

FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

DEVELOPING FORMULAIC SPEECH THROUGH DIFFERENTIATED INSTRUCTION  
AND TIERED ACTIVITIES

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MONOGRAFÍA PRESENTADA PARA OPTAR AL TÍTULO DE LICENCIADA EN  
ESPAÑOL Y LENGUAS EXTRANJERAS

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<b>2. Descripción</b>
<p>Trabajo de grado que se propone evidenciar el impacto de la educación diferenciada a través de actividades por niveles sobre el desarrollo del habla en la lengua extranjera inglés en estudiantes de segundo grado del Colegio Técnico Distrital Domingo Faustino Sarmiento. Durante la implementación de la propuesta pedagógica se hizo especial énfasis en el desarrollo del habla formulaico y la enseñanza de la lengua extranjera en un ambiente inclusivo. Dentro del grupo de participantes se encontraban dos estudiantes con dificultades de aprendizaje y un estudiante con discapacidad física, por tal motivo el principal objetivo de dicho trabajo de grado fue ofrecer las mismas oportunidades de aprendizaje a todos los estudiantes a pesar de sus dificultades. Este proyecto de investigación se hizo bajo los parámetros de la investigación acción y fue desarrollado durante un periodo de un año.</p>

<b>3. Fuentes</b>
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#### 4. Contenidos

El proyecto de investigación fue desarrollado en cuatro etapas contemplando los parámetros de investigación acción propuestos por Bruns (1999). Observación e identificación del problema, planeación de la propuesta pedagógica, implementación de la propuesta y recolección de datos, y análisis de los datos obtenidos. Éste proyecto surge a partir de la necesidad de ofrecer las mismas oportunidades de aprendizaje a todos los estudiantes a pesar de sus dificultades, físicas o cognitivas. La propuesta pedagógica se llevó a cabo implementando educación diferenciada y actividades por niveles, con el fin de desarrollar la habilidad del habla en la lengua inglesa. Por tal motivo, los objetivos planteados para el proyecto investigativo fueron:

Objetivo general: Identificar el impacto de la implementación de educación diferenciada a través de actividades por niveles sobre el habla formulaico de los estudiantes del grado 202 del Colegio Técnico Distrital Domingo Faustino Sarmiento.

Objetivos específicos: Determinar el impacto de la educación diferenciada sobre el habla formulaico de los estudiantes; reconocer el desarrollo del habla formulaico luego de la implementación de actividades por niveles; evaluar la relevancia del desarrollo de habla formulaico para el desarrollo del habla en la lengua extranjera.

Adicional a las los principios sobre Differentiated Instrucción (educación diferenciada) de Tomlinson (2001), y tiered activities (actividades por niveles) Heacox (2014), durante el proceso investigativo también se tomaron en cuenta postulados relacionados a Developmental Sequences in Naturalistic L2 Acquisition (etapas del desarrollo en la adquisición de una segunda lengua) propuesto por Ellis (1994), silent period (periodo silencioso) por Krashen (2009), learning and acquisition (aprendizaje y adquisición) de Krashen (2009), storytelling (narración de cuentos) planteado por Brune (2004) y descripción y definición de la habilidad del habla dada por Brown (2010).

#### 5. Metodología

La presente es una investigación cualitativa que, a su vez, se llevó a cabo teniendo en cuenta los cuatro pasos fundamentales de la investigación acción, observar, reflexionar, planear y actuar. La aplicación de la propuesta se hizo durante un periodo de 10 semanas, durante la cuales se hizo recolección de datos a través de diarios de campo, encuestas, entrevistas, y grabaciones con sus respectivas transcripciones, y análisis de datos por medio de codificación de la información y triangulación metodológica.

#### 6. Conclusiones

Finalmente fue posible concluir que la educación diferenciada, efectivamente, promueve la inclusión en el aula de clase ya que, así como lo señala Tomlinson (2001), es posible enfocarse en las necesidades y

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habilidades de cada estudiante. De igual manera, la implementación de actividades por niveles combinada con la diferenciación por proceso (Heracox, 2014) permite ofrecer a los estudiantes diferentes caminos para llegar al conocimiento teniendo en cuenta aspectos como inteligencias múltiples, talentos o necesidades específicas. Adicional a esto, la riqueza de recursos ofrecidos por las actividades por niveles permite dar a los estudiantes inputs claros y comprensibles, lo cual beneficia enormemente el periodo silencioso planteado por Krashen (2009). Gracias a lo anterior fue posible evidenciar el proceso y éxito de las etapas planteadas en el desarrollo secuencial de la segunda lengua, periodo silencioso y habla formulaico. De igual forma se destaca la efectividad de la implementación de la educación diferenciada al momento de ofrecer oportunidades de aprendizaje equitativas para todos los estudiantes a pesar de las posibles diferencias que pueda haber en la población, tanto físicas como cognitivas. Finalmente, se recomienda trabajar en equipo con profesionales en el área de educación especial y se resalta que a pesar de lo dispendiosa que puede llegar a ser la educación diferenciada es una metodología que vale completamente implementar en el aula de clase.

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**Abstract**

The present qualitative action research is developed with a group of 20 second graders at Colegio Técnico Distrital Domingo Faustino Sarmiento. Based on the population's characteristics: English level A1, heterogeneous group that includes four students with specific academic needs, difficulty to use English as a tool of communication, and coexistence issues. The student researcher presents a project that blends differentiated instruction with tiered activities to develop student's formulaic speech to start expressing ideas using English as a tool of communication. The student researcher collected data through interviews, recordings, surveys, and field notes, and analyzed the information by using triangulation, with the purpose of measuring the impact of the proposal in the improvement of student's speaking skill.

*Key words: tiered activities, differentiated instruction, formulaic speech, speaking skill.*

## **Chapter 1 : Introduction**

The present action research project attends to propose the use of storytelling through the implementation of differentiated instruction in English as a foreign language with the objective of innovating in the Educational field. The proposal is based on the problem identified through the characterization of the population, and the students' English level diagnosis. Consequently, the description of the school's context, the participants, and general aspects of the present study such as the problem statement and the objectives are explained below.

### **Local Context**

The school Colegio Técnico Distrital Domingo Faustino Sarmiento is located in Rionegro neighborhood in the locality number 12 of Bogotá, Barrios Unidos. Rionegro counts with five public schools, including the Colegio Técnico Distrital Domingo Faustino Sarmiento. Most of the population does not present serious economic problems due to the fact that 90.4% of the people have the economic resources needed to pay their basic economic costs, including education, health, food, transportation and utilities, and a 35.5% are able to afford more than the basic needs (Alcaldía Mayor de Bogotá, 2011).

### **Institutional Context**

Colegio Técnico Distrital Domingo Faustino Sarmiento is a public school that offers all the school levels from first grade to eleventh grade. Due to the size of the school, it is divided into four branches. The present study is developed in branch D during the afternoon shift. The school provides technical education making emphasis on the teaching and learning processes of Business

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Operations Accounting and Organization of Recreational and sport events in agreement with Servicio Nacional de Aprendizaje (SENA), and implementing the Proyecto Educativo Institucional (PEI) “Calidad Educativa para la formación Integral y Laboral” (Colegio Técnico Distrital Domingo Faustino Sarmiento, n.d.).

The mission of the institution tends to perform educational processes in all the fields of knowledge (social sciences, humanities, formal sciences and natural sciences) in order to enhance the human development of its students. It takes into consideration the principles and values needed to live in society such as respect, tolerance, responsibility, love, friendship, and honesty. In addition, it is rooted to promote sense of autonomy with the objective of training autonomous citizens and competent professionals able to succeed in society.

The institution has a heterogeneous population. The school is mixed gender and some of its students have physical and cognitive disabilities such as cognitive deficit. Thus, it is projected to implement a historical and cultural approach that implements significant and collaborative learning in order to supply all the student’s needs. The pedagogic global strategy is oriented to work on student's individual progress under the philosophical viewpoint of constructivism and meaningful learning. During the lessons, teachers encourage collaborative work and try to supplement the theory with practice. Once the teachers explain a topic, they propose students to put it into practice. The students are challenged to solve real problems.

The school reinforces the learning of English as a foreign language. It is part of the Aulas de Inmersión program implemented by Secretaría de Educación Distrital (SED) of Bogotá, in which the students have the opportunity of learning a foreign language, in this case English, through ludic activities and games. According to this program, each school is supported by one

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volunteer from other country and two language teachers from the school, but the institution has only one English teacher for the whole primary level, in the afternoon school day.

Unfortunately, the school counts with few resources to enhance the teaching of English. It is equipped with an immersion classroom furnished with computers, but since the students are spread all over the different branches, only some of them have access to it, and the students that use it can access to the immersion room one hour per week. Even though the school tries to make emphasis on the English teaching, the primary students do not have a specific class of English in the academic curriculum.

### *Participants*

The participants of this action research are the students of group 202 at Colegio Técnico Distrital Domingo Faustino Sarmiento. The study starts with a group of 29 students aged between 7 and 10 years old. The majority of the students belong to socioeconomic strata from 1 to 3 maximum. Most of them live with their parents and siblings, except for Student 2 who is in the care of the foundation *Amor por Colombia*.

It is a heterogeneous group with 2 students with Transitory Educational Needs (TEN), understood as learning difficulties that can be overcome, and one student diagnosed with spina bifida which represents a physical disability (Annex 1). All the students are in the process of learning the written code in Spanish. Taking into consideration the principles of confidentiality stated by Smith cited in Brannan, J. Gibson, A. Lishman, J (2014) their names are not mentioned during the study; for this reason, they are referenced as student 1, student 2, and student 3 respectively. The study is developed with the total population.

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According to the age of the students, between 7 and 10 years old, all of them belong to the *Concrete Operational Stage of Development* proposed by Jean Piaget cited by Wood, Smith, & Grossniklaus (2001). Which means that they begin using logical thought to solve real and concrete problems, but they are not able to think hypothetically or abstractly. In relation to the language, they communicate using long sentences and can contrast different points of view. Thus, in the Spanish classes they are able to express their point of view using in their native language, Spanish, but they cannot identify specific details in readings.

In summary, the present pedagogical proposal is developed in a heterogeneous group of students. In accordance with the Piaget's Cognitive Development, all of them belong to the *Concrete Operational Stage of Development*, but there are different cognitive conditions since 2 students are diagnosed with learning difficulties and one of them presents physical disabilities. In general, they share the same socio economic conditions, but the affective conditions of each student is different since the "household" is diverse.

### ***Diagnosis***

The diagnosis of the English level is designed according to the Common European Framework of Reference for Languages principles for the level A: Basic users. Due to the fact that the students are in the process of developing reading and writing skills in their mother language (Spanish), the diagnosis is performed putting emphasis on the speaking and listening skills, although grammar and reading are evaluated too. It is composed of three parts: A series of activities that attempt to recognize their proficiency of English by following basic instructions and making a short review of basic vocabulary such as feelings, family members, colors, parts of the body; a controlled speaking session; and a test taken from the Cambridge org website.

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The first part of the diagnosis is composed of a corporal exercise, and a matching game activity (images with sounds) in regards to listening, speaking and vocabulary. The activities take 20 minutes each to be completed. During the corporal activity, the students have to imitate the movements of the student researcher and mention the different parts of the body. Then, she asks them to move to the front, to the right, to the left, to the back. It is possible to identify that children do not recognize vocabulary of the parts of the body and the prepositions of place (right and left), even in Spanish. In addition, the students have a good reaction to the exercise. Students 1 and 3 are not present during the exercise (Annex 2).

During the part of matching images with sounds, the students have to follow simple commands (sit down, please, come here, go to your place, make a circle, raise your hand, and silence). They have to show the correct image of different feelings to the researcher according to what is asked by her. All along the exercise, the researcher uses a puppet and the students have to ask it about its feelings. While the researcher answers the question, the students have to choose the correct image related to feelings and, at the same time, say what color the image is (Annex 2).

Keeping the above in mind, it is identified that students do not follow instructions. They are in the process of learning and habituating rules of interaction such as turns of speaking, listening to each other, and asking for permission to talk or participate in the activity. A high proportion of students, including Student 2, seems to be comfortable talking in English, when they imitate the teacher, which demonstrates a good attitude in regards to the learning and performing of English.

On the other hand, it is evident that the 100% of the children do not recognize vocabulary related to feelings, they speak in Spanish all the time, except when the student researcher asks them to repeat some words in English. As the students do not know that vocabulary, the



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researcher teaches it by matching the images with the word and the corresponding mimic. Some of the students understand the explanation and do the matching by themselves, but some of the other students including Student 2 are not able to complete the exercise successfully without the researcher's help.

During the controlled speaking session, there is a series of flash cards with questions (how old are you? Who do you live with? What are your hobbies? Or what is your favorite kind of music?) pasted on the board. Each flashcard is marked on the back with a number, color or shape. The students have to answer the questions by choosing a flashcard saying the number, color or shape of the flashcard aloud. The question is also read aloud.

Most of the students know the primary colors and the numbers until 10, but when they are asked to answer the questions, they are not able to answer. They did not have the necessary language level or the vocabulary needed. Just a small percentage of the students remember the vocabulary related to family. In addition, they do not recognize the question, it is necessary to ask the question in Spanish.

In the reading and grammar test the students are asked to do a test (Annex 5). The instructions are given in Spanish and the questions are read aloud, one by one, giving them enough time to answer before reading the next. The totality of the students is not able to answer the test. They say that they do not understand anything.

Furthermore, the surveys answered by the students reveal that 100% of students feel excited about learning English. Also, they say that they love listening to stories read aloud by the teacher, and they feel curiosity to explore books by themselves. The total population mention that they like stories about super heroes and animals (Annex 2 and 3).

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Even though they also express being pleased to work together and interact with their classmates, during the phase of observation Students 1, 2 and 3 do not interact constantly with the rest of the class, sometimes they seem to be isolated from the rest of the group. Most of the children try to help student 1 in the activities that involve physical effort, but some of them show rejection to Students 2 and 3(Annex 4).

To conclude, the diagnosis of the English level designed according to the Common European Framework of Reference for Languages principles for the level A shows that students do not follow instructions. They are in the process of learning and habituating rules of interaction such as turns of speaking, listening to each other, and asking for permission to talk or participate in the activity. In regards of the second language, the students do not recognize much vocabulary and are not able to communicate through the English language.

### **Problem statement**

According to the diagnosis and the observations made by the student researcher in the second grade at Colegio Técnico Distrital Domingo Faustino Sarmiento, some problematic aspects that affect the teaching learning process negatively in the English class are identified.

In the first place, it is imperative to promote healthy social coexistence, tolerance, respect and companionship in the classroom without regarding social, economic, cognitive or physical differences. Having in mind, the Affective Filter Hypothesis proposed by Krashen (2013a) there are psychological variables that affect the learning process negatively. If the learner is anxious or has low self-esteem, she or he may understand the input, but it will not reach what Chomsky has called the language acquisition device creating a barrier in the process of learning.

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On the other hand, they are not able to produce output in writing or speaking in the target language, they do not recognize English as a tool of communication. Students do not have enough vocabulary and language structures yet to express their ideas. In words of Ellis (1994) the aquiaers have to pass through different stages such as the silent period, formulaic speech, and spontaneity, before they start using English as a tool of communication. In addition, they are not aware of their role as students and the process they must pass through to be able to use the language, according to Krashen (2009) the attitude of learners is very important in the learning process because they have to be aware of the process.

### **Rationale of the study**

Having in mind that the institution has a heterogeneous population including children with disabilities (physical or cognitive). It is necessary to implement a plan of study that encourages students to learn English regardless of the different cognitive students' conditions. This study responds to this need using differentiated instruction (Tomlinson, & Ann, 2014) because this strategy allows the teachers to adapt their classes taking into account the students' needs, habilities, intelligences, or likes.

Considering that, for the students, it is the first encounter with the English language; they are not able to use it to communicate in a spontaneous and natural way. Ellis (1994) establishes that during the L2 learning and acquisition process, the learners pass through different stages before they start producing creative speech. These stages include a silent period (acquisition of chunks of language, vocabulary and basic language structures), communication using formulaic speech (chunks of language), and improvement of the language structures.

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Correspondingly, using tiered activities (Adams & Pierce, 2006; Tomilson, 2014) enables to propose diverse types of activities considering the heterogeneity of the classroom. Implementing them, teachers are able to propose different kinds of material (visual, kinesthetic or auditive) in order to give comprehensible input to the students provide them with vocabulary and chunks of language needed to start expressing ideas, meeting the parameters of input hypothesis (Krashen, 2009).

Altogether, teachers are called to guide students in the learning process respecting the different stages of the process. There are two preview levels, silent period and communication using formulaic speech, before the language learners start using the target language spontaneously (Ellis, 1994). During the silent period, the inputs have to be clear and accurate (Krashen, 2009) for this reason, using tiered activities is an appropriate tool to give accurate inputs without regards of the heterogeneity of the group of students.

### **Justification of problem's significance**

Subsequently, the institution has a heterogeneous population including children with disabilities (physic or cognitive). Public schools receive all the children without regarding their condition (MEN, 2005). For this reason, having a heterogeneous population in the classroom is not only a regular situation at Colegio Técnico Distrital Domingo Faustino Sarmiento but also for most of the public schools in Colombia.

Taking into consideration that all the children have the right to education, all of them should have the same learning opportunities in the classroom, which does not mean that they must be educated in the same way. It has been demonstrated that the teaching-learning process is more successful when teaching methodologies are adapted to the children's necessities (Martínez,

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2011; Susanne Seifert, 2015; Woori Kim , 2012) reason why it is necessary to propose a teaching methodology in which all the students have the same opportunity of learning.

### **Research question and objectives**

How does implementing differentiated instruction through tiered activities influence the student's formulaic speech in the classroom 202 of Colegio Tecnico Distrital Domingo Faustino Sarmiento?

#### ***General Objective***

To identify the impact of implementing differentiated instruction through tiered activities on the student's formulaic speech in a group of second graders at Colegio Tecnico Distrital Domingo Faustino Sarmiento

#### ***Specific objectives***

To determine the impact of the differentiated instruction implementation on the student's formulaic speech

To recognize the improvement of students' formulaic speech after the implementation of tiered activities

To evaluate the relevance of formulaic speech in the students' speaking skill improvement

## Chapter 2: Theoretical Framework & State of the Art

Having in mind the necessity of implementing a plan of study that encourages students to express their ideas in English regardless of different cognitive students' conditions, the student-researcher proposes to perform a teaching process that meets the student's needs by combining the parameters of input hypothesis (Krashen, 2009), Tiered activities (Tomilson, 2014), and differentiated instruction (Tomlinson, & Ann, 2014). Thus, the theories and the previous research findings that support the present proposal are explained bellow.

### State of the Art

Eight studies and articles in relation to differentiated instruction, storytelling and speaking skills were consulted.

<b>Title</b>	<b>Author/year</b>	<b>University</b>
<b>Instructional Strategies to Enhance Writing Skills Through Autobiographies Since an Inclusive Classroom</b>	Álvarez, Nidia (2016)	Universidad Pedagógica Nacional
<b>Inclusive English Classrooms: Requirements, Implications and Limitations: A Qualitative case of study</b>	Montaño, Johanna (2011)	Universidad Pedagógica Nacional. Master Thesis
<b>Effects of a Whole-Class Reading Program Designed for Different Reading Levels and the Learning Needs of L1 and L2 Children.</b>	Seifert (2015)	Reading & Writing Quarterly

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<b>Explicit and Differentiated Phonics Instruction as a Tool to Improve Literacy Skills for Children Learning English as a Foreign Language</b>	Martínez, A. (2011)	Gist Education and Learning Research Journal
<b>Teaching english to very young learners through authentic communicative performances</b>	Guevara, D., & Ordoñez, C. L. (2012)	Colombian Applied Linguistics Journal
<b>Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language</b>	Porras, N. (2010)	PROFILE Issues in Teachers' Professional Development
<b>Differentiated Instruction and Oral Tiered Activities to Impact A1 Students' English Level in a Multilevel Classroom</b>	Casallas , W (2016)	Universidad de la Sabana
<b>Exploring Third Graders' Reading Comprehension through the Implementation of Tiered products for Differentiated Instruction</b>	Passuy, N (2013)	Universidad de la Sabana

**Table 1: Studies and articles that support the study**

In concordance with Chapter 1, it is important to be clear about what the students are able to reach. Using the same teaching strategy for all the students might put students with learning difficulties at a disadvantage.

In the study *Instructional Strategies to Enhance Writing Skills Through Autobiographies Since an Inclusive Classroom* by Álvarez (2016), the author proposes a plan of study with the aim of developing English writing skills. In the end of the research, a group of third graders diagnosed

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with TEN was able to develop writing skills making their autobiography. It demonstrates that developing adapted classes in concordance to students' abilities engages them to work successfully, and benefits their learning process regardless of the learning problems. Considering that the present study is also developed in a group of students in which there are two students with learning difficulties, this pedagogical proposal contemplates some of strategies recommended to work in an inclusive classroom such as differentiated instruction and tiered activities.

In agreement, the case of study *Inclusive English Classrooms: Requirements, Implications and Limitations: A Qualitative case of study* by Montaña (2011) highlights the importance of communication and information over the parameters and strategies to be followed in order to respond to students' individual needs. The research included 45 students with physical and cognitive disabilities. The author concluded that the lack of information about this topic results in classes that do not take into consideration the needs of students with TEN, affecting their learning process negatively. Thus, this study takes into account the heterogeneity of the classroom and the methodologies such as differentiated instruction in order to succeed the teaching process

It was later confirmed by Seifert in *Language and Reading Skills* [emphasis added] (2015) with a research study developed in Germany, where the researchers applied a teaching program created by them called Language and Reading Skills LARS, a series of materials modified according to the student's group needs. The complexity of reading (size of sentences, vocabulary, size of words, size of the text) varied according to the students' needs, as well as the pre and post reading activities which allowed teachers to work with heterogeneous groups of students. The results revealed that students that were in the LARS program showed important gains in regards to comprehension, grammar, and vocabulary increase in comparison to a regular



group. This study confirms that differentiating the class promotes the learning improvement in the student's learning process.

Moreover, during the study *Explicit and Differentiated Phonics Instruction as a Tool to Improve Literacy Skills for Children Learning English as a Foreign Language* performed in Bogotá, the author Martínez (2011) aimed to improve reading comprehension skill. She demonstrated that adapting teaching approaches and resources towards the needs and the reaction that the students present in the classroom leads to more successful learning results, rather than expecting the children to adapt to the teaching methodology. This study puts in evidence the importance of proposing teaching activities that take into consideration the students' needs.

In addition to that, the advantages of differentiating the classes were also confirmed in the study *Teaching english to very young learners through authentic communicative performances* developed by Guevara and Ordoñez (2012). In which the purpose was to improve students' speaking skill. As a conclusion, the author suggests that no matter the input, songs, role-plays or storytelling, one of the most important things is to be sure that students understand what they are saying, and doing. In that way, it is easier to show them English as a tool of communication. For this reason, it is necessary to provide students with input according to their abilities in order to ensure its understanding.

Besides, in the study *Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language* by Porras (2010) in which the objective was to increase students' vocabulary, proposes that using storytelling enhances students to speak in English and reinforce the acquisition of vocabulary. The visual aids help students to understand the story. Students feel motivated because most of them demonstrated affinity to tales. It is important to use

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stories according to students' knowledge and abilities, failing to do so, leads to frustrations and affects the students learning progress negatively.

Consequently, it is important to look for strategies and methods that benefit the differentiated instruction. Accordingly, Casallas (2016) in his study *Differentiated Instruction and Oral Tiered Activities to Impact A1 Students' English Level in a Multilevel Classroom*, evaluated how differentiated instruction and oral tiered activities influence A1 students' English level in a multilevel classroom. He concluded that using tiered activities differentiating the topics and task's difficulty promotes students' improvement regardless the differences among the students, since in the end of the pedagogical proposal the difference between students' English level was reduced. Which demonstrates the effectiveness of using tiered activities in differentiated instruction.

Moreover, the study *Exploring Third Graders' Reading Comprehension through the Implementation of Tiered products for Differentiated Instruction* by Pasuy (2013) sought to identify the impact of tiered products (students' results) in the students' reading comprehension. In the end the author demonstrated that differentiating the classes by products promotes the students creativity and motivation. The students don't feel forced to fit in the classes; on the contrary they feel responsible and motivated towards their learning process. Therefore, implementing differentiated instruction through tiered activities can not only reduce the inequality, originated by the heterogeneity of the students, among the classroom, but also encourage students to improve.

In summary, these studies have shown that undifferentiated instruction tends to mitigate the learning process of students because the activities proposed by the teacher are thought for the

same level of difficulty. Some students do not feel challenged to go forward, and the students with TEN are asked to do activities for which they are not ready. Consequently, it is important to implement methodologies such as differentiated instruction and tiered activities that offer the same learning opportunities and encourage students to learn regardless their difficulties.

### **Theoretical Framework**

As it was stated in the introductory chapter, this present research is thought considering the learning problematics identified in the group of second graders 202 at Colegio Tecnico Distrital Domingo Sarmiento. This section presents the theories that supports the pedagogical proposal proposed in this study.

#### ***Differentiated Instruction***

According to Ley 115 o General de Educación de Colombia (1994) Education is a continuous process of integral citizen training in regards the cultural, personal and social fields which Colombian people have the right, without exception. Having this in mind, the Alcaldía Mayor de Bogotá (2012) suggested that teaching lessons must lead children's growth regardless their abilities or disabilities; it is important to propose accurate activities to the children with specific academic needs without losing sight of the rest of the students.

In view of not all the children share the same cognitive or emotional needs because they are not equal, Tomlinson (2014) propose that in the differentiated instruction teachers base their class in order to enhance student's knowledge and talents. Thus, students compete with themselves and not against their classmates, the idea is to overcome their own difficulties and promote their growth. Consequently, even though the general goals for the teaching/learning process are the same, it is important to take into consideration the different styles of learning and context of the

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students in order to foster student's progress offering different teaching alternatives according to their abilities (Alcaldía Mayor de Bogotá, 2012; Tomlinson, 2014).

Accordingly, Heacox (2014) gave a solid and concise description of differentiated instruction, defining it as “Differentiated instruction enhances learning for all students by engaging them in activities that better respond their particular learning need, strengths, and preferences” (p.1). The author also describes the differentiated instruction as a rigorous strategy, since the teacher set goals according to the students habilities. The goals cannot be too easy or too difficult because the idea is to challenge students to overcome rather than desmotivate them proposing objectives impossible to reach.

In addition, this strategy is relevant and flexible due to the fact that the teacher focuses on the essential learning and the activities proposed are adjusted according to the students capabilities. Thus, Tomlinson (2014) and Heacox (2014) agree that the content taught is the same but the degree of complexity and the resources are adjusted depending on the population's needs. According to that, the teacher must accept the heterogeneity of the classroom and seek to encourage and motivate their students according to their own abilities and needs trying to respond to the cognitive and affective variety inside the classroom. For this reason, the current study pursues to implement differentiated instruction in order to offer different paths according to the students' abilities and learning styles considering that the group of students is composed of students with and without specific academic needs.

### *Tiered activities*

Thinking about how to implement a strategy that allows the teacher to differentiate the classroom and offer the same learning opportunities with regardless of the heterogeneity of the

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classroom, I propose that using tiered activities allows the teacher to present different kind of materials and task according to the students' abilities.

As pointed out by Tomilson (2003) there are different strategies that contemplate the students' differences offering many options or paths for achieving the same learning objective. Such strategies include learning stations, in which the classroom is organized by stations and the students are free to visit them according to their interest. Learning centers, in which the classroom is divided by areas according to the teaching objective (to teach, reinforce, or extend a particular knowledge). Portfolios, in which the students' works are collected in folders and the teacher is allowed to follow students' progress individually. Moreover, tiered activities, which contemplate students learning styles, pace and abilities

Adams and Pierce (2006) defines tiered activities as "ways to have students address the same academic standard or concept, but at varying level of complexity or structure" (p. 29). It means that the learning focus is the same for all the students, and the teacher carries out a fairer teaching process because, as it is stated in the differentiated instruction, adjusting the complexity of the task does not mean that the teaching process is not rigorous, on the contrary, the students are challenged according to their abilities. Thus, considering that the students of the present research do not possess the same learning abilities, implementing differentiated instruction through tiered activities can be a great strategy to supply the different students' needs.

In addition, in words of Heacox (2014) the teaching and learning process can be differentiated by content, process or product. The differentiation of content implies setting several lessons in which the complexity of the topics varies according to the students' previous knowledge. In terms of process, the teacher can modify the complexity of the tasks considering

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the students' abilities or propose several ways for teaching the lessons in view of aspects such as learning style or the multiple intelligences stated by Gardner (1993). Finally, in the differentiation by product the way in which the students demonstrate their knowledge can vary according to the skills.

In accordance to the previously mentioned, this proposal contemplates the differentiation by process and product since it is not possible to differentiate it by content because the students do not have meaningful previous knowledge concerning the target language. Thus, the teacher proposes different input taking into account the multiple intelligences (visual, auditory, linguistic and kinesthetic) in order to differentiate the teaching by process. In the end of the proposal the results shown by the students can vary since the students have different abilities, for this reason the complexity of the product differs according to the student's capability.

### *Speaking skill*

Furthermore, it is important to mention that the present research is focused on the speaking skills improvement. For this reason, the conception of speaking concerned by the research is explained below.

According to Brown (2010), the speaking skill can be analyzed taking into consideration micro skills and macro skills. The micro skills refer to producing small chunk of language such as words, phonemes, or phrasal units. The macro skills include more complex aspects such as fluency, accuracy, pronunciation, function style, cohesion, intention and nonverbal communication. Having in mind that the present pedagogical proposal is the first students' formal approach to the foreign language, it is expected to develop the speaking skill gradually respecting

the stages proposed by Ellis (1994). Consequently, the focus of the present study is on the micro skills, in order to follow a learning process from the simple to the complex.

One of the micro skills proposed by Brown (2010) is the capacity of communicating producing chunks of the language of different lengths. Thus, using tiered activities (input) provides the students with the elements needed to achieve the silent period stated by Krashen (2009), and to develop this micro skill learning and acquiring vocabulary and chunks in order to start expressing their ideas through formulaic speech.

### *Formulaic speech according to the developmental sequences during the L2 acquisition and learning*

In accordance with Ellis (1994) during the L2 learning and acquisition process, the learners pass through different stages before they start producing creative speech (using language to communicate in a spontaneous and natural way). There are three early stages (silent period, formulaic speech, spontaneity) known as developmental sequences that make part of a high portion of the language learner's learning/acquisition process.

Most language students begin with a silent period (Krashen, 2007). They store language knowledge such as vocabulary, chunks or grammatical structures through accurate input. Then, they start communicating in the target language by means of formulaic speech, a series of memorized chunks such as "I don't know", "Nice to meet you" or "May I go to the bathroom". The third stage consists in the use of structural and semantic simplification, which means that learners use the language in a spontaneous way, but using very simple sentences without paying much attention to the grammatical structures.

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Once the students complete these stages, they start becoming aware of the target language because they are already familiarized with it and have some preview knowledge such as vocabulary or even chunks that give them confidence at the moment of using the L2 to communicate. Furthermore, they will be ready to understand, use and improve the grammatical structures and other aspects of the speaking skill such as fluency or intonation. For this reason, it is important to follow a scaffolding process in order to promote learning without pushing students to achieve processes that they are not ready to do.

Nevertheless, the students' output is progressively evidenced. For this reason, during the current study, students are expected to achieve the first two stages in order to be able to express their ideas using new vocabulary and formulaic speech, but also, they will be prepared for keeping improving L2 gradually.



### **Chapter 3: Research Design**

This chapter is routed to show the aspects of this research; in the first place, the type of study is explained, then the data collection instruments implemented during the investigation, the data management procedures and the data analysis methodology in order to explain the way how data is analyzed.

#### **Type of the study**

According to the nature of the study, this research is developed under the qualitative research parameters. It tends to interpret or describe a social or human problem by collecting data in the natural setting of people under the study (Sampieri, 2010). Thus, in the present pedagogic proposal, the problem is related to the teaching-learning process in the classroom by implementing differentiated instruction and tiered activities in order to provide students with vocabulary and chunks that help them to express their ideas by means of formulaic speech. Consequently, the collecting data are gathered in the classroom.

Furthermore, this study is developed under the parameters of action research in which the researcher is called to solve a problem from observation, identification of the problem, planning a solution and acting (Burns, 1999). This project is developed in four stages: observation and identification of the problem with the objective of proposing a plan of study. The second one is the pedagogical proposal panning. Then, the implementation of the proposal and the data collection. Finally, the researcher analyzes the results obtained from the activities by means of the data collection instruments and the student's reaction during the project.

**Data management procedures**

The data collected is analyzed according to the four steps proposed by Freeman (1998): naming, grouping, finding relationships and displaying. The categories are named according to the data collection’ results. Each category is represented by a different color in order to organize the code issued by the information collected with the instruments. Once the results of each instrument have been classified in the corresponding categories, the researcher analyzes them through triangulation.

*Categories*

Unit of analysis	Categories	Indicator
Speaking skill	Tiered activities	Students understand the different input that comes from songs and mimic
		Students understand the different input that comes from storytelling and images
		Students understand the different input that comes from videos
	Differentiated instruction	Students feel included regardless their abilities or learning difficulties
		Students feel challenged according to their language level
	Formulaic speech	Students are able to retell a story by using chunks of language and new vocabulary
Students use the new vocabulary and chunks of language to answer specific questions asked by the teacher		
Students use the chunks of language and the new vocabulary spontaneously		

**Table 2: Data analysis categories**

**Participants and sample**

This study begun with a group of 29 first graders aged between 7 and 10 years old in the second semester of 2016. The researcher developed the characterization of the population in

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accordance with this group of students. However, when the pedagogical proposal was implemented in the first semester of 2017, the group of students was reduced to 20 because some of them did not approved first grade or some others changed school.

Accordingly, the sample is composed of 20 second graders at the Colegio Técnico Distrital Domingo Faustino Sarmiento. Their proficiency level in English is null since this is their first academic approach to the language. They are a heterogenic group meanwhile there are two students diagnosed with Transitional Educational Needs, which can be overcome with hard working, and a student with physical limitations. These students are in the process of learning the written skill in the mother language, Spanish, for this reason, the study was focused on the speaking skill. In addition, all the students have a positive attitude towards the English learning.

### **Data analysis methodology**

According to the different types of triangulation quoted by Freeman (1998), the data analysis of this action research was developed taking into account the triangulation in time model and the methodological triangulation. The main objective of the triangulation in time is to recognize the improvement of the student's speaking skill (using formulaic speech) during the teaching-learning process proposed by the student researcher, in connection with the recordings that were taped along the learning process and the final result of the project. Also, the methodological triangulation contemplates the information collected by field notes, recordings, and interviews in terms of integrating all the results.

## **Data collection instruments**

### *Surveys*

Sampieri (2010) defines the surveys as a set of questions in relation to the categories and indicators that are measured in the research. This can include open questions (the participant is free to give any answer) and closed questions (the participant has to choose an option given by the researcher). In the present study, the students evaluate the method, methodology, activities and materials used in the classes through surveys. Consequently, the results are used to measure the indicators.

### *Audio recordings and its transcriptions*

The recordings are collected during the research according to the oral production activities proposed (giving an opinion about the stories read, retelling the story, or comments about them). According to Burns and Hood (1995) the recordings allow the researcher to examine the data collected by this means more than once. In addition, the transcription of the recordings shows nonverbal information that can be relevant for the research Burns and Hood (1995). In this case, the aspects related to the use of formulaic speech to retell a story and interact in the classroom.

The transcriptions were made following the parameters recommended by Humble (2017) in which the linguistic and paralinguistic elements such as nonverbal communication, pauses, and intonation are considered in order to offer all the information possible from the participants speech. Thus, in this present research, the most relevant oral presentations and interviews were recorded and transcribed.

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### *Field notes*

Having in mind the description of field notes proposed by Burns and Hood (1995), the researcher writes field notes describing the student's reactions in terms of behavior, attitude and improvement, in regards to implementation of storytelling and differentiated instruction during the English class. The above in order to recognize the impact of differentiated instruction and storytelling in the student's learning process.

Finally, based on the unit of analysis, the methodology, and the strategy carried out in this study, three different categories emerged with their corresponding indicator. The instruments and the date of analysis considered according to each category are shown in the following table:

Unit of analysis	Categories	Indicator	Instrument	Date of analysis
Speaking skill	Tiered activities	Students understand the different input that comes from songs and mimic.	Field notes	Between September 20 <sup>th</sup> and October 5 <sup>th</sup>
		Students understand the different input that comes from storytelling and images.		
		Students understand the different input that comes from videos.		
Differentiated instruction	Differentiated instruction	Students feel included regardless their abilities or learning difficulties	Surveys Interview Transcription	Between September 20 <sup>th</sup> and October 5 <sup>th</sup>
		Students feel challenged according to their language level		
Formulaic speech	Formulaic speech	Students are able to retell a story by using chunks of language and new vocabulary.	Recordings Transcription Field notes	Between September 20 <sup>th</sup> and October 5 <sup>th</sup>
		Students use the new vocabulary and chunks of language to answer specific questions asked by the teacher such as –who is this?-, -what is your name?-, -who is?-, -Do you like?-.		

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		Students use the chunks of language and the new vocabulary spontaneously.		
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**Table 3: Instruments and analysis schedule**

### **Chapter 4: Pedagogical Intervention and Implementation**

This chapter presents the approaches and strategies to enhance the speaking skills having in mind the purpose of giving the same learning opportunities to all the students regardless of their disabilities.

#### **Pedagogical Framework**

Expecting to accomplish the silent period and the development of formulaic speech, this pedagogical proposal considered the postulates of communicative approach, which promotes communication as the focus of the lessons rather than grammar (Chris, 2007). For this reason, the presentation of the input is coupled with an active interaction between the teacher and the students in which the students are encouraged to speak (answering questions or repeating). In addition, those are complemented by activities that promote communication and offer the students the opportunity to meet the chunks of language given by the researcher, in practice.

Furthermore, it is expected to encourage students to start using English as a tool of communication during the classes. To achieve the goal of offering the same learning opportunities to the students without regard of their abilities, the above is blended with differentiated instruction.

#### **Methodology**

Conforming to the previous, the two following methods were selected as the base of the pedagogical proposal.

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**Project based learning:** according to the Buck Institute for Education (2016) PBL is a teaching method in which students work for a long period of time, with the objective of responding a question, problem or challenge. In the present research, the students achieved a series of tasks during a period of 10 weeks in order to create and tell a story aloud about themselves including topics such as personal information, love and family.

**Tiered activities:** As the pedagogical proposal is differentiated by process, the students received different kinds of input considering the multiple intelligences proposed by Gardner (1993) visual, linguistic, auditory and kinesthetic. During classes, it was expected to provide students with new vocabulary and some chunks of language that help them use formulaic speech to express their ideas.

To achieve the silent period, the input varied between linguistic, visual, auditory and kinesthetic intelligence. When the input was focused on the linguistic intelligence the students listened to stories read aloud by the teacher and the corresponding images according to the vocabulary and the development of the story. In other classes, the input was presented according to auditory intelligence, the students listened to songs and watched the corresponding video. When the classes were planned with the objective of developing or being supported by the kinesthetic intelligence the students were asked to imitate movements. Furthermore, all the activities were supported by the visual intelligence since the images and videos were always presented as input in the lessons.

### **Instructional strategies**

These strategies are framed in the conception of Communicative approach.



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<b>Strategy</b>	<b>Description</b>
<b>Differentiated Instruction</b>	This is a philosophy of teaching. This stands that students learn best when the activities and methodology of the classes are adapted to the student's needs, no on the contrary way (Tomlinson, 2003).
<b>Modeling</b>	This is a strategy where a new issue or skill is demonstrated through observing and emulating.
<b>Reading aloud</b>	This is a strategy used in storytelling. This allows using visual, auditory, or corporal aids during the storytelling session.
<b>Tiered activities</b>	These activities are adapted to the student according to their language level, learning style, likes or needs

**Table 4:Instructional strategies implemented in the pedagogic intervention**

### **Vision of learning**

According to Krashen (2009) language learners pass over two processes: learning and acquisition. According to that, learning and acquisition are two different actions. The first one is a conscious process where students are aware of their role as learners, and the second one is a subconscious process where the students acquire the target language in a natural way similar to the way they acquire and learn their native language.

This project tends to generate a learning environment in which students had the chance to use language in real communicative interactions. In agreement with Levine ( 2004), promoting learning environments that simulate authentic communication improves language skills due to the fact that students use the target language with the objective of completing authentic activities by means of real interaction. In the end of each class, the students presented a short task that consisted in answering questions according to the topic of the class using English language. Some of these questions were -what is your name? - who is this? - are you American? Alternatively,

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making a draw and presenting it to the teacher and the classmates using new vocabulary or the chunks of language seen in the class.

Besides this process of learning, a process of acquisition was also expected to be carried out, too. As it was stated by Krashen (2009), learners first acquire the language by "going for the meaning" by means of input and as a result they acquire the structure which is reinforced through the learning process. During the acquisition period, acquirers first pass through a silent period, since they first receive input and then they produce. Thus, a series of stories and songs were presented by means of tiered activities and with the aim of presenting accurate input and reaching the silence period successfully.

### **Significance of the results**

Based on the heterogeneity of the classroom and the diversity of disabilities identified in the population, the researcher expects to generate an important improvement in the student's process of English learning as a foreign language, particularly in the speaking skill. In the end of the pedagogical proposal, it is expected to give the elements needed to the students to interact and express their ideas by means of formulaic speech, performing scaffolding learning (silent period, formulaic speech) through the implementation of differentiated instruction and tiered activities during the English classes.

Having in mind that using tiered activities allows giving the students accurate input and offering different paths to get knowledge, the pedagogical proposal is differentiated by process, and it is expected that by using it, combined with differentiated instruction, benefits the process of learning/acquisition (Krashen, 2007), giving them the same learning opportunities regardless of their disabilities.

## **Teacher and students' role**

The present pedagogical proposal contemplates the teacher and students' role proposed in the communicative approach. The students are active agents and negotiators between themselves, the learning process and the objective of learning. They are supposed to interact with their classmates and the teachers actively. The teacher acts as facilitator. The teacher fosters the communication process between the students and her (Richards 2011 cited by da Luz, 2015).

## **Instructional design**

The pedagogical proposal was developed for 10 weeks. During this period, the students created a story about themselves with the teacher's help (Annex 6). In the end of the proposal, the students were asked to tell the story aloud. In order to help the students to remember the story and the chunks learned, the teacher made a book with drawings and material created by the students. The story was done in five stages. In order to offer different paths to get knowledge, each stage was differentiated by process, for this reason the teacher used different kinds of input (stories read aloud, songs, mimics, images) in the same stage.

**Stage 1, Introducing myself:** The teacher read aloud the stories *The amazing Spiderman*, *and Heroes and values*. In the end of the reading of *The amazing Spiderman* and the mimics that supported the story, the students were expected to learn the chunk – I am-. With the story *Heroes and values* and the corresponding mimics the students were projected to use the chunk -I am Colombian-. Even though the pedagogical proposal was oriented to work on the speaking skill, in the end of this stage the students presented two pieces of paper with the chunks learned written on it in order to create the two first pages of the book.

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**Stage 2, Learning about love:** According to the story *Heroes and Values* some vocabulary related to values such as friendship, help, love, hate, greedy, selfishness, good and bad was presented. The reading was combined with games (lottery), mimics and images. The students were expected to learn the vocabulary and the chunks –friendship is good-, -hate is bad-, -love is friendship-. At the end of this stage the students made a drawing that represented love, and used the chunks or vocabulary learnt to show the drawing to their classmates. These drawing were part of the book.

**Stage 3, I love my family:** In this stage, the students learned vocabulary related to family by means of the video *Theme 10 – Who is he?* The story *What is love?*, and the song *I love my family*. In the end of this stage they were expected to use the chunks –this is- and -I love my-. In addition, the teacher proposed a drawing competition in which the students had to draw their family and introduce it to the class using the vocabulary and the chunks learnt in the classes. These drawing were part of the book.

**Stage 4, Things I like:** As part of the drawing competition, the students chose the best pictures; the teacher presented the verb *to like* with the question –Who likes this picture?-. Then the teacher read the story *Things I like* aloud and showed the video of the song *Do you like broccoli ice cream?*. In this stage, the students were expected to learn vocabulary related to activities (read, play, eat, dance and sing) and food (broccoli, ice cream, donuts, juice, pizza and soup). The story telling was blended with drawings and mimics. In the end of the stage the students made a drawing of the things they liked and presented it using the new vocabulary and the chunk –I like-. The drawings were also part of the book.

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**Stage 5, Telling my story:** In this stage, the students presented the book to their classmates. They had to use the chunks learnt in the different stages. Each story was different because they adapted it according to their own information.

Thus, the academic program schedule with the activities and the stages proposed and the learning objectives is shown below

Stage	Time (week)	Activities	Resources	Learning Objective
<p><b>Indicators:</b>                      Students understand the different input that comes from storytelling and images</p> <p>Students use the new vocabulary and chunks of language to answer specific questions asked by the teacher</p> <p>Students feel included regardless their abilities or learning difficulties</p> <p>Students feel challenged according to their language level</p>				
<b>Stage 1</b>	<b>1</b>	Classroom organization according to the students' academics needs.  Rules of the class.  Doting the classroom with charts with chunks of language to interact in the class: "May I go to the bathroom", "I don't know", "I like..." "I don't like..." "I don't understand" Introduction of the first storybook (The Amazing Spiderman)	The storybook (The Amazing Spiderman)  Markers and Board.  Flashcards.	To recognize the different commands to interact in class
	<b>2</b>	Reading of the story aloud.  New vocabulary.  Checking of comprehension.  Assessment.  Activity of interaction.	The storybook (The Amazing Spiderman).  Flash cards.	To introduce themselves by using the chunks –I am (name)- and –I am Colombian-  To identify people by using the chunk –this is (name)-

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		Review of chunks of language among the class		
	<b>3</b>	Rereading of the story. Review of vocabulary. Introduction of the chunks of language “This is” Creation of the first page of the storybook using the phrase “I am (name)” Assessment. Review of chunks of language among the class.	The storybook (The Amazing Spiderman). Flash cards.	
	<b>4</b>	Reading of the new story Review of the last chunks of language “This is” and “I am” using the new story Creation of the second page of the storybook using the phrase “I am Colombian” Assessment.	The storybook (Heroes and values). A big world map	
<p><b>Indicators:</b> Students understand the different input that comes from storytelling and images  Students use the new vocabulary and chunks of language to answer specific questions asked by the teacher  Students feel included regardless their abilities or learning difficulties  Students feel challenged according to their language level</p>				
<b>Stage 2</b>	<b>5</b>	Rereading of the story. Activities of interaction. Practicing the chunks learnt using the two first pages of the students’ book	The storybook (Heroes and values). Flashcards	To present vocabulary related to values such as friendship, help, love, hate, greedy, selfishness, good and bad

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		<p>Reflection about values (love, friendship, help, hate, selfishness, greedy)</p> <p>Creation of the third page of the storybook: a drawing that represents love</p> <p>Assessment.</p>		
	<b>6</b>	<p>Reading of the new story</p> <p>Reflection about love according to the stories <i>Heroes and values</i> and <i>What is love?</i>.</p> <p>Introduction of the topic: family</p> <p>Review of the last chunks of language “This is” and “I am”</p> <p>Showing the video <i>Theme 10 who is?</i></p> <p>New vocabulary.</p> <p>Assessment.</p>	<p>The storybook (What is love?).</p> <p>Poster</p> <p>Video <i>Theme 10 who is?</i></p>	<p>To practice the chunks studied in the preview lessons –I am (name)- and –this is (name)-</p>
<p><b>Indicators:</b></p> <p>Students understand the different input that comes from songs and mimic</p> <p>Students understand the different input that comes from videos</p> <p>Students use the new vocabulary and chunks of language to answer specific questions asked by the teacher</p>				
<b>Stage 3</b>	<b>7</b>	<p>Checking the vocabulary about family</p> <p>Showing the video <i>Theme 10 Who is?</i> again</p> <p>Review of the last chunks of language “This is” and “I am”</p> <p>Introducing the new chunk –I love my (family)- through the</p>	<p>Video <i>Theme 10 who is?</i></p> <p>Poster</p> <p>Paper and colors.</p>	<p>To present the vocabulary related to family members</p> <p>To identify the family members by using the chunk –this is my (family member)-</p> <p>To introduce the chunk – I love my-</p>

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		<p>song <i>I love my family</i></p> <p>Creation of the fourth page of the students' book: a drawing of the students' family</p> <p>Practicing the chunks learnt.</p> <p>Socialize the drawing using the chunks.</p> <p>Assessment.</p>		
<p><b>Indicators:</b></p> <p>Students understand the different input that comes from storytelling and images</p> <p>Students understand the different input that comes from videos</p> <p>Students use the new vocabulary and chunks of language to answer specific questions asked by the teacher</p> <p>Students feel included regardless their abilities or learning difficulties Students feel challenged according to their language level</p>				
<b>Stage 4</b>	<b>8</b>	<p>Review of chunks of language during the classes</p> <p>Introducing the new chunk –I like- through the story <i>Things I like</i> and the video <i>Do you like broccoli ice cream?</i></p> <p>Review of vocabulary.</p> <p>Assessment.</p>	<p>Story <i>Things I like</i></p> <p>Video <i>Do you like broccoli ice cream?</i></p>	<p>To present vocabulary related to activities (read, play, eat, dance and sing) and food (broccoli, ice cream, donuts, juice, pizza and soup).</p> <p>To introduce the new chunk –I like-</p>
	<b>9</b>	<p>Rereading of the story.</p> <p>Review of chunks of language during the classes</p> <p>Activities of interaction.</p> <p>Showing again the video <i>Do you like broccoli ice cream?</i></p> <p>Creation of the last page of the students' book: a drawing of the things they like.</p>	<p>Story <i>Things I like</i></p> <p>Video <i>Do you like broccoli ice cream?</i></p> <p>Paper and colors.</p>	



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		Drawing competition using the chunk –I like- Assessment.		
<p><b>Indicators:</b>                  Students are able to retell a story by using chunks of language and new vocabulary                  Students feel included regardless their abilities or learning difficulties                  Students feel challenged according to their language level                  Students use the chunks of language and the new vocabulary spontaneously.</p>				
<b>Stage 5</b>	<b>10</b>	Edition of the final storybook. Students tells the story created among the year	Students’ book	To retell a story by using chunks of language and new vocabulary learned in class

Table 5: Academic program table

*Lesson planning*

In agreement with Lewis (2016) there are eight elements present in the lesson planning. Thus, the activities proposed in the lesson planning contained the following aspects: to set goals: in this case, they are related to the promotion of using English as a tool of communication through formulaic speech. Anticipatory set: asking for previous knowledge or predictions about the storybooks. Direct instruction: giving comprehensive input. Guided instruction: the students complete a task and demonstrate what they learnt. Closure: making a short reflection about the class. Materials that are going to be used and the assessment.

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**Lesson planning model**

General objective:

To encourage the students to use the chunks of language to talk about the family.

Specific objectives:

To make a review about the vocabulary related to family members and the chunks –I am- and – this is-

To present the chunk -I love my-

Time	Activity	Interaction	Materials	Assessment
10 min	Warm up: Give the cards with the student's name to each child asking the question -who is__? -  Asking the students about the last class	Teacher-students Students-teacher	Cards with the students' names	The assessment is given while the students speak
20 min	Vocabulary review: Showing the poster with the family members and asking the question-who is this?- using each family member  Present all the members again using the chunk -this is-  Showing the video <i>Theme 10 who is?</i> Again.  Asking the question -who is this?- while the video is presented  Asking the question -what was the video about? - repeat it in Spanish if it is necessary.	Teacher-students Students-teacher  Teacher-students  Teacher-students Students-teacher	Poster with the family members  Video <i>Theme 10 who is?</i>	The assessment is given while the students speak
10 min	Evaluation about the vocabulary: Playing lottery with the family members vocabulary	Teacher-students	Lottery game	The assessment is given at the end of each game.
20 min	Introducing the new chunk of language -I love my-: Presenting the song, <i>I love my</i>	Teacher-students	Poster with the family	The assessment is given while

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	<i>family</i> . The teacher sings the song and matches each sentence with a mimic. The teacher sings the song sentence by sentence but this time the students repeat the sentence and the mimic after the teacher.	Students-teacher	members Song <i>I love my family</i>	the students speak
20 min	Presenting the family: Asking the students to make a drawing of their family. Students socialize the drawings intruding their family using the chunk –this is my family- and – I love my (family member) - (the teacher does it first to showing the students how to do it).	Teacher-students Students-students	Poster with the family members  Paper, pencil, colors	The assessment is given while the students speak
10 min	Drawing a conclusion: summarizing the class making a short review of the vocabulary and the chunks. Making a short reflection about love and family	Teacher-students		

**Table 6: Activities of the implementation plan of the study**

## **Chapter 5: Data Analysis**

This chapter is routed to show the limitations of the study and the results obtained during the implementation of the pedagogical proposal considering the methodology, population, instruments, categories and indicators stated in the previous chapter.

### **Data Management**

Through this study, the researcher faced some obstructions that affected the development of the pedagogical proposal. The most evident obstacle was the teacher's strike led by FECODE from May 16<sup>th</sup> to June 21<sup>st</sup>. Due to the fact that classes were suspended, the intensity of the classes was reduced since it was not possible to attend to the school for 6 weeks. The lessons and the development of the project had to be adjusted to the time remained. Thus, the continuity of the process was affected and the performance of the pedagogical proposal was divided in two periods, from February to May and from August to September.

In addition, it was not possible to gather the participation of the students with specific academic needs in the totality of the classes since they did not attend constantly. By the end of February, student **3** had a spinal surgery and he came back to the classes in May. Students 1 and 2 missed some classes because they had to attend to supported classes led by the psychologist of the school.

Despite these limitations, the pedagogical proposal led to noticeable improvements in the students' speaking skill. Even though the results were not the expected in its entirety, the progress

in some students was evident. Their self-confidence and the enrichment in vocabulary and chunks were evident at the time of telling the story by themselves.

## Data analysis

### *Category 1: Tiered activities*

To measure the accuracy of the tiered activities during the implementation of the present pedagogical proposal the researcher considered the following indicators:

#### **Students understand the different input that come from songs and mimic.**

Using songs as input benefits the learning process because “it creates a state of relaxed receptivity, its rhythm corresponds with basic body rhythm, its messages touch emotional or aesthetic chords, and it has some repetitive patterning which reinforces learning without loss of motivation” (Murphey, 1992:3). The results of the final survey demonstrated that all the students enjoyed the material used, including the songs.

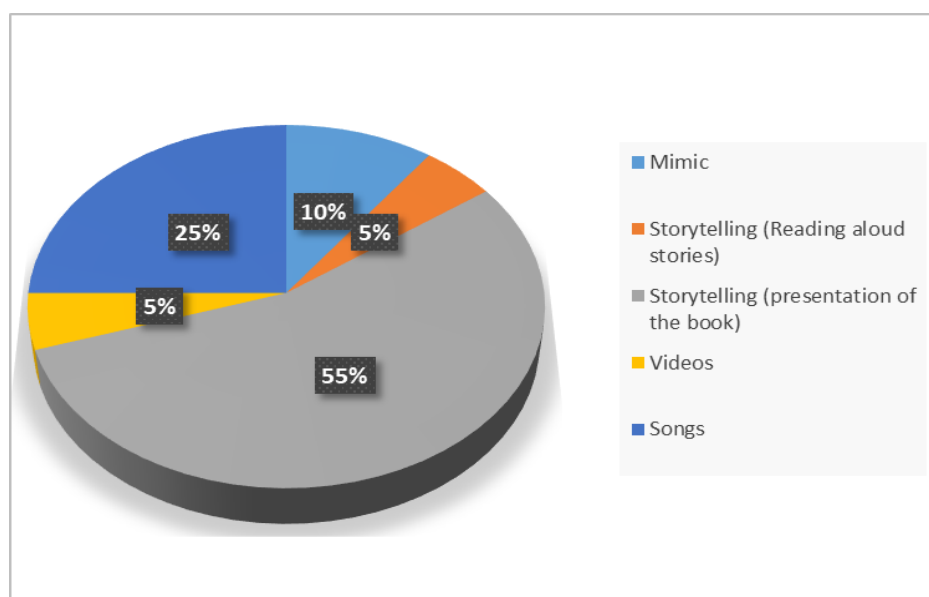


Figure 1: Students' favorite activities

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In addition, the students showed that they had understood the songs. They demonstrated to know the main topic of the songs.

### **Field note**

Teacher takes out the poster of the family and asks the students “what is it?” some of the students answer “the family”, then the teacher starts singing the song *I love my family*, each verse was related to a specific mimic, while the teacher sings she makes the corresponding mimic. In the end of the song, she asked, “What was the song about?” as they did not understand the question, the teacher repeated it in Spanish. Some of the students said “family”

**Field note #6 August 15<sup>th</sup>, 2017**

As Krashen (2007) indicates, using accurate input allows the students not only to understand the input but also storage vocabulary. They could recognize the words since they matched images with the words said by the teacher. The majority of the students matched the correct mimic with the verse of the song asked by the teacher, but only five students were able to sing the correct verse of the song according to images that were shown by the teacher.

In addition, as Ray & Seely cited by Brune (2004) state, mixing messages with physical reactions allows providing as much fully comprehensible input as possible. Students demonstrated to understand this kind of input. When they were asked to relate the vocabulary of actions with movements, three students were able to make the mimic asked by the teacher without watching images or asking for help, despite the fact that not all the students remembered the vocabulary by the end of the class.

**Field note**

The teacher points out a family member on the poster, the students have to sing the corresponding verse. At the beginning, it was difficult for the students. The teacher helped them doing the mimic according to the character. Around the 70 percent sang the song while the teacher was doing the mimic. In the end, five students could sing the song by themselves according to the image pointed out by the teacher.

**Field note #6 August 15<sup>th</sup>, 2017**

**Students understand the different input that come from storytelling and images.**

In accordance with Salaberri and Zaro (1995), the use of storytelling fits in the acquisition hypothesis proposed by Krashen (2005) and the in tiered activities. Telling stories promotes language acquisition because it can be used during the first stage (giving input). The richness of elements such as images, repetition of information, vocabulary, intonation, and nonverbal language used during a storytelling activity helps students understand input in an accurate way.

It was evidenced that students understood the information given in the storytelling because most of them gave accurate responses when they were asked to answer what the story was about. Despite they were not able to identify specific details, they identified properly the characters of the story according to the images and answered questions about the story while the reading.

**Field note**

The teacher reads the story “Heroes and values” aloud and will ask question while she is reading like “is this good?” “Who is this?” “is this \_\_\_\_?”.

When the questions were asked it was not necessary to repeat the question in Spanish. However, they gave short answers “yes”, “no”, “Thor”, “Ironman” ...

**Field note #5 April 04<sup>th</sup>, 2017**

Storytelling was a great resource for teaching vocabulary, but it was important to combine it with supporting resources such as images or mimic, because these helped the students understand the story, and they lost interest if the story was not supported by images.

### **Students understand the different input that come from videos**

Hamer (2001) points out that one major advantage of videos is that they contain visual clues such as gestures and expressions in order to support comprehension. Thus, students cannot only listen to the language but they can also see it, which allow them to access comprehensible input.

Even though the students were not always able to use the chunks of language learnt during the English lessons, during the reading, when they were asked to answer specific questions such as who is he? Is she the mother? Or is he good? They answered accurately saying only yes, no or saying the name of the characters. Thanks to videos combining different sources such as images and sounds, students feel excited about watching them. They felt motivated and paid attention.

#### **Field note**

The teacher shows the video *Theme 10 who is?* While the video is streamed, the teacher pauses the video to ask questions such as who is he? Is she the mother? Or is he good?

The students expressed their excitement about the video. Just a few of them got distracted (they were sit far from the computer) When the teacher asked the questions, they answered using words of the vocabulary studied last class. (Mother, father, sister, brother). Unfortunately, no one used the chunk -this is-.

**Field note #6 August 15<sup>th</sup>, 2017**



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To conclude, implementing tiered activities allows the teacher to use different kind of resources. The richness of resources motivates students and leads to different paths of getting knowledge by means of materials such as videos, storytelling, songs, or games, which benefits the silent period stage since accurate inputs, are presented.

### ***Category 2: Differentiated instruction***

To identify the impact of differentiated instruction in the students' speaking skill, the researcher considered the following indicators:

#### **Students feel included regardless their abilities or learning difficulties.**

At the beginning of the implementation of the proposal, it was identified that Student 2 was not comfortable working in a different activity than their classmates.

#### **Field note**

The teacher gives a workshop to the students according to their abilities.

At the beginning, it was easier to work with the students with specific needs since they felt that they were working under the same conditions as their classmates. However, when Student 2 noticed that he had a different paper than his classmates, he stopped working and he denied continuing the task. He got close to a classmate and started pushing him. The teacher decided to give him the same workshop as his classmates, but he was not able to complete the activity.

**Field note #3 March 14<sup>th</sup>, 2017**

For this reason, rather than prepare specific activities for him, the teacher developed different activities in the same class. In words of Heacox (2014) the differentiation by process can

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be performed offering different paths to get the knowledge, thus in the present research, the teacher presented different inputs in the lessons (visual, auditory, linguistic or kinesthetic). It helped to involve the students in the class because it allowed them to participate in different activities that were not too long during the same class. According to Vincent (2016) teachers have to offer varied activities, these can last between ten and fifteen minutes. Otherwise, children get restless and lose the attention. The change in attitude of Student 2 was evident; he joined the classes and shared more with his classmates.

### **Field note**

After presenting the song with the mimic, the poster, and the video, the students were excited of doing the bingo activity and the drawing about their family. Though some students (Student 2 included) sometimes get distracted, it was easy to get their attention in each activity.

**Field note #6 August 15<sup>th</sup>, 2017**

In addition, the surveys revealed that almost all the students expressed to have had the opportunity of sharing and interacting with their classmates.

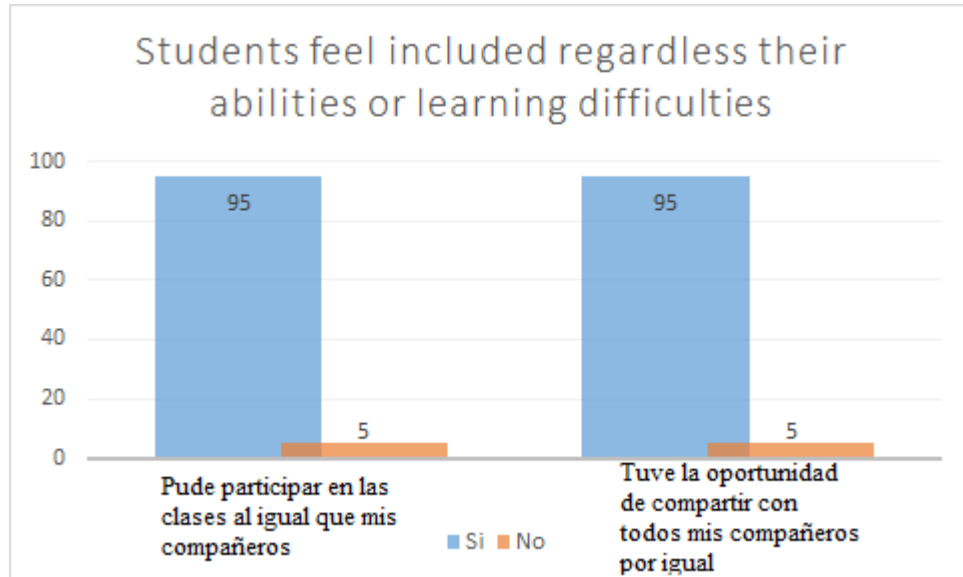


Figure 2: Students' feelings

In brief, implementing differentiated instruction lets the teacher to involve the students in the class because it allowed them to participate in different activities. At the same time, presenting a long variety of resources and activities permits the students to choose the best way to get to the knowledge regardless their differences, and consequently promotes partnership and a healthy social coexistence in the classroom.

### **Students feel challenged according to their language level**

As it was noticed in some classes, in some cases it was not enough making differentiation only in the process but also in the product. According to Tomlinson (2014), differentiated instruction blended with tiered activities offers the possibility of considering students' needs in order to respect students' pace and abilities. Sometimes, Students 1 and 2 (students with Transitory Educational Needs), presented difficulties in remembering chunks of language. It was necessary to also differentiate the product in order not to put them in disadvantage, rather than ask the complete sentences, they were asked to use new vocabulary. In accordance to that,

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Students 2 and 3 expressed in the interview that they did not feel in disadvantage and the activities and task were appropriate for them (Annex 7).

In brief, the students demonstrated to feel comfortable with the methodology implemented in the English classes. They did not feel underestimated or in disadvantage compared with their classmates. The interviews shown that the students with specific academic needs recognized to have had the opportunity of sharing with their classmates, and expressed being aware of their improvements.

### *Category 3: Formulaic speech*

In order to identify the stage the students achieved, and consequently their improvement in the speaking skill, the researcher analyzed the following indicators:

#### **Students are able to retell a story by using chunks of language and new vocabulary.**

In the presentation of the story, only four students could retell the story using not only the new vocabulary but also chunks of language, which puts in evidence the students' improvement in regards of speaking skill. It demonstrates that the students achieved the silent period and started using the new vocabulary and chunks to communicate through formulaic speech (Ellis, 1994) in addition, they answered questions using clauses such as I do, this is.

**Recording**

P: I am Mariana [Student passes the page]. I am Colombian. [Student passes the page]. Love is good [student passes the page]. I love my family.

I: Who is this?

P: This is my mother, my father, my brother [Student passes the page]. I like ice cream [She smiles]

I: Very good job, Thank you Mariana.

**Oral presentation: retell the story. September 12<sup>th</sup>, 2017**

chunk -I like-. Additionally, all the students remembered the chunk -I am- and -I am Colombian- which put in evidence the importance of making constantly review of the topics.

**Recording**

P: I am Britney [student passes the page]. I am Colombia [sic] [student passes the page]. [puse] love? [student passes the page]. Family...

I: Do you love your family? [ teacher does the mimic for love]

P: Yes

I: Who is this? {pointing out the image]

P: Mi mamá

I: Thank you, Britney, very good

**Oral presentation: retell the story (Student1). September 12<sup>th</sup>, 2017**

It is important to mention that these chunks were the first two learnt in the class and that they were used almost in every class. Thus, the repetition of the information helped students to storage new vocabulary and chunks (Brune, 2004). During the presentation of the story, they

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forgot some words which demonstrate that it is necessary to review the vocabulary constantly, otherwise they might forget the words.

Altogether, the oral presentation put in evidence that all the students, including the children with specific academic needs, were able to retell the story by themselves, which demonstrates the success of implementing differentiated instruction and tiered activities. Even though the results obtained were not the same in all the students, all of them evidenced improvement in the speaking skill. Almost all of them achieved the silent period learning new vocabulary and chunks, and were able to use them in the oral presentation showing their success in the formulaic speech stage.

### **Students use the new vocabulary and chunks of language to answer specific questions asked by the teacher**

In addition, they answered the questions asked by the teacher accurately during the presentation of the video of the song *Do you like broccoli ice cream?* Almost all the students answered yes or no. Only two students answered with a complete sentence -yes, I do.- or -no, I don't.- despite these chunks were not taught by the teacher but shown in the song. It demonstrates the students' capacity of using chunks from accurate input in the second level of the speaking development (Ellis, 1994) and the effectiveness of showing accurate inputs. As it was stated by Krashen (2009) comprehensible inputs help students storage vocabulary and chunks.

**Field note**

While the teacher showed the video *Do you like broccoli ice cream?* she asked questions about the video. Most of the students answered saying –yes- or –no-. However, one student used the chunks –yes, I do- and –no, I don’t- to answer the questions.

**Field note #9 September 9<sup>th</sup>, 2017**

**Students use the chunks of language and the new vocabulary spontaneously.**

Even though the students showed to be able to answer questions asked by the teacher, they do not use the English language as a tool of communication spontaneously yet. That demonstrates that students are in the process of achieving the second stage of the speaking development (using formulaic speech) of the three early stages (silent period, formulaic speech, spontaneity). As Ellis (1994) and Krashen (2009) state, the development of the speaking skill is leaded by a scaffolding process. Only five students used some of the chunks learned in situations where they were not asked to do it but to be listened.

**Field note**

The most of students remember how to answer the questions “who is (student’s name)?” and felt comfortable answering in English. A small proportion answered just saying the name. Almost all of them recognized the question. One student was not able to answer. Nelson says, “this is Joel”

**Field note #4 March 28<sup>th</sup>, 2017**

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In addition, some of the students are used to greet people using the chunk -hello, teacher-. Some of them looked for the opportunity of taking with the teacher. In the same way, they are used to say good-bye in English.

### **Field note**

The teacher arrived to the school and Dainelyn, Mariana and Isabel greet the teacher, only Mariana said *hello* in English. The teacher continues the conversation “How are you?” she seems not understand. Teacher says “¿Cómo estas?” and uses her hands to show thumbs up or down. The students seemed to understand and said “good”.

**Field note #9 September 9<sup>th</sup>, 2017**

To conclude, most of the students reached the second developmental stage of the learning language concerning speaking, using formulaic speech (Ellis, 1994). The students were able to use the new vocabulary and chunks for answering questions and retelling the story created during the pedagogical proposal. However, the children demonstrated that they are not ready to use the chunks to communicate spontaneously.



## **Chapter 6 : Summary of the results**

This chapter summarizes the results obtained from the data collection gathered by means of the interviews, field notes and the student's oral presentation. It encloses the results evidenced in the previous chapter. The results are explained considering the categories.

### **Tiered activities**

This category emerged as an answer to the second objective to recognize the improvement of students' formulaic speech after the implementation of tiered activities. It was confirmed that in order to reach the communication by means of formulaic speech (Ellis, 1994), learners have to pass through a silent period in which they storage vocabulary and chunks of language (Krashen, 2007). The results highlight the importance of giving comprehensible and accurate input. According to Tomlinson (2001) using tiered activities offers the possibility of planning the lessons taking into account the different aspects that might affect the learning process such as the heterogeneity of the classroom.

For this reason, all the inputs were proposed considering that in words of Tomlinson (2001), the role of the material in differentiated instruction is being a facilitator "at differing levels of complexity and associated with different learning modes" (p.101). Using different resources such as songs, videos, images and storytelling offered the possibility to access to the knowledge by means of different paths to the students. In addition, as it was shown before, differentiating the class by process allowed the teacher to give accurate input. According to the field notes, it was evidenced that the students understood the topics studied during the pedagogical proposal.

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In addition, it was proved that developing diverse activities during a session benefits the organization and the development of the class. Vincent (2016) claimed that at the time of teaching children, the activities have to be varied and short. Otherwise, the students lost their attention. As it was shown in the results implementing diverse activities allowed the teacher to get students attention.

### **Differentiated instruction**

This category emerged as an answer to the first objective to determine the impact of the differentiated instruction implementation on the student's formulaic speech. Agreeing to Tomlinson (2014) the differentiated instruction seeks to develop the students' skills regardless of the heterogeneity of the classroom (different learning styles, abilities or academic needs). The results demonstrated that differentiating the classes by process lead to comprehensible input reaching the silent period stated by Krashen (2009).

In addition, this methodology motivated students to learn, since they did not feel frustrated because of the complexity of the activities or incomprehensible input. On the contrary, the students expressed in the surveys that they were able to participate in all the classes just as their classmates did, and felt that the tasks and activities proposed were accurate.

### **Formulaic speech**

This category emerged as an answer to the third objective to evaluate the relevance of formulaic speech in the students' speaking skill improvement. As Ellis (1994) stated, second language learners pass through a series of stages before they start using the language to communicate in a spontaneous or natural way. Bearing in mind that the present research was

## FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

developed for a period of five months, only the two first stages of the speaking skill were considered (silent period and formulaic speech).

The results showed that it was possible to follow a scaffolding process during the speaking skill development. According to the field notes and the oral presentation, the students demonstrated being able to storage new vocabulary and chunks, and use them to retell the story. It was also evidenced that despite of the students' improvement in the speaking skill, they are not able to communicate spontaneously yet. It is important to keep working in order to achieve all the stages of the speaking development.

Finally, the survey revealed that the students' favorite activity was the oral presentation. As Brune (2004) indicated it, children are excited about retelling stories and showing the result of their work during their learning process. Students' attitude during the oral presentation confirmed it.

In short, the implementation of differentiated instruction and tiered activities led to the development of the speaking skill. The resources used in the English classes, songs, videos, images and storytelling, benefited the achievement of the silent and formulaic speech periods. In addition, they offered the possibility to access to the knowledge by means of different paths to the students, demonstrating that differentiating the classes by process lead to comprehensible input reaching the silent period stated by Krashen (2009) and consequently, promote the development of the formulaic speech.

## Chapter 7 : Conclusions

After explaining the categories, interpreting data and presenting the findings obtained from the data analysis, it is time to make down the major conclusions that arose at the end of this research study. This research study was intended to develop students' formulaic speech by means of the implementation of differentiated instruction through tiered activities. The data gathered, reviewed and analyzed allowed the researcher to identify categories and indicators to respond the main research question: How does implementing differentiated instruction through tiered activities influence the student's formulaic speech in the classroom 201 of Colegio Tecnico Distrital Domingo Faustino Sarmiento?

At the end of the study, it was possible to recognize the improvement of students' formulaic speech after the implementation of tiered activities. According to the results, tiered activities have a positive impact on the student's formulaic speech, since these allow the teacher to give comprehensible input. Differentiating the class by process leads to a rich diversity of activities at the time of presenting input. This richness allows the students to access the knowledge through different paths. It avoids student's frustration since they were not forced to fit in the same learning style. In addition, presenting different input benefit the comprehension of the topic. Consequently, the students are able to understand and storage new information such as vocabulary and chunks of language.

Additionally, the researcher could determine the impact of the differentiated instruction implementation on the student's formulaic speech. Considering the results, the implementation of differentiated instruction allowed the teacher to give accurate inputs and offer the same learning opportunities to all the students regardless their different learning difficulties, learning

## FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

styles or interests. Therefore, using differentiated instruction promoted equality and partnership since they were able to interact and participate in equal measure.

Even though the students did not achieve the same results, all of them demonstrated improvement in the speaking skill. As it was stated in the analysis data, all of them were able to reach the first stage of the speaking development, silent period, since they storage new vocabulary. The students with the best progress could also storage chunks of language. Regarding the second stage, using formulaic speech, not all students used formulaic speech to retell the story, but all of them were able to use the new vocabulary.

In addition, it was possible to evaluate the relevance of formulaic speech in the students' speaking skill improvement through the study. The results obtained demonstrated that the silent period and the formulaic speech are very important in the speaking development. The silent period allows students to storage vocabulary and chunks of language that will be used in the formulaic speech. Despite that the students are not yet ready to use the second language in a natural way, they are able to communicate by means of formulaic speech. The researcher considers that it is important to respect the stages and work constantly with the students.

Finally, the researcher considers that planning classes using differentiated instruction and tiered activities demands a lot of work for the teacher in order to design and set activities for specific academic needs to accomplish the goals of the pedagogical proposal, but it is worth doing it. It is a solution for working with inclusive and heterogeneous classrooms in general.

## **Chapter 8 : General Recommendations**

This chapter contains all the general recommendations made by the researcher for the group observed, the school and the university.

It is recommended to continue taking advantage of the English classes offered by the district's program and the resources of the immersion classroom in order to continue developing the silent period in the group observed through different kinds of input since it might enrich and facilitate the teacher's planning and creation of the input activities. One recommendation is to continue creating small activities that have different inputs in order for the students to acquire small chunks of language, so there is a continuous process of learning and acquisition.

It was of great help having the support of the psychologists who oriented this process of the characterization of the students with special needs and advices given in order to develop accurate activities with the students. For this reason, it is recommended to do what was done in this research project, along with similar projects that follow differentiated instruction and tiered activities, in groups of students with similar transitory educational needs, working along with the group of psychologists that help the teachers with the process of students with academic needs.

To remain following the process of students by reviewing the book they created during this project and continue the story adding more information by proposing a new project per semester, considering that students are excited about showing what they know and what they have recently learned and made. That is why the suggestion is to encourage both teachers and students, along with the rest of the main actors in the school, to follow the guidance of this

## FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

project and the theories on differentiated instruction and tiered activities so students have a process according to their abilities and learning pace.

In the university, it is recommended to encourage future teachers to further keep researching and investigating these methodologies. Because in real life, the teacher is expected to supply the different students' needs, and they might be in charge of a classroom where there are students with different characteristics, learning styles, abilities and needs. Thus, it is really important that the university also continues giving tools and further recommendations for future teachers to conduct their research projects in this matter as well as in their own classes and they are able to fulfill all of their student's needs. It would also be of great help for the future teachers from the languages department to work in collaboration with the teachers and students of the Special Education program.

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### Annex 1 School's psychologist interview

This interview was developed to get information about the students in order to make the characterization of the population.

#### Interview

P: Student 1 que no tiene diagnóstico yo me atrevería a decir que tiene discapacidad cognitiva, sin diagnóstico ¿no? se presume, porque igual tocaría que la familia que tampoco colabora para nada viniera y lo llevaran a hacer una prueba. Bueno y ya identificando la población cual sería el paso a seguir.

I: bueno, pues yo no sé si pueda acceder a los diagnósticos de los niños para incluirlos en la caracterización de la población, o por lo menos tener conocimiento de qué es lo que tiene cada chico.

P: pues mostrárselo, pero entregarte como tal el diagnóstico no.

I: no, no, no, por lo menos saber qué es lo que tiene cada niño.

P: ah Bueno, Student 2 déficit cognitivo

I: pero es una niña que por falta de apoyo se le ha ido como aumentando, porque si tu no apoyas a un niño con una discapacidad, lo que hace es retroceder. Entonces digamos a s la apoyamos una vez por semana, pero si en la casa donde ella vive, ehh ella es una niña de la fundación Niña María.

P: no, ella es de no es de Niña María, ella es de otra fundación... Amor por Colombia.

I: ahh bueno Amor por Colombia, y en la fundación no es que nos apoyen mucho. Digamos, para las salidas pedagógicas, a ella no la envían, que porque no tenían plata; que no tenían presupuesto para llevarla a una salida pedagógica. Ese es el tipo de excusas que nos dan. Entonces no hay un apoyo de los cuidadores con el colegio. Ese tipo de cosas son las nos han trancado, han puesto una barrera para que ella pueda tener un proceso. Pero ella tiene déficit cognitivo leve.

P: pero no hablemos del nivel de la discapacidad. Ella tiene déficit cognitivo leve. Y el niño student 3 él si tiene espina bífida, ¿y quién más? ah sí!, y student 4 se presume que es algo psicosocial ¿cierto? Pero todavía no hay un diagnóstico definido. Lo mismo que student 3, se presume que hay déficit cognitivo, pero no hay un diagnóstico definido y el niño student 5 tiene una necesidad transitoria que, si no se le empieza a trabajar desde ahora, se le puede volver permanente, pero tampoco hay apoyo familiar que atienda a las necesidades del niño.

(...)

Interview: School's psychologist. September 15<sup>th</sup>, 2016

**Annex 2 Field note Diagnostic test**

This field note corresponds to the observation stage in which the objective was identify the problem and characterize the population

School: Colegio Distrital Técnico Domingo Faustino Sarmiento	Grade: 102
Student-Teacher: Claudia Viviana Domínguez Ramírez	Date: 25 August 2016
Tutor: Melany Rodríguez Cáceres	Mentor-Teacher:

ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSIS (Meaning)	INTERPRETATION (Categorization)	OBSERVATIONS AND PROPOSAL
<p>ST enters to the classroom. Teacher in charge is praying. When they finished, ST asks students to organize the classroom in order to do a corporal activity. ST asks them if they remember what they did last class with her. ST asks them to make a circle, and she makes a little review of the vocabulary related to the parts of the body seen last class. She sings "papipapiripa, everybody moves your feet" and wait sts show her their feet. ST shows them the song again with all the parts of the body studied last class. ST teacher asks them to be polite with all their classmates. ST asks them to sit down on the floor in a circle. She takes Mr Frog out and asks him if he feel happy, then she asks them if they want to ask.</p>	<p>Sts are sit on their spots, they are praying with the teacher. Sts are very excited to see the ST, they organize the classroom. Sts say they remember and some of them start singing "papipapiripa".</p> <p>Just some of them remember it. Students seem to be happy singing the song, but some of them take advantage of that to annoy their classmates.</p> <p>All of them want to talk with Mr Frog, but they are no organized, they push each other.</p>	<p>They are habituated to the activity.</p> <p>They enjoy <sup>of the</sup> last activity with the ST. They enjoy doing corporal activities and the game.</p> <p>They forget the vocabulary because they don't review it or use it during the other days of the week. But they remember some of them, may be because it was meaningful.</p> <p>They enjoy the activity, also they need to learn rules of respect and turns of speaking</p>	<p>Behaviorism.</p> <p>Motivation, Total physical response.</p> <p>Total physical response. Importance of a study routine.</p> <p>Motivation, rules of interaction</p>	

# FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

<p>ST tells them the importance of sharing and she asks them to rise their hand if they want to participate.</p> <p>She choose one student to ask Mr Frog "Mr Frog are you happy today?" then she takes a picture out that represents sadness.</p> <p>ST says Mr Frog is sad, she interacts with the puppet and the student.</p> <p>She sings "This is the way a feel today, (sound of cry), I am sad today".</p> <p>She does the same with angry, surprised and happy.</p> <p>ST explains him that he must let his partners participate too.</p> <p>ST let all the figures on the floor and asks one by one show her the emotion she ask: happy, sad, surprised, sad.</p> <p>Finally she asks them to organize the classroom again and sit down.</p> <p>Teacher in charge asks her to copy the feelings and draw the faces on the board for students to copy.</p>	<p>All of them rise their hands at the same time. Diego is very excited.</p> <p>Sts laugh.</p> <p>Diego is very excited. Even he already participate, he says "estoy tan molesto, que no me pases".</p> <p>While they do the activity, the most of them pay attention, but the other ones get distracted.</p>	<p>They need to be taken into account, they demand attention.</p> <p>They enjoy the activity.</p> <p>He doesn't know how to control himself, and he express his angry.</p> <p>The group is so big, children don't respect each other.</p>	<p>Emotional factors.</p> <p>Motivation.</p> <p>Self control.</p> <p>Respect,</p>	
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**Annex 3 Sample of the survey**

This survey was developed to get to know the affective and socio economical characteristics of the students

Nombre: Brah Santiago

Edad: 7



UNIVERSIDAD PEDAGOGICA NACIONAL

Bogotá, D. C. - Colombia

Estamos a punto de comenzar una nueva aventura llena de aprendizajes y diversión. Para conocerte mejor, y proponer actividades durante las clases de inglés que sean súper divertidas, por favor responde las siguientes preguntas:

Preguntas	Si	No
¿Te gusta escuchar cuando la profesora o alguien más lee cuentos e historias?	X	
¿Te gusta leer cuentos e historias por tu cuenta?	X	

En los cuentos e historias hablen de:



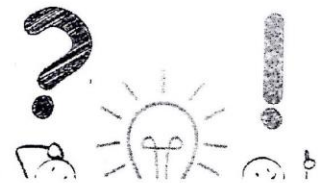
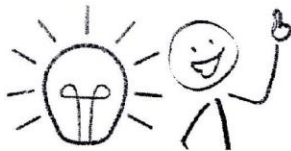
Otro: peritos

FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

Nombre: JUAN JOSE MOYA REYES  
 Edad: 8

Por favor, completa las preguntas para que pueda conocerte mejor y así preparar actividades para nuestra clase de inglés en las que todos juntos pasemos momentos muy divertidos. Pon una (X) sobre el cuadro verde si haces lo que indica el enunciado.

Enunciado	SI	NO
1. Me gustan las clases en inglés.	X	
2. Cuando estoy en casa repaso lo vimos en la clase de inglés.		X
3. En casa vemos películas en inglés.	X	
4. En casa escuchamos música en inglés.	X	
5. Me gusta cuando los profesores usan imágenes durante la clase.	X	
6. Me gusta cuando los profesores usan canciones durante la clase.	X	
7. Me gusta cuando el profesor nos enseña bailes y movimientos en la clase.	X	
8. Me gustaría hablar en inglés frente a mis compañeritos.	X	
9. Me gustaría hablar en inglés con mis profesores.	X	
10. Me gusta hacer actividades con ayuda de mis compañeritos.	X	
11. Me gusta jugar con todos mis compañeritos del salón.	X	
12. Prefiero jugar solo.		X
13. En casa hablo con mi familia.	X	
14. Me gusta ser el centro de atracción.	X	
15. Tenemos computador en casa.	X	
16. En casa tenemos internet.	X	





**Annex 4 Teacher's interview**

This interview was developed to get information about the students in order to make the characterization of the population.

**Interview**

(...)

I: pues me gustaría trabajar algo acerca de inclusión, no sé si tú me puedas contar algo acerca de tus niños.

P: mira Claudia, en el salón tenemos varios niños que necesitan tener un trato especial, como por ejemplo student 2. Ella es una niña que se le dificulta mucho entender las cosas, pero si por ejemplo yo me siento con ella y le explico, ella me entiende. El problema es que nosotros no tenemos el tiempo suficiente para hacer eso, porque si lo hacemos, entonces los otros niños se quedan atrás.

I: si claro

P: y hay otros como por ejemplo student 3 y la hermanita, que yo no sé cómo hicieron para que pudieran continuar en el colegio. Los papás nunca están pendientes y una vez casi se los lleva el Bienestar Familiar. Entonces es muy difícil trabajar así cuando no tienes el apoyo de los padres. Por ejemplo, student 2. Con ella tenemos problemas también de aseo personal, mira es la hora y todavía no tiene el uniforme, y los niños se dan cuenta porque a veces se siente un olor fuerte entonces los niños la aíslan.


I: si yo me he dado cuenta que casi no juega con ellos.

(...)

**Interview: Head teacher of first grade 102. October 14<sup>th</sup>, 2016**

**Annex 5 Reading and grammar test**

This test was developed in order to identify the students' language level




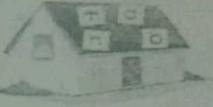
 **CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge


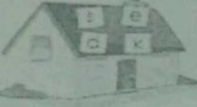

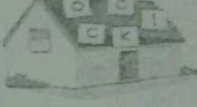
Young Learners English Tests (YLE)

My name is: Samuel Stiven

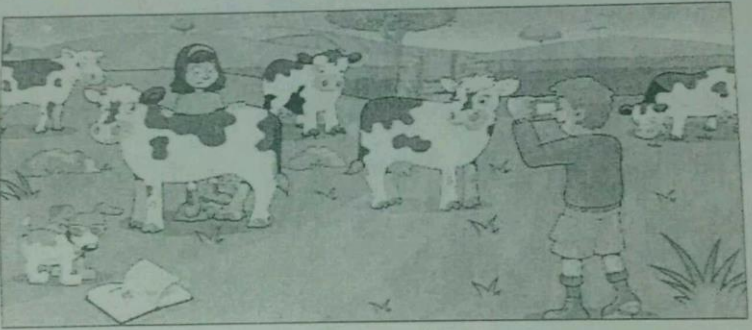
Look at the pictures. Look at the letters. Write the words.

Questions

1  DOOR   ohtd 

2   4  

Look at the pictures and read the questions. Write one-word answers.

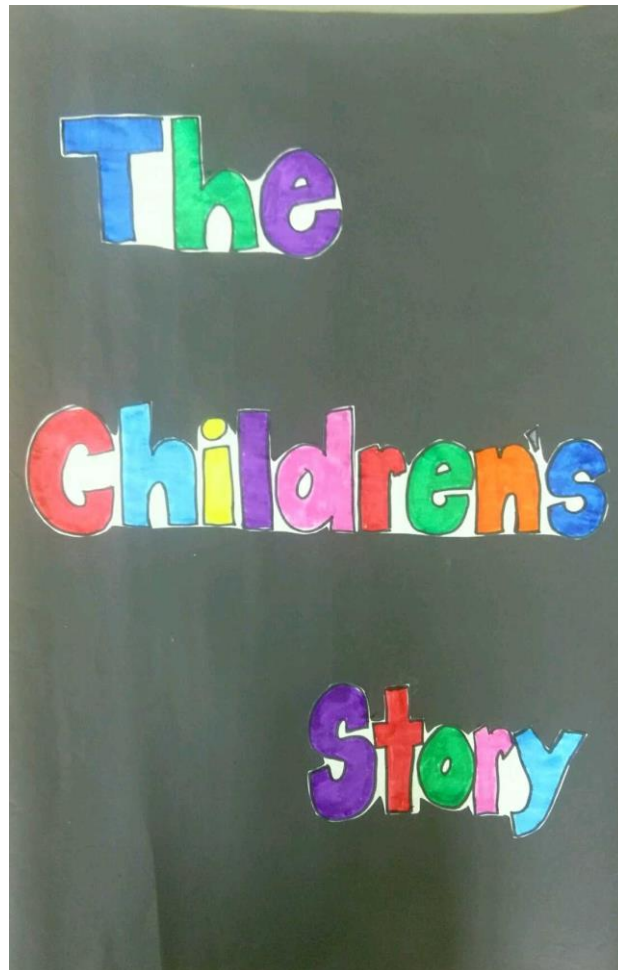


How many cows are there? .....

What is the dog wearing? .....

What is the boy doing? taking a .....

**Annex 6 Story created by the students and the teacher**



FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES



FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES



**Annex 7 interviews: Evaluation of the course by the students**

These interviews were made in order to identify the perception of the students with regards to the English classes

**Evaluation of the course by the students**

I: Bueno, cuéntame cómo te sentiste en las clases de inglés.

P: Bien\_eh, casi bien

I: ¿Casi bien? ¿Por qué?

P Porque no- porque no sé

I: ¿Qué no sabes?... por qué no sabes inglés?

P: Sí

I: Pero eso no importa, todos estamos aquí para aprender. ¿Aprendiste algo en la clase de inglés, conmigo?

P: Sí, cantamos canciones, leímos cuentos...

I: Pero ¿qué aprendiste? ¿Aprendiste palabras nuevas y expresiones?

P: Sí... a decir mi nombre, family, love, I am Colombia [sic]

**Interview student 1 September 28th**

**Evaluation of the course by the students**

I: Bueno, cuéntame ¿cómo te sentiste en las clases de inglés?

P: Bien, teacher

I: ¿Qué fue lo que más te gusto?

P: El libro y las actividades

I: ¿Qué actividades?

P: las canciones, los juegos...

I: ¿Aprendiste algo en la clase de inglés, conmigo?

P: Sí, palabras como family, I am Colombian, love, a que hay que ser bueno con tus compañeros.

I: ¿Pudiste participar en las actividades y compartir con tus compañeros?

P: Sí, ¿ya me puedo ir a jugar?

I: [teacher laughs] Yes, of course! Ve. Gracias, Juanjo.

**Interview student3 September 28th**

# FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

## Field notes of quoted in the analysis data.

### Field note 3

School: <u>Colegio Técnico Distrital Domingo Faustino Sarmiento</u>	Grade: 202
Student-Teacher: <u>Claudia Viviana Dominguez Ramirez</u>	Date: March 14, 2017
Mentor Teacher: <u>Nelson Mellizo Guaqueta</u>	Práctica asistida

objectives: To provide students with the chunks of language using the verb to “I am \_\_\_” “he is \_\_\_” “she is \_\_\_”

To use storytelling to promote partnership and reflect on bullying

To use differentiated instruction to promote inclusion

+

Time	Activity	Interaction	Resources	Feedback	Student's reactions
10 mins	Ice breaker. As usual, teacher will begin the class praying. She will say to the students “Angel of God” sentence by sentence, the students will repeat. After that they will say a prayer in Spanish. Then the teacher will give students their respective names, they have to answer to the question “who is?” saying “I am ....”	Teacher Students  Students Teacher	Prayer “Angel of God”		The students were very attentive during the praying in English, it was very interesting for them. They were able to repeat after the teacher. However, the pronunciation of long sentences was difficult for the most of them.  Almost all of them recognized the question because they raised their hands, but it was necessary to help to each student to answer the question saying “I am (the name of the student)”
30 mins	The teacher will read aloud the story “The amazing Spiderman”	Teacher Students	The story “The amazing Spiderman”	During the activity	Some of the students demonstrated dissatisfaction at the fact that they had already read the story before, they said “otra vez?”



## FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

	<p>And will ask the students questions about the story during the reading like “who is he? “What does he like? Do you like __? Are you in high school? Is this good or bad?</p>				<p>When the questions were asked it was necessary to repeat the question in Spanish.                  The students were attentive, they like to listen to stories and be asked, but they speak at the same time. They liked the images of the book.                  Most of the questions were answered with “yes” or “no”                  The reflections were made in Spanish due to they demonstrated that they understood the story thanks to the visual aids, but when the teacher spoke in English without visual aids they seemed to do not understand.</p>
25 mins	<p>Ask information about title and characters of the story to the students.                  Write the information on the board.                  The teacher will paste the picture of the characters on the board and will ask the students “Who is he? or Who is she?”                  Then she will write in front of each character “he is ___” or “she is ___”</p>	Teacher Students	Images Whiteboard Markers	During the activity	<p>A long proportion of the students did not remember the name of the story, they only said “Spiderman”.                  The majority were able to remember the characters of the story they said “Spiderman, Peter, the bad guy, la mamá”                  When I asked the question Who is he or who is she it was necessary to repeat the question in Spanish. Then they answered saying the name of the character.                  When I wrote the complete sentence “he is ___” or “she is ___” the students repeated after me.                  Even though most of the students payed attention to the class there were some students doing other things.</p>
25 mins	<p>Give the students a workshop according to their abilities.</p>	Students Workshop	Images Workshops	After the activity	<p>At the beginning, it was easiest to work with the students with specific needs due to they feel that they were working under the same conditions as their classmates.</p>

FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

	<p>The students without specific academic needs will have to paste on their note books the picture of each character and write in front of them the sentence “he is ___” or “she is ___”. The workshop of the students with specific academic needs has the sentences written and they will have to rewrite above the letters.</p>			<p>However, when student 2 noticed that he had a different paper than his classmates, he stop working and he denied continuing. He got close to a classmate and started pushing him. The teacher decided to give him the same workshop as his classmates, but he was not able to complete the activity.</p> <p>The students are very habituated to copy from the board, so they were organized.</p> <p>When I visited the students that had already copied the sentences on their note books I realized that they presented some confusions between “she” and “he” because when I asked who is he or she, they always answered using the subject “he”. Some of them just answered saying the name of the character, but when I said the complete sentence they repeated after me. Even though they do not use the English autonomously, they feel comfortable using the language. Including the students with specific academics needs.</p>
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# FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

## Field note 4

School: <u>Colegio Técnico Distrital Domingo Faustino Sarmiento</u>	Grade: <u>202</u>
Student-Teacher: <u>Claudia Viviana Domínguez Ramírez</u>	Date: <u>March 28, 2017</u>
Mentor Teacher: <u>Nelson Mellizo Guagueta</u>	<u>Práctica asistida</u>

objectives: To use storytelling in order to show students sentences using verb to be and nationalities and the expression “I like it” “I don’t like it”

To use storytelling to promote values: love, partnership and friendship.

To use differentiated instruction to promote inclusion

Time	Activity	Interaction	Resources	Feedback	Student’s reactions
15 mins	To write the date and give students their respective names, they have to answer to the question “who is?” <u>saying</u> “I am ....”	Teacher students	flashcards	Teacher will help and correct them during the exercise	The most of students remember how to answer the questions “who is _____” and felt comfortable answering in English. A small proportion answered just saying the name. Almost all of them recognized the question. One student was not able to answer. Nelson says “this is Joel”
30 mins	Organize the students in a circle on the floor and read aloud the story “heroes and values” showing the respective images. During the <u>reading</u> ask questions to the students like “is ... good or bad?” “ <u>who is he?</u> ” “ <u>is he...?</u> ” Ask to the students if they like the story	Teacher students	Story “Heroes and values” Images World map according to the story.		The students seemed to be interested in the <u>story</u> , they enjoyed the resources used by the teacher while she read aloud. They repeated all the time what the teacher said, even if it <u>was not asked</u> to do. (It was a mistake to forget asking them questions about the story while the reading) When they <u>were asked</u> if they like the story they confused the visual aids with “angry” and “happy”. However, they were able to <u>answered</u> the question with the help of the teacher.
30 mins	Ask information about title and characters of the story to the students. Write the information on the board.		Images	The teacher will make the corrections while she is	The students forgot the name of the story. They were able to remember the name of the characters. When they were asked to present the character to their <u>partners</u> most of them were not able to do it alone.

## FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

	<p>Organize the students in groups. Each one of them has to choose a character and write his name and nationality in the notebook.</p> <p>The students with academic specific needs will have a special guide for them</p> <p>Then they have to present his character to their classmates.</p>	Students students		<p>visiting each group</p>	<p>However, they did it successfully when the teacher passed explaining again.</p> <p>Unfortunately, when the teacher was in one group almost the rest of the students were distracted talking about things that <u>were not related</u> to the class.</p> <p>It was a good exercise for the two students with specific academic needs due to it was possible to give them a personalized instruction.</p> <p>They participate a lot, but they did not respect the turns of speaking, so it was necessary to remember to them the rule of <u>Mr frog</u> (only speaks who has <u>Mr frog</u>) several times</p>
45 mins	<p>Teacher will visit each group with the map and the students will have to tell her if they like the story using the sentence "I like it" or "I don't like it", and <u>present</u> to her their characters.</p> <p>The teacher will ask them their nationality and will show them there are Colombian.</p> <p>For the project, students will write in a paper their nationality using the expression "I am Colombian"</p>	Teacher students	A world map	<p>The teacher will make the corrections while she is visiting each group</p>	<p>The students enjoyed the material used.</p> <p>When the teacher asked them if they were Russians or <u>Asgardians</u> they were able to answer the questions. All of them say "No" but they <u>couldn't</u> say where they are from, so the teacher explained them that they we all are Colombian people. After the explanation they answered "I am Colombian"</p> <p>The organization in groups was good for explaining To the students with specific academic needs. They demonstrated to understand.</p> <p>At the same time this organization was a disadvantage due to the students in general were distracted talking with their friends.</p>

# FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

## Field note 5

School: Colegio Técnico Distrital Domingo Faustino Sarmiento	Grade:202
Student-Teacher: Claudia Viviana Domínguez Ramírez	Date: April 04, 2017
Mentor Teacher: Nelson Mellizo Guaqueta	Práctica asistida

objectives: To use storytelling in order to show students sentences using verb to be like “this is good” “this is bad”

To use storytelling to promote values: love, partnership and friendship.

To use differentiated instruction to promote inclusion.

Time	Activity	Interaction	Resources	Feedback	Student’s reactions
10 mins	Ice breaker. As usual, teacher will begin the class praying. She will say to the students “Angel of God” sentences by sentences, the students will repeat. After that they will say a prayer in Spanish.	Teacher Students  Students Teacher	Prayer “Angel of God”		The students were very attentive during the praying in English, it was very interesting for them. They were able to repeat after the teacher. However, the pronunciation of long sentences was difficult for the most of them.
30 mins	The teacher will read aloud the story “Heroes and values” and will ask question while she is reading like “is this good?” “Who is he?” “is she ___?”	Teacher Students	Story “Heroes and values”  Images		Some of the students demonstrated dissatisfaction at the fact that they had already read the story before, they said “otra vez?” however when they realized the activity was different they change their attitude  When the questions were asked it was not necessary to repeat the question in Spanish. However, they gave short answers “yes” “no” “Thor” “Ironman” ...

FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

					<p>It was necessary to review the sentences “he is ___ and she is ___”. When I presented the characters using the image and saying for example he is Thor, the students repeated after me. Then I repeat the question “Who is he?” Now, they were able to answer the question using the long sentence but when I asked “who is she?” they answered saying “he is ___”, so I repeat the explanation using as example a girl and a boy in the classroom. And asked again the question “who is she? or who is he?”. This time they were able to answer the question correctly.</p>
25 mins	<p>Teacher will divide the board into two parts: “this is bad” and “this is good” the she will show the images of hate, envy, greedy, love, help, friendship and partnership asking if they know what it is and making the respective explanation, then she will ask is this good or bad? Then she will paste the image in the corresponding column and will write the word for each image</p>	Teacher Students	<p>Images Whiteboard Markers</p>	<p>During the activity</p>	<p>It was necessary to Explain the meaning of the words giving them examples in Spanish, even though, they had an idea of the meaning with the image. They understood the question “is this good or bad?” they answered saying good or bad, so I was forced to say the complete sentence “this is good” or “this is bad”. After the three first words they were able to answer the question using complete sentences. It was not possible for me to catch the attention of all of them.</p>

## FORMULAIC SPEECH BY DIFFERENTIATED INSTRUCTION AND TIERED ACTIVITIES

25 mins	<p>Give the students a workshop according to their abilities.</p> <p>The students without specific academic needs will have to paste on their note books the picture of each value or anti-value organizing them in the two columns “this is good” “this is bad” and write in front of the image _____ is good or _____ is bad. The workshop of the students with specific academic needs has the sentences written and they will have to rewrite above the letters.</p>	Students Workshop	Images Workshops	After the activity	<p>The students are very habituated to copy from the board, so they were organized.</p> <p>When I visited the students that had already copied the sentences on their note books I realized that they had understood the topic.</p> <p>It was necessary to explain one more time the topic to the st 1 because he realized that he was doing a different activity. It is very difficult to work with him, there are lots of students in the classroom, so it is not easy to spend with him the time needed.</p> <p>Even though they do not use the English autonomously, they feel comfortable using the language. Including the students with specific academics needs.</p>
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**Annex6: Final survey**

Student 4

Septiembre 19 de 2017



UNIVERSIDAD PEDAGOGICA NACIONAL  
Educadora de Educadores

Nombre: MARIGNE BEJARRANO VALDES

Me gustaría saber cómo te sentiste en las clases de inglés. A continuación, encontrarás algunas preguntas que me ayudarán a conocer tu opinión. Por favor contesta sinceramente.

Marca con una X en la casilla correspondiente SI o No.

	SI	NO
Me gustaron los materiales empleados durante la clase (libros, canciones, videos, juegos)	X	
Las clases fueron entretenidas	X	
A pesar de que los materiales eran el inglés entendí de qué se trataban las historias, canciones o vídeos	X	X
Puede participar en las clases al igual que mis compañeros	X	
Tuve la oportunidad de compartir con todos mis compañeros por igual	X	
Las actividades fueron adecuadas para mí.	X	
Durante las clases de inglés compartí con mis compañeros	X	
Aprendí palabras y/o expresiones nuevas en inglés	X	

Mi clase favorita fue:

La Presentación

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