to learning in school, they sometimes need more time than the other students. To achieve a good educational inclusion, which will be the basis of their subsequent integration into the society and the world of work, students with cognitive disabilities development disorder must be based on the official curriculum. With this the students can derail their knowledge and can feel confident in the class and they can have more comprehension of topics taught in classes, with the curricular arrangements they can advance and develop their knowledge in a regular class.

1.1 Levels of Cognitive Disability

As Castellero, O (2016) established, the different levels that students have, and teachers need to consider while designing a curricular arrangement. They mention three different levels in cognitive disabilities, there are: mild cognitive disability, moderate cognitive disability and severe cognitive disability.

1.1.1 Mild Cognitive Disability

Accounting for around 85% of all cognitive disabilities. Kids in this category have IQ scores between 55 and 70 and are usually included in the regular classroom, as Loveless, B (2015) showed, students with mild level of cognitive disability are slower to learn new concepts and skills than their peers, so remember to communicate your ideas in the simplest, clearest possible way. If necessary, speak slowly, repeat, and ask the student if he or she understands. Be careful, though. Don't "talk down" to the student, as this may exacerbate feelings of inferiority and issues with self-esteem. Keep conversations as normal as possible, always attempting to be as inclusive as you can.

The mild level of cognitive disability can be the least notable with this type of needs, the teachers must create a good environment according to the level, They have problem to interact with others, the teacher needs to be patient with these students, but they want to learn and they can develop their learning in a better way than the students with moderate and severe level of cognitive disabilities.

1.1.1.1 Moderate Cognitive Disability

Students with this type of disability have IQ scores between 30 and 55. Castellero, O (2016) mentions students with moderate cognitive disability may have problems with learning ability in respect of basic literacy, language and communication, mobility and leisure skills, social and personal development. Many students with moderate general learning disabilities may have difficulties with the length of time for which they can concentrate on activities, with generalizing and transferring knowledge across situations and with processing input from more than one sense at a time.

The moderate level of cognitive disability can be more notable than the mild level, the students have problems with the social and personal development, they can develop the speaking and listening skills more than the reading and writing skills, the students with moderate level need extra time to carry out the activities in class, the teachers must be comprehensive with these students and also the patience is the most

important key, they do not like to work with pressure, because they cannot feel with confidence while they are carrying out activities in class.

1.1.1.2 Severe Cognitive Disability

Kids with severe cognitive disabilities have IQ scores that fall under 30 and have few communication skills and need direct supervision. Of all cognitive disabilities, only about 3 to 4% of children have a severe cognitive disability. As Gluck, S. (2016) mentions, people with severe level of cognitive disability can only communicate on the most basic levels. They cannot perform all self-care activities independently and need daily supervision and support. Most people in this category cannot successfully develop an independent life and will need to live in a group home setting. Furthermore, this level of students with cognitive disability need to go to a special school, they cannot go to a regular institution.

The students with severe level of cognitive disability are the most notable, they need more attention of the teachers in the class; for that reason, and they need to go to a special school and teachers who are specialized to work with them.

1.1.1.3 The Characteristics of Children with Mild Cognitive Impairments

As Shehata, G. (2016) affirmed: mild cognitive impairment is a group of functions which includes memory, in one of the affected parts where the child may have problems in their learning, language, memorization or orientation, Cognitive impairment may occur during fetal development, at birth, shortly after birth or in any moment of the child's life. Sometimes, the cause of cognitive decline cannot be determined, especially in a newborn or a small child.

Different characteristics of children with mild cognitive impairments:

- Difficulty in understanding social rules.
- Maintenance child behavior in young children or preschoolers.

- Difficulty in understanding the consequences of actions.
- Limited and / or inconsistent communication skills
- Lack of self-help and age-appropriate personal care skills.

1.1.1.4 The Learning Process for Teaching Students with Mild Cognitive Impairments

Teaching students with a type of intellectual disability can be a very big challenge. The teacher should know what kind of disability they have, their level and what the best forms of teaching are their strengths, weaknesses or what strategies are more convenient to use with each student. Make students with this disability able to interact with regular students where they can learn new things, ideas or share ideas and thoughts, so they can develop in the social environment. According to Hack, C (2011) the social interaction is the key to improving the development and learning of cognitively impaired students. For a student with cognitive disabilities of any kind, learning a language can be a very big challenge since the majority of students with cognitive disabilities tend to have problems with their mother tongue, so the teacher must find the easiest way to teach and find methods and strategies so that the student can understand and develop the language in their own way and know how to learn it.

1.1.2 Teaching English as a Foreign Language

As mentioned by Broughton, Brumtiff, Flavell, Hill and Pincas (2003), Teach a new language it is a new advance for students where they can learn a new language and develop their knowledge in that language. Teaching English as a foreign language can motivates learners to learn about a new language, they can share their culture with people from other countries. Also, they can acquire new knowledge about different topics of speakers who do not speak their same language.

1.1.2.1 Teaching English as a Foreign Language to Students with Cognitive Disability

According to Wilson, E. (2013) teaching English as a foreign language to students with cognitive disabilities can be challenging for teachers, because learners have some problems with their native language, they develop other skills more than the others. The teacher needs to create new strategies for these students; those strategies that he can use make it easier and more rewarding for his students.

1.1.2.2 Educational Inclusion

As Ebersold, Soriano and Watkins (2017) mention, Inclusive education refers to how as teachers we design our teaching programs, our curricular arrangements, and the activities that must be used in the class aimed to disabled students to feel more comfortable in the teaching-learning process. The students benefit from inclusive education can interact with the regular students, they have the opportunity to participate in different subjects and learn new things in the educational institution that they may be known and develop a new friendship with regular students (p.7).

Disabled students have a meaningful change in their lives, because the included system provides them different ways to participate in a regular class. The inclusive education allows the students with cognitive disability to have the experience and work with regular students. Also, they can develop social interaction. Furthermore, the inclusion is not only a good change for them, also for the regular learners, because they can create a good environment among them.

1.1.2.3 Educational Inclusion in an English Classroom

Education is one of the most important things that a person needs in his life, to teach a new language can be challenging for an English teacher because in educational inclusion the teacher needs to design a curricular arrangement and develop methods and strategies which allow learners to feel comfortable in the classroom with their regular classmates. According to what Montaña and Vera (2012) mention in their article; in an English classroom it is fundamental that students feel free to learn at their own pace and have accommodations and alternative assessment strategies in place to meet their unique needs, if they have any, without being apart or isolated. Since students need to experience success, learning goals need to be clear and attainable.

Nowadays, inclusion in education is an important change for disabled learners. They can feel free to learn without pressure, feel comfortable to develop their skills while they are learning in the class. Learning a new language is challenging for them, cause of the problems with their native language, but it is not impossible for them to learn a new language, they can do everything in the class; they obviously need more time than the other students. Inclusion is a great opportunity for disabled students, because they can interact in a regular class.

1.1.3 Principles of Teaching English to Students with Cognitive Disabilities

According to Hotta , Tamai and Tajika, 2015, quote from Perlaza, M. 2017 mention, some teaching principles are focused on various environments such as: Student-centered environments, they pay attention to the knowledge, skills, abilities, attitudes and beliefs that students with identification contribute to the educational environment. Another would be, evaluation-focused environments provide frequent opportunities for understanding-centered feedback to encourage meaningful learning. Developing these environments in class will help students to enter the environment and make them comfortable in a regular class, and they can be better.

1.1.4 Curricular Arrangement

Arguello M (2013) states curricular arrangement to adapt the English class for students with cognitive disabilities refers to create a good classroom environment and develop their skills. Furthermore, they interact more in the class and they feel free to learn a new language, the teacher must apply new strategies and methods for teaching students with cognitive disabilities. The design of a curricular arrangement needs to evaluate what type of adaptations must be made following a flexible and dynamic process. The adaptation of the curricular arrangements must be understood in an integral way, including concepts such as didactic materials, activities, videos and audios used, and are not limited only to a change in content and subject.

1.1.5 Tips for teaching strategies

As mentioned before, it is essential that the teacher knows the type and level of cognitive disabilities of the learners. These stages help the teacher to find good strategies to work with disabled students. The necessity to assign a peer tutor and allow the peer or adult to read the text aloud to the student. Other strategies could be teaching students to use self-questioning techniques. Also, teach the meaning of key vocabulary words. Some tips for teaching strategies to specific skills whenever be necessary, also provide an encouraging and supportive learning environment or use concrete items and examples to explain new concepts.

1.2 Previous Studies

During this research some previous studies were formally related to this topic. The researchers Agran, Alper, Wehmeyer (2002) studied the access to the general curriculum for students with significant disabilities: "What it means to teacher" based on the book Education and Training in Mental Retardation and Developmental Disabilities. They found that the general functions of these mandates are remarkable in their intention. Not only are teachers asked to continue their efforts to fully include their students in general

education, but they are also asked to raise their expectations about learning outcomes; that is, align the goals of the Individualized Education Program with the general standards of the curriculum. In this regard, students will receive instructions based on the standard curriculum approved by the state and local education agencies. Last, rather than continue to use artificial monitoring systems, the Individuals with Disabilities Education Act amendments insist that students with disabilities should be fully represented in statewide accountability measures, a practice not always evident.

McDonnell (1998) argued, *Instruction for Students with Severe Disabilities in General Education Settings* based on the book *Education and Training in Mental Retardation and Developmental Disabilities*. He found in this article some of the issues associated with effective instructions for students with severe disabilities who are enrolled in general education classes. It is argued that developing a valid technology of instruction will require the field to conceptualize our current model of teaching and learning for this group of students. Specifically, teachers must begin to view student learning as the combined effects of instructional methods used for all students in the class and those used to meet the needs of each student. Achieving these aims will require two approaches. First, general educators and special educators in inclusive programs must adopt and implement teaching practices which can accommodate the diverse educational needs of all students in the class. Second, teachers must begin to employ strategies to infuse opportunities for students with severe disabilities to receive instructions in targeted routines, activities, and skills within the on-going activities of the class.

Researchers Dymond and Russell (2004) stated the impact of grade and a disability on the instructional context of inclusive classrooms. *Education and Training in Developmental Disabilities*. Based on the book *Education and Training in Developmental Disabilities*, they found in this investigation that students with severe disabilities spent less time in general education classrooms than students with mild disabilities and were more likely to receive special education support from a paraprofessional than a special education teacher. Furthermore, curriculum adaptations were almost non-existent for students with mild disabilities. It means that adaptations were aimed to students with severe disabilities. Teachers used the same curriculum for all levels of cognitive

disabilities. On the other hand, the number of students with severe disabilities received individual instructions by grade level, raising questions about how decisions regarding instructional format were made. Implications for evaluating and improving inclusive schools are discussed.

Cushing, Clark, Carter, and Kennedy (2006) promoted the access to the general curriculum for students with disabilities, it has emerged as a central theme of recent legislative and policy initiatives. Ensuring that students with severe disabilities benefit fully from the learning and social opportunities available through the general curriculum remains an important challenge, particularly at the secondary level. Peer support interventions, a form of peer-mediated intervention is discussed as effective approaches for engaging youth with severe disabilities more meaningfully in the general curriculum, as well as promoting academic success for classmates serving as peer supports. The core elements are described on these interventions, review research pertaining to the academic and social benefits available to participating students and discuss factors that may account for the effectiveness and social acceptability of this intervention approach.

This investigation was based on the different difficulties that teachers found when they work with groups of students with cognitive disabilities, some of them do not have the training or do not know how to work with all the levels or sometimes mix the levels, or use the same curriculum adaptation for all levels. How allow these students to feel included in the regular class and they can develop their skills and interact with the regular students; the teacher understands and feel interested in their learning, and disabled learners should get new knowledge inside the class.

Núñez (2002), manifests learning methodologies through the game, develops multiple cognitive, social, psychomotor processes, constitutes an action inherent to the child; therefore, it should be considered as an interactive, flexible and dynamic resource that constitutes a positive contribution in education. Among several methods to apply in the classroom can be mentioned: audiovisual materials, computer programs and telematics services (p.8).

Marzon (1992) showed that teaching strategies that in turn contribute to the development of thinking skills, for instance, for the acquisition and integration of new knowledge through the contribution of meanings is successful; as well as in the organization and storage deservedly there where a specific skill such as reasoning is required.

1.3 Legal Foundation

According to the strategic plan of the Ecuadorian Constitution, the policies refer to the commitments with the rights of the Ecuadorian State to provide Ecuadorians with some rights that are linked to this document, where it will be seen which laws are for each information dealt with in this document.

In the Constitution of the Republic of Ecuador in the Art. 26, the state recognizes Ecuadorian citizens have the right to education throughout their life. Individuals, families and society have the right and responsibility to participate in the educational process. The Ecuadorians have the rights to receive a free education.

Meanwhile, the Ministry of Education in Ecuador has the main objective to teach English as a Foreign Language in the educational institutions and also to strengthen it, so that Ecuadorian students reach a functional level using the English language.

On the other hand, in the Organic Law of Intercultural Education, it is expressed the inclusion of students with disabilities who have rights to study in the regular education. Paragraph 7 of article 47 of the Constitution of the Republic states: Persons with disabilities are recognized, the right to study at a regular institution and they have an education which develops their potential and capacities for their integration and participation in equal conditions. Existing schools or educational games meet accessibility standards for people with disabilities and implement a system of services that respond to the economic conditions of this group.

Article 28. - Inclusive education. - The national educational authority will implement the pertinent measures to promote the inclusion of students with special educational needs that they can feel comfortable and include in a class and society, also spaces for communication and learning school. Students can belong to a regular class and they can

develop new knowledge, they can feel with confident when participating in an inclusive class, they can also compete with regular students.

Based on these articles, people with a disability can have access and right to be in a regular institution, where they can be included in regular classes where they will be with regular students, where they will learn to perform in a wider society, they can live without retentions , may have a better education than in a special institution, but teachers must keep in mind that only students with mild and moderate levels can studied in regular schools, students with a severe level are part of special institutions, with trained teachers for those students.

CHAPTER II

MATERIALS AND METHODS

2.1. Type of Investigation

The investigation carried out the descriptive and qualitative-quantitative methods. It was held with the second level of senior students at “Maria Auxiliadora” High School in Esmeraldas, in the academic year 2018.

The students are distributed in the specialties of Electronics and Mechanics and each level is divided into two classes (six groups). This process was focused on the two specialties mentioned before. These groups had students with cognitive disabilities.

2.2. Population and Sample

The population of the current study was formed by two English teachers and one hundred twenty-six students of second level of different groups of seniors at “Maria Auxiliadora” Senior High School.

The Sample was selected at random. It was represented by students between 15-16 years old, four males and one female with cognitive disabilities and two teachers according to the groups of different levels.

2.3. Methods of Investigation

The methods used were:

Analysis and Synthesis: They were used to analyze the bibliography and synthesize the most important theories about the curricular arrangements which may support this investigation. They were also applied to analyze the results and synthesize the most relevant information.

Hermeneutics: It was developed for interpreting the most relevant information analyzed in the theoretical framework. Besides, it was helped to interpret the results obtained with the application of the techniques.

Descriptive statistics: It was applied to process the data obtained with the application of the techniques.

2.4. Techniques of Investigation

The techniques of observation and survey were applied:

Observation: It was used in the English class for Mechanics and Electronics students at “Maria Auxiliadora” Senior High School.

Survey: It was applied to two English teachers of the mentioned high school.

Population: The population was formed by one hundred twenty-six students from two groups of second level of Electronics and Mechanics.

Sample: The sample was selected at random. It was represented by five students with cognitive disabilities from two groups of second level of Electronics and Mechanics.

2.5. Instruments

To collect the data, the instruments designed were selected according to the different techniques applied:

An observation form was used, which included some items to determine if English teachers design curricular arrangements to students with cognitive disabilities in “María Auxiliadora” Senior High School. The observation was carried out for three weeks.

For the survey, a questionnaire was used, and it contained nine questions with open and close questions in relation to the indicators of evaluation.

2.6. Data Processing

The information obtained from the application of the different techniques was tabulated manually. The data was using figures in the Microsoft Excel Program.

CHAPTER III

RESULTS

3. Survey Results

Concerning the teachers design curricular arrangements (figure 1), the highest percentage shows that the English teachers in this High school effectively design curricular arrangements in order to work and include students with cognitive disabilities.

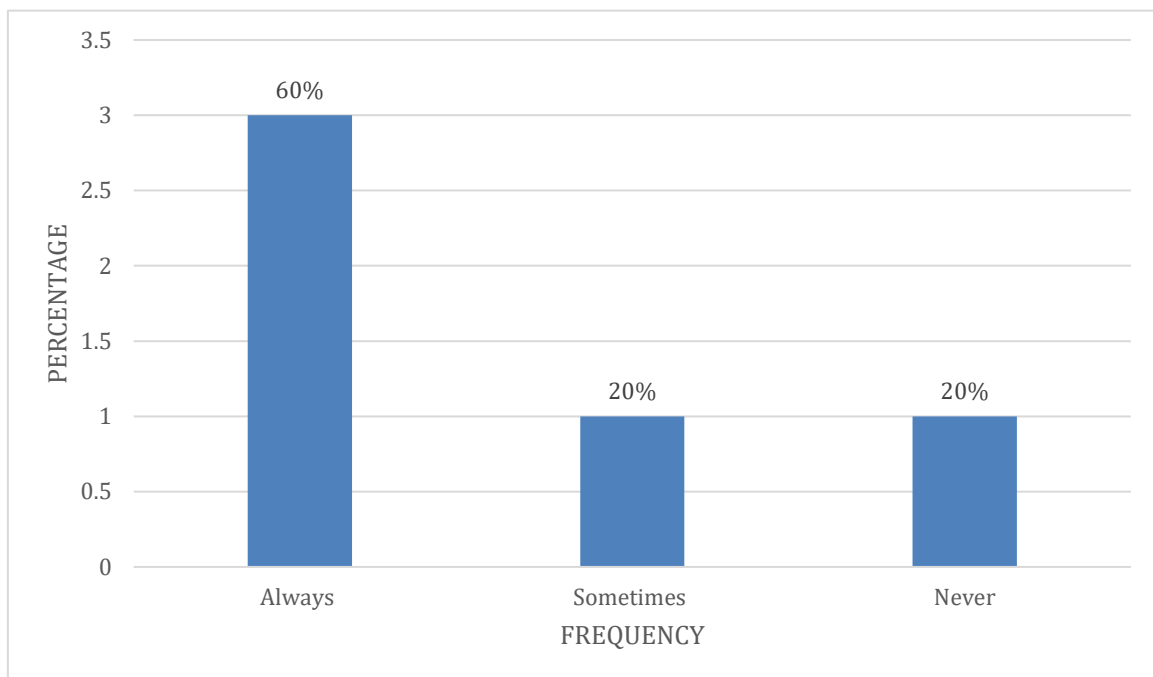


Figure 1: The teachers design of curricular arrangements

Source: Survey Applied

According to the level of students with cognitive disabilities (figure 2) reveals that 60% of English teachers do not design curricular arrangements.

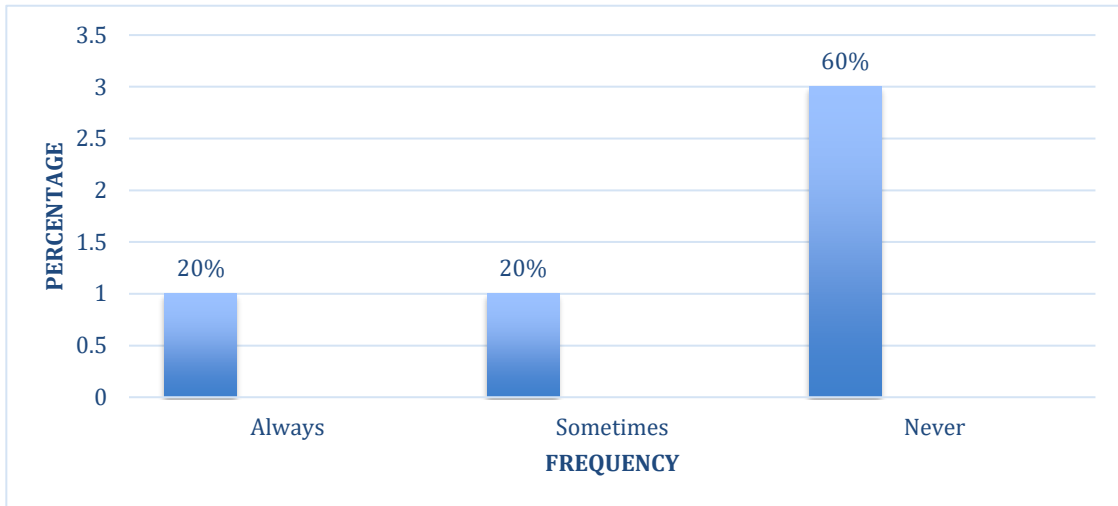


Figure 2: Curricular arrangements according to the level of cognitive disabilities.
Source: Survey applied.

Referring to the use of methodologies to include students with cognitive disabilities, (figure 3) shows that 67% percent of the English teachers applied them in order to improve disabled students' linguistics skills.

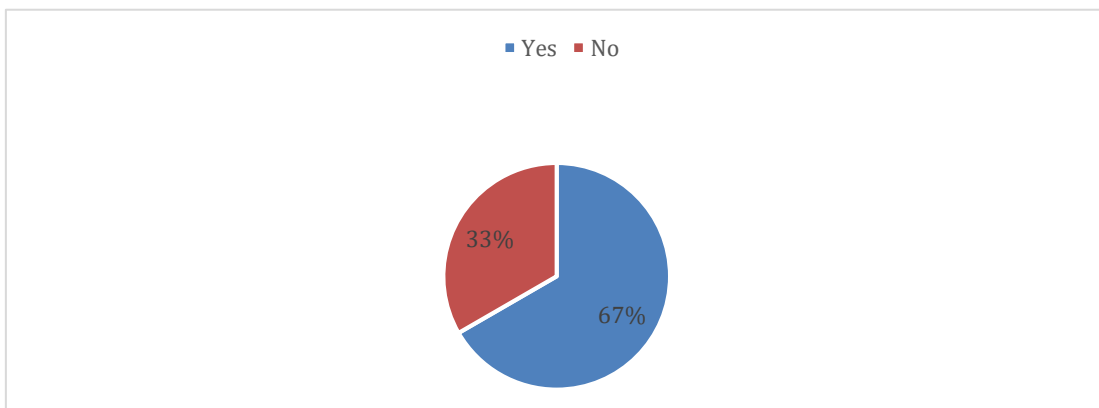


Figure 3: The use of methodologies to include students with cognitive disabilities.
Source: Survey applied

According to the use of strategies to include disability students (figure 4) reveals that team teaching and peer tutoring are the most frequent strategies applied by the English teachers.

1

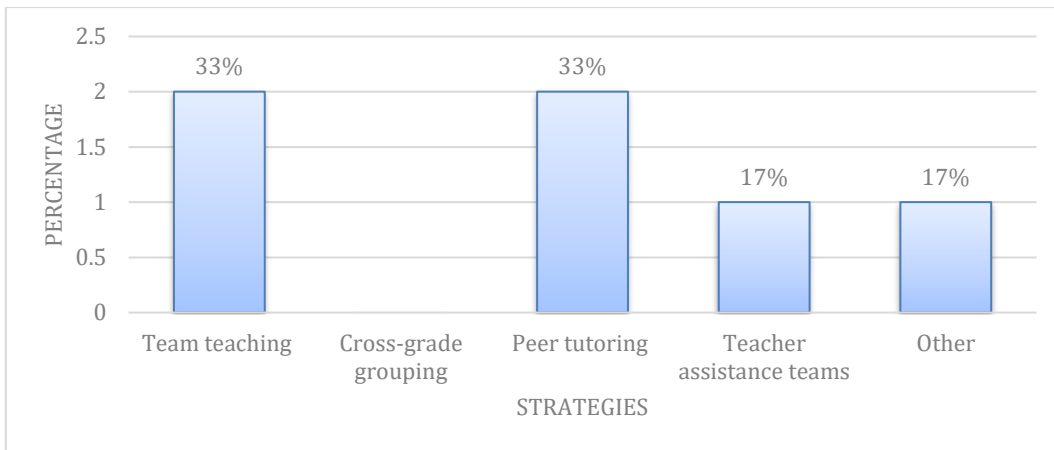


Figure 4: Strategies used by the teachers.
Sources: Survey applied.

In connection with (figure 5) the highest percentage reveals that the English teachers always use performance skills and success indicators to include students with cognitive disabilities.

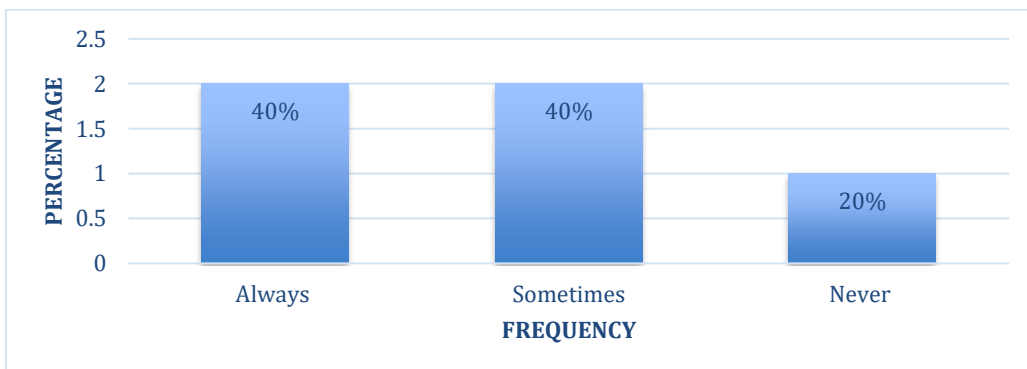


Figure 5: Curricular arrangements according to the performance skills and success indicators.
Sources: Survey applied.

Concerning to (figure 6) it proves the 100% of English teachers activate the motivation of the students with cognitive disabilities to teach them a foreign language.

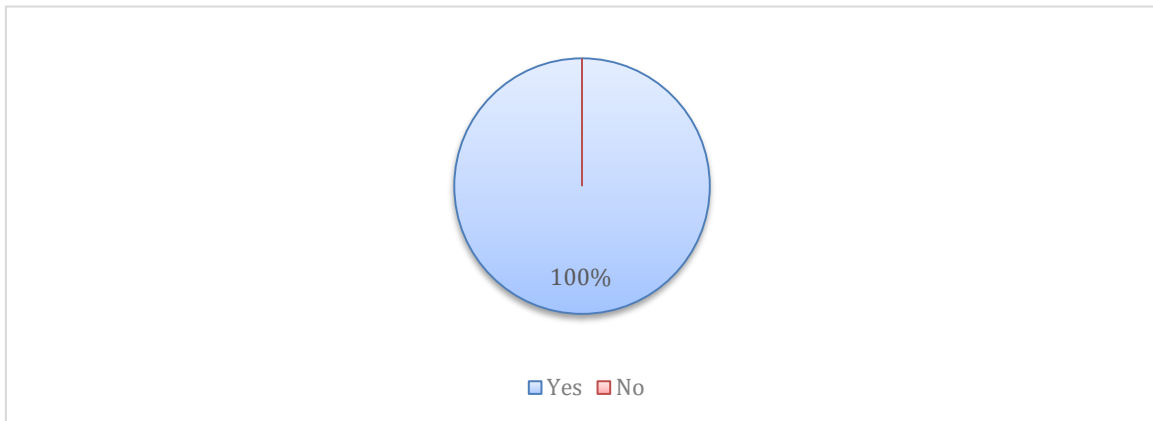


Figure 6: Teachers activate the motivation.
Sources: Survey applied.

In reference to (figure 7) it exposes that 60% of the English teachers always allow with cognitive disabilities learners have an active participation in class.

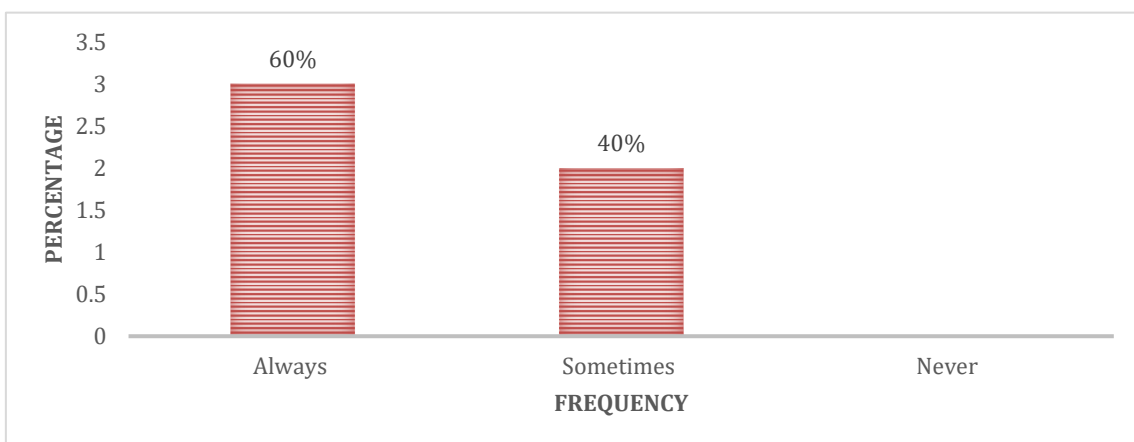


Figure 7: The teachers make learners participate actively.
Sources: Survey applied.

According to (figure 8) the highest percentage shows that the English teachers design a different test to evaluate students with cognitive disabilities.

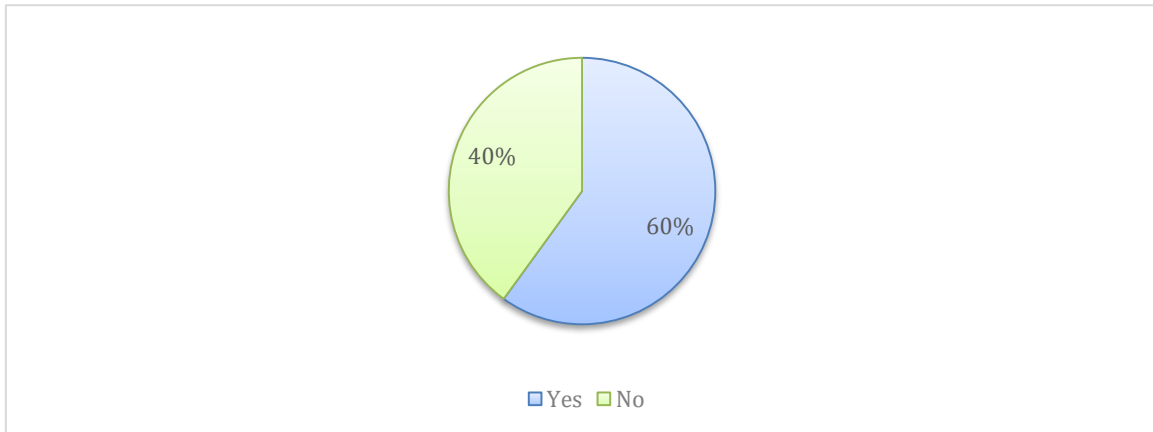


Figure 8: The teachers design a different test for students.

Sources: Survey applied.

Concerning the level of cognitive disabilities (figure 9) it evidences that most English teachers have students with mild level of cognitive disabilities.

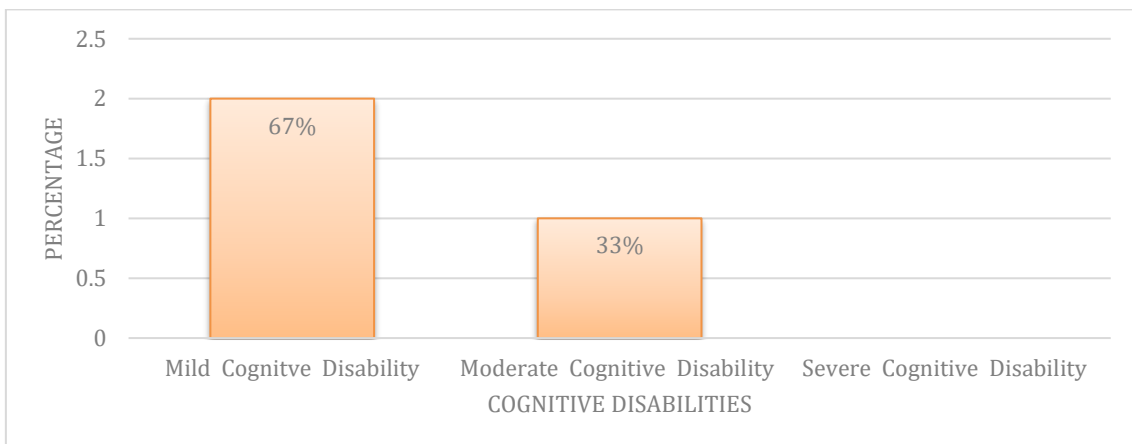


Figure 9: The level of cognitive disabilities.

Sources: Survey applied.

3.1 Classroom Observation

Most of the English teachers in “Maria Auxiliadora” Senior High School effectively design a curricular arrangement in order to work with students with cognitive disabilities and include them in the class.

It can be noticed that most of the time the English teachers do not know the level of disability of the students; for that reason, they cannot design curricular arrangements according to the students’ needs.

All the English teachers at “Maria Auxiliadora” Senior High School include the students with different cognitive disabilities and provide them the same opportunities as the regular ones.

According to the observation, most of the time use different methodologies to include students with cognitive disabilities. For instance: developing global and functional writing and reading in order improve students’ English language skills.

The majority of English teachers do not know the level of cognitive disabilities of the included students, for that reason; they never change the content. According to the observation, the students are sometimes shy and have difficulties with their own language and learning a new language could be difficult for them; it means that teachers may allow these learners to feel comfortable while the teaching-learning process.

According to the results the teachers sometimes do not know the level of cognitive disabilities the students have that are in the classroom, and sometimes do not know the names of the cognitive disabilities that exist in the class that they teach and that the disabilities are different and have different ways to be treated, the English teachers need to know this important thing, because with this they can design a correct curricular arrangement, this way can be easier for them, and they can understand more the students with cognitive disabilities, know how they learn.

CHAPTER IV

DISCUSSION

With the research done, it was possible to conclude that both the research standing, has certain points similar to the investigation done by other authors Dymond and Russell (2004) who found the curriculum arrangements were almost non-existent for students with mild disabilities. It means, the adaptations were aimed to students with severe disabilities. Teachers used the same curriculum for all levels of cognitive disabilities. The English teachers in “Maria Auxiliadora” high school design it for students with cognitive disabilities, but they do not design a curricular arrangement according to the level of students with cognitive disabilities.

In the case of Agran, Alper, Wehmeyer (2002) argued the general functions of these mandates are remarkable in their intention. Not only are teachers asked to continue their efforts to fully include their students in general education, but they are also asked to raise their expectations about learning outcomes; thus, align the goals of the Individualized Education Program with the general standards of the curriculum. In this Educational institution most teachers try students to feel comfortable in the class and feel included with their regular classmates, for that reason, the teachers sometimes talk with parents to support them at home to develop the different skills and learn more about the English language.

McDonnell (1998) studied, *Instruction for Students with Severe Disabilities in General Education Settings* based on the book *Education and Training in Mental Retardation and Developmental Disabilities*. He found in this article some of the issues associated with effective instructions for students with severe disabilities who are enrolled in general education classes. Achieving these aims will require two approaches. The trainings must implement the levels of disability that exist, the different cognitive disabilities that exist and look for different strategies and methodologies that can be implemented in class considering the level and type of disability they possess. Also, the diverse educational needs they have. The English teachers in “Maria Auxiliadora” Senior High School must receive more training to work with disabled students to know the needs of the students

and recognize the level of them and focused on the skill they can develop more than others.

Cushing, Clark, Carter, and Kennedy (2006), promoted the access to the general curriculum for students with disabilities which emerged as a central theme of recent legislative and policy initiatives. In general, they always focused on students who have a severe level of disability to implement strategies or methodologies, and therefore, the same curricular adaptations are used for each level of cognitive disability, since each level has a different way of dealing with and implementation of the strategies and methods. In “Maria Auxiliadora” Senior High School the students with cognitive disabilities have the opportunity to share the classroom with the regular students and they can develop their knowledge about the English language. The English teachers know more about the behavior of students with cognitive disabilities and how much these learners are able to use their linguistics skills.

CHAPTER V

CONCLUSIONS

It is necessary to state some conclusion at the end of the current research which are as follow:

The English teachers in “Maria Auxiliadora” Senior High school design curricular arrangements aimed to students with cognitive disabilities, but some of them do not design the adaptation according to the students’ level disability; with the adaptation they can feel comfortable and develop their knowledge about the English language and have the same opportunities as the regular students.

Some of the English teachers at “Maria Auxiliadora” High School sometimes design exams which do not belong to the level of cognitive disability and most of the time these learners do not have the opportunity to show what they learn and what they cannot develop in the whole course, according to the content that has been taught.

The majority of the English teachers use methodologies and strategies to work with students with cognitive disability in order to include them in the regular class, but they sometimes do not use the methodologies and strategies to work with these students in all the lessons.

CHAPTER VI

RECOMMENDATIONS

After establishing comparison of information and test results it is important to recommend:

The teachers always need to design curricular arrangements according to the level of disabled learners. Through the curricular arrangement these students can develop their knowledge about the English language and also share a class with regular students.

The English teachers at “Maria Auxiliadora” High School must always design a test according to the student’s level cognitive disability. The teachers can measure the test without affecting disabled learners and they feel comfortable working with regular students.

The English teachers should use more methodologies to work in groups and interact with other students. Besides, the implementation of strategies to increase their learning to work with disabled students in all the lessons. They can use group work, or pair work and evidence how much included students work in the class with different activities and improve their knowledge about the English language.

Parents of students with cognitive disabilities can be more informed about how their children are evolving in the educational field, how their knowledge can be improved, also the intervention of parents outside the institution is relevant for the development of knowledge and improvement of their children educational level.

The institution can more easily carry out the best academic activities of students with cognitive disabilities, details based on how the teacher can improve their classes and their progress.

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APPENDICES

APPENDIX A

OPERATIONALIZATION OF VARIABLES

Variable	Conceptual Definition	Operational Definition	Dimension	Indicators
Independent Variable Curricular Arrangements	The design of a curricular arrangement, it is necessary to evaluate the adaptations. Those must be made following a flexible, dynamic and sense. The adaptation of the curricular arrangement must be understood in an integral way.	Determine the specific activities to be carried out in the English class aimed to students with cognitive disabilities.	Adequacy to level of disability Adequacy to content Teachers' Methodologies	Exercises aimed to students with cognitive disabilities Specific activities per unit content Specific Methods

<p>Variable Dependent</p> <p>Teaching English to students with Cognitive Disabilities</p>	<p>Teaching English to students involves developing new strategies for these students. These strategies can be used to make students learning easier and more rewarding.</p>	<p>Teaching English to students with Cognitive Disabilities:</p> <ul style="list-style-type: none"> -Mild -Moderate - Severe 	<p>Mild Cognitive Disabilities</p> <p>Moderate Cognitive Disabilities</p> <p>Severe Cognitive Disabilities</p>	<p>Lack of attention.</p> <p>Difficulty on comprehension: What he or she reads?</p> <p>Memory impairment</p> <p>Need more instruction and support than a regular student</p> <p>Slow learning</p>
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Table 1 Variables



PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR
IN ESMERALDAS

APPENDIX B

SURVEY AIMED TO ENGLISH TEACHERS

Objective: To determine if English teachers design curricular arrangements to teach senior high school students with cognitive disabilities.

Tick the answer according to your opinion or experience.

1. You design curricular arrangements in your planning to work with students with cognitive disabilities

- Always
- Sometimes
- Never

2. Do you design curricular arrangements according to the level of the students with cognitive disabilities?

- Always
- Sometimes
- Never

3. Do you use methodologies to include students with cognitive disability in your English Class?

- Yes
- No

4. What strategies do you use to include the students with cognitive disabilities in the classroom? (2 o 3 options)

- a) team teaching
- b) cross-grade grouping
- c) peer tutoring
- d) teacher assistance teams

e) others

5. Do you establish the curricular arrangements according to the performance skills and success indicators to include students with cognitive disabilities?
- Always
 - Sometimes
 - Never
6. Do you activate the motivation of students with cognitive disabilities to learn English?
- Yes
 - No
7. Do you make the students with cognitive disabilities actively participate in the English class?
- Always
 - Sometimes
 - Never
8. At the time of evaluation, do you design a different test for students with cognitive disabilities?
- Yes
 - No
9. Do you know the level of cognitive disability the students in your English class have? Select the level.
- Mild Cognitive Disability
 - Moderate Cognitive Disability
 - Severe Cognitive Disability

APPENDIX C

CLASS OBSERVATION FORM

Teachers' Name:

Educational Institution:

Theme of the class:

Date:

Grade:

Objective: To determine if English teachers design curricular arrangements to teach senior high school students with cognitive disabilities at Maria Auxiliadora High School in Esmeraldas.

3=ALWAYS	2=SOMETIMES	1=NEVER
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Characteristics of the Curricular Arrangements	ASSESSMENT		
	1	2	3
Does the teacher design curricular arrangements in order to teach English language to students with cognitive disabilities?			
Does the teacher design curricular arrangements according to the students' cognitive disabilities level?			
Does the teacher include the students with cognitive disabilities?			
Does the teacher use methodologies to include the students with cognitive disabilities in their English class?			
The teacher presents a content according to the level of students with cognitive disabilities			
Does the teacher make the students with cognitive disabilities actively participate in the English class?			
Does the teacher motivate to students with cognitive disabilities to learn English?			

Table 2 Characteristics of the Curricular Arrangements