UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

"THE ICT AND ESL STUDENTS WITH DYSLEXIA"

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. EDGAR GUADIA ENCALADA TRUJILLO, holder of the I.D No. 0501824171, in my capacity as supervisor of the Research dissertation on the topic:"THE ICT AND ESL STUDENTS WITH DYSLEXIA" investigated by Josue Gustavo Gavilanez Guerrero with I.D No. 1804846531 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "THE ICT AND ESL STUDENTS WITH DYSLEXIA" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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DEDICATION

TO:

To my family who had guided me through all my career. To my parents for their hard work and their support, for all they have given me in my life, In addition, this project is dedicated to my grandfather because he was the person who taught me everything since I was a child and I dedicate everything to him, I love you grandfather rest in peace.

Josue.

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ABSTRACT

Technological tools have become one of the main virtual teaching materials due to the pandemic of Covid 19. There are several technological tools which help to practice and improve the English language in children with disabilities and can be used to promote active interaction between students and teacher. The main objective of this research is to analyze the influence of ICT in ESL students with dyslexia in the seventh grade of elementary school at the "Blaise Pascal" Educational Unit. This was a descriptive research with a mixed approach in a qualitative and quantitative design to a group of 5 students with an A1 level of English. Due to the COVID-19 pandemic, the study was conducted virtually through the Microsoft teams platform. The experiment was applied in 8 sessions to meet the objective of this work, the students took a pre and post test PET designed by Cambridge for the data analysis was performed using a T-student for paired means in SPSS software. Finally, the results showed that there was an influence of the use of ICT in ESL students with dyslexia. Therefore, it was concluded that the use of technological tools will help not only students with disabilities but all students in this era of virtual classrooms.

Keywords: Technological tools, English language, ICT, Dyslexia.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMA NACIONALES Y EXTRANJEROS

RESUMEN

Las herramientas tecnológicas se han convertido en uno de los principales materiales de enseñanza virtual debido a la pandemia del Covid 19. Existen varias herramientas tecnológicas las cuales ayudan a practicar y mejorar el idioma inglés en niños con discapacidades que se pueden usar para promover la interacción activa entre los estudiantes y el maestro. El presente trabajo de investigación tiene como principal objetivo analizar la influencia de las ICT en ESL estudiantes con dislexia de septimo grado de educación básica de la Unidad Educativa "Blaise Pascal". Esta fue una investigación descriptiva con enfoque mixto en un diseño cualitativo y cuantitativo a un grupo de 5 estudiantes con un nivel de inglés A1. Debido a la pandemia por el COVID–19 el estudio se realizó de manera virtual a través de las plataforma Microsoft teams, El experimento se aplicó en 7 sesiones Para cumplir con el objetivo de este trabajo, los estudiantes realizaron un pre y post test PET diseñado por Cambridge para el análisis de los datos se realizó utilizando una T-student para medias pareadas en el software SPSS. finalmente, los resultados demostraron que existió una influencia del uso de las ICT en ESL estudiantes con dislexia Por lo tanto, se concluyó que el uso de herramientas tecnológicas ayudara mucho no solo a estudiantes con discapacidades sino a todos los estudiantes en esta época de clases virtuales.

Palabras clave: Herramientas tecnológicas, Lenguaje ingles, TICS, Dislexia.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

Certain investigations related to ICT and ESL students with dyslexia were considered to state the following investigative background. The following papers show important information related to the educational field through the use of TICs which will help to support this research. Thus, obtaining additional data of both variables and discover how they stand individually, understanding concepts and definitions in order to find and stablish a proper relationship with regard the proposed variables.

First of all, Ramirez (2021) stated an investigation entitled "Towards a coordinated vision of ICT in education: A comparative analysis of Preschool and Primary Education teachers' and parents' perceptions", aimed to study the analysis of several teachers and parents'' perceptions with regard the use of ICT in the teaching-learning process. This research was done in Spain. The investigator selected the population which was integrated by 62 teachers and 1002 parents, it means that the subjects were not chosen randomly. Besides, the corresponding treatment was carried out in which participants' attitudes, usages and believes related to the use of ICT were examined, having as a result favorable outcomes. Both groups demonstrated a positive perception, having significant differences between parents and teachers and presenting different educational levels. In other words, there was acceptance of ICT for both groups, however the ability to manage these technologies requires practice and support reason why the level of the groups differ.

In addition, Henderson (2020) proposed an article entitled "Benefits of ICT in Education" which had as a main aim to discuss the benefits of ICT use in education to improve learning and experience of the student. Henderson developed this research in Australia country. Besides, this investigation had no target population because the plan was to integrate this technology in the education systems of different countries. Therefore, it is non-experimental. However, it is detailed several benefits of ICT in classrooms, limitations and challenges which were proposed in different institutions. Finally, results reflected that the school changes constantly and as a result the role of ICT will take more relevance in the future. During this analysis it could observe how technologies have already change the way of learning and how it is learned. Furthermore, it is a reality that ICT modifies the role of the teacher and this is given because by using technological tools

they will become into virtual guides for the students and they will perform other responsibilities. And the students will be more independent having different experiences for building their knowledge.

On the other hand, Mayrhofer (2021) in her article entitled "Dyslexia in ESL learning of adult students: creating supportive material for dyslexic ESL students in adult education" argues that dyslexics struggle with language learning, particularly reading and writing. This is true not only in their native tongue, but also in other languages. As a result, the focus of this thesis' research is on dyslexia's function in second language acquisition and teaching. Considering that English is the most important foreign language, the author decided to concentrate on it specifically. As a worldwide lingua franca, it is extremely valuable. The perspective of dyslexic adults is another significant part of this research that is frequently disregarded. The author conducted ten semi-structured interviews with Austrian people who identify as dyslexics in order to investigate the previous questions. The interviews were mostly focused on evaluating three distinct types of directions for text tasks. The results obtained from the different interviews can demonstrate that dyslexic adults prefer instructions with more scaffolding but less text to save reading time, according to the interviews. The use of color, a simple and obvious layout, greater information, and new language were the scaffolding elements that received the most positive response. The author mentioned some conclusions regarding that dyslexia can sometimes be more noticeable when speaking a foreign language.

Finally, Kaldonek (2021) stated in his article entitled "Teacher Positioning and Students with Dyslexia: Voices of Croatian EFL teachers" that few studies have looked into how language teachers position dyslexic pupils and what roles teachers take on while working with this set of students. The aimed of this research was to discover how teachers viewed dyslexic kids and how they viewed themselves in relation to them. Indeed, the author questioned about the positioning of 10 in-service Croatian primary and secondary school teachers in this study, utilizing and positioning theory as a theoretical framework and gathering data through an in-depth semi-structured interview and lesson observations, which were then coded. Participants had positive sentiments, but their positions were varied, according to the analysis. Participants portrayed themselves as caring educators and educators of all types of students. Furthermore, they established an inclusive learning environment by changing teaching tactics and giving accommodations after recognizing

varied learner needs. This caring, on the other hand, resulted in emotional labor, with both emotional costs and benefits. These findings suggest that teaching dyslexic students can be difficult, and we believe that understanding teacher agency in this context will help educators better appreciate teacher agency when dealing with students with SpLDs.

1.2 Theoretical Framework
Independent Variable

Education

Moumouni (2021) Education is seen as a discipline that takes care of the teaching and learning process in environments where instruction predominates, such as schools. This term does not refer only to imparting knowledge, but also to inculcating values to individuals who are part of a whole. The purpose of education is to guide people, to share useful experiences that form their character and knowledge so that they are subsequently active individuals in society. It can also be mentioned that in different environments adults play a role in which they share certain knowledge, so it can be said that they act as teachers to benefit the optimal and natural development of children. However, knowledge increases as human beings evolve, therefore it is necessary to select efficiently the center or place of teaching where such knowledge is imparted by a specialist, a teacher. As a result, formal education is generated.

On the other hand, it is worth mentioning that while societies become more complex, institutions fail in teaching topics which can be related to social life. This is a problem that leads to learning only in an unhelpful way because what you learn cannot be applied in a real context. It is recommended that children show the characteristics of their culture so that they can learn and imitate what they have acquired. In addition, there are other important aspects that take part into the education process such as the organization, the teaching methods, teachers' training. They are relevant in order to offer a service which covers the students' needs and also in bigger terms the needs a certain group of people. (Moumouni, 2021)

Education also can go beyond to the traditional paradigm and start using new technologies in order to offer an instruction where learners take decisions about their learning. Dlamini (2019) argues that Educational technology is a set of Information and Communication resources, processes, and tools applied to the structure and activities of

the educational system in its various fields and levels. It is necessary to help all the students to build essentials digital citizenship skills.

Teaching Strategies

Teaching is a set of events in which learners are the primary recipients of information and this information is designed to support the learning process. Therefore, the teacher is the one who plays the main role to deliver education through learning methods with the appropriate learning styles and capabilities of the learner. Previously, teaching and learning was believed to be a teacher-centered process, but after the change in perspectives, it became student-oriented. Today's teacher is not just a teacher; now he has become a support, a helper, a partner and a colleague of the learner to enhance the learning process and their knowledge. (Kurniawan, 2020).

Budiman (2020) States that Teaching strategies can also be referred to as generalized teaching methods, which are teaching program plans and teaching implementation measures adopted to complete teaching goals and adapt to students' cognitive needs in specific teaching situations. Teaching strategies should be used in the teaching process to motivate students to produce creative thinking. Since then, studies on teaching strategies had begun to attract attention and developed rapidly with emergence of different teaching strategies.

Any teaching strategy must be planned to produce positive results at the time of its implementation. Since if this strategy is properly applied it will generate a positive attitude on the part of the teacher and the students will feel security and interest in what they are learning. A teaching strategy must be structured to clearly indicate the objectives to be achieved at the end of the class. The strategies have to be clear and if they are related in the learning of a foreign language like English, these have to be focused on using the language during the class, it means by proposing communicative activities where learners have the space to use the target language among the students. (Khansir, 2021)

Technological tools

Nowadays technology has become an important part in the teaching-learning process since they offer a new perspective of how knowledge is share with students. Digital tools are several online platforms applied in order to get students expand their knowledge, these tools are commonly used with computers or other technological devices. Their purpose is to share or show images, texts, audios or videos creating thus a more dynamic process of teaching- learning. Learners can find several programmers which can be for editing materials, so that they are able to create their own materials for learning; but also they use platforms for sharing their materials and also for learning new topics stated in those sites. It is important to highlight that not every tool is created for educational purposes, but it does not mean that are useless. They can be programmed for other purposes like for example provide a space where editing materials and creating contents is possible; also for collecting students' assignments and then providing to the group the corresponding feedback. (Whyte, 2017)

Furthermore, digital tools allow learners to have interactive experiences. We have to bear in mind that students are being raised in a digital world, so it is necessary to teach how take advantage of these tools in order to get knowledge and build their critical thinking inferring the most relevant information for them. Whyte (2017) mentioned that activities for students are designed considering their needs so online sources are adapted by using any technological tool. Teachers can take a digital audio or video and use and editor to select only the parts that are necessary. In addition, written texts also can be adapted in order to create comprehension activities; dictionaries, encyclopedias, etc. are good tools for teaching, it depends on the creativity of the teacher to know how to create interactive activities according to the group.

ICT

ICT stand for Information and Communication Technologies which are considered as a variety of technological tools and resources aimed to the communication, creation, dissemination, storage and managing information. There are technologies like computers, the internet, also broadcasting technologies that include radio and TV. ICTs offer a change in how knowledge is obtained because they are designed as means to facilitate the absorption of information. Something that is needed to highlight is that each technology differs one another. There are 5 levels in technology for educational objectives

and these are the following: presentation, demonstration, drill and practice, interaction and collaboration. (Tinio, 2000)

For presentation and demonstration there are relevant tools like, audios, videos, radio and TV broadcasts, computers and internet. These are tools that learners and teachers can use in the teaching-learning process. Drill and practice involve technologies mentioned in the previous level, because they provide learners an interactive space of learning. In interaction and collaboration level there are networked computers as well as the internet, which promotes learners to interact among them and also work in groups so that they increase their collaborative skills. It is inferred that each tool allows learners to work on different online activities, build their knowledge, and keep their interest on the topic. Learners can decide on what resources or tools want to use, choose the correct ones according to their needs. (Tinio, 2000)

1.3 Dependent Variable
English language

According to Crystal (2021) the English language is a system of traditional spoken, manual (signed), or written symbols through which human beings express themselves as members of a social group and participants in its culture. The author also mentions that normally, individuals procure a solitary language at first—their first language, or local tongue, the language utilized by those with whom, or by whom, they are raised from early stages. Moreover, Macintyre (2020) language, as depicted above, is species-explicit to individuals. Different individuals from the set of all animals can impart, through vocal clamors or by different means, however the main single element portraying human language (that is, each individual language), against each known method of creature correspondence, is its endless efficiency and imagination.

Moreover, according to McKeon (1946) the basic role of language is to work with correspondence, in the feeling of transmission of data starting with one individual then onto the next. Indeed, this definition guided Saussure to identify the language in a social cooperation with each part of human existence in the public eye, which tends to be seen provided that it is considered comparable to society. In addition, McKeon (1946) proved that, even though, and considering few events endeavors which had been made to distinguish one specific existing language as addressing the first or most seasoned tongue

of humanity, yet, truth be told, the general course of semantic change precludes any such expectations from the beginning.

Besides, Saussure (1998) proved that at the point when individuals have started to ponder language, its connection to thinking turns into a focal concern. Also, he suggested a few societies have freely seen the primary capacity of language as the statement of suspected considering that the English language is a self-assertive arrangement of signs comprised of the signifier and connoted. All in all, language is initial a framework dependent on no rationale or reason. Similarly, the framework covers the two articles and articulations utilized for objects. As a result of this understanding, Westbury (2021) affirms that the English language exists to be significant; as the investigation of importance, both in everyday hypothetical terms and concerning a particular language, is known as semantics which involves elements of phonological elements, like inflection, and of syntactic designs and the implications of individual words.

English language learning

English Language Learners (ELL) are understudies who come from non-English talking homes and who are learning English. Chapelle (2021) suggests that albeit numerous ELL understudies have created fundamental relational abilities in English, they actually battle with scholarly language. This distinction can make study hall guidance troublesome, and it requires changed guidance in the understudy's scholarly courses. Besides, Morrice (2021) affirms that learning English on the web and work on academic abilities through our great courses and assets – all intended for grown-up language students. All that forthcoming investigations find here has been extraordinarily made by the author of this current research.

Despite the fact that collectively, Lang (2021) states that English language students going to schools in the United States communicate in excess of 400 dialects, most of them, some 85%, are local Spanish speakers. Since the quantity of ELLs keeps on expanding in schools the nation over, almost certainly, every instructor at some time will work with them. Muir (2020) points out that an understudy whose essential language or dialects of the house, is other than English and would require extra English language backing to foster perusing, composing, tuning in and talking abilities.

As a rule, Adolphs (2021) proves that English-language students don't have the English-language capacity expected to take an interest completely in American culture or

accomplish their full scholastic potential in schools and learning conditions wherein guidance is conveyed to a great extent or totally in English. Indeed, understudies are recognized as "English-language students" after they complete a proper evaluation of their English education, during which they are tried in perusing, composing, talking, and listening perception (Mayrofher, 2021). If the appraisal results show that the understudies will battle in ordinary scholarly courses, they might be taken on either double language courses or English as a subsequent language (ESL) programs.

Further, Malik (2020) argues that English language students are an assorted gathering of understudies, with various language, scholarly, and social-feelings. Understudies who communicate in a similar language or have comparative degrees of language capability might require altogether different sorts of help to prevail in the study hall. This study involves the development of ELL populace around the country from these materials, just as a portion of the extraordinary populaces that have special requirements.

Learning disabilities

Learning incapacities are expected to hereditary or potentially neurobiological factors that change mind working in a way which influences at least one intellectual cycle identified with learning. In addition, these handling issues can meddle with acquiring essential abilities like perusing, composing and additionally math. Khalid (2021) argues that they can likewise meddle with more elevated level abilities like association, time arranging, theoretical thinking, long or transient memory and consideration. Courtenay (2021) understands that learning inabilities can influence a singular's life past scholastics and can affect associations with family, companions and in the work environment.

First of all, dyslexia is a language handling issue that certain individuals are brought into the world with. According to Benwell (2020) the name of the condition comes from the Greek words "dys" which means trouble and "lexia" which means language. In addition, flow research recommends that dyslexia is an acquired condition coming about because of an actual distinction in the mind. It introduces itself in numerous degrees, going from gentle to extreme. Richardson (2021) supports that dyslexia isn't just an understanding issue. Moreover, dyslexics might have exceptional necessities in every aspect of language, including spelling, composing, perusing, elocution, and different disciplines including sequencing, like math.

Secondly, a dyslexic individual's cerebrum experiences issues perceiving images and designs and shaping them into language. Odergard (2021) describes that certain individuals think dyslexia makes individuals read in reverse. Basically, switching letters or numbers is a typical piece of improvement in the early years. Notwithstanding, if letter inversion doesn't disappear following a couple of long stretches of penmanship practice, it could be an indication of dyslexia. Also, Richardson (2021) defines learning inabilities ought not be mistaken for learning issues which are principally the consequence of visual, hearing, or engine handicaps.

Besides, individuals with dyslexia experience difficulty isolating and gathering the sounds that letters make. Tops (2020) notices that they can figure out how to peruse, compose and spell, however they process language uniquely in contrast to the normal individual, and along these lines require diverse preparing. Indeed, studies recommend that dyslexia is not caused by vision issues, and that individuals with dyslexia regularly have ordinary or better than expected insight.

ESL students with dyslexia

There are no regular ESL students. They come from numerous phonetic and social foundations and have had a wide assortment of life encounters, credits that can fundamentally advance the existence of the school and assist with upgrading learning for all understudies. Gonzales (2021) that despite the fact that there are classes of ESL understudies, come out as comfortable with every understudy's singular profile.

Learning another dialect can be truly challenging for individuals with dyslexia, particularly in composed structure. Nijakowska (2021) considers that it tends to be exceptionally upsetting for these language students to be acquainted with new examples, sounds, and images when they as of now battle with perusing, composing, spelling, and jargon. Remembrance is likewise hard for dyslexics. According to Kagkara (2020) this doesn't imply that dyslexics ought to try not to get familiar with extra dialects through and through. It implies that dyslexics with a more serious condition should be exceptionally energetic and sure to prevail with regards in learning another language.

Furthermore, Cristiani (2021) states that dyslexics will probably observe that figuring out how to communicate in another dialect is a lot simpler than figuring out how to peruse and compose an unknown dialect. A communication via gestures credit is a reasonable other option. In rudimentary and secondary school, dyslexics might not need

to accept similar normalized tests as their friends (Dlamini, 2019). Furthermore, educators who comprehend dyslexia can utilize various methodologies to assist students with succeeding. Since the homeroom is frequently the most distressing climate for a dyslexic individual, a learned and humane educator can assist with forestalling wretchedness and conduct issues.

There are numerous methodologies that instructors can take on to help dyslexics Gonzales (2020) explains that a decent unknown dialect instructor can even assist a dyslexic individual with turning into their own language. Moreover, Khansir (2021) considers that dyslexics learn preferable by doing over by perusing. This is the reason dyslexic students succeed better in an inundation climate, for example, living in an unfamiliar nation or watching English movies and recordings. Besides, Nuñez (2021) suggests that multi-tactile methodologies have been demonstrated to function admirably in instructing language to dyslexics. Since this methodology likewise functions admirably with students who don't have learning incapacities, it tends to be utilized in any study hall.

1.4 Objectives

General Objective

- To analyze the influences of ICT on ESL students with dyslexia in 7th year at Unidad Educativa "Blaise pascal".

Specific Objectives

- To identify the types of ICT use with ESL students with dyslexia.
- To determine the problems that ESL students with dyslexia have in the process of learning the English language.
- To describe how ICT influences ESL students with dyslexia.

Description of the fulfillment of the objectives :

• To identify the types of ICT use with ESL students with dyslexia, a meeting was held with the teacher and the authorities to talk about the methodology and tools used in the institution., after that some classes were observed to identify the ICT used by the teacher in ESL students with Dyslexia.

•To fulfill the second objective which is to determine the problems that ESL students with dyslexia have in the process of learning the English language, a pre-test and a post-test were conducted to determine what problems the ESL students with dyslexia were having in the learning process and whether the use of these tools helped to improve the students' reading. The teacher, by performing the post-test, was able to identify the problems and an improvement in the reading skills.

•Finally, to describe how ICT influences ESL students with dyslexia it was necessary to make a research from previous documents about the use of ICT in students with disabilities, the researcher read books, scientific articles, academic papers to describe how ICT influences ESL students with dyslexia. All these works were included in the background of the research.

CHAPTER II. METHODOLOGY

Chapter II contains information on the sample selected for the research, the basic method, the different instruments and techniques used, the research modalities, the level approaches, the design and, finally, the established process describing the steps followed by the researcher to implement the strategy.

2.1 Resources

2.1.1 Population

During this research the population selected were from Unidad Educativa "Blaise Pascal" located in Salcedo, from 7th grade having a A1 level of English. The total of participants were 5 students, 1 male and 4 females with an age of 10 years old.

Table 1. Population

Description	Nº	Percentage
Institution: Unidad Educativa Blaise Pascal **Level:** 7th grade	5	100%
TOTAL	5	100%

Source: Unidad Educativa "Blaise Pascal".

Author: Gavilanez, J. (2022)

2.2 Methods

Research Approach

The following research had a quantitative approach, it involves description of the data collected, it means that data are classified according their relevance in order to describe the phenomena in great detail (Tailor, 2005). Thereby, in this research it is required to identify the main qualities caused by the lack of use of ICT for the teaching the English language to students with dyslexia, it was qualitative because, the ICT influences in ESL students with dyslexia at Unidad Educativa "Blaise Pascal" was analyzed. In addition, data were collected through Pre test and Post test. This test was used to identify the strategies that teacher use in the English learning process in ESL students with dyslexia. The results obtained from the students were useful to work as a reference point for the research process.

2.3 Research Modality

This investigation was carried out in Unidad Educativa "Blaise Pascal" where it was possible to analyze the students' environment and how their development is given. Due to the pandemic situation the research had to be planned by using technological devices which facilitate the virtual learning. It is needed to highlight that according the global measurements students had to attend to virtual classes for which Microsoft teams was used for the meetings. The subjects were observed and their behaviors were studied by considering the corresponding treatment in order to dig out meaningful data to verify the impact of the ICTs with the group.

Bibliographic-Documentary

The current research was developed through virtual classes through Microsoft teams and Zoom applications due to the global pandemic COVID – 19. In addition, this research work was based on bibliographic-documentary modality. Therefore, information was collected from bibliographic references and documentation taken from various sources such as: contemporary sources that were used in the research background with the use of contemporary authors, bibliographic sources taken from web pages, legal foundation that took into account several articles of the LOEI, also the philosophical foundation that was a contribution because it demonstrates the influence of the use of technological resources in the classroom (Maité, 2021).

2.4 Design

Experimental research

Babbie (1998), this is a study that includes a hypothesis. It means that there is given a variable which can be manipulated by the investigator. There are also other types of variables that are measured, calculated and compared, thereby prove whether the variables work together having a successful relationship or not. It is worth mentioning that the experimentation procedure is carried out in a stated and controlled environment where the investigator is tasked with collecting data and outcomes in order to support or reject the hypothesis. Using an experiment involves quantification or measurement of data, therefore the target subject has to be carefully observed and analyzed and then describe it using words or photographs as evidence of the whole study.

2.5 Level or Type of Research

This investigation has been structured in two levels: Exploratory and Descriptive. Talking about the Exploratory area, the current research focused on the study and unstudied area where it was required to understand deeply the stated topic ICT and ESL students with dyslexia by looking for further information and then to build and extend further knowledge about it (Nieswiadomy, 2008). On the other hand, Descriptive was related to answering questions such as "what is" or "what was" about certain topic. Thus, it was possible to identify a cause and effect which is properly described highlighting the importance of the phenomenon that was studied. Besides, the different experiences offer accurate information in order to correct the perceptions given previously (Bickman, 1998).

2.6 Techniques and Instruments

For the development of this project, a Pre-test and Post-test were applied in the research process, in order to achieve the objectives. A series of questions from Cambridge (Pet) exam with the six parts of the reading were used, these questions are simple and go according to the level of the students who participated in this test, the test was applied to the students to determine and analyze the best strategies focusing on the use of ICT for students with dyslexia.

For the application of the test parts 1, 2, 3, 4, 5, and 6 were taken into account. In part 1, there were five multiple choice questions with three answer options, in part 2 there was a reading test with five answer options in which they had to indicate from A to E. In part 3, they had a long text with five multiple choice questions. in part 4 they had to complete a text with correct multiple choice sentences. In part 5 they had to choose the best word to complete the sentence of the text with multiple choice answers. In part 6 they had open questions to complete the text with 6 words. These tests were applied to identify the problems that students with dyslexia have in learning the English language.

Subsequently, the strategies used by the teachers with ICT as a tool for teaching the English language were analyzed, and then it was observed how these strategies help students with dyslexia in their learning. In addition, some applications such as classroomscreen, gocomic, mansioningles, hellokids and starfall were used to help develop and present the activities to the students.

2.7 Hypothesis

H0: The use of ICT in classes Does not influences ESL students with dyslexia at Unidad Educativa "Blaise Pascal"

H1: The use of ICT in classes influences in ESL students with dyslexia at Unidad Educativa "Blaise Pascal"

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

3.1.1 Pre-test results

This chapter comprises all of the data collected during the inquiry process in students at "Unidad Educativa Blaise Pascal". The chapter includes different aspects to consider a revision based on real events in the obtaining information process. A total of five students took part in the data collection through a Cambridge standardized test to evaluate if there is a connection between ICT and the improvement of Dyslexia.

Table 2. Pre-test results

	Skimming	Inferring	Scanning	Predicting	Deducing meaning from context	Intensive reading
Student 1	5	1	3	0	2	0
Student 2	1	0	4	0	4	0
Student 3	4	0	2	1	1	0
Student 4	4	1	3	0	2	0
Student 5	4	1	2	1	1	0
Average	3,6	0,6	2,8	0,4	2	0

Note: Student's pre-test.
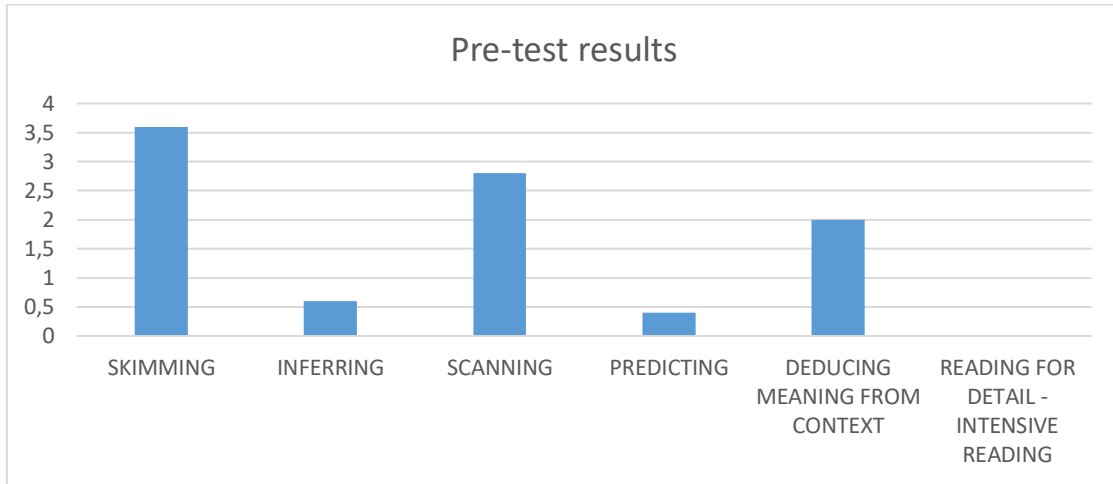
Figure 1.

Pre-test results

Fig 1. It shows the different criteria that were used to assess students pre-test.

Analysis and interpretation

Table 2 demonstrates that the population that was part before the experiment obtained low grades in relation to their reading skills performance. In addition, it can be analyzed that the average of the first reading skill known as Skimming is 3.6 points out of five. Similarly, table 2 indicates that one of the lowest averages is connected to the second reading skill known as Inferring considering 0.6 points out of five. In addition, it can be inferred from the content of the table, that Scanning is the second most scored skill by the population obtaining 2.8 points out of five.

Least but most importantly, the average for Predicting reading subskill is 0.4 out of 5, while the average for reading skill known as Deducing the meaning of the context is 2 points out of 6. Finally, table 2 shows that the population on average refers to the last reading skill known as Intensive Reading, obtained 0 points out of six being the worst grade from all. This means that students need innovative activities that promote their linguistic growth as well as their interpretation skills. It can be interpreted that the students were dissatisfied with their results, but it can be argued by several expert authors on the subject that their reading skills can be increased through technological strategies and techniques that allow students to read in a dynamic and fun way.

Based on the information presented in table 2 and figure 1, it can be interpreted that before the experiment has been presented in class, the students in general average acquire regular grades. The data reflects that before the experiment took part in daily reading activities, the students did not show considerable academic growth. Bearing in mind that the PET standardized test evaluates each reading sub skills, both the figure and the data in the table show the poor performance used by the population to obtain a good performance. Finally, it can be verified that the use of ICT techniques were not presented in advance to the students, which is why they reflected so little academic performance. This means that teachers do not implement this type of technological tools so that students can improve their reading skills.

Therefore, it can be interpreted that the students, before the experiment, presented several reading skills, especially in activities in which they have to involve the explicit use of their cognitive abilities. Especially when doing directed tasks with the teacher in which students have to fill in some blank space before continuing with a certain reading.

3.1.2 Post-test results

Table 3. Post-test results

	Skimming	Inferring	Scanning	Predicting	Deducing meaning from context	Intensive reading
Student 1	4	0	4	4	4	0
Student 2	2	1	2	0	2	0
Student 3	4	1	2	1	0	0
Student 4	4	0	3	3	5	0
Student 5	3	1	2	0	0	0
Average	3,4	0,6	2,6	1.4	2.2	0

Note: Student's post-test.
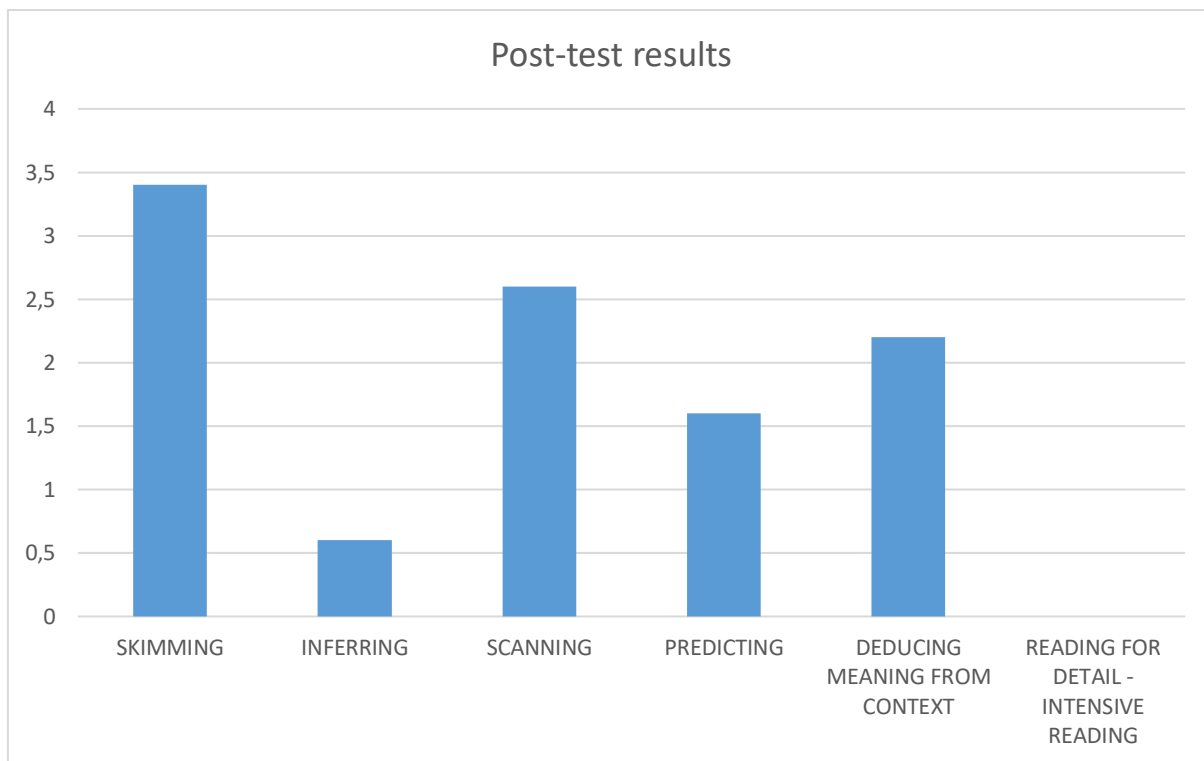
Figure 2.

Post-test results

Fig 2: It shows the criteria that were used to assess students' post-test.

Analysis and interpretation of Results

Table 3 illustrates that the population that was part after the experiment obtained average scores in relation to their reading skills before the experiment. Table 3 indicates the average of each student after ICT has been presented in class to improve their reading skills. Besides, considering the data, it can be scrutinized that the average of the reading skill known as Skimming is 3.4 points out of five. Likewise, table 3 indicates that one of the lowest averages compared to the pre-test results remains in reference with the second reading skill known as Inferring considering 0.6 points out of 5. In addition, it can be inferred from the table that the Scanning reading skill is the second skill, in terms of average, that the population reduced its score considering the pre-test results. After the experiment, the population obtained 2.6 points out of five.

The greatest difference can be observed in the average of Predicting, which is 1.4 out of 5, while the average of the reading skill called Deducing meaning from the context is 2.2 points out of six. These last two skills were the ones that compared to the pre-test

results were increased considerably. Finally, Table 3 shows that the population on average refers to the last reading skill known as Intensive Reading, obtained 0 points out of zero, the average is the same compared to the results shown in Table 2.

The previously detailed results show us the little initiative of the students when using their reference knowledge to their reading skills. Despite the fact that several ICT were used in class to pedagogically support their student growth, the results of the graph and the table show that they were not enough for them to obtain better grades compared to the first results shown. Even though the population has woken up his scores, especially the Predicting and Deducing Meaning from Context skill, his scores do not reflect much of a change. Besides, the last skill known as Intensive Reading was not increased after the experiment, which indicates that the students are not familiar with the technological techniques of the 21st century.

Considering these results, it can be interpreted that the teachers in charge need to intensively promote the use of strategies, methodologies, activities and techniques in relation to the evident technological growth in educational contexts. Finally, it can be claimed that the more students take advantage of the advantages of technology in education, the more they will be able to achieve academic goals without any inconvenience.

3.1.3 Pre-Test and Post-Test Results

Table 4. Pre-and Post-Test Results

Name	Pre-Test Grade	Post-Test Grade	Difference
Student 1	11 / 32	16 / 32	5
Student 2	9 / 32	7 / 32	-2
Student 3	8 / 32	8 / 32	0
Student 4	10 / 32	15 / 32	5
Student 5	9 / 32	6 / 32	-3

Note: Student's Pre and Post test.

Figure 3.

Pre-test and Post-test results

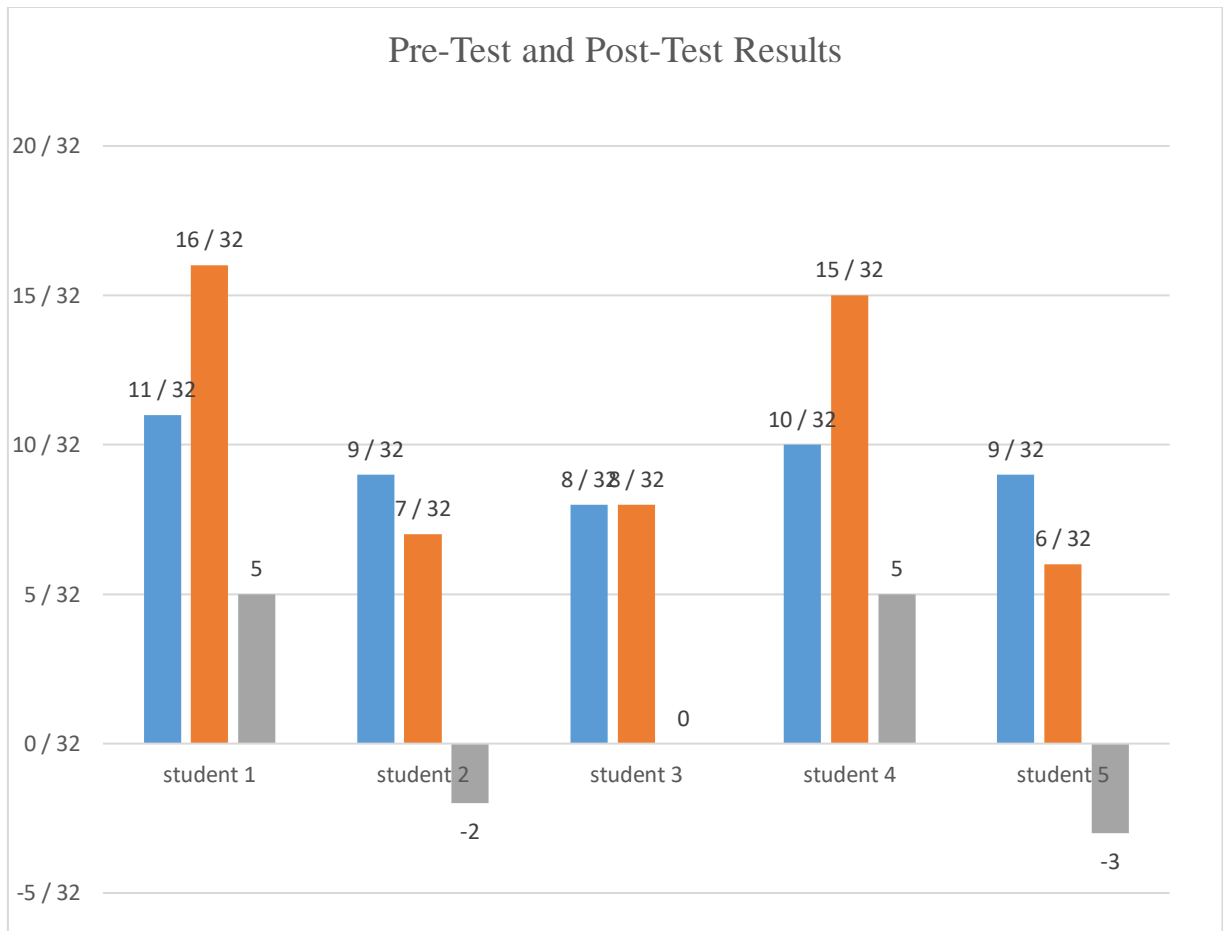**Fig 3:** It shows a comparison between the pre-test and the post-test results.

Analysis and interpretation

Once have applied the treatment, which involved the application of the ICT. Table 4 shows the general scores of the students from the pre-test and post-test through the PET exam. In addition, the difference between both results is stated in which is demonstrated whether there is an improvement or not. Thereby, considering the data from table 4 it is needed to highlight that in the column of difference there are students who achieved positive scores but also negative ones and one tie. It means that the experiment does have an impact on the students but not the expected since the evidence remarked just a bit degree of improvement significance.

Each student demonstrated different results in their scores, which is clearly drawn on the figure 3 Student 1 got 11/32 in the pre-test and 16/32 in the post-test, it means a positive difference of 5 points. Student 2 got 9/32 in the pre-test and 7/32 in the post-test which mentions a negative difference of 2 points. Student 3 obtained 8/32 in the pre-test and 8/32 in the post-test, the same score therefore no difference. Student 4 obtained 10/32 in the pre-test and the score increased to 15/32 in the post-test, having thus a positive difference of 5 points. And finally, student 5 scored 9/32 in the pre-test and the score decreased to 6/32 in the post-test showing a negative difference of 3 points.

Unlike the results obtained in the pre-test, it can be seen that there was a significant change regarding the two reading sub-skills. However, the graph and the table show us that there is care in the implementation of technological tools that can promote the use of technology in class. In addition, it can be argued that the students with the lowest level presented in the standardized test do not meet the necessary requirement to obtain an excellent level of English. Therefore, it can be claimed that the problem presented in, this case, dyslexia has not been modified in a range greater than the results obtained mainly during the pre-test. This means that the students did not fully improve their cognitive problem.

To conclude, it can be deferred that the students could improve their reading skills through the correct use of ICT, figure 3 summarizes how their performance was moderately high, so it could be concluded that the students reacted to an effective technological stimulus obtaining marvelous results as table 4 has demonstrated. Most importantly, it was evidenced that students can work in a digital era through different innovative alternatives and teaching methodologies to improve dyslexia.

3.2 Hypothesis verification

The experiment gathered data throughout the pre-test and post-test, these outcomes were organized in the previous tables with their corresponding graphics. Then, these values were processed through the SPSS (Statistical Package for the Social Sciences) program. That is how the hypothesis was verified in order to know the impact of the independent variable over the dependent variable. According to the numerical values, it was used the Pair Sample Test of two related samples from T- de Student. Students' scores from the pre-test and post-test were analyzed in order to reject or validate the hypothesis which states the influence of the ICT on ESL students with dyslexia.

Table 5. T-Student Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	9,4000	5	1,14018	,50990
	Post-test	10,4000	5	4,72229	2,11187

Note: SPSS software

Table 6. T-Student Test: Paried Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – Post-test	-1,00000	3,80789	1,70294	-5,72812	3,72812	-,587	4	,589

Note: SPSS Software

Previous tables show the numerical value processed by SPSS program, providing the statistical analysis. Table 5 indicates the analysis of the pre-test and this involves: Mean = 9,40; number of values (N) = 5, Standard Deviation = 1,14 and Standard Error Mean = 0,50. On the other hand, the post-test and following results: Mean = 10,40; number of values (N) = 5, Standard Deviation = 4,72 and Standard Error Mean = 2,11.

The next table demonstrates the relationship between both pre-test and post-test having thus the following outcomes: there is a Mean with a value of -1; Standard Deviation with a value of 3,80; Standard Error Mean with a value of 1,70 and the P-Value that shows a value of 0,589 which represents the level of significance. However, this last value is higher than the level of reliability 0,05. As a result, it is demonstrated that the alternative hypothesis H1 is rejected and the null hypothesis H0 is valid.

Discussion

The results obtained throughout this research have been essential to demonstrate how effective ICTs are in the development of ESL Students with dyslexia. For this, a standardized PET exam, reading section, was used to demonstrate whether a notable improvement in the learning development of the chosen group is generated. The information was collected before applying the treatment through a pre-test and after applying the experiment through a post-test. According to the outcomes of this method, the group of ESL students with dyslexia did not achieve such positive results; nonetheless, some student did improve.

Considering these results by analyzing the data obtained through SPSS software, the null hypothesis H0 that has to do with "the use of ICT in classes doesn't influence ESL students with dyslexia", had to be validated. However, it is worth mentioning that of the group of 5 students considered for the experiment, 2 of them did improve their knowledge and skills; 1 student kept the same score; and 2 obtained a lower grade than the pre-test, that is, they improved. In general terms, an improvement can be seen in two students using ICT, however its impact is not as significant since it was not beneficial for the entire group. Therefore, it is necessary to look for new strategies or techniques that accompany the use of ICT, but not only at school, since in the case of students with special needs, home support is also necessary for their learning to be meaningful.

Finally, these results in comparison to Puentes (2020) demonstrate that Ecuador's educational curriculum is not prepared for the coming technological-educational era. The curriculum, institutional resources and teacher training do not allow these new teaching strategies to be applied in schools and colleges, having a negative impact on education and student learning. The results presented from Puentes are different considering the mean presented in her research, which was 1 and not -1. For this reason, the present research is the basis for new investigations based on the new educational methodologies in Latin America.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

According to the general objective related to the analysis of the influence of ICT on ESL students with dyslexia it is given the following. Outcomes gathered through the experiment presented relevant information which states that ICT had an impact on the students. From 5 students just 2 of them enhanced their score which clearly shows that they took advantage of ICT. There was 1 student who got the same result before and after the treatment, it means that the ICT was not relevant on his development. And 2 students decreased their scores, therefore ICT was not beneficial for them. In general terms, the influence stablished throughout the investigation is not as significance as expected.

After the whole investigation it is needed to highlight that ICT can be beneficial for students with dyslexia, but it is required to have a proper plan to get greatest progress. This is due to the scores obtained by 2 students reflected an improvement, thereby there was an influence on them. They were able to get better understanding of knowledge by using ICT, but the difference between every single student indicates that each acquire and process knowledge differently. Hence, it is obvious to find no positive results in the whole group, nevertheless it remarks that the rest of the students who do not get positive results needed to follow a different process of learning in order to take advantage of ICT.

Students displayed signs of reading dyslexia because their cognitive process when reading was troubled. They tended to confuse words which made them to understand reading texts incorrectly. Besides, their attention was easily dispersed while reading, thus causing poor performance in terms of reading texts. It is worth mentioning that their memory problems also limited them from reading effectively. These mentioned problems were the main aspects presented by the students during the research carried out. They needed different tools that would allow them to develop better and help them better grasp what is transmitted in the texts.

ICT, such as online reading texts with images were useful because learners not only focus their attention on the text to understand the message but also see the pictures and then processed the information from the reading, this way they comprehend the information. Besides, online reading texts highlight words that can be challenging for learners and the corresponding meaning is stated at the end of the page in which this word appeared, providing also an example to clarify how to use it. These aspects helped learners to carry out a better reading process. However, due to each learner is different it is needed to add other kind of alternatives to facilities learners the understanding of texts.

4.2 Recommendations:

- It is recommended that tutors, administrative directors, and teachers in progress promote the use of ICT to improve reading conditions such as dyslexia. It is important to involve all people in an educational context in order to facilitate the educational achievement of students. Based on the results obtained, it can be advised that teachers carry out activities that relate reading problems with the new trends in current education. As a positive result, people involved in daily classes will be able to develop dynamic and fun activities that will be advantageous to enhance their linguistic/reading performance in real and different educational contexts.

- It is extremely important that teachers understand the appropriate use of ICT to improve the reading skills of their students. It was possible to demonstrate that two students improved their academic performance by presenting innovative and functional activities. Therefore, it is suggested that school authorities organize online or face-to-face conferences so that teachers have a better understanding of the subject and thus be able to implement it in daily class lesson planning. As a result, not only will students be familiarized with taking reading evaluations in a technological way, but teachers may face educational problems such as dyslexia in the classroom.

- Currently, dyslexia is one of the most common reading conditions in classrooms. Therefore, it is guided that teachers in charge of the area converse with parents to follow an observation-action plan. This alternative can be conducted in order to create a better relationship between parents and teachers. Considering the clear

explanation of this research, parents will be able to carry out activities at home in order to reduce significantly complex cases that teachers may encounter in their daily professional routine. Similarly, teachers need to know how to deal with real educational problems, so it is suggested that they attend specialized courses based on remarkably methodologies for people with special abilities.

- Teachers must promote the use of ICT regardless of the educational program they establish. It is highly recommended that reading activities be based on gamification, especially in children, this being the best resource to avoid dyslexia situations in the class. In addition, the activities should be oriented to guide their students to improve cognitive skills, so that students can develop a better linguistic understanding. Besides, it is exceptionally necessary that teachers and parents can be part of a process significant educational transformation that enables the use of technology in all possible areas for students to enhance their performance in an effective and meaningful way.

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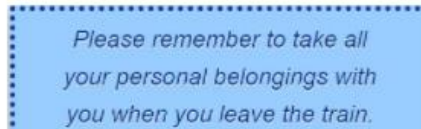## ANNEXES

Annex 1: PET Pres-test and Post-test

Look at the text in each question. What does it say? Click the correct box A, B or C.

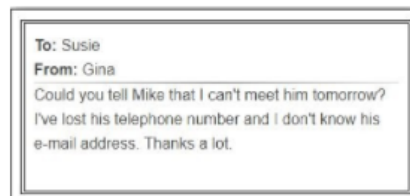Look at the text in each question. What does it say? Click the correct box A, B or C. *

RESERVED PARKING

For Bank Customers Only

- ○ A) People using the bank are allowed to park here.
- ○ B) Employees of the bank can park their cars here.
- ○ C) Nobody is allowed to park in front of the bank.

Look at the text in each question. What does it say? Click the correct box A, B or C. *

Please remember to take all your personal belongings with you when you leave the train.

- ○ A) They have all of their belongings before leaving the train.
- ○ B) They leave their belongings behind them.
- ○ C) They stand near the door ready to get off the train.

Look at the text in each question. What does it say? Click the correct box A, B or C. *

To: Susie
From: Gina
Could you tell Mike that I can't meet him tomorrow? I've lost his telephone number and I don't know his e-mail address. Thanks a lot.

- ○ A) Give someone a message.
- ○ B) Meet Mike at Susie's home.
- ○ C) Tell Mike her e-mail address.

Look at the text in each question. What does it say? Click the correct box A, B or C. *

NO DOGS
ALLOWED ON BEACH

EXCEPT: BLIND AND
DEAF GUIDE DOGS

○ A) People can't bring their dogs to the beach at all

○ B) Only specially trained "assistance dogs" are allowed on the beach.

○ C) Deaf and blind dogs are not allowed here.

Look at the text in each question.What does it say? Click the correct box A, B or C. *

☆ **BUY 3 WHEELS** ☆
GET 1 FREE

Installation and
hardware additional

○ A) Buy three wheels and get one free with installation.

○ B) Buy three wheels for the price of one.

○ C) Buy three wheels and get one free without installation.

READING PART 2

The people below in 1-5 all want to find a suitable hotel.
Look at the descriptions of eight hotels. (A-E).
Decide which hotel would be most suitable for each person.

Look at the descriptions of eight hotels. (A-E). Decide which hotel would be most suitable for each person.

A) Hotel Inn
Located right on Main Street, the most dynamic entertainment destination, the premium city center location of the hotel offers everything from restaurants and music clubs to exclusive club nights, theatres, cinemas, and shopping centers.
B) Casa Hotel
Casa Hotel is a fashionable three-star hotel perfectly located in a peaceful neighborhood with a scenic view. Our guests can choose from the most popular sightseeing tours by boat and bus and other programs, such as rural tours.
C) Mercure Hotel
Located in the heart of the old town, the hotel is connected to Hall Triangle Interchange and is within easy reach of the M18. The hotel offers on site car parking for up to 48 cars. Free Wi-Fi connection is available throughout the hotel.
D) Hôtel des Alpes
This cozy family hotel is located incredibly close to nature. It is situated in the middle of the amazing hiking and ski resort in Tyrol at a sunny altitude of 1,100 meters. Our hotel offers good value accommodation.
E) The Link Hotel
Seven hundred meters from the track, this 15 bedroomed family run hotel is set in 5 acres of beautiful grounds. Home-cooked meals, cozy bar with log burner. With car parking and free Wi-Fi, the hotel provides excellent value.

The people below in 1-5 all want to find a suitable hotel. Look at the descriptions of eight hotels. *
(A-H). Decide which hotel would be most suitable for each person.

	A	B	C	D	E
2. John and An...	☐	☐	☐	☐	☐
3. Barbara and ...	☐	☐	☐	☐	☐
4. Susan has ju...	☐	☐	☐	☐	☐
5. Andre is goin...	☐	☐	☐	☐	☐

Después de la sección 3   Ir a la siguiente sección   ▼

Sección 4 de 7

READING PART 3

Read the text and questions below.
For each question, mark the correct letter A, B, C or D.

Read the text and questions below.For each question, mark the correct letter A, B, C or D.

TO THE MOON
In 1969, three people in a tiny spaceship made history with a trip the world will never forget. The three men were Michael Collins, Edwin "Buzz" Aldrin, and Neil Armstrong. The first manned lunar landing mission was called Apollo 11 and their destination was the moon. Tens of thousands of people worked on the Apollo project to send those men to the moon. The project, also known as Apollo program, took 10 years of preparation. The first manned Apollo flight was a disaster because

34

program. During future space missions, the astronauts practised flying their space crafts. They also performed the tasks they needed to know so they were able to fly to the moon and land on it. On the Apollo 8 mission, the astronauts flew around the Moon ten times. They were almost ready for the first moon landing. The rocket that carried the spacecraft and the astronauts into orbit around the moon was called the Saturn 5. It blasted through space at a speed of at least 25,000 miles an hour. Even at that speed, it took 3 days, 3 hours and 49 minutes to reach the moon. The Apollo 11 mission used a special lunar module designed only for landing on the Moon. It was called the "Eagle". On July 20, 1969, the Eagle landed on the Moon's desolate surface. Only two astronauts actually stepped on the moon that day. Neil Armstrong became the first person to walk on the moon. Edwin "Buzz" Aldrin followed about twenty minutes later. The astronauts set up a TV camera, and the whole world watched the landing on TV. Michael Collins waited for them in the spacecraft and orbited the moon. It was his job to take care of the spacecraft that would take them all home. He had to make certain nothing happened to it!

1. What is the writer's main purpose in writing the text? *

○ A) to talk about Edwin "Buzz" Aldrin.

○ B) to talk about the first trip to the moon.

○ C) to explain that the first Apollo mission was a disaster.

○ D) to explain how difficult it is to travel in space.

2. Which Apollo mission took the first astronauts to land on the Moon? *

○ A) Apollo 11.

○ B) Apollo 1.

○ C) Apollo 8.

○ D) Apollo 6.

3. How did the "Eagle" arrive at the moon? *

○ A) It was sent there by satellite.

○ B) It flew there on its own.

○ C) Neil Armstrong sent it there.

○ D) It was carried by the Saturn 5 rocket.

4. How many astronauts walked on the moon on July 20, 1969? *

○ A) One.

○ B) Two.

○ C) Three.

○ D) Four.

5. What can a reader find out from the text? *

○ A) Why the Apollo program was so successful.

○ B) How much did the Apollo program cost.

○ C) When did humans first visit the Moon.

○ D) Who was the commander of Apollo 11.

Después de la sección 4   Ir a la siguiente sección   ▼

Sección 5 de 7

READING PART 4   ⌄   ⋮

Five sentences have been removed from the text below.
For each question (1-5), choose the correct answer (A-H).
There are three extra sentences which you do not need to use.

APRIL FOOLS' DAY

April Fools' Day
The first day of April is known in England as April Fools' Day or All Fools' Day. The idea is to play tricks with other people, to try to make them believe things that are completely untrue. **1)** Choose ∨ Although most of the tricks are far from original or have been used for a long time, they succeed again and again.
The simplest jokes can involve children who tell each other that their shoelaces are undone. **2)** Choose ∨ Sometimes people are told that their jackets have been torn

Several theories have been put forward about how the tradition began. 5) [Choose ▾] So the origin of the "custom of making April Fools" remains uncertain and unknown.

---

1) _____. *

○ A) Children stick paper fish to their friends' backs.

○ B) The media also join in.

○ C) April Fools' Day is not a national holiday.

○ D) Both children and adults play all kinds of practical jokes then.

○ E) Why do we do this, and where did it start?

○ F) Unfortunately, none of them are very interesting.

○ G) Then they cry out "April Fool!" when the victims glance at their feet.

○ H) In the UK the jokes and pranks should stop by noon.

---

2) _____. *

○ A) Children stick paper fish to their friends' backs.

○ B) The media also join in.

○ C) April Fools' Day is not a national holiday.

○ D) Both children and adults play all kinds of practical jokes then.

---

3. _____. *

○ A) Children stick paper fish to their friends' backs.

○ B) The media also join in.

○ C) April Fools' Day is not a national holiday.

○ D) Both children and adults play all kinds of practical jokes then.

○ E) Why do we do this, and where did it start?

○ F) Unfortunately, none of them are very interesting.

○ G) Then they cry out "April Fool!" when the victims glance at their feet.

○ H) In the UK the jokes and pranks should stop by noon.

---

4. _____. *

○ A) Children stick paper fish to their friends' backs.

○ B) The media also join in.

○ C) April Fools' Day is not a national holiday.

○ D) Both children and adults play all kinds of practical jokes then.

○ E) Why do we do this, and where did it start?

○ F) Unfortunately, none of them are very interesting.

○ D) Both children and adults play all kinds of practical jokes then.

○ E) Why do we do this, and where did it start?

○ F) Unfortunately, none of them are very interesting.

○ G) Then they cry out "April Fool!" when the victims glance at their feet.

○ H) In the UK the jokes and pranks should stop by noon.

⋮⋮⋮

5. _____. *

○ A) Children stick paper fish to their friends' backs.

○ B) The media also join in.

○ C) April Fools' Day is not a national holiday.

○ D) Both children and adults play all kinds of practical jokes then.

○ E) Why do we do this, and where did it start?

○ F) Unfortunately, none of them are very interesting.

○ G) Then they cry out "April Fool!" when the victims glance at their feet.

○ H) In the UK the jokes and pranks should stop by noon.

Sección 6 de 7

READING PART 5

Read the text below and choose the correct word (A, B, C or D) for each space.

STOP THE INVADERS

Stop the Invaders

Even if you take good (1) ... of your body, you can still get sick sometimes. Germs can invade even a healthy body! Getting sick can make you feel miserable, but there are some things that you can do to help yourself get better quickly and be more comfortable. The first thing to do when you are not feeling well is to (2) ... your parents know.

Sometimes it is hard to tell whether you have a cold, the flu, or something more serious. So your parents may take you to the doctor. Your doctor can (3) ... tests that will let you know what is making you sick. You may be sick because of bacteria. Strep throat is an (4) ... of an illness caused by bacteria. If bacteria has made you sick, your doctor (5) ... give you antibiotics. Antibiotics are medicines that are designed to help your body get rid (6) ... the bacteria that is making you sick.

1) _____ *

○ A) care

○ B) responsibility

○ C) attention

○ D) trouble

2) _____ *

○ A) admit

○ B) permit

○ C) let

○ D) allow

3) _____ *

○ A) do

○ B) put

○ C) carry

○ D) follow

4) _____ *

○ A) case

○ B) model

○ C) symbol

○ D) example

5) _____ *

○ A) have

○ B) will

○ C) is

○ D) had

6) _____ *

○ A) for

○ B) from

○ C) of

○ D) in

Después de la sección 6   Ir a la siguiente sección   ▾

READING PART 6   ⌃   ⋮

For each question, write the correct answer. Use only *one* word in each gap.

READING PART 6

For each question, write the correct answer. Use only *one* word in each gap.

USE ONLY ONE WORD IN EACH GAP. PLEASE USE CAPITAL LETTERS!

Saint Patrick's Day

It was really interesting to read (1) ... you celebrate the last day of Carnival (Mardi Gras) in Italy. I'd love to come to see you at that time one year to enjoy it. I'd like to tell you (2) ... our national Irish holiday that we celebrate on the 17th of March, the traditional day of St Patrick's death.

It is celebrated in more countries than any (3) ... national festival. The Irish usually go to church in the morning and then take part in a parade. Drinking, dancing and music (4) ... also part of the festivities later in the day. You can see the colour green everywhere. People paint their faces green, wear green clothes and they even eat green food.

In Chicago, where people celebrate that day as (5) .... they even dye the Chicago River bright green. The St. Patrick's Day parade in Dublin is now part of a five-day festival. Last year, more (6) ... 500.000 people attended the parade.

1) how *

Texto de respuesta corta

2) about *

Texto de respuesta corta

3) others *

4) are *

Texto de respuesta corta

5) well *

Texto de respuesta corta

6) than *

Texto de respuesta corta

Have a nice day!

Annex 2: Pre-test and Post-test

pre-test scores

	SKIMMING	INFERRING	SCANNING	PREDICTING	DEDUCING MEANING FROM CONTEXT	READING FOR DETAIL - INTENSIVE READING
student 1	5	1	3	0	2	0
student 2	1	0	4	0	4	0
student 3	4	0	2	1	1	0
student 4	4	1	3	0	2	0
student 5	4	1	2	1	1	0

post-test scores

	SKIMMING	INFERRING	SCANNING	PREDICTING	DEDUCING MEANING FROM CONTEXT	READING FOR DETAIL - INTENSIVE READING
student 1	4	0	4	4	4	0
student 2	2	1	2	0	2	0
student 3	4	1	2	1	0	0
student 4	4	0	3	3	5	0
student 5	3	1	2	0	0	0

Pre-test and Post-test

NAME	PRE-TEST GRADE	POST-TEST GRADE
student 1	11 / 32	16 / 32
student 2	9 / 32	7 / 32
student 3	8 / 32	8 / 32
student 4	10 / 32	15 / 32
student 5	9 / 32	6 / 32

Annex 3: Approval

CARTA DE COMPROMISO

Ambato, 25/10/2021

Doctor, Marcelo Núñez   presidente
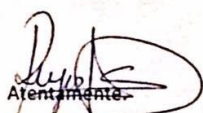
Unidad de Integración Curricular

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación

Monica Daniela Reyes Casillas en mi calidad de Directora de la Unidad Educativa "Blaise pascal", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: **"The ICT and ESL students with dyslexia"** propuesto por la estudiante Josue Gustavo Gavilanez Guerrero, portadora de la Cedula de Ciudadanía 1804846531, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.-

Monica Daniela Reuyes Casillas

Cédula de Ciudadanía

0502781891

Dreyes@blaisepascal.edu.ec

Annex 4: Lessons plans

Lesson Plan 1		
Teacher-student: Josue Gavilanez		**Date:**
Duration: 40 minutes	**Level:** A1	**Age:** 10-12
Objective: To improve students' reading using ICT		
Time	**Description**	**Materials**
5 minutes	The teacher introduces himself to the students and explains the research work to be carried out during the following weeks and the activities to be developed in class.	
10 minutes	Teacher presents the pre-test and explains all the information about the test and how to complete the questions.	**https://forms.gle/WmuoszwJRsEthSdX9**
35 minutes	Students take the pre-test and send it to the teacher.	

Preguntas Respuestas 7 Configuración Puntos totales: 32

Sección 1 de 7

THE ICT AND ESL STUDENTS WITH DYSLEXIA

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

· Objective:

To analyze the influences of ICT on ESL students with dyslexia.

STUDENTS PRE-TEST

Preguntas Respuestas 7 Configuración Puntos totales: 32
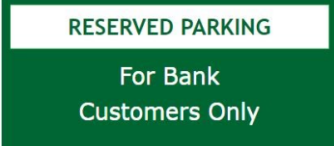
Después de la sección 1   Ir a la siguiente sección

Sección 2 de 7

READING PART 1

Look at the text in each question.What does it say? Click the correct box A, B or C.

Look at the text in each question.What does it say? Click the correct box A, B or C. *

RESERVED PARKING

For Bank Customers Only

READING PART 2

The people below in 1-5 all want to find a suitable hotel.
Look at the descriptions of eight hotels. (A-E).
Decide which hotel would be most suitable for each person.

Look at the descriptions of eight hotels. (A-E). Decide which hotel would be most suitable for each person.

A) Hotel Inn Located right on Main Street, the most dynamic entertainment destination, the premium city center location of the hotel offers everything from restaurants and music clubs to exclusive club nights, theatres, cinemas, and shopping centers.
B) Casa Hotel Casa Hotel is a fashionable three-star hotel perfectly located in a peaceful neighborhood with a scenic view. Our guests can choose from the most popular sightseeing tours by boat and bus and other programs, such as rural tours.
C) Mercure Hotel Located in the heart of the old town, the hotel is connected to Hall Triangle Interchange and is within easy reach of the M18. The hotel offers on-site car parking for up to 48 cars. Free Wi-Fi connection is available throughout the hotel.

	Lesson Plan 2	
Teacher-student: Josue Gavilanez		**Date:**
Duration: 50 minutes	**Level:** A1	**Age:** 10-12
Objective: To improve students' reading using ICT		

Time	Description	Materials
10 minutes	Teacher starts with an activity about find the differences.	https://www.hellokids.com/r_260/free-online-games/find-the-differences-online-games
10 minutes	Teacher shows a presentation in classroomscreen and explaining the importance, benefits and what ICT are and how useful are in education.	https://classroomscreen.com/app/wv1/4e18f8f6-5e48-4111-aba0-6cb8574ec5a5 https://youtu.be/7Q67Poh7cGA
10 minutes	Teacher presents the first ICT, and explain how students have to work.	
10 minutes	Students start practice their reading with some comics provide by the teacher.	https://www.gocomics.com/
10 minutes	Teacher give some tips for improve their reading and answer students questions about the activity.	

	Lesson Plan 3	
Teacher-student: Josue Gavilanez		**Date:**
Duration: 50 minutes	**Level:** A1	**Age:** 10-12
Objective: To improve students' reading using ICT		

Time	Description	Materials
10 minutes	Teacher starts with an activity about find the differences	https://www.hellokids.com/r_260/free-online-games/find-the-differences-online-games
10 minutes	Teacher presents the activity for practice the reading using the ICT "starfall".	https://www.starfall.com/h/ltr-classic/
10 minutes	Students start watching the activity "learn to read" about Zac the rat and practice their pronunciation.	https://www.starfall.com/h/ltr-sv-a/zac-the-rat/?sn=ltr-classic
10 minutes	Teacher asks some students to read aloud and make practice their reading skills.	
10	Students practice their pronunciation with the new vocabulary.	

Lesson Plan 4		
Teacher-student: Josue Gavilanez		**Date:**
Duration: 50 minutes	**Level:** A1	**Age:** 10-12
Objective: To improve students' reading using ICT		

| Time	Description	Materials
5 minutes	Teacher starts with an activity about find the differences.	https://www.hellokids.com/c_31723/free-online-games/find-the-differences-online-games/the-penguins-of-madagascar
10 minutes	Students start practice their reading using the ICT provide for the teacher, then they have to read "the little red hen".	
15 minutes	Teacher makes students participates in the activity to improve their reading skills.	https://www.starfall.com/h/index-kindergarten.php
10 minutes	Students read the folk tale.	https://www.starfall.com/h/ir-folk/littlered/?sn=ir-folk--im-reading
10 minutes	Teacher makes practice their pronunciation and improving their vocabulary.	

The Little Red Hen

An English Folk Tale

Retold by
Starfall

Illustrated by
Michael Ramirez

Starfall™
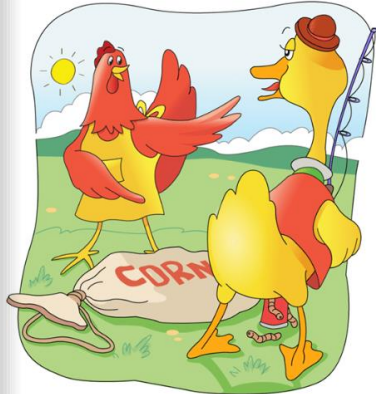
A little red hen found a bag of corn. "I will take it home and make muffins," she said.

The little red hen asked a duck, "Will you please help me lift my bag of corn?"

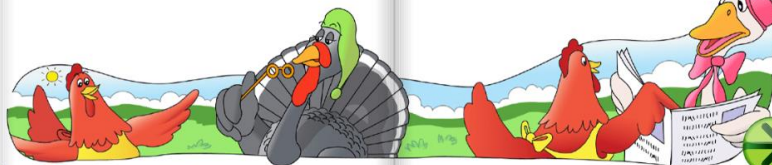The duck said, "No."

1

2

She asked a turkey, "Will you please help me lift my bag of corn?"

The turkey said, "No."

She asked a goose, "Will you please help me lift my bag of corn?"

The goose said, "No."

"Then I will lift it myself!" said the little red hen.

3

4

	Lesson Plan 5	
Teacher-student: Josue Gavilanez		**Date:**
Duration: 40 minutes	**Level:** A1	**Age:** 10-12
Objective: To improve students' reading using ICT		
Time	**Description**	**Materials**
10 minutes	Teacher starts with an activity about find the differences.	https://www.hellokids.com/r_260/free-online-games/find-the-differences-online-games
15 minutes	Students start reading and learning the correct pronunciation in the new ICT "mansion ingles".	https://mansioningles.com/
15 minutes	Teacher asks students to read aloud the part that they have difficulties.	https://mansioningles.com/Vocabulario.htm
10 minutes	Students ask to the teacher about new words for their vocabulary.	

Lesson Plan 6		
Teacher-student: Josue Gavilanez		**Date:**
Duration: 50 minutes	**Level:** A1	**Age:** 10-12
Objective: To improve students' reading using ICT		

Time	Description	Materials
5 minutes	Teacher shows a video to start the class about the benefits of using ICT in education.	https://youtu.be/FZSnLaIF088
15 minutes	Teacher presents the second reading activity using the ICT "starfall".	https://www.starfall.com/h/ir-fnf/penguin/?sn=ir-fnf--im-reading
10 minutes	Students start reading the penguin tale and practice their pronunciation.	
10 minutes	Teacher asks some students to read aloud some parts of the reading.	https://www.starfall.com/h/ir-fnf/penguin/?sn=ir-fnf--im-reading
10 minutes	Students work in an activity about pronunciation, then teacher checks their answers in class.	
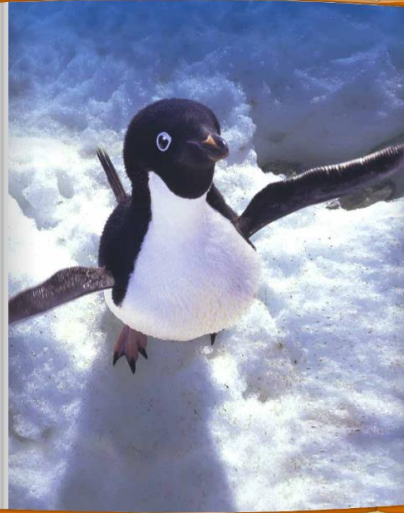
Penguin, Penguin

For the earliest reader

By
Margaret Hillert

Starfall™

Oh, oh, oh.
Look here. Look here.
What will you find here?

1

2

Here is something.
How big it is!
Big, big, big.

3

4

	Lesson Plan 7	
Teacher-student: Josue Gavilanez		**Date:**
Duration: 50 minutes	**Level:** A1	**Age:** 10-12
Objective: To improve students' reading using ICT		

Time	Description	Materials
10 minutes	Teacher presents the pre-test and explains all the information about the test and how to complete the questions.	https://forms.gle/qYoo79MZa59RD74RA
40 minutes	Students take the pre-test and send it to the teacher.	

Sección 1 de 7

THE ICT AND ESL STUDENTS WITH DYSLEXIA

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

- Objective:

To analyze the influences of ICT on ESL students with dyslexia.

STUDENTS PRE-TEST

- Instructions:

Please, read carefully and complete the following Cambridge English Standardized test based on your previously reading knowledge acquired during your academic formation. Once you have finished click on the submit button. All answers are needed to be as genuine as possible.

- Time:

You will have 45 minutes to complete this test. This is only the reading part of the general test, which is divided into six different parts. Good luck, and do your best!

Read the text and questions below.For each question, mark the correct letter A, B, C or D.

TO THE MOON

In 1969, three people in a tiny spaceship made history with a trip the world will never forget. The three men were Michael Collins, Edwin "Buzz" Aldrin, and Neil Armstrong. The first manned lunar landing mission was called Apollo 11 and their destination was the moon. Tens of thousands of people worked on the Apollo project to send those men to the moon. The project, also known as Apollo program, took 10 years of preparation. The first manned Apollo flight was a disaster because the spacecraft caught fire on the ground. But NASA continued with the Apollo program. During future space missions, the astronauts practised flying their space crafts. They also performed the tasks they needed to know so they were able to fly to the moon and land on it. On the Apollo 8 mission, the astronauts flew around the Moon ten times. They were almost ready for the first moon landing. The rocket that carried the spacecraft and the astronauts into orbit around the moon was called the

APRIL FOOLS' DAY

April Fools' Day

The first day of April is known in England as April Fools' Day or All Fools' Day. The idea is to play tricks with other people, to try to make them believe things that are completely untrue. **1)** [Choose ▾] Although most of the tricks are far from original or have been used for a long time, they succeed again and again.

The simplest jokes can involve children who tell each other that their shoelaces are undone. **2)** [Choose ▾] Sometimes people are told that their jackets have been torn or they are sent on a false business errand. **3)** [Choose ▾] They produce sensacional news on television, radio as well as in the press. **4)** [Choose ▾] Those who continue to play jokes in the afternoon are April fools themselves.

Several theories have been put forward about how the tradition began. **5)** [Choose ▾] So the origin of the "custom of making April Fools" remains uncertain and unknown.

Stop the Invaders

Even if you take good **(1)** ... of your body, you can still get sick sometimes. Germs can invade even a healthy body! Getting sick can make you feel miserable, but there are some things that you can do to help yourself get better quickly and be more comfortable. The first thing to do when you are not feeling well is to **(2)** ... your parents know.

Sometimes it is hard to tell whether you have a cold, the flu, or something more serious. So your parents may take you to the doctor. Your doctor can **(3)** ... tests that will let you know what is making you sick. You may be sick because of bacteria. Strep throat is an **(4)** ... of an illness caused by bacteria. If bacteria has made you sick, your doctor **(5)** ... give you antibiotics. Antibiotics are medicines that are designed to help your body get rid **(6)** ... the bacteria that is making you sick.

1) _____ *

○ A) care

○ B) responsibility

○ C) attention

○ D) trouble

Curiginal

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Analysis address	eg.encalada.uta@analysis.urkund.com

Sources included in the report

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Receiver: deadv.pved.02.uta@analysis.urkund.com

⊞ **6**

Firmado electrónicamente por:
**EDGAR GUADIA
ENCALADA
TRUJILLO**

Mg. Edgar Guadia Encalada Trujillo
TUTOR TRABAJO DE TITULACIÓN