

**DEVELOPING COMMUNICATIVE ACTIVITIES FOR FOSTERING LISTENING AND  
SOCIAL SKILLS IN AN INCLUSIVE EFL CLASSROOM**

**INGRID ALEJANDRA POVEDA APONTE**

Monografía para optar al título de Licenciado en Educación Básica con énfasis en Humanidades:  
Español e inglés

Asesor  
FANNY ABELLA HERNÁNDEZ

UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS  
LICENCIATURA EN ESPAÑOL E INGLÉS  
TRABAJO DE GRADO  
BOGOTÁ, D.C.  
2016

**NOTE OF ACCEPTANCE**

---

---

---

---

---

Signature

---

Signature

---

Signature

**Bogota D.C. April, 2016**

## RESUMEN ANALÍTICO EN EDUCACIÓN-RAE

<b>1. Información General</b>	
<b>Tipo de documento</b>	Trabajo de grado
<b>Acceso al documento</b>	Universidad Pedagógica Nacional. Biblioteca Central
<b>Título del documento</b>	Developing communicative activities for fostering listening and social skills in an inclusive EFL classroom (El desarrollo de actividades comunicativas para fomentar las habilidades de escucha y sociales en un aula de inclusión de inglés como lengua extranjera.)
<b>Autor(es)</b>	POVEDA APONTE, Ingrid Alejandra
<b>Director</b>	ABELLA HERNÁNDEZ, Fanny
<b>Publicación</b>	Bogotá. Universidad Pedagógica Nacional.2016. 99 p.
<b>Unidad Patrocinante</b>	Universidad Pedagógica Nacional
<b>Palabras Claves</b>	ESCUCHA-INCLUSIÓN-ACTIVIDADES COMUNICATIVAS-HABILIDADES SOCIALES
<b>2. Descripción</b>	
<p>Estudio desarrollado bajo los parámetros de investigación acción que busca, a través de una implementación pedagógica, usar las actividades comunicativas para mejorar la habilidad de escucha en un aula de inclusión en la que el inglés es una lengua extranjera. Dicha intervención pedagógica es realizada con el grado 202 del colegio Prado Veraniego, cuyas edades oscilan entre 7 y 9 años.</p> <p>Adicionalmente, en este documento se evidencia como algunos aspectos importantes dentro de un aula de inclusión como, la habilidad de escucha, el trabajo colaborativo y el reconocimiento del otro como ser humano, aspectos base del trabajo dentro de un aula de inclusión, se optimizan ampliamente gracias al aprendizaje e implementación de actividades comunicativas. Las herramientas audiovisuales, principalmente video y canciones, son el medio por el cual estas habilidades mejoran y este ambiente de aprendizaje se hace significativo, dada su presencia y uso en la cotidianidad de los estudiantes, a quienes les resulta motivador y útil trabajarlas de manera autónoma al tener las actividades y estrategias de trabajo adecuadas.</p>	

<b>3. Fuentes</b>
Burns, A. (1999). Collaborative action research for English language teachers.

Cambridge. Cambridge University Press.

Case-Smith, J., Holland, T. (2009). Making decisions about service delivery in early childhood program. *Language, speech and hearing services in school*, 40. Pags 416-123.

Creswell, J. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Nebraska: Sage publications.

Creswell, J., Miller, D. (2000). *Determining Validity in Qualitative Inquiry*. Downloaded By: [Canadian Research Knowledge Network] At: 11:25 15 February 2009.

[http://people.ucsc.edu/~ktellez/Creswell\\_validity2000.pdf](http://people.ucsc.edu/~ktellez/Creswell_validity2000.pdf)

Logsdon, A. (2009). *What are learning disabilities? Symptoms, signs, and characteristics of learning disabilities*. <http://learningdisabilities.about.com/od/whatissld/a/whatissld.htm>

Loreman, T., Deppeler, J. & Harvey, D. (2005). *Inclusive education. A practical guide to supporting diversity in the classroom*. Australia: Allen and Unwin.

Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education: Revised and Expanded from Case Study Research in Education*. United states: Jossey-Bass education series.

Montaño, J., Vera, E. (2012). Inclusive English classrooms: requirements, implications and limitations. -A qualitative case study-. **FOLIOS** • Segunda época • N.o 36 • Segundo semestre de 2012 • pp. 77-95

#### 4. Contenidos

Este documento se divide en 5 capítulos que desarrollan la propuesta pedagógica planteada. En el primer capítulo, se realiza una caracterización de la población a observar, así como los contextos interno y externo del colegio al que pertenece la población. Se describe, además, la problemática evidenciada en el grado en lo concerniente al aprendizaje del inglés, para así establecer la pregunta problema, los objetivos a alcanzar y la justificación de este estudio. En el segundo capítulo, se hace una breve y concisa referencia a documentos académicos y teóricos que sirven de apoyo a la propuesta aquí planteada. En el tercer capítulo, se hace una descripción detallada de la metodología a seguir para realizar esta investigación, así como también se describen los instrumentos de recolección de información utilizados. En el cuarto capítulo, se desarrolla la propuesta pedagógica que se implementó a los estudiantes. Finalmente, en el capítulo quinto, están presentes los análisis y resultados de dicha implementación, evidenciando los resultados en categorías; y las conclusiones de dicho trabajo de investigación e implementación. Diferentes anexos estarán presentes al final

del documento como evidencia del trabajo realizado.

### **5. Metodología**

El método de investigación-acción fue el utilizado para esta investigación, así para este proyecto se siguieron los pasos básicos y necesarios de la investigación-acción. Primero, se realizó un proceso de diagnóstico que ayudó a comprobar la problemática presente en el grado a observar. Se procedió a establecer objetivos a alcanzar y un revisión extensa de la literatura que sustenta y guía el plan de acción a implementar con el fin de establecer una solución viable al problema encontrado. Dicha solución se desarrolla a manera de una propuesta pedagógica. Luego de su implementación, se procede a analizar y documentar los resultados derivados de este proceso para así llegar a dar conclusiones al respecto. Durante la realización de este documento de investigación, se utilizaron diferentes instrumentos de recolección de información como diarios de campo, fotografías y videos, trabajos de los estudiantes y encuestas.

En cuanto a la metodología de la propuesta pedagógica, se trabajó a partir de temas que en un principio buscaban la identificación de cada estudiante como ser humano, sus cualidades y debilidades. En un segundo momento, los temas fueron enfocados al reconocimiento del otro como ser importante dentro de la sociedad y del cual puedo aprender.

### **6. Conclusiones**

Durante la implementación de la propuesta pedagógica planteada se pudieron observar diferentes resultados, considerablemente positivos, ya que los estudiantes del grado 202 del colegio Prado Veraniego lograron mejorar su habilidad de escucha de manera significativa teniendo en cuenta la dificultad que presentaban. Fue notorio su aprendizaje de vocabulario, así como de pronunciación del mismo. Es de resaltar, la motivación de los estudiantes para aprender inglés con el uso de actividades cercanas a sus intereses y a su contexto, como el uso de videos sobre episodios de sus series favoritas y de canciones populares que son de su agrado. También se hace necesario señalar la importancia de una apropiada relación entre el maestro- el estudiante- y el espacio escolar a enseñar, en la que la comunicación, el conocimiento de las necesidades y los intereses de los estudiantes, acompañados de la selección de actividades apropiadas, permitan un pleno desarrollo del aprendizaje del estudiante así como de su seguridad y confianza al realizar actividades que requieran del uso de sus habilidades comunicativas y sociales.

Finalmente, en términos de interacción social, necesaria para permitir un adecuado ambiente de inclusión, los estudiantes mejoraron sus habilidades para trabajar en grupo y aprendieron a reconocer al otro y respetarlo con sus particularidades.

De esta forma sus habilidades comunicativas y sociales se vieron positivamente influenciadas e incrementadas a partir de la implementación de esta propuesta, generando un ambiente participativo dentro del aula donde cada estudiante tenía voz y

voto y participaba de manera activa en su proceso de aprendizaje y el de los demás.

<b>Elaborado por:</b>	Ingrid Alejandra Poveda
<b>Revisado por:</b>	Fanny Abella Hernández

<b>Fecha de elaboración del Resumen:</b>	07	05	2016
--	----	----	------

## Contents

CHAPTER I.....	2
Context.....	2
Population .....	6
Diagnosis.....	11
Statement of the problem .....	16
Research question.....	19
General objective .....	19
Specific objectives.....	19
Rationale .....	20
CHAPTER II.....	23
LITERATURE REVIEW .....	23
State of art.....	23
Communicative approach.....	27
Listening skill.....	30
Inclusion.....	34
CHAPTER III .....	38
METHODOLOGICAL DESIGN .....	38
Method .....	38
Type of study .....	39
Research stages .....	40
Instruments for collecting data .....	41
Procedures for analyzing and validating data .....	42
Units of analysis.....	43
CHAPTER IV .....	45
PEDAGOGICAL PROPOSAL .....	45
Pedagogical framework.....	45
Pedagogical stages.....	48
CHAPTER V.....	49
INTERPRETATION AND ANALYSYS .....	50
5.1. Categories.....	52
Findings.....	61

CONCLUSIONS.....	63
RECOMMENDATIONS .....	64
REFERENCES.....	66
ANNEXES .....	69
ANNEX N. 1 FIELD NOTE NUMBER 1.....	70
ANNEX N.2 FIELD NOTE NUMBER 5.....	75
ANNEX N. 3 TEACHER’S INTERVIEW .....	82
ANNEX N. 4 STUDENTS ARTIFACTS .....	83
ANNEX N. 5 SURVEY .....	84
ANNEX N. 6 CURRICULUM.....	85

## **ABSTRACT**

This research presents the action research developed in an EFL classroom that aims to answer the research question: How can the use of communicative activities help to improve basic listening skill in an EFL inclusive classroom with second grade students at Prado Veraniego School?, taking into account that in the first part of the research it was perceived that students need to foster their listening skill in order to improve their language level and learn to live in society. The study was developed approximately during one year and a half in a public school in Bogota with EFL students of second grade. Class observations, field notes, artifacts, surveys and recordings were made in order to collect data during the interventions. Interventions that were based on a communicative perspective, taking into account the importance of generating inclusive environments to foster students' linguistic and social skills.

### **Key words**

Inclusion, communicative activities, EFL learning, listening skill.

## CHAPTER I

### Context

The setting in which this project took place was Prado Veraniego School; this school is located at Prado Veraniego neighborhood, in Suba. Suba is the 11th locality of the Colombian capital city, Bogotá. The school is in the north part of the city, limiting to the north with the town of Chía, to the west with the municipality of Cota, to the east with the locality of Usaquén and to the south with the locality of Engativá.

Prado Veraniego School has two headquarters, one for secondary students and the other one for primary school. The one in which the research took place is headquarter B, for primary school. It is placed in 53A Avenue #128-51. The building has two floors: in the first one there are the teachers' meetings room, the television room, the computers room, the kitchen, students' toilets, and four classrooms, also at the end of the hall there is a huge field where children play. On the second floor there are located the head's office, the teachers' toilets and six classrooms.

The classrooms, as the whole building, are made of brick and cement and the floor is made of ceramic tiles. From the back of the rooms, it can be seen one blackboard which covers almost the whole wall; also, there are three rows of tables and chairs, each row with 6 tables and 12 chairs. There is a big window on the left side of the classroom which gives luminosity to the classroom but also distracts the kids when other students are playing in the field; and a unique door, made out of metal, on the right side of the classroom, near to the blackboard, also there is a locker in which the teacher keeps all the materials for the classes like color paper, glue, scissors, photocopies, and so on. There is also a television in

the back part of the classroom, hanging from the roof; this television is not used in the English classes. The classrooms' walls are decorated with many colorful images, they have the coexistence rules in one of the walls, the schedule over the blackboard and the students' birthday calendar.

Regarding to the school's PEI, the school's institutional educative project (P.E.I) is "Communication with quality towards the human development" (Rule Book, page 7) and it aims to the development and formation of integral human beings capable to respond to the needs and interests of the context in which they are and to achieve a social transformation through teaching-learning processes; to achieve this social transformation, the school is going to base its actions into humanistic, scientific and cultural principles, criteria, and values to reach integral development of all the members of the institution through a quality community. Then, these principles are going to be reflected in the school's mission and vision presented below.

In concordance with its PEI, the school considers as its mission to generate and strengthen the cognitive, social and practical processes through communication with quality that allows students to become qualified human beings with an emphasis on values and communication as facilitators and determinant factor in the society. Hence, the pedagogical model of the school is the social cognitive model; it aims to solve daily problems through cooperative work, critical analysis and social commitment. (PEI, 2012). Taking into account the previous statements, the school projects itself for the year 2017 to be an institution that focuses on the students' preparation for life, the school emphasizes on preparing students for acquiring a social responsibility with the community for the construction of a better country across values and a constant education. The PEI conceives

the learning from a social perspective that allows students to solve daily problems through cooperative work. Regarding this, the school, since 2011, is receiving students with cognitive and sense-motor disabilities in order to bring those students the opportunity to live with the same rights than the other students. (rule book, page 53)

Regarding to cycles, the Secretaría de Educación Distrital (SED) starts a Curricular Cycles Reorganization at some public schools of Bogota in the year 2008. This reorganization seeks “to focus the educative process into the acknowledgement of the children and teenagers’ distinctive features and necessities during their different stages of development contributing to facilitate the access to a comprehensive knowledge” (SED, 2011, p. 9). Having the information presented above in mind, the SED suggests to work into five different cycles which take into account the children and teenagers’ ages; cognitive, socio- affective and physical needs; strengths and difficulties; stages of development, among others.

The population focus on the current project, second grade; belongs to the first cycle, where the role of the teacher is to stimulate and explore the development process of children. Furthermore, the main objectives of this cycle are focused in the development of the taste, pleasure and enjoyment of children for being in school. In addition, the family is the principle agent which builds prosperous environments in the development of the kid as subject.

Keeping in mind the information presented above and regarding the English class, according to Standards and school’s syllabus, it is expected the development of a process, in which children identify and increase sensitivity to a foreign language, also the

recognition of the previously learned vocabulary and the communicative interaction among them, a class where students produce utterances full of meaning and their ideas, handle with English instructions, use basic expressions in classroom and family context and start interacting and recognizing the foreign language, fostering and awakening their comprehension skills as students are getting in touch with the language. However, Prado Veraniego School does not have English teachers in the first cycle of education and sometimes UPN training-teachers are in charge of these English classes. In this case, the teacher who is responsible to teach English is the regular teacher, the one who is in charge of the students the whole day. The teacher of 202, is not an English teacher and is not specialized in the foreign language, for that reason English classes are taught one hour per week. In consequence, English classes for students of 202 course are not in English, they are in Spanish, as the teacher is not trained and has not enough knowledge of the foreign language, as she said in an interview, she is just allowed to teach what she remembers from school. As a consequence, teacher teaches what she remembers of the language and prepares some guides for the kids to complete activities related to drawing and writing the vocabulary they are learning like: numbers, colors, classroom objects, greetings and family members, but does not keep in mind the development of the abilities and the competences that standards (SED, 2006) require, as the classes are just centered in the learning of vocabulary out of context by solving guides and repeating words. Nonetheless, there exists a syllabus that presents the topics students are supposed to know in each period of the year and the abilities in terms of language and social skills they have to develop. On the other hand, school has an agreement with the Pedagógica University which sends English training teachers and they are in charge of adapting the curriculum for this class, according to specific necessities of students.

## Population

The population focus of the current research is 2nd grade students, specifically 202 course, in a first stage and second graders in a second stage. The children of 202 course are boys and girls between the ages of 5 and 9 years, 16 boys and 18 girls, 34 students in total. According to a first observation and a survey it was concluded that all of them live near the school, however some use school routes because their parents cannot take them to the school. As they live in the neighborhood, their economical stratum is number 3 but few of them said that they are number 2. They live with different members of their families, not all of them live with their parents, and some live with their grandparents or uncles, also few of them live with just one parent, mother or father.

It is evident that some students have violent behavior during the classes as it was observed and registered in the field notes the researcher made; they hit and scream among them, also some of them do not like to be in the pairs they are organized on, or closer to classmates with a different behavior. On the other hand, there are some students who are so shy and do not speak, they are always quiet when they are in class, but when they are in other spaces like their break time, they play and talk. Furthermore, there are 6 students who present disabilities; they are considered students with special educational needs (SEN). Also, 2 of them have systemic dyslexia which as Amar-Tuillier (2007) states is “a reading disorder or alexia characterized by trouble reading despite a normal intelligence. Problems may include sounding out words, spelling words, reading quickly, writing words, pronouncing words when reading aloud, and understanding what was read.” (p. 39); two more students have attention deficit hyperactivity disorder that is “a developmental neuropsychiatric disorder in which there are significant problems with executive functions

that cause attention deficits, hyperactivity, or impulsiveness which is not appropriate for a person's age.” (Lange. 2010. p. 245), these students with attention deficit hyperactivity disorder are characterized by be easily distracted and have difficulty maintaining focus on one task, for that reason they become bored with a task after only a few minutes, unless doing something enjoyable, also they daydream, become easily confused, and move slowly; they dash around, touching or playing with anything and everything in sight, have trouble sitting still during dinner, school, doing homework, so they are constantly in motion. The last two students present psychomotor retardation, it “involves a slowing-down of thought and a reduction of physical movements in an individual.” (Tryon, W.W. 1991), psychomotor retardation can cause a visible slowing of physical and emotional reactions, including speech and affect.

These three disabilities hinder students’ learning and socio-affective process as they are not in the same level of their classmates, but have to fulfill and develop the same requirements and activities the other students have, because most of the parents do not pay attention to those situations and that hinders students’ learning process, as if they do not have a medical certification that demonstrates their special situation the teacher cannot evaluate them in a different way. It is difficult for the school to start the special process with these students because families do not give their support.

That is the reason why there is not in the classroom elements that involve students in an inclusive classroom that takes into consideration students’ specific realities and needs. Nonetheless, the school has stated in the rules’ book (2015, page 53) that these students need to have a specific treatment during the classes and the teachers must create strategies to include and evaluate them in a regular classroom. Also, the secretary of education (SED)

has established a set of projects that enhance students and the educational community in general to become aware of the different abilities every person has and how those abilities contribute in different ways to build a better place, school and country; one of those projects that is implemented at Prado Veraniego School deals with citizenship and coexistence and it is called “Proyecto Educativo para la Ciudadanía y la Convivencia” and aims to set the idea that a comprehensive education process should include academic knowledge learning and knowledge that enable the exercise of citizenship and building coexistence. Making emphasis on that, in the center of citizenship and coexistence, is the existence and encounter with the others and understanding the different ways of being and living every person has. Man becomes a social being when he must live with the other' and build together their destination and society. (SED, 2014, p. 6). This project contributes in the hard labor of creating spaces for inclusion in the school and most important, to create real and strong relationships and recognitions of the different ways every human being represents. As the Salamanca (1994, page 8) declaration states, students with educational needs must have access to ordinary and common schools, which must include them in a pedagogy centered in the child that aims to fulfill their needs.

Thus, in one of the observations, “There is one student, near to the wall, who is playing with his hands while the teacher is explaining the activity they have to do, he seems to be not paying attention to the class as he is moving his body and talking with himself, I cannot listen what he is saying.” (Field note #2 lines 22-26), is noticed that, these students do not work at the same rhythm as the others, as they present special educational needs. These students seem to be playing all the time with their pencils or notebooks or with their

hands, they are impatient when they have to write for long periods of time and as they get distracted they foment disorder in class.

About students' foreign language proficiency and according to the standards, it was perceived that students at this point are getting in touch with the language, recognizing that there exist other languages different from Spanish. Thereby, participants do not have an appropriate English level because of the lack of exposure to a learning environment with a rich variety of activities in English, and they need to receive a great amount of input, in accordance with the first level of the EFL. This is due to the fact that the classes are always in Spanish and there is not an input in the foreign language that stimulates students towards a suitable learning process. As a consequence, the participants do not receive an appropriate instruction in English and the vocabulary learning is not put into constant practice because new words are just registered on the notebook and their pronunciation is seldom repeated. The teacher in charge of the class talks in Spanish and presents the new information in a guide and students need to solve it without practicing or even getting involved with the language, furthermore, giving students significant and relevant input for their lives and academic development . "The teacher calls their attention and continues with the class, she shows them a guide and explains what the activity is about, they have to complete the drawing of the vocabulary they already know and color them. She asks them if the activity is funny and they say 'sí'." (Field note #3, lines 56-59). In this sense, the classes are given under the frame of a traditional model where teacher is the transmitter of information and child is limited himself to receive it, not allowing students to interact among them and giving them the chance to communicate and explore the second language.

Also, it is relevant to bear in mind Piaget studies in relation to the cognitive development stages of children, in which the current population is situated in the pre-operational stage (from 2 to 7 years). There, the symbolic function is consolidated, as children employ symbols to represent objects places and people, because they have a greater ability to use gestures, words, numbers and images in order to represent real things in the environment (Meece, 2000 p.105). Therefore, this symbolic function is gradually developed, as symbols role allows the identification and recognition of new knowledge as well as their interest for visual material. Related to the purposes of Reorganization of Teaching by Cycles and English teaching, the development of communicative skills is fundamental in the process of learning a foreign language. Taking the previous information into account it is necessary to bear in mind for the current proposal, that English listening skill is the base of students' learning process as it contributes primarily for language expertise (Renukadevi, 2014, p. 59), and at the same time, students' likes and needs as their ability to recognize and interpret symbols. Also, it is necessary to keep in mind students' socio affective process in order to guarantee a meaningful learning process in the foreign language. Erikson's theory of psychosocial development has eight distinct stages in which the person develops certain conditions in terms of it social and affective behavior, according to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Students in this research are located in the fourth stage called "industry vs inferiority", children in this stage are between ages 5 to 12 years, they will be starting school where they will be learning to read and write, to do sums, to do things on their own. Teachers begin to take an important role in the child's life as they teach the child specific skills. Erickson established that it is at this stage that the children's peer group will gain greater significance and will become a major source of self-esteem.

The child now feels the need to win approval by demonstrating specific competencies that are valued by society, and begin to develop a sense of pride in their accomplishments.

(Erickson, 1950, p. 271)

Hence, if children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential. Erikson viewed the elementary school years as critical for the development of self-confidence. Ideally, elementary school provides many opportunities for children to achieve the recognition of teachers, parents and peers by producing things, drawing pictures, solving addition problems, writing sentences, and so on. That is why it is necessary to keep in mind Erickson ideas in order to encourage students to be industrious and work hard in their classes, providing them with meaningful and interesting tools and encouraging students to do what they like, not restricting their imagination and creativity but knowing that it is important in a successful learning process.

## **Diagnosis**

Taking the previous information into account and keeping in mind that this is an action research project, it was necessary to make a diagnosis in order to collect information about students' learning needs, wants, wishes and desires. The diagnosis lasted two sessions of 90 minutes each one, it was necessary to implement a set of activities that tested students' knowledge in terms of the abilities and competences they had, according to the level they are supposed to be in the standards, and the topics that are presented in the syllabus of the school. Then, observational and non-observational techniques were

required for collecting proper quality data that could be useful for the identification of the population reality.

In terms of observation techniques, which allowed the researcher to be “taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated” (Burns, 2004, p. 106), it was necessary to use field notes, based on the students’ behavior at home, students-students interaction, and students-teacher interaction in class. Classroom practices and dynamics and students’ responses were evidenced using this technique.

First of all, one aspect which is relevant and excels in the field notes is the classroom’s organization. It is organized in 3 rows of tables which do not allow students to interact among them. They are situated in pairs, one girl and one boy, but the activities they perform in their English classes are focus on them taking notes of what the teacher writes on the board and the learning of vocabulary. (Fieldnote # 1, lines 98-105).

Also, students are mainly taught on the basis of grammar translation approach, which does not generate environments in which students can communicate in a meaningful and quality way, as it tends “to study the grammatical rules of the language, usually in an order roughly matching the traditional order of the grammar of Latin, and to practice manipulating grammatical structures through the means of translation both into and from the mother tongue.” (Richards, J; Rodgers, T. 2001). Using this approach is not in concordance with the institution aims as the PEI (Educational institutional project) at Prado Veraniego School claims “Quality communication to human development” (p.7), according to the school and its foundation and principles students are the center of the educational

process and this process must maximize the development of their individual capacities and their integral education in concordance with their real context and world demands.

Thus, one of the observations registered in field notes says: “She writes in the board the parts of the body “head” “middle body” and “arms and legs” and with her hands she indicates which each one is. Students do the same she is doing. She asks them to draw in their English notebook a huge body which will fill the whole notebook page, she draws one in the board, and also she writes the date and the topic. Students ask if they have to write the date and the title, she says “yes”.” (Field note #5, lines 32-46)

Regarding the non-observational techniques, the researcher interviewed the teacher who is in charge of 202 classroom. The interview was semi-structured because it was wanted to know which kind of information could emerge of it. This interview let the researcher know how the teacher perceives these students with disabilities and if they are conceived and treated as the others, if she has alternatives to foster their learning process or not.

According to the data collected in this interview, the teacher showed that there are many cognitive styles and every student develops them in a different way, students with special educational needs behave in a different way from the other students, as they are anxious because they do not work as faster as their classmates do and because the teacher scolds them. Also, the teacher affirms that they are in vulnerable or danger because they realize they are going to be punished in their houses, because their notebooks are empty or their grades are not as good as the other ones are. As these students have problems in terms of concentration, they promote disorder in the classroom, and the teacher claims this is the reason why they are not excluded by their classmates, as they seem to be playing all the

time. The teacher explains that as the law claims, the school receives students with special educational needs because they are part of the society and the schools needs to follow the laws, but it is absolutely necessary the family collaboration and in most of the cases there is not this help. Nonetheless, as the school has a policy of inclusion, the classes do not have specific programs for those students, or a specific curriculum that integrates and presents and inclusive perspective for these kids. She talks about the SIE (institutional system of evaluation) which portrays that the evaluation of students must “take into account students with learning difficulties needs and evaluate them according to their abilities ...” (p. 53). But the teacher works on in English according to her knowledge of the language. Thus, the school works in a project called Integral Plan of Education for Citizenship and Coexistence but this is not implemented in the English class as there is not an English teacher, so far students are also evaluated as their classmates, not keeping in mind their special conditions. So far, the teacher explains that sometimes it becomes challenging to generate appropriate environments to create inclusion as she does not manage the foreign language, she portrays that it is necessary to generate inclusion environments creating activities that let students interact and learn meaningful knowledge.

In relation to the activities that were developed in the diagnosis, there were applied activities that involved the four skills. First, the teacher-researcher presented a video with a song about animals; students were motivated at the moment of the video because it was a new way to present the topic “when I turned on the television and the students saw the image of some animals on it they started screaming and moving, pointing out the image and saying ‘tan chevere’” (Diagnosis field note). Then, the teacher asked them some questions about the video in order to identify if they could understand her in English, it was evident

they did not get all the words and looked confused so the teacher needed to use Spanish. As a second activity, the teacher asked them to be in pairs and gave each one a card with the image of an animal, the other partner need to guess which animal the other student had with some clues. Finally, the teacher gave them a guide in order to review the topic. This activity indicated that students' vocabulary was limited as they only recognized few words and were not able to follow written or spoken instructions in the target language.

Taking this into account, students of 202 course at Prado Veraniego school are not learning English in an appropriate environment of communication as the common European Framework for Reference (2001) and the Ministry of Education establish in the "Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" "Basic Standards of Competence in Foreign Languages: English", first graders are supposed to be in A1 level and are supposed to be able to communicate and exchange information in a simple way, also to understand when someone is talking in the foreign language and be able to answer and talk about him/herself. But, more important, students with special educational needs are not being part of a real inclusive environment in which they could learn and overcome their disabilities and interact in a realistic and meaningful way with their classmates. In this way, their classmates could learn to share and respect them as students with these special necessities, generating a classroom in which every student can participate and feel a sense of belonging.

Thus, it was necessary to design and implement a set of activities in which all the students start to recognize each other as part of a group and as an individual with special needs and characteristics. Therefore, the English syllabus will have to bear in mind activities to generate students' communicative and social interactions, where they start to

develop communicative and social skills as the focus of a suitable connivance context into and out of the school. Breen and Candlin (2004) state that communicative activities permit students to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and interaction. Therefore, classroom activities are usually made to focus on completing tasks that can be carried out only if the learner uses the language, negotiate and share information and also generates social abilities as students need to interact with the other and negotiate in their learning process.

Taking into consideration that second graders are in the initial EFL process, it is relevant to emphasize that they showed disposition for listening to songs, watching videos and paying attention to the pictures, images and colors. Taking these reasons into account, songs and authentic material seemed to be a support to communicative activities because they are more focused on the development of the listening ability as they provide students with the input they require and help students shape their communicative and social skills as they start to recognize the target language and can interact using it.

## **1.2.Statement of the problem**

Taking into account that 202 students should be at beginner level, where they can recognize a foreign language and produce simple conversation by listening to the others (Ministerio de Educación Nacional, 2006). Students at second grade in Prado Veraniego School at this level have not developed listening ability as they easily get distracted when they do not understand what it is said; English listening ability is slowly developed as they do not recognize simple instructions and commands in the foreign language, they have

difficulties on distinguishing sounds between English and their mother tongue, they do not recognize what the teacher is saying in the foreign language no matter if she is using vocabulary they are supposed to know, for this reason, listening skill should be worked as a mean to approach students to recognize and communicate in the foreign language. As it was mentioned in the needs analysis, the school does not have English teachers for Cycle 1 and in concordance, goals proposed on each skill in the basics Standards from the Colombian Ministry of education corresponding to A1 students, does not correspond to the practice of English teaching that takes place in the institution. Also, it is necessary to develop imagination and creativity, using dynamic and meaningful tools that foster meaningful learning. In order to aim this process, it is important to develop listening skill into a communicative context, taking into account what Brown (2007) stated related to how students in a Communicative language teaching classroom need to use the second language or foreign language in meaningful contexts, in order to develop the ability to communicate messages rather than to accomplish grammatical rules. The importance to be immersed in a context of development of communicative language skills (listening, speaking, writing and reading) as well as vocabulary acquisition is to develop the learners' knowledge of the L2, as well as how to use it appropriately in a given social context (Li & Song, 2007), therefore, this process will be the first contact of students with the foreign language.

Also, this research has to keep in mind that there is a special situation related to inclusion issues at Prado Veraniego School, which has to be taken into account in the English classes. Inclusion is based on the philosophy that all students with a disability have a right to be educated in the general education setting with appropriate support and services to enable them to succeed, but also for this research, inclusion goes beyond, as the goal is

not only to include SEN students, but to generate a real inclusive classroom in which every student can demonstrate his abilities and learn the foreign language in a meaningful way. Inclusion recognizes that all students are learners who benefit from a meaningful, challenging, and appropriate curriculum and differentiated instruction techniques that address their unique strengths and needs (Salend, 2005).

Educational systems and researchers need to be more aware of individual learning needs and the importance of generate social abilities in the classroom, in order to develop real inclusive environments. For this reason, this project is going to be a helpful tool and a support for the Ministry of education's project about citizenship and coexistence, as this project tries to generate inclusive environments in an EFL classroom through the usage of communicative activities, and would be helpful to sensitize students of the importance of every person in the society. We need to link language learning to local needs to bridge the gap between instruction, school agendas and classroom realities. Inclusive education is the collaborative effort of general educators, parents, related-service providers, and all school community members who share a role in the successful education of students with special educational needs. It is clear that students need to have an approximation to a foreign language, where they can be involved or immersed in a proper environment of English learning, and communicative activities are the main and meaningful way to do so. Thus, the present alternatives for students to interact in the foreign language, giving them plenty of opportunities and situations in which they can learn and practice the second language and also develop listening skills as the basis of the learning process, could help them to develop social skills as they could work in groups, interact and recognize that the others are important too, in the learning process.

**Research question**

As it was mentioned above, communicative and social interactions among the different members of the group becomes the axis of learning a foreign language in an inclusive classroom, since students are not just in a space but have to be an active part of a community. Specifically, in this case students' communicative and social skills are the starting point to design the proposal, in order to generate a proper environment of EFL. Taking this into account the following research question arises from the analysis of the population, the setting and their especial needs:

How can the use of communicative activities help to improve listening and social skills in an EFL inclusive classroom with second grade students at Prado Veraniego School?

**General objective**

To identify the impact of communicative activities to improve listening and social skills in an EFL inclusive classroom with second grade students at Prado Veraniego School.

**Specific objectives**

- To describe students' performance related to their listening process in an EFL inclusive classroom.
- To identify students' performance and responses in terms of speaking skill along the implementation of communicative activities in an inclusive EFL classroom.
- To determine how the students' social skills impact on students' basic listening skill in an inclusive EFL classroom.

- To set the relevance of using the video as support of communicative activities with the aim of generating an appropriate inclusive environment to improve basic listening skill in an EFL classroom.

### **Rationale**

Taking into account that the purpose of this project is to identify the impact of communicative activities to improve listening and social skills in an EFL inclusive classroom with second grade students at Prado Veraniego School, it is important to consider that Prado Veraniego School does not have English teachers in the first cycle of education; consequently, children of second grade have not had an approximation to English as a foreign language; nevertheless, basic Standards of Foreign Language Skills in English from Colombia (2006) have established the aim to learn English as a foreign language in Colombian schools, based on the purpose to provide a common language in order to allow children and youth greater access and be able to succeed in today's world, in which scientific advances, technological and intercultural communication are predominant. Learning English as a foreign language helps students to achieve successful opportunities in their future. Also, the dominance of English fosters the development of abilities, attitudes and new skills which could help students not only in English but also in other subjects such as: Spanish, Science and Mathematics. Thus, it is important to emphasize how a communicative environment of EFL is a necessity for students. Therefore, with a communicative approach of the language, it is necessary to consider the real context or real life situations of the learner, where students have to use language to communicate (Brown, 2007). This research seeks to develop English listening as the first ability to reinforce in beginners learners and these will be the support of the others. To support this, Liyong

(2006) suggested that language acquisition begins with listening skill seen as an input received, which allows the learner to produce output, seen as speaking skill. On the other hand, most of students have not developed yet writing and reading skills in their mother tongue as they are just starting their studies at school.

For fostering this listening skill, songs and authentic material suits as the best tool to work in class, as they are interesting for students and motivate them to learn the target language. Also, it is necessary to set a curriculum that facilitates students' learning process and that includes every student on it. In inclusive communities, the talents of everyone, including those with severe disabilities, giftedness or distorting behaviors are recognized, promoted and used to the maximum. Each person is an important and valued member with responsibility and has a role to play in supporting others, constructing knowledge together, which helps build self-esteem, pride in achievement, mutual respect and a sense of belonging and worth between members of community.

Stainback and Stainback (1992) define an inclusive school as one that educates all students within a single education system, providing appropriate educational programs that are stimulating and appropriate to their abilities and needs, plus any support and assistance that students and teachers may need to succeed. But an inclusive school goes beyond this, since it is a place where everyone belongs, where everyone is accepted and are supported by their peers and other members of the school community to have their educational needs met. Following these, it seems to be mandatory that schools pose and rethink the way in which they conceive their learners and the way they learn. For this reason, the English class and the development of basic English communicative skills, listening as input skill and speaking as the answer, play a very important role in an inclusive A1 EFL classroom as

they provide "the exchange of views, information, social notions, cultural and political, and other aspects of daily life" (Semistraitis, 2006), and establish a meaningful environment through coexistence agreements, and redirecting at children's context as a part of the world, creating environments in which every student feels part of a whole, in which every student is important and respected. It is important to create a comfortable space of learning in which they feel part of the process, involved in activities according to their preferences and knowledge that will enable them to real value of coexistence and student-teacher and student-student relationships to achieve true meaningful learning proposed by the school. Students should generate a sense of belonging built it by them in the classroom, creating a meaningful environment which will allow second graders improve their academic perform in terms of communicative and social interactions.

## CHAPTER II

### LITERATURE REVIEW

The purpose of this chapter is to outline the concepts in which this research is grounded, and the research that has been done around them in Colombia and around the world. Taking into account that the main purpose of this research is to identify how communicative activities can improve Basic Communicative listening skill in an EFL inclusive classroom, it is necessary to start presenting the researches that have been done and are related to the topic, then the main constructs of this project are going to be defined, starting with the description of the communicative approach and the ability that will be the focus of the project, listening, and the implications of it in the learning process in order to present what has been done in this area. Finally but not less important, the framework is going to present the reason of this study in relation to the topic of inclusion, what inclusive education is and how it has been developed and studied in Colombia and around the world.

#### **State of art**

In order to find useful research references which can contribute to the main aim of this project there are some researches made at Universidad Pedagógica Nacional and outside that contribute and set the roots for this study, giving lights to the teacher-researcher related to the procedures and findings for the current one.

It was necessary to do an exhaustive data research in terms of the ability that is going to be the focus of this study, listening, concluding that at Universidad Pedagógica Nacional existed few studies which focus was only listening, finding that listening and

speaking skills are so linked in many research projects, in consequence, most of the findings were in the two abilities, focusing attention in the production one. *“The use of audiovisual aids to create an effective and meaningful learning environment to improve listening and speaking skills in fourth Grade Students at Liceo Femenino Mercedes Nariño School”* was a thesis made in the year 2012 at Universidad Pedagógica Nacional (Vela, G, 2012 ),this study was about the use of audiovisual aids, which can help listening and speaking skills, but it was evident that the focus of the study was speaking skill as it aims to use mass media in order to enhance oral skills. Nonetheless, the thesis resulted useful as it concluded that some of mass media as radio, television, videos and songs were useful at the time of learning a foreign language in a classroom as they allowed motivation in students. Based on this study, it was identified some advantages of using videos and mass media because they help not only to improve listening and speaking skills but also they allow to enhance more abilities such as pronunciation and vocabulary learning and motivate students, which facilitates learning process in the target language.

Above the world, some studies were carried out in order to foster listening skill, for example *“Using digital stories to improve listening comprehension with Spanish young learners of English”* (Ramírez and Belmonte, 2007) at the Universidad Autónoma de Madrid in Spain. This research examines the effects of using digital stories in a group of 6 years old Spanish learners in order to improve listening comprehension. This research carried out a quasi-experimental analysis and explored internet- based technology inside the classroom. This project relies on digital stories can help children’ understanding of vocabulary, sound patterns, linguistic structures and prosody. Some outcomes of the study show that students improved their listening comprehension skills. According to the

researchers, the use of digital stories promotes concentration and focuses children's attention on the input received. The previous project coincides with this research because the population's age is almost the same as the one of this project and its main aim was to improve listening skill. The implementation of digital stories had positive effects on students' learning. Likewise, that research gives an important value to use materials in which there are two kinds of inputs: the oral and the written text as they help students to recognize and interiorize the target language.

All in all, it can be seen the effectiveness of using videos because they enhance different abilities and motivates students during their learning process, either, the usage of those kinds of materials fosters listening skill as they use oral and written texts in a meaningful way for kids.

Also, many researches and theorists around the world have shown their concern about inclusive education and have posed many methodologies in order to create inclusive learning environments. Nonetheless, there have not been carried out many studies about inclusion and SEN students here in Colombia, for these reasons it is becoming mandatory the study and analysis of the current curriculum and methodologies that are being applied in order to generate inclusive classrooms with all that it implies.

Montaño & Vera (2012) wanted to verify if students with special educational needs (SEN) were really being recognized in schools or if they were only occupying a place in a classroom and, therefore, their socialization processes and their educational needs were being neglected; the data they collected showed that the lack of communication and information about the issue of inclusion constitutes one important element that hinders the implementation of inclusive practices.

Second, in relation to the perceptions and attitudes toward the process, the second grade teachers, the counsellor and the principal considered that developing an inclusion process in the institution is so difficult due to the fact that they lack the materials, the limited knowledge about the topic, and the specialized support that they consider essential to offer quality education to every student in the English language classrooms. For these reasons a change in the attitudes toward special educational needs is imperative; although there are some members of the educational community who consider the special needs in a classroom as an opportunity for both teachers and students to grow in the personal, social, professional and academic fields, there are some others who think that inclusion implies more work and does not constitute any positive element in the classrooms.

Also, Valcárcel (2014), posed in her thesis, *Inquiry as a way to generate inclusive learning environments in EFL contexts*, that through the use of project work pedagogies within an inquiry perspective, an inclusive environment in the EFL classroom was attained.

Educational institutions can find in project based pedagogies a very useful methodology to generate inclusive learning environments. In this sense, project work framed within experience-based curriculum is a pedagogical strategy that provides learners and particularly SEN students with several learning experiences that range from language study to the development of social skills.

These two studies, as the ones presented above, affirm that, there is a need for schools and English teachers, in charge of the classes in which there are SEN students, to become aware of the importance of creating real inclusive environments not only to help students achieve their goals but also to improve their own teaching practices by learning how to understand and support SEN students' learning processes. Thus, they are required to

design and implement meaningful and appropriate strategies and materials to address every student's needs in the English classrooms and also to create a sense of union and real recognition of the other.

Bearing in mind the studies that served as roots for this research, it is going to be presented the theory and main constructs that served to define the limits and conceptions of this research.

## **Theoretical framework**

### **Communicative approach**

The communicative approach also known as communicative language teaching CLT is an approach based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Thus, students need to be immerse in their learning process, not just learning words in other language but keeping in mind that EFL learning goes beyond, giving them tools to communicate and interact with the others, shaping their mind and social abilities and giving meaning ways to enrich their lives.

The development of communicative language teaching was encouraged by new thinkers of the 70s. In Britain, applied linguists began to see that a focus on structure was not helping language students to really be able to talk and exchange ideas in a successful way, they saw a need for students to develop communicative skill and functional competence in addition to mastering language structures. Also, in the United States, the linguist and anthropologist Dell Hymes (1966) developed the concept of communicative competence, communicative competence redefined what it meant to know a language; in

addition to speakers having mastery over the structural elements of language, according to communicative competence they must also be able to use those structural elements appropriately in different social situations. (Richards & Rodgers, (2001)

Following these ideas, communicative language teaching makes use of real-life situations that require communication. The teacher sets up a situation that students are likely to encounter in real life, those situations vary and students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context, who is speaking, what their social roles are, why they have come together to speak" (Berns, 1984, p. 5)

Thus, the communicative activities that can be applied within this theory are unlimited; they must "enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and interaction. Therefore, classroom activities are usually made to focus on completing tasks that can be carried out only if the learner uses the language, negotiate and share information. Hence, communicative activities include any activities that encourage and require a learner to speak and listen to other learners. Besides, these activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Some of the

most common and viable activities are incomplete plans and diagrams which students have to complete by asking for information, say instructions to a classmate to achieve a specific goal, listening exercises in which students have to communicate its contents to the other, games and activities in which learners must provide some information and hide the other. According to this, there are two kinds of activities, the first one are functional communication activities and social interaction activities. The first one includes tasks in which learners must compare elements and note similarities and differences, discovering pictures in a picture or map, giving instructions on how to draw or to achieve something, following direction, solving problems from clues, etc. The social interaction activities consist on debates, improvisations, role plays, dialogues, simulations, discussions, etc. All of these activities related to the aim of generating environments in which students can interact and build knowledge collectively, taking into account others opinions and feelings, learning important values such as respect, honesty, tolerance and how to be a social person.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials. Also, and as the main goal of this approach is communication, classroom activities focus on the four communicative skills: speaking, listening, writing and reading, keeping in mind that the main important thing is the message and the ability students would develop for communicating in meaningful ways, not focusing on the grammar of the language but the message it is transmitting. This project used the main principals of communicative approach to develop the different activities, creating an environment in which students can interact and learn the foreign language but

also have fun while learning and also developing their social skills as they will recognize in the interaction with the others the importance and value they have as human beings.

Once, the main construct was defined it is going to be presented the skill that is going to be the focus of this research and the perceptions may theorist have around it.

### **Listening skill**

Listening is an active process as is the ability to accurately receive and interpret messages in the communication process. According to Brown (1994), listening is the major component in language learning and teaching. For study purposes, listening is the first approach to meaningful promotion of English as foreign language. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood, communication breaks down and the sender of the message can easily become frustrated or irritated. Listening is a daily activity as people spend much time listening television, radio, family, partners, etcetera. According to Burden-Allen (1995, p. 220) communication is based on 40% of listening. However, some authors like Nunan (1997) considers listening as the “Cinderella skill” (p.238), and claims that listening has been a forgotten skill because all the attention has been paid to speaking skill. As it can be seen in the state of art presented above in which all the research dealt with both abilities, but their focus or result was only in terms of speaking as it is the production ability and the support and evidence of students’ knowledge, forgetting that this cannot be possible with an appropriate input and development of the listening skill.

Focusing on children, they try to adapt and recognize sounds. Listening is a receptive skill (Davies, 2004) that is focused on receiving information from an outside

source. Listening is not a passive skill, opposite to that, listening allows learners to develop tasks actively. L2 research studies have also found that there is a high degree of positive transfer between a listening-only initial focus and other language skills, while lower scores were reported in all language skills when learners were required to develop simultaneously the skills of speaking and listening (Gary, 1978). A listening-only initial focus has been found to yield a significant affective advantage for foreign/ second language learners, increasing their effectiveness and concentration in language learning. According to Downs (2008) listening is defined as “making an effort to hear something; to pay attention or heed” not just absorbing waves but to understand what is beyond that, identifying the meaning. This project carried out activities that challenge students in their listening skill, in order to not just have them identifying words but also understanding the message and meaning of them, relating them with their experiences.

Taking into account these ideas and regarding learning process, for teaching listening skills, according to (Richards J. 2008) considers listening from two perspectives: listening as comprehension and listening as acquisition. Listening as comprehension according to Richards (2008) is a traditional mode of thinking about the nature of listening and lies how to understand the spoken discourse. Richards defines spoken discourse as linear structure that goes very fast regarding the context which takes place. The task for listeners is to process information in the moment the speech is taking place. For teaching listening as comprehension, listeners must have grammar and lexical competences developed in order to decode information received during listening process. If listeners do not understand, they should resort to written discourse and establish comparisons between them. Listening as acquisition (Richards J., 2008) is based on four assumptions: “(1)

Listening serves the goal of extracting meaning from messages. Then, to do this, (2) learners have to be taught how to use both bottom-up and top-down processes to understand messages. (3) The language of utterances – the precise words, syntax, and expressions – used by speakers are temporary carriers of meaning. Once meaning is identified, there is no further need to attend to the form of messages unless problems in understanding occurred. (4) Teaching listening strategies can help make learners more effective listeners”.

According to Dawns (2008) listening is “a five-step process: attending, understanding, interpreting, responding and remembering”, a complex process that implies more than decoding a message. For this project, listening is going to be a key component as is the receptor of information and the way in which students are going to receive the input. Listening was developed during the whole project through communicative activities that involved songs and activities that provide input to the students as they are just starting in the process of learning a foreign language, and listening becomes the essential skill for doing it in a successful way as students absorb things from the outside.

One of the most striking features of listening is the existence of two different kinds of views, which are top-down and bottom-up processes. The former is when students use their prior knowledge to understand the meaning of a message; the prior knowledge can be about the topic, the listening context or culture. The latter, bottom-up process is when students build “meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message.), in other words, the listener bases on the smallest units (phonemes) in order to complete texts”. (Nunan, 1997, P. 240)

Nowadays, it is necessary to teach both processes in order to fill gaps in learner's knowledge.

Also, and keeping in mind that this research deals with inclusion, listening becomes essential as it help students feel welcomed and trusted members of the class when they are talking. It is very important to give students complete, undivided attention when speaking with them (Kottler & Kottler, 1993). Additionally, listening actively to the others generate a sense of belonging and confidence in students and a better disposition to the foreign language learning. Listening is an important skill, not just for the social reasons, but for educational impact as well. Swain, Friehe, & Harrington (2004) state that listening to learn is common in schools, and although listening is an important skill, it is often not taught and as a result students are often poor listeners. In order to create good listeners teachers need to first give students a specific purpose for why they are being required to listen, they should understand what they need to listen for, not simply that they need to listen. Teachers also need to set the stage for listening. This includes ending any previous activity, eliminating noise and distraction, and creating a comfortable environment. This project beard in mind listening, not just as a skill, but also as a way to generate inclusion in the classroom and have students respecting the others, also working in groups for stablishing friendships enables students to feel more secure and comfortable about school and keeping in mind that the basis of communication is interaction, having students interacting in a meaningful way, sharing their experiences and talking about their lives will be important for them and will generate an inclusive environment as all students are going to be feeling part of the class.

## **Inclusion**

As used by UNESCO, inclusion refers to far more than students with special educational needs. It is centered on the inclusion of marginalized groups, such as religious, racial, ethnic, and linguistic minorities, immigrants, girls, the poor, and students with disabilities, HIV/AIDS patients, remote populations, and more. In some places, these people are not actively included in education and learning processes. According to the Special Educational Needs Code of Practice (2001)

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they: a) have a significantly greater difficulty in learning than the majority of children of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Special Educational Needs Code of Practice, 2001, p.7)

According to Logsdon (2009) “Learning disabilities are neurological differences in processing information that severely limit a person’s ability to learn in a specific skill area. Everyone has differences in learning abilities, but people with learning disabilities have severe learning problems that persist throughout their lives. Learning disabled people may have difficulty in school or on the job. Learning disabilities may also impact independent living and social relationships.” (p. 1).

Inclusive education means that all students attend and are welcomed by their classmates, teachers and all the people around the educational setting, in regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. According to Loreman, Deppeler & Harvey (2005), inclusion implies a total insertion of every child, with abilities and disabilities, in every single school activity. This means that inclusion involves much more than the presence of students with especial educational needs in the classrooms and schools; they must be recognized as individuals who belong to the community and who must have the same rights and opportunities of every single person. Inclusive education is about how teachers, administrative department and government in general develop and design schools, classrooms, programs and activities so that all students learn and participate together. Stainback & Stainback (1992) define an inclusive classroom as one that educates all students within a single education system, providing appropriate educational programs that are stimulating and appropriate to their abilities and needs, plus any support and assistance that students and teachers may need to succeed.

The fundamental right of children with disabilities is to receive an education, it was the first issue to mobilize the community living movement in the 1950s, from that moment on, there have been many declarations around the world that have claimed the importance of offering these people with disabilities a place in which they can learn and interact, in regular learning environments. It was in 1975 when there was stated the first act related to students with special educational needs, education for All Handicapped Children Act, which required all public schools accepting federal funds to provide equal access to education and one free meal a day for children with physical and mental disabilities, also contains a provision that disabled students should be placed in the least restrictive

environment-one that allows the maximum possible opportunity to interact with non-impaired students. Public schools were required to evaluate handicapped children and create an educational plan with parent input that would emulate as closely as possible the educational experience of non-disabled students. (P.60) Then, this act was restructured and it was created the Individuals with Disabilities Education Act (IDEA), which has greater emphasis on delivery of related services within inclusive, general education environments. (Nolan, 2004) The importance of inclusive, integrated models of service delivery for children with disabilities has been widely researched indicating positive benefits (Case-Smith & Holland, 2009). In traditional “pull out” service delivery models, children typically work in isolated settings one on one with a therapist, Case-Smith and Holland (2009) argue that children working on skills once or twice a week are “less likely to produce learning that leads to new behaviors and increased competence.” (pg.419).

Inclusion settings allow children with and without disabilities to play and interact every day, even when they are receiving therapeutic services. While occupational therapists are often called to assess and implement strategies outside of school, it is frequently left up to classroom teachers to implement strategies in school. Collaborating with occupational therapists will help classroom teachers use intervention strategies and increase teacher’s awareness about student’s needs within school settings and enhance teacher’s independence in implementation of strategies than foster students learning. Thus, the entire educational community needs to start looking at inclusion as a practice required for the construction of a society in which every student’s needs and abilities are recognized and taken into account, also it is needed and mandatory to consider aspects related to the curriculum, the vision of language, learning and teaching, and the teachers’ development principles.

In the 20 century, Latin America also started implementing and creating programs for these students with special educational needs. In the late 20s, Colombia started to adopt these programs and laws that promoted inclusion. The latest decree that was created is 366 of 2009 which claims that “in the frame of human rights, population with learning difficulties and disabilities and the population that have exceptional capacities or talents have the right to receive appropriate education without any discrimination” (MEN, 2009, p.1). This set of laws and decrees around the world have made institutions become aware of inclusive education and the challenges it brings for the government, administrative, teachers and all people who are involved in the education setting.

## CHAPTER III

### METHODOLOGICAL DESIGN

This chapter aims to describe the research methodology in which this research is carried out and then the type of study. Next, there are going to be described the instruments that were used to collect data and finally, the procedures to analyze and validate it and the whole research.

#### **Method**

This study was designed to identify how communicative activities can improve Basic Communicative listening skills in an EFL inclusive classroom but more than that, to develop strategies that will foster SEN students to learn a foreign language and develop pedagogy of inclusion in an EFL public school in Colombia, since there are few contributions to the development of inclusive classrooms and environments that supports the philosophy that claims “all students with a disability have a right to be educated in the general education setting with appropriate support and services to enable them to succeed.” (Salend, 2005). For these reasons it was necessary and mandatory that this research was a qualitative one, Merriam (1998) noted that qualitative research offers “the greatest promise of making significant contributions to the knowledge base and practice of education,” because it is “focused on discovery, insight, and understanding from the perspective of those being studied” (p. 1). Since this research is oriented in generating a new understanding of the research context from the inside, qualitative research aims to “offer descriptions, interpretations and clarifications of naturalistic social contexts. Thus, in

contrast of formulating, testing and confirming or disconfirming hypotheses, qualitative research draws in the data collected by the researcher to make sense of the human behavior.” (Burns, 1999, p. 22). The information that was collected came from the participants’ interactions, artifacts and opinions in order to generate an understanding of their behavior and reality.

### **Type of study**

As this research project is a qualitative one, it was developed under the Action Research approach, a type of study that focuses on “concrete and practical issues of immediate concern to particular social groups or communities.” (Burns, 1999, p.24). Also, and keeping in mind the purpose of this study, Burns states that “as action research is a highly flexible research process, it can also respond rapidly to emerging political, social and educational questions as they impact on practice.” (p. 25). That is why this type of study is carried out in the setting of this research, as the research is centered in a specific issue that is relevant to a community and “holds appeal for classroom teachers and a promising direction for the building of theories related to teaching and learning.” (Burns, 1999, p. 25). Also, for Richards & Nunan (1990), action research highlights the essential feature of the method as it tries out ideas in practice as a means of improvement and increasing knowledge about curriculum, teaching and learning, which is related to the main purpose of this research as it aims to set a series of communicative activities in order to develop communicative (listening) and social skills in an inclusive classroom, all this in order to improve the learning process of SEN students. According to the mentioned above, this research tends to be an emancipatory action research study as it “orients the researcher

toward the release of human potential” and the “critical reflection and the problematization of current practices as well as one’s own unexamined assumptions” (Herr & Anderson, 2015, p. 35).

### **Research stages**

The analysis of observed patterns in students’ behavior is carried out in this research project through different stages. As Burns (2010) displays according to Kemmis and Mc Taggart, action research involves four broad phases: The first one is Planning, in this phase the teacher researcher identifies a problem or issue and develops an action plan in order to bring improvements in a specific area of the research context. The second phase is Action where the teacher researcher develops some deliberate interventions over an agreed time period. In this time, teacher questions assumptions about the current situation and plans new and alternative ways of doing things. The third step is Observation where teacher researcher observes systematically the action effects, documents the context, actions and opinions of those involved. It is a data collection phase where researcher uses ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening. In relation to this research project, the data and evidences emerge to be captured by collection instruments (these will be exposed later) to then be analyzed through an identification and detailed observation data. And finally, the fourth phase is Reflection, in this moment teacher researcher evaluates and describes the action effects in order to make sense of what has happened and understand the issue she has explored more clearly. In the current research, teacher researcher presents her reflection about the possible students’ improvement, the

effectiveness of the pedagogical strategy and finally, the recommendations and suggestions for future researches.

### **Instruments for collecting data**

Taking into account that this is a qualitative research, it is necessary to implement qualitative instruments for data collection, in order to understand the reality of the population. For gathering data, two instruments were used; those were observational techniques for collecting data: field notes, recordings and photographs, which will emerge from observation as it is the essential instrument of action research. These observation techniques allow the researcher to be “taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated.” (Burns, 2004, p. 106). Fields notes are descriptions and reports of observed events written in a relatively factual and objective style, they generally include non-verbal information, physical settings, group structures, conversations and interaction between participants. On the other hand, video recordings and photos capture in detail naturalistic interactions and verbatim utterances. They can be used to obtain general observations and impression of the classroom or alternatively to focus on specific concerns such as pair work interactions, according to Hopkins (1995) “video recording allows teachers to observe many facets of their teaching and provides heuristic and accurate information” (p.132), through video recordings it will be able to evidence the interactions and collaborative aspects that will emerge (if any) from students, also it can be record oral interaction during the development of the activities.( Annex No. 1)

Also, artifacts and surveys are going to be used in this research; artifacts are going to be useful as they are evidence of the students' learning process and as Burns states, documents are: "a source of documents readily available to all language teachers is students' written texts. Student writing lends itself very easily to analyses which track development linked to deliberate interventions made through action research" (Burns, 1999 p. 140). (Annex No. 5)

On the other hand, the surveys carried out for this project were conducted with the intention of identify students opinions about the activities developed during the different sessions and their perceptions and feelings about working in groups, pairs or alone as they "involve predetermined questions presented in written form that show participants perceptions and opinions about a specific thing or topic" (Burns, 1999, p.130). (Annex No. 6)

Based on this, documents are proving of the comprehension and disposition of students in the intervention. Using these techniques the research will evidence the practices and dynamics of the classroom and the responses students have in terms of language and behavior.

### **Procedures for analyzing and validating data**

In order to analyze the data that will be gathered from observation, field notes, video recordings and photographs, artifacts and surveys the researcher will focus on some parts of the data, analyzing it by parts in order to find on useful data and disregard the one that is not necessary. The recordings will be transcribed and catalogue the information of it and scan and type up the field notes and also, the artifacts and surveys are going to be

analyzed to identify general patterns in all the instruments. Then, the data will be coded and organized it into categories depending on what is emerging, a “process of taking information from data collection and comparing it to emerging categories” (Creswell, 1998, p. 57). This coding process will generate certain information of the participants and the setting that will be described in detail in order to see if there are connections between categories and themes.

This information needs to be validated as it “is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account.” (Creswell, 2014, p. 201) Thus, qualitative researchers utilize various validation strategies to make their studies credible and rigorous (Creswell & Miller, 2000). Credibility for this study is going to be achieved using the validation strategies of giving a consent form for the institution, in order to verify that the research project has the acceptance of the population, triangulation, thick rich description, and peer debriefing. The data will be triangulated with the various forms of data that are going to be collected in this study (field notes, artifacts and surveys). Thick rich description will be achieved by presenting the participants’ interactions, the categories that emerged from the coding and providing detailed description of them. Finally, the researcher will have the assistance of two peer debriefs, the research assessor and the juror; both of these individuals are familiar with qualitative data analysis and the research in general.

### **Units of analysis**

Taking into account the objectives and the instruments of collected data, these are the units to be analysed:

*Units of analysis 1*

<b>Unit of analysis</b>	<b>Aspects to be observed, described and analyzed</b>	<b>Instruments of data collection</b>
The students' performance and insights of listening skills into communicative contexts.	Students' oral participation. Students' pronunciation. Vocabulary in oral context. Students' responses in terms of speaking skills.	Field Notes  Survey  Artifacts
Student's responses and insights into an EFL inclusive environment of learning.	Student-teacher interaction Student-student interaction. Students' social skills practice.	
Students' social skills impact on students' basic listening skill in an inclusive EFL classroom.	Students respect Students' collaborative work	

## CHAPTER IV

### PEDAGOGICAL PROPOSAL

This chapter is aimed to present the pedagogical methodology that is going to be used in the interventions that are developed with second graders in order to set and establish a methodology that solves the problem identified in the classroom and also, to collect data for the research and to answer the research question: How the use of communicative activities can help to improve basic listening skill in an inclusive context of EFL learning? For that reason, it is necessary to present the pedagogical approach that is going to be the basis of the activities developed in class, and then the type of activities and the stages of the intervention.

#### **Pedagogical framework**

First and bearing in mind Vygotsky's (1973) theory in which learning is conceived as a social construct, as something that happens collaboratively, this project is going to establish that learning is going to be based in collaboration, where two or more people learn or attempt to learn something together. Keeping in mind that learning emerges in collaboration, language is a system of communication that enables humans to exchange verbal or symbolic utterances, and language is seen as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. Richards (2006) states that "It was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach." (p. 12). Language, for the development of this

project, is going to be a communicative tool that enables children to work collaboratively in order to learn. Communicative language teaching is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Following this ideas, communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life, those situations vary and students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials, which motivate students and give them enough input to develop their listening skill, and also help them developing their social skills as students feel comfortable in the classroom.

Hence, communicative activities are going to be carried on this project in order to improve basic listening skills and enable students to start interacting in the foreign language. As it was mentioned in the theoretical framework, communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. “Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.” (Richards, (2006), p. 15). Communicative activities have real purposes: to find information,

break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition suggest that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003), interactive language instruction involves the teacher and learners engaging in activities that create conditions that foster language use, which lead to further language development. Here it is important to mention, how some purposes of this approach like, to find information, break down barriers, talk about self, and learn about the other, are the base for developing student's social skills as the initial point to create an inclusive classroom.

Also, topic-based language learning is going to be taken into account at the time of planning the activities as it is necessary to have students recognizing themselves and the others as part of the society, starting for knowing and recognizing their inner abilities and then, identifying and accepting the others characteristics. Topic- based learning means that the emphasis on the lessons in language learning is on a subject, a topic or a theme. It also means that the lesson will include doing work on a topic in class. Topic-based learning in an EFL setting is that the teaching, learning materials and classroom activities are organized around a particular topic or theme. Its main goal is for students to acquire second language competence by working on certain topic areas (Brinton, Snow & Wesche, 1989). Thus, the topics which are going to be taken into account for the development of students' social skills and listening skills are:

Me and my body, my emotions, what people do - professions, and places around my neighborhood.

Thus, the pedagogical design of this study aims to reach the following objectives:

-To provide students a proper environment of listening skills development with the use of communicative activities.

- To generate communicative environments of learning with the purpose to develop students' social skills.

- To encourage students to develop social and communicative skills in an EFL classroom in order to create an appropriate environment of inclusion.

### **Pedagogical stages**

These communicative activities relying on topic-based learning are related to the current pedagogical proposal as they are based on the communicative method. The pedagogical activities are going to be developed in two moments. The first type of activities are going to be activities that give enough input to the students, that get them closer to the topics and the vocabulary they are going to learn and that help to have students recognizing their own realities, this activities are going to be developed in the second semester of 2015. For these activities, videos and flashcards are going to be the resources the teacher-researcher is going to use in order to develop the class, as it is considered that the usage of ICTs can be a proper strategy to encourage students learning and an attractive way to present the information (Fisseha Mikre, 2011, p.3) to them, as this project pretends to go out the traditional method that has been used in class, and develop a methodology that

fosters students real communication and interaction, and also to be aware of the resources the 21<sup>st</sup> century offers to them.

The second type of activities are going to be activities that allow students to interact among them in the foreign language, games, role plays and information gap and jigsaw activities in which the students use the communication to get information they do not have, task-completion activities and information-gathering activities in which the students have to collect the missing information to accomplish the task, and information-transfer and opinion-sharing activities in which the students have to exchange information, opinions and beliefs in a basic way. Those interactions are going to be seen in terms of their social skills and their communicative abilities. Thus, through these social interactions and activities that the lesson plans pose, students' listening skill strengthened while they play, and as a consequence speaking skill is also developed as students gain vocabulary and confidence in order to start talking in English. Also, the second part of the implementation is aimed to help students to recognize the other as part of the society, understand the differences that exist in the classroom and respect the others as important human beings. (See annex N. 4)

## CHAPTER V

### INTERPRETATION AND ANALYSIS

In this chapter the process of observation and analysis of results and the respective categories of interpretation are described with the purpose of identifying the impact of communicative activities to improve speaking and listening basic communicative skill in an EFL inclusive classroom with second grade students at Prado Veraniego School.

According to Koshy and Cresswell (2005; 2011), analyzing data is one of the most important moments into the research process as it provides the elements for creating a coherent story which will present the answers to the research questions. Thus it becomes important to analyze and interpret the data gathered from field notes, students' works and surveys. This analysis was done according to all the procedures that were developed on the implementation section along the current investigation.

The observation and analysis of results is accomplished after the application of a data collection process on second grade students at I.E.D Prado Veraniego through instruments as the field notes that are transcriptions of the video recordings that picks up the different teacher researcher's experiences and perceptions about the effects of communicative activities in an inclusive EFL classroom, the students' artifacts that gathers evaluations and exercises applied along the classes and which enable to compare the students' progress regarding the initial diagnostic tests and see students' process in terms of listening and possible responses regarding to speaking skills, and surveys that demonstrate students' feelings along the implementation of the proposal and their perceptions in relation to the activities developed in class.

These instruments for data collection lead teacher researcher to the data analysis and therefore to the verification of it. Thereby, respect to the study validity, the current research employs the triangulation procedure; Merriam (2002) proposes that the product of a qualitative inquiry is richly descriptive. Burns (2010) defines triangulation as the procedure in which “you can compare, contrast and cross-check to see whether what you are finding through one source is backed up by other evidence. In this way, you can be more confident when your reflections and conclusions are supported by the data and not just by your own presuppositions or biases” (Burns, 2010: p.96). Thereby, the instruments for data collection mentioned previously allow a validity process through the triangulation procedure where the data collected is compared and analyzed to give more support to the findings.

Taking into account the previous information, triangulation let the teacher-researcher to organize the data found into categories in order to analyze and present them in a better way and bearing in mind the objectives of this proposal.



**Categories of analysis 1**

Categories that emerged in this project let the researcher understand the dynamics of the classroom and answer the objective of this proposal: To identify the impact of communicative activities to improve communicative (listening) and social skills in an EFL inclusive classroom with second grade students at Prado Veraniego School. The categories emerged taking into account the information gathered from surveys, artifacts and field notes supported by videos and photos and the units of analysis established in chapter number 3 and the consequent process of triangulation. The categories from the triangulation are: Communicative activities as facilitators of inclusion in an EFL context, audiovisual discrimination as a strategy to lead students' listening skill, which is divided into two subcategories: audiovisual aids and teacher's role; and topic based learning as a base for inclusive environments.

## **5.1. Categories**

### **Communicative activities as facilitators of inclusion in an EFL context**

During the implementation of this proposal there were carried out many types of activities in order to generate inclusion in the classroom and to increase the development of abilities, besides of being a way to deal with the problem of inclusion that exists in the classroom. Activities that let students to work in groups show that students felt more comfortable and secure, than working alone as students can share their experiences and thoughts in order to develop the class activity. All group members felt a sense of personal responsibility for the success of their team mates and realize that their individual success depends on the group's success as if someone was doing nothing his classmates hurry him to start working. "3 students of group number 4 were working and 1 student (a SEN student) was drawing in the notebook, one of his groupmates told him that it was necessary

to work together in order to finish the work, immediately the student closed his notebook and started working, looking concentrated in the activity.” (Field note # 10). SEN students, particularly, showed a great disposition when working in groups as their classmates involved them in the activities developed in class, also they expressed a taste for creativity and colorful activities in which they could express themselves through drawings and handwork. The methodology of the class let the teacher to stimulate students’ participation in the groups as she randomly selected one person to speak for the group; or assign different roles to the group members so that they are all involved in the process, fostering a real interaction in the course, knowing that peers are relying on you is a powerful motivator for group work. Learning should be largely a social, collaborative experience as articulating and sharing ideas and responding to others’ reactions increases confidence, improves thinking and deepens understanding. A supportive learning environment, where learners feel empowered to negotiate tasks and be part of a shared context, is necessary to develop cooperation amongst students. According to Loreman, Deppeler & Harvey (2005) the goal of inclusion is to provide young people with disabilities with the same educational and social opportunities that other children have, and to integrate them into all school activities. Students’ perceptions of the class activities show that certainly they feel part of a group as it can be seen in the following excerpt of their written opinions of a the group activity developed on February the 22<sup>nd</sup>.

¿Cómo te sentiste al trabajar  
con tus compañeros?

Bien Porce ellos me alludan  
y yo los alludo y cuando me  
alludan intento acer amigos y acer  
amigos con los que me alludan y  
Puedo Compartir con ellos. ✓

¿Te gustó la actividad?

si, por que comparti con mis  
amigas, fue muy bonita y  
compartimos muyisimo.

Also, students artifacts showed that working in groups helped students fostering their social skills and most important, enjoying the class and as a consequence developing a good classwork.



This activity was made in the first stage of the implementation as the class was learning the parts of their body (annex #3), the purpose of the activity was to create, in groups, an imaginary friend taking into account the characteristics students of the group have, and this imaginary friend had to present students abilities as a group construct. It was evident that students fulfil with the requirements of the activity as they could understand the importance of identifying their own characteristics and their importance in the group, making them feel comfortable in the activity.

### **Audiovisual discrimination as a strategy to lead students' listening skill**

Another find of this research has to deal with the audiovisual discrimination students have and how it fosters students' listening skill as students relate what they listen with what they are seeing in the classroom and discriminate and associate language with real objects and situations they are used to. The audiovisual discrimination was identified in two ways, one was the resources the teacher uses and the other one was the teacher itself, both as tools and strategies that lead students to foster their listening skill.

### **Audiovisual aids**

The usage of videos was an essential tool in the classroom as it serves to stimulate students to learn the foreign language and also helps learners to grasp concepts; it was evident that students really like the usage of visual aids, specifically videos, in the class as every time they saw the computer they get excited. “As I arrived to the classroom students were organizing the tables, I put my bag in the teachers table and took out my computer, and students immediately started asking if we were going to do something with it, I just said it was a surprise. They sat in their chairs and I connected the computer with the video beam, and put the video for the class (finger family video), immediately students started talking one each other, saying words that showed enthusiasm for the activity. As the video started students started to clap and tried to follow the song and imitate the movements.” (Field note #5) this demonstrates that students like those kinds of activities and even more, they feel confident when they use the target languages for singing songs as the whole class is doing the same, and that generates confidence in students as they feel supported by their classmates.

Also, it could be seen that students used vocabulary regarding topics seen during classes in the whole implementation of the project, as in one of the classes they saw a video which had a story related to the parts of the house and in the next class they had to organize the parts of the house bearing in mind the video they had seen. It was evident that students used their previous knowledge to solve the exercise as they remembered the story and it facilitates the realization of the exercise. Afflerbach (1990) is absolutely right in saying that “preexisting knowledge supports the listener’s construction of the main idea of the lecture” (p. 66). That preexisting knowledge was definitely useful for developing the class.

Through the development of audiovisual activities children discover new concepts that help them to construct knowledge about the world that surrounds them; also, they serve as an aid to foster language skills, by means of these activities students use English in different communicative situations. Thus, it could be said that thanks to the activities, students were encouraged to talk, listen to and bring into play kinesics for communicating ideas as these kinds of activities allow children to express themselves in the classroom and also using their experiences to learn from their peers, it means they develop social abilities. These abilities can be depicted in actions as: participating, collaborating, presenting, negotiating, discussing, comparing, etc. creating a feeling of group and membership in the classroom in which every student played a role and felt important.

To sum up, students put in practice the different skills in order to better comprehend. They helped listening comprehension and videos provided students with visual support to understand what students were listening to.

### **Teacher's role**

This subcategory corresponds to the instructional part of learning; the activities developed in class include or require a series of commands or directions that allow children to achieve the objectives. For that reason, the patterns to be mentioned are related to specific actions given by the teacher at the moment of proposing an activity. It was evident that the teacher played an important role during the development of the research as she was the main source of input students had.

At the beginning of the implementation of the proposal it was challenging to use the target language in the classroom as students were not accustomed to it. As the

implementations started the teacher tended to use the target language as most as it was possible taking into account the level of students, in the first sessions of the implementation it was seen that students' recognition of the foreign language words was low as it was highlighted in field note number one. As the teacher started teaching basic commands and vocabulary students started to recognize and get accustomed to the words teacher was saying. At the beginning of the implementation students didn't understand or seemed to recognize when some was talking in the target language due to the fact that they were taught English in Spanish. The teacher-researcher implemented a set of strategies to improve their listening skills such as images or realia to help students understand the target language. Also, and keeping in mind that classes were based on specific topics, it was useful as those topics presented vocabulary and ideas students could recognize for their real context. Another important aspect that highlights the role of the teacher in students' learning process is the way students perceive in the teacher a model as they try to imitate teacher's pronunciation and behavior. "As I entered to the classroom I said 'Good morning' to students, they immediately repeated what I said using exactly the same intonation and pronunciation I used. I asked them in Spanish if they knew what I was saying and they say they didn't, and explained that if I was saying that it was supposed to be correct." (Field note 3) The following demonstrates that the role of the teacher in the classroom is of paramount significance, because it is central to the way in which the classroom environment evolves. Moreover, the role adopted by the learner in the classroom also hinges on the role adopted by the teacher.

In terms of vocabulary learning, it was evident that the teacher was a substantial and enriching source of input as she tried to use English in almost all the classes and followed a

routine in order to accustom students to the new language, using vocabulary they understand and manage in Spanish. Every English class started with the greeting between the teacher and the students, and also vocabulary was reviewed every time, as the teacher followed a specific routine students started getting familiarized with the words and expressions they listen every time, recognizing words and simple instructions in the target language.



In the photograph below it can be seen an example of an activity developed on April 3<sup>rd</sup>, 2016 in which students needed to follow oral instructions in order to complete a task, as the teacher was indicating a part of the house they needed to color it ,with the color the teacher was saying.



Also, in order to complete the whole activity, students needed to follow oral instructions using simple commands such as cut, open, paste, color. “The teacher gave students the photocopy about the parts of the house, they started asking in Spanish what was going to be the purpose of the activity, the teacher said ‘cut the squares that are under the house’, as she was saying that she uses her body to help students understand in a better way, students immediately started to follow the instruction and started cutting the images.” (Filed note #15). This demonstrates that the teachers attitude and role is very important as students receive the most important amount of input from her, also, having a routine in the classroom help students to get accustomed with the target vocabulary and started recognizing words. The teacher performs an important mediational role (Feuerstein et al., 1991) which encompasses a wide range of responsibilities, albeit qualitatively different from the traditional role of the teacher as the disseminator of information. In teaching through mediation, the teacher becomes a true facilitator of learning for the language learners, guiding them through dialogic communication (Vygotsky, 1978) as they co-construct knowledge with the teacher.

**Topic based learning as a base for inclusive environments.**

According to Diana Mumford (2000) theme based units are a vehicle for teaching a range of skills and content by integrating curriculum areas around a topic. This method of teaching links curriculum strands and capitalizes on children's interests, creating a sense of purpose and community in the classroom. Taking this concept into account, topic based learning resulted on a great strategy to lead students in the process of recognizing the others, and understand the different realities that coexist in the classroom, and also to motivate students in their foreign language learning process as the more that students become involved in how and what they study, the more interested they become in learning. The two phases implemented in the classroom helped to create an inclusive environment as every student had an important role in the class, SEN students, specifically, were really engaged in class activities as they participated actively in them "I played the finger family video once more, all students were singing and moving their fingers the same way the video showed it." (Field note #5) also, when they were asked about their opinions and feelings about the class they answered they liked the activities and the English class as they could play with their friends while they were learning.

## **Findings**

The current research had two phases that involved two big topics; the first one had the intention to guide students in the identification of themselves, their likes, their abilities and weaknesses. The second one aims to lead students in the recognition and acceptance of the others as important parts of the society and developers of knowledge. In relation to the first phase, it was evidenced that students become aware of their abilities, weaknesses and potential strengths as they, along the whole implementation of the proposal, worked and reflected about themselves, identifying what they could or could not do, what they like or

dislike and the importance of the body in the classroom. In the second phase, the idea was to make students aware of the advantages of working with their classmates as they can learn together and share their experiences, enriching their learning process. By building on students' interests and life experiences, their attitudes, skills and knowledge are developed in meaningful ways. Inquiry and communication are activated by a desire to know more, resulting in enthusiastic participation in the learning process and a sense of belonging.

It was evidenced that students of 202 class at Prado Veraniego school at a first point understand and recognize their abilities and weaknesses as they expressed things they can or cannot do, also by identifying their likes and dislikes and presenting their background. At a second point, they started recognizing that the others also had abilities and weaknesses and those are important for the learning process.

Also, along the whole implementation they understood the importance of listening extends far beyond academic and professional settings, as it helps people to feel confident in a real context and creates a sense of community. Through the implementation of communicative activities based on a specific topic it was seen how students fostered their listening skill not only in their linguistic part but also as a social tool. Listening is a skill of critical significance in all aspects of human life as it helps to maintain personal relationships, get a job, succeed in a class and so on, listening is an active process by which we make sense of, assess, and respond to what we hear.

Understanding how to practice a proper communication even in day to day life, among friends, family, and significant others, is important for a number of reasons, as it was evidenced in this research, listening and feeling listened fosters good self-esteem, maximizes productivity, improves relationships and help people succeed in life.

## CONCLUSIONS

According to all the information that was gathered, it was noticed that teaching, using a variety of class activities and audiovisual aids make a dynamic language classroom as students get engaged with the class as the materials are new attractive for them, that lets them be more concentrated during the class and learn in a better way. Also, using meaningful topic for students generates a sense of belonging in the class that help regular and SEN students to integrate their abilities in the classroom, and also help regular students to become aware of SEN students particular abilities and the importance of respect them.

The communicative activities developed become a mean to encourage regular and SEN students to practice the foreign language as students were able to communicate short ideas, and correct each other when they were using English in a bad way. Also, communicative activities foster students' social skills as they interact in the classroom no matter their mistakes as they just wanted to share ideas.

Visual support became indispensable to deal with comprehension and fostering listening skill. Students used images and pictures that appeared during the videos to have a complete perspective of the lecture and the vocabulary that they were learning. In this sense, videos are excellent tools because they give students the opportunity to complement what they listen with what they see to understand as much as possible.

Also, fostering listening skill help students to get accustomed to the new language they were learning and gave them enough input to recognize vocabulary related to their context and express simple utterances about themselves and needs. They did not need to be experts in English to understand what was happening. Additionally, students were getting

used to listen to their teacher, interpret as much as possible her English' speech and try to understand what her questions and explanations meant.

## **RECOMMENDATIONS**

Based on gathered results and teacher's experience, it is relevant to develop listening skills in the classroom and not only focus on grammar or vocabulary teaching, as listening not only serves as a skill but also as a social tool. Language must be seen as a tool to interact and communicate with the others, to build social relationships and foster students' social values in class. Thus, it is completely important to take into account students' interests and context to be able to create encouraging and meaningful activities in which students have the opportunity to participate, to create to learn in community.

Also, it is necessary to adapt materials, instruction and class environment in order to engage all students in the learning process, moreover, to generate inclusive environments in which regular and SEN students can feel part of a whole learning process.

Teachers and trained teachers need to know inclusion policies to generate inclusive environments as the lack of communication and information about the issue of inclusion constitutes one important element that hinders the implementation of inclusive practices. Also, teacher must help regular students to become aware of the importance of recognizing all their partners' abilities regardless any physical or cognitive difference, and SEN students need to be oriented to recognize themselves as valuable individuals.

SEN student parents' involvement is crucial and has become a barrier due to the low level of commitment that most of them showed because of their duties, it is necessary to set rules that involve them in their children' academic process.

Furthermore, it is necessary to take advantage of technological tools such as TV's, DVD's, computers, etc. because they contribute actively to students' learning. To take advantage of technological resources results to be an innovative tool inside the classroom, and let students to explore and to exploit tools that they use daily.

The school must continue working on the implementation of strategies that foster students' interactions and the recognition of the other as an important part of the society, fomenting group work in the classroom in order to break the differences that could exist between students and all members of the school in general. A sensitizing campaign to make all students aware of their responsibility in the construction of a fairer society where everyone has the right to participate and to be recognized could be one strategy to begin with this process.

## REFERENCES

- Berns, M. S. (1984). Functional approaches to language and language teaching: Another look. In S. Savignon & M. S. Berns (Eds.), "Initiatives in communicative language teaching. A book of readings" (pp. 3-21). Reading, MA: Addison-Wesley.
- Breen, M; Candlin, C. (2004). The essentials of a communicative curriculum in language teaching. Oxford University Press.
- Brinton, D., Snow, M., & Wesche, M. (1989). Content-based second language instruction. New York: Newbury House
- Brown, H. (2000). Principles of language learning and teaching. (4ed). New York:
- Burns, A. (1999). Collaborative action research for English language teachers. Cambridge. Cambridge University Press.
- Case-Smith, J., Holland, T. (2009). Making decisions about service delivery in early childhood program. Language, speech and hearing services in school, 40. Pags 416-123.
- Creswell, J. (2014). Research design: qualitative, quantitative, and mixed methods approaches. Nebraska: Sage publications.
- Creswell, J., Miller, D. (2000). Determining Validity in Qualitative Inquiry. Downloaded By: [Canadian Research Knowledge Network] At: 11:25 15 February 2009. [http://people.ucsc.edu/~ktellez/Creswell\\_validity2000.pdf](http://people.ucsc.edu/~ktellez/Creswell_validity2000.pdf)
- Chickering, A. W., & Gamson, Z. F. (1991). Applying the Seven Principles for Good Practice in Undergraduate Education. San Francisco: Jossey-Bass.
- EFL learning [EFL kids videos] (2014, July 3) Occupations Flashcards For Children - English Vocabulary for Kids - ELF Learning Videos [Archivo de video] Recuperado de <https://www.youtube.com/watch?v=gTrOVjL3YVU>
- Erikson, E. H. (1950). *Childhood and society*. New York: Norton.
- Fisseha Mikre (2011). The Roles of Information Communication Technologies in Education Review Article with Emphasis to the Computer and Internet. <https://ju.edu.et/ejes/sites/default/files/The%20role%20of%20ICT%20in%20Education.pdf>
- Friend, M., & Cook, L. (1992). The new including: How it really works. Instructor, 101(7), 30-36.

- Hymes, D.H. (1966). "Two types of linguistic relativity". In Bright, W. *Sociolinguistics*. The Hague: Mouton. pp. 114–158.
- Jenkins, J. [KidsTV123] (2013, August 26) The feelings song. [Archivo de video] Recuperado de <https://www.youtube.com/watch?v=UsISd1AMNYU>
- Logsdon, A. (2009). *What are learning disabilities? Symptoms, signs, and characteristics of learning disabilities*. <http://learningdisabilities.about.com/od/whatisld/a/whatisld.htm>
- Loreman, T., Deppeler, J. & Harvey, D. (2005). *Inclusive education. A practical guide to supporting diversity in the classroom*. Australia: Allen and Unwin.
- Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education: Revised and Expanded from Case Study Research in Education*. United states: Jossey-Bass education series.
- Montaño, J., Vera, E. (2012). Inclusive English classrooms: requirements, implications and limitations. -A qualitative case study-. **FOLIOS** • Segunda época • N.o 36 • Segundo semestre de 2012 • pp. 77-95
- Mumford, Diana. (2000). Planning a theme based unit. Canada, pacific edge publishing ltd. <https://www.pacificedgepublishing.com/pdf/PlanThem.pdf>
- Nunan, D. (1989) *Designing tasks for communicative classroom*. Cambridge: Cambridge University press.
- Perea, L., Perea, J. (1996). Some strategies and activities to develop oral communication. Universidad Distrital Francisco José de Caldas. Quibdó, Colombia.
- Renukadevi, D. (2014). The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening. *International Journal of Education and Information Studies*, vol 4, Number 1, pp. 59-63. [http://www.ripublication.com/ijeisv1n1/ijeisv4n1\\_13.pdf](http://www.ripublication.com/ijeisv1n1/ijeisv4n1_13.pdf)
- Richards, J. (2006). *Communicative language teaching today*. United states of America: Cambridge University Press.
- Richards, J., & Nunan, D. (1990) *Second Language teaching Education*. Cambridge University Press.

- Richards, Jack C.; Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge, New York: Cambridge University Press.
- Salend, S.J. (2005). Report card models that support communication and differentiation of instruction. *Teaching Exceptional Children*, 37(5), 28-34.
- Savignon, S.J. (1983). *Communicative competence: Theory and classroom practice. Texts and contexts in second language learning*. United States of America: Addison Wesley publishing company.
- Super simple song [Super simple ABCs] (2015, September 14) ABC Songs for Kids | A to Z (Uppercase) | Super Simple ABCs [Archivo de video] Recuperado de <https://www.youtube.com/watch?v=Uj9w-uBuLgw>
- Swain, K. D., Friehe, M. M., & Harrington, J. M. (2004). Teaching listening strategies in the inclusive classroom. *Intervention in School and Clinic*, 40(1), 48-54.
- Department for education and Skills. (2001). *Special Educational Needs Code of Practice*. <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eorderingdownload/dfes%200581%20200mig2228.pdf>
- UNESCO (2009) *Policy Guidelines on Inclusion in Education*. UNESCO: Paris. <http://unesdoc.unesco.org/images/0017/001778/>
- United States congress. (1975). *Education for All Handicapped Children Act- EHA*. United States. <http://scholarship.law.marquette.edu/cgi/viewcontent.cgi?article=1853&context=mulr>
- Valcárcel, A. (2014). *Inquiry as a way to generate inclusive learning environments in EFL contexts*. Universidad Distrital Francisco José de Caldas. Bogotá, Colombia.
- Vela, Gabriela. (2012). *The use of audiovisual aids to create an effective and meaningful learning environment to improve listening and speaking skills in fourth grade students at Liceo Femenino Mercedes Nariño School*. Universidad Pedagógica Nacional. Bogotá, Colombia.
- Verdugo, Dolores. (2007). *Using digital stories to improve listening comprehension with Spanish young learners of English*. Universidad Autónoma de Madrid. Madrid, España.
- Videogyan Media [[Videogyan 3D Rhymes - Nursery Rhymes & Children's Songs](#)] (2013, October 30) *Finger Family Collection - 7 Finger Family Songs - Daddy Finger Nursery Rhymes* [Archivo de video] Recuperado de <https://www.youtube.com/watch?v=YJyNoFkud6g>
- 1060 Hixson-Lied Student Success Center 294-6624. SI Showcase: The Basic

Collaborative Learning Techniques. [www.si.iastate.edu](http://www.si.iastate.edu)

<http://www.dso.iastate.edu/asc/supplemental/SIShowcaseCollaborative.pdf>

## ANNEXES

## ANNEX N. 1 FIELD NOTE NUMBER 1

FIELD NOTE N° 1			
SCHOOL: Prado Veraniego School TEACHER: Ingrid Alejandra Poveda		DATE: 24th august, 2015 ADVISER: FANNY ABELLA	HOUR: 9:30-10:30 GRADE: 102
ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION
The class started with the teacher presenting herself to the class as it was the first time she was going to teach.	Students greet the teacher and took out their English notebook.	Students were quite excited when they saw a new teacher in the classroom, the showed enthusiasm.	
Then, I asked them to tell me what they remember of their last English classes, they answered the question.	<p><b>Teacher:</b> Which topics have you study last class?</p> <p>Students looked confused and didn't answer the question.</p> <p><b>Teacher:</b> Cuentenme ¿qué han visto en sus clases de inglés con la profe Olga?</p> <p><b>Students:</b> <b>Student 1:</b> ¡Animals!</p> <p><b>Student 2:</b> Vimos los animales, dog, cat, cow.</p> <p>Almost all students started to talk at the same time, saying different animals they had learnt in their previous classes.</p> <p>there was 3</p>	<p>Students remember their previous classes with the other teacher, they were able to repeat the animals they have learnt. Nonetheless, there are some students that didn't participate in the brainstorming as they looked lost and confused.</p>	Taking into account the law language level that students have, it is necessary to support the explanations with their mother tongue and gestures in order to let them understand what the teacher say.

	students that were quiet while the other were participating, those students were just looking at the board.		
Flashcards. I used some flashcards with animals to introduce the class topic, I pasted them in the board.	<p>As I was pasting each flashcard students claimed the name of the animal if they knew it, but they claimed them in Spanish so I have to ask them to say them in English.</p> <p><b>Students:</b> vaca! Perro!</p> <p><b>Teacher:</b> in English</p> <p><b>Students:</b> cow! Dog!</p> <p><b>Student 1:</b> es una cow!</p>	<p>Students do not realize they are in English class as they are not accustomed to talk in English with the other teacher. Once they are told to talk in the second language, they say the words they remember.</p> <p>They are able to connect the image in the board with the word in English.</p>	<p>The usage of images in the classroom allows students to connect their previous knowledge with what they are learning at the moment. Visual aids are good tools when working with kids.</p>
Giving names. Once the animals were pasted in the board I asked them to tell me what was the relationship between all of them in order to introduce the topic.	<p>Students doubted when I asked that question even when it was in Spanish. So I had to be more specific and try to find the information I want to get.</p> <p><b>Teacher:</b> ¿Dónde viven estos animales?</p> <p><b>Student 1:</b> en la granja!</p>	<p>It is necessary to be very specific and clear when asking questions to the students as they can get confused.</p>	

	<p><b>Student 2:</b> Sí, viven en el campo.</p> <p><b>Student 3:</b> en la finca de mi abuelita, ella tiene esos animales.</p>		
<p>I started explaining the topic of the class.</p>	<p>As they said were those animals live I started to explain that in English that place was called “farm”, students repeated that word immediately.</p>	<p>Students are accustomed to repeat every new word they learn.</p>	<p>Repeating could be a good strategy in order to make students learn new vocabulary.</p>
<p>Storytelling. As I presented the animals we gave them a name in order to create the characters of a story.</p> <p>Then, I asked them to put their heads in the table and close their eyes; I started the tale in English.</p>	<p>Students were excited when they have to participate in class. The talk each other to find a name for each animal saying if they were agree or not with the name other propose.</p> <p>Students were very quiet when I was telling the tale, when I finished I asked them what they understood, they just said they understood the names of the animals.</p> <p><b>Teacher:</b></p>	<p>Students are will to participate in class, they like to share their ideas with others.</p>	<p>Collaborative and cooperative work are good options to foster students learning process in the second language.</p>

<p>Then, I told the tale in Spanish.</p>	<p>¿Qué entendieron del cuento? What do yo understand?</p> <p><b>Student 1:</b> dog! Pig!</p> <p><b>Student 2:</b> estaban todos los animales.</p> <p><b>Student 3:</b> estaba manchitas el gato.</p> <p>Once more students put their heads in the table and I told the tale. When I finished they immediately started talking about the story both in English and Spanish, they were just words but all the animals were told in English.</p> <p><b>Students:</b> cat manchitas! El dog toby!</p>	<p>Students are able to say words in the second language and the showed they are motivated to learn.</p>	
<p>Drawing. Students had to draw what they understood of the tale.</p>	<p>I asked students to draw what they like the most of the tale. They were excited and started drawing, some of them were confused as they didn't understand the instruction but I repeated it and they start working. A student</p>	<p>Students like to draw and express their ideas, they like to paint and put effort doing those activities.</p> <p>SEN students need special attention as their learning process is</p>	<p>Artistic activities seem to be great alternatives with first graders as they can express their ideas and thoughts.</p> <p>Collaborative learning is mandatory when talking about SEN students in order to foster their learning</p>

	<p>was drawing animals that were not related with the topic of the class, the classmate next to him told him that that was not correct, they guy looked at him and start drawing the correct animals.</p>	<p>quite different from the regular students. They need to be supported by the teacher and their classmates as they are will to help.</p>	<p>process and include them in the regular classroom, as Vygotsky stated, people learn better when they are together.</p>
<p>Team game. Students were divided into 3 groups of 8-9 students; each group had a set of 8 flashcards with the images of farm animals.</p>	<p>There was quite difficult to have students quiet in this activity as they were excited with the idea of playing. Each group has to have a name, one was the bananas, other the apples and the last one the oranges. As I said an animal each group had to raise the flashcard with the correct image. Each group had 2 SEN students on it.</p>		

## ANNEX N.2 FIELD NOTE NUMBER 5

	<b>Date:</b> October 14, 2015 <b>Field Note Number:</b> 2 <b>Classroom:</b> 101. Prado Veraniego IED <b>Teacher:</b> Esperanza Arcila	<b>Analysis- note making</b>	<b>Issue</b>	<b>Theoretical background</b>
<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>	<p><b>Description of the Place:</b></p> <p>The classroom, as the whole building is made by bricks, the roof is made by tiles and the floor is made by ceramic tiles. From the back of the room, it can be seen one blackboard; also, 3 rows of tables and chairs, each row with 6 tables and 12 chairs. There is a window on the left side of the classroom; and a unique door, made out of metal, on the right side of the classroom, near to the blackboard, Also there is a locker in which the teacher keeps all the materials. There is also a tv in the back part of the classroom, hanging from the roof.</p> <p>The classroom is decorated with many colorful images; it has the coexistence rules in one of the walls and the schedule over the blackboard.</p> <p><b>Starting time:</b> 6:15 am</p>	<p>They are very hyperactive and social at the moment I arrive to the classroom, they talk and play,</p>	<p>Social interaction</p>	

7	<b>Closing time:</b> 7:30 am	they are enjoying		
8		their time but	Shyness- afraid	
9	I arrive to the school at 6:15	when the teacher		
10	a.m, some students are already	arrives they		
11	here, they are playing or just	change their		
12	running in the classroom, they	attitude, they look		
13	look happy. I sit in my chair	afraid and shy		
14	and I observe them, two of	when they see her,		
15	them are playing with the	it is evident that		
16	rules as they are swords, 2	she is the	Repetition	
17	girls are talking and 3 others	authority in the	drills	
18	are running and jumping.	classroom.		
19	They teacher arrives to the			
20	classroom and asks them to sit			
21	down and be quiet, she says	They are		
22	“recuerden que en este colegio	habituated to		
23	no se permite la	repeat what the		
24	contaminación de ningún	teacher says.		
25	tipo”. More students arrive to			
26	the classroom, they greet their			
27	friends and sit down. Students			
28	talk among themselves in a			
29	tranquil way. At 6:30 there			
30	are 28 students in the			
31	classroom so the teacher starts			
32	the day with the payer, all			
33	students stand up but some of			
34	them do not pray, they just			
35	look at the board and some			
36	others play with their hands.			
37	As the prayer finishes the			

<p>38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68</p>	<p>teacher asks them to repeat some words in English, some vocabulary she says they learnt in preschool, she shows the objects as she says the word (she shows a notebook and says “notebook”) and the students repeat it. Then she changes the dynamic, she just shows the object and the students have to say the word, the teacher shows them a pencil and they say pencil, she shows them some colors and they say “colors” but when she shows them the notebook just some of them say the word. Then she starts to teach them new words, things that are in the classroom such as the window, the door, the floor and the ceiling. As in the previous activity, she shows students the objects and says the word and then, they repeat. Next, she asks them to take out the English notebook and they do it, she writes the date on the blackboard and immediately they open their notebooks and start writing. I</p>	<p>Students are used to do whatever the teachers do.</p> <p>Students get distracted so easy and when it happens they start talking or bothering their classmates.</p> <p>The only source the teacher uses to teach is the blackboard, also she uses guides in order to have</p>	<p>Repetition Imitation</p> <p>Distraction Boringness</p> <p>Usage of guides</p> <p>Reinforce- response Behaviorism</p>	
---	--	---	---	--

69	stand up and walk around the	students learning		
70	room and look at their	the vocabulary.		
71	notebooks, most of them are			
72	working but there are a group			
73	of 3 students which are not			
74	writing the date, they are	The teacher		
75	talking or just doing anything.	stimulates		
76	After writing the date, the	students telling	Writing	
77	teacher asks them to draw the	them that they are		
78	margins of the notebook, she	doing an excellent		
79	draws in the board the pattern	job, also she		
80	they have to do in their	quarrel other		
81	notebooks and students start	because they		
82	doing it, some of them use	aren't doing		
83	colors and others just use the	anything, students		
84	pencil, some of them follow	who are		
85	the lines that are in the	congratulated		
86	notebook and others don't.	smile and		
87	Ten minutes later the teacher	continue working,		
88	gives them a piece of paper	the ones that are		
89	which she sticks in their	quarreled start		
90	notebooks, in the guide there	working but they	Imitation	
91	are 3 squares, she indicates	look reluctant.		
92	that there they have to draw a	They are very lazy		
93	mother, a father and a teacher	when they have to		
94	and in front of each drawing	write something,		
95	they have to write twice "good	no matter if it is		
96	morning mother, father or	something short,	Following of	
97	teacher", students start to draw	they spend more	instructions	
98	and write, some of them get	than 10 minutes		
99	distracted so easy and start	writing a line and		

<p>100 101 102 103 104 105 106 107 108 109 110 111 112 113</p>	<p>talking. One boy who is next to me starts to bother the girl next to him, he throws her notebook and her colors and when the teacher realizes It, she quarrels him but when she is not looking he continues bothering the girl. The teacher walks around the classroom observing her students and their progress, at sometimes she congratulates them because of their beautiful drawings and sometimes she quarrel some others because they are doing anything.</p> <p>There is 7:10 a.m and the teacher asks them if they have finished the guide, some say yes some say no. She gives them another guide, this is related to numbers and she says “aquí vamos viendo de todo, no puede ser un solo tema”, the guide has a chart on it with the numbers, she sticks it in their notebooks and draws the same chart on the board, before drawing anything in the chart she says the numbers in English and make the quantity</p>	<p>almost the whole class drawing something.</p> <p>As the teacher gives them the freedom of drawing whatever they want, most of them draw what she draws, they are so habituated to do what she does.</p> <p>They do not realize the instruction that was given, they just use the colors they want to use or the ones they recognize (red). Students do not realize colors in English; they are</p>	<p>Lack of vocabulary</p>	
--	--	---	---------------------------	--

<p>with her fingers, the students imitate her with their hands and their voice. Next, in the chart she draws in the board she starts drawing the quantities as the number indicates (there is a “one” and she draws one apple, then there is a “two” and she draws 2 apples and so on), she says to her students that they can draw whatever they want, some of them just draw apples as her, but others, more girls than guys, draw hearts, flowers or geometric shapes. They continue drawing the 10 quantities (1 to 10) and at the end the teacher asks them to color the drawings, one line with red color and the other with green color, this instruction is given in English. Students start coloring but they don’t use green color as it is suggested, they use just red color and some others use different colors. At the end of the class teacher asks them as homework to cut and paste one father and one mother in</p>	<p>just accustomed to the ones they use the most: red and black.</p>		
--	--	--	--

	<p>their notebooks and gives to them another guide to be solved in their homes, this guide related to vocabulary they are supposed to know and numbers, they have to join the number with a thing. (ej. Join number one with mother, number two with fathers and so on). Then she asks them to keep their notebooks and the class finishes.</p>			

**ANNEX N.3 TEACHER'S INTERVIEW**

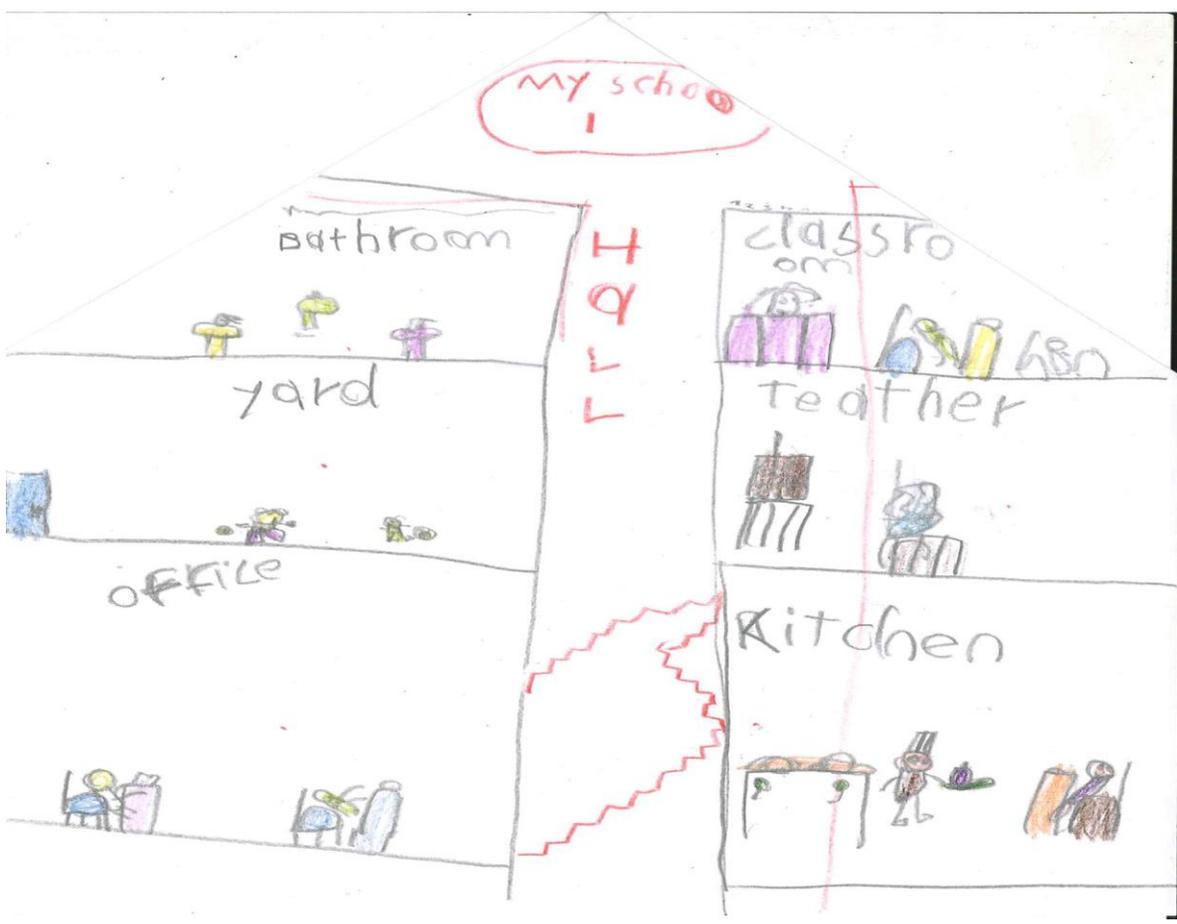
RC: y... Te iba a preguntar sobre el currículo de inglés que manejan ustedes.

T: Bueno...ese currículo de inglés es manejado eee porque los estudiantes practicantes de años anteriores son los que lo han elaborado, no ha habido cambios, realmente nooo no le hacemos cambios pues porque no somos pedagogas en inglés, entonces nosotras las profesoras que no somos pedagogas decidimos dejar eeeel plan de estudios tal como nos lo dejaron las practicantes de la pedagógica hace unos... 3 años.

RC: y dentro de ese currículo hay...se plantea algo sobre estos chicos con discapacidades visuales, auditivas...¿no? ¿nada? O sea es un currículo totalmente...

T: (the teacher shakes her head) es un plan de estudios general.

ANNEX N. 4 STUDENTS ARTIFACTS



## ANNEX N. 5 SURVEY

¿Te gustó la actividad?

si, por que comparti con mis amigas, fue muy bonita y compartimos muchisimo.

¿Cómo te sentiste al trabajar con tus compañeros?

Bien Porce ellos me alludan y yo los alludo y cuando me alludan intento acer amigos y ase amigos con los que me alludan y puedo Compartir con ellos. 

## ANNEX N. 6 CURRICULUM

GRADE 101-102		CURRICULUM I.E.D PRADO VERANIEGO				
DATE	TOPIC	ACHIEVEMENT	ACHIEVEMENT INDICATOR	ACTIVITY	RESOURCES	ASSESSMENT
<b>WEEK 1</b> <b>14-09-15</b> <b>9:20-11:20</b>	Me and my body	-to recognize the different parts of the body we have. -to associate the part of the body with their word in English. -to apply the vocabulary of the class in a creative project.	-Points out the correct part of the body. -Moves the correspondent part of the body depending the name of it in English. -Creates an imaginary friend.	-students are going to listen and sing the song “head, shoulders, knees and toes” taking into account pronunciation and movement. - Students are going to create an imaginary friend, giving him or her human characteristics and making emphasis in the parts of the body they have learnt.	-audio device - cardboard -markers -colors	- participation -students’ creation of the imaginary friend. -students usage of the vocabulary.
<b>WEEK 2</b> <b>21-09-15</b> <b>9:20-11:20</b>	My face/emotions	-to explore nonverbal communication. -to recognize emotion through face gestures. -to learn about emotions in English.	-Expresses feelings and emotions through face gestures. -Identifies others emotions from their gestures. -Associates a feeling with is commonly used gesture.	-students are going to play mimic game in which they are going to perform an emotion without talking and the classmates are going to guess which emotion is. - Students are going to see a video about emotions, then they are going to solve a worksheet	- Video beam -Video: <a href="https://www.youtube.com/watch?v=UsISd1AMNYU">https://www.youtube.com/watch?v=UsISd1AMNYU</a> -speakers -laptop	-students participation in class. -Students worksheet . -Students’ performance of the emotion.

				about it and together, they are going to do a brainstorming.		
<b>WEEK 3</b> <b>28-09-15</b> <b>9:20-1:20</b>	My Hobbies	-To talk about their hobbies. -To use verbs to create sentences.	-To present their hobbies to the others. -listens to others hobbies.	-Students are going to play memory game, students have to remember free time activities, the places the free time activities are done and the objects used to do each activity.  -students are going to do a roll play in which each one is going to present his/her favorite hobby in context.	Cards	Students' performance in class. - students' role play.
<b>WEEK 5</b> <b>14-10.15</b> <b>9:20-11:20</b>	Types of people	-To recognize that there exist different kinds of people. -To introduce themselves to the class. -to identify a short story idea in English.	-Introduce themselves in front of the class. -Listens carefully to a story. -Answers questions about a story in English.	Students are going to read a short story called "The Wooden Bowl" and solve a comprehension guide about it. -students are going to play bingo game in order to interact and talk about themselves and their classmates.	- paper worksheet -bingo format	-students participation in class. -students attitude among the activities. -reading comprehension worksheet.
<b>WEEK 6</b> <b>21-10-15</b> <b>9:20-</b>	My family	-to identify the members of the family. -to present	-Talks about their families. -Understands other family contexts.	Students are going to listen and sing the "finger family" song; taking into	Video: <a href="https://www.youtube.com/watch?v=qRA">https://www.youtube.com/watch?v=qRA</a>	-students creativity -students participation in

<b>11:20</b>		the members of the family. -to practice the “fingers family” song.	-Practices the “finger family” song.	account they have to move their fingers. -students are going to create finger puppets for the song taking into account their own families and sing the song again.	<a href="https://www.youtube.com/watch?v=gTrOVjL3YVU">0UzJgfTY</a> -Video beam -speakers -laptop -colors -markers -gloves -color paper	class. -students’ performance of the song.
<b>WEEK 7 28-10-15 9:20-11:20</b>	Families around the world	-To identify different kinds of families around the world. -listen and understand “goldilocks and the three bears” and “Hansel and Gretel” stories. -compare the two stories.	-Identifies members of the in a story. -Organizes story facts in an event order. -Listens attentively to the stories.	-students are going to listen to two famous tales. first they are going to guess which is the topic of the story taking into account a picture of it, then, they are going to listen to the story and organize some images with the events of it in a chart, taking into account the chronological order.	-story books - images/flashescards -events guide	-students’ participation in class. -students worksheet of chronological order of events.
<b>WEEK 8 4-11-15 9:20-11:20</b>	Professions	-to watch a video about professions. -to recognize the importance of some professions.	-Understands vocabulary about professions. -Practices pronunciation taking into account the vocabulary of the class.	-Students are going to watch a video about professions, then they are going to talk about the one they liked the most and why. -students, in groups, are going to assemble a puzzle, taking into account some clues the teacher is going to give them, at	<a href="https://www.youtube.com/watch?v=gTrOVjL3YVU">https://www.youtube.com/watch?v=gTrOVjL3YVU</a>  -puzzles	-students participation in class -students puzzle

				the end they have to have an image of a profession.		
<b>WEEK 9 11-11-15 9:20- 11:20</b>	My parents professions	-to describe student's parents professions. -to understand classmates ideas about their parents professions.	-Talks about their parents and their professions. -Understands classmates general ideas.	students are going to make a poster of one of their parents, taking into account their relationship and their profession. the, they are going to present it in front of the class.	- cardboard -markers-colors - flashcards	- students'p oster and creativity. -students speaking performance in class. -students attention to the others presentati ons.
<b>WEEK 10 18-11-15 9:20- 11:20</b>	Places around my neighborhood	-to investigate about the neighborhood surrounding the school. -to identify the vocabulary related to common places in a neighborhood.	-Draws their neighborhood and its representative places. -to recognize vocabulary related to places in the neighborhood.	-students in 4 big groups are going to create a map of their neighborhood, taking into account the most important places. then, each group is going to present its map.	-paper -colors -markers-	-students creativity and reliability in their map.

DATE	TOPIC	ACHIEVEMENT	ACHIEVEMENT INDICATOR	ACTIVITY	RESOURCES	ASSESSMENT
<b>WEEK 1</b> 15-02-16	The Alphabet	-To pronounce the letters of the alphabet in the correct way. -To use the letters of the alphabet to spell known vocabulary.	-To watch the video of the ABC and identify the sound of the letters.	-Students are going to watch the video with the song of the ABC, then, they are going to try to sing it several times. - the teacher is going to paste some images in the board in order to present vocabulary related to the alphabet, students are going to draw that vocabulary and try to spell it in their notebooks.	<a href="https://www.youtube.com/watch?v=Uj9w-uBuLgw">https://www.youtube.com/watch?v=Uj9w-uBuLgw</a> Markers colors	-students' participation in class. -Students' attitude towards the activity. - Students' drawings of known vocabulary.
<b>WEEK 2</b> 22-02-16	Professions	-to watch a video about professions. -to recognize the importance of some professions.	-Understands vocabulary about professions. -Practices pronunciation taking into account the vocabulary of the class.	-Students are going to watch a video about professions, then they are going to talk about the one they liked the most and why. -students, in groups, are going to assemble a puzzle, taking into account some clues the teacher is going to give them, at the end they have to have an image of a profession.	<a href="https://www.youtube.com/watch?v=gTrOVjL3YVU">https://www.youtube.com/watch?v=gTrOVjL3YVU</a>  -puzzles	-students participation in class -students puzzle

<b>WEEK 3</b> <b>29-02-16</b>	Places around my neighborhood	<ul style="list-style-type: none"> <li>-to investigate about the neighborhood surrounding the school.</li> <li>-to identify the vocabulary related to common places in a neighborhood.</li> </ul>	<ul style="list-style-type: none"> <li>-Draws their neighborhood and its representative places.</li> <li>-to recognize vocabulary related to places in the neighborhood.</li> </ul>	<ul style="list-style-type: none"> <li>-students in 4 big groups are going to create a map of their neighborhood, taking into account the most important places. then, each group is going to present its map.</li> </ul>	<ul style="list-style-type: none"> <li>-paper</li> <li>-colors</li> <li>-markers-</li> </ul>	<ul style="list-style-type: none"> <li>-students creativity and reliability in their map.</li> </ul>
<b>WEEK 4</b> <b>07-03-16</b>	My family and my house	<ul style="list-style-type: none"> <li>- To practice the members of the family.</li> <li>- To identify the parts of the house.</li> </ul>	<ul style="list-style-type: none"> <li>-Creates a house and identifies the parts of it.</li> <li>- review vocabulary seen last year.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are going to watch and sing the song “finger family”.</li> <li>-Students are going to create a house using origami technique and following the instructions of the teacher and in that house they are going to draw the parts as the teacher indicates.</li> <li>-students are going to solve a soup letter in which they have to find the parts of the house and the members of the family.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=YJyNoFkud6g">https://www.youtube.com/watch?v=YJyNoFkud6g</a></p> <p>colors guide color paper</p>	<ul style="list-style-type: none"> <li>-Students’ attitude towards the class.</li> <li>Students’ origami figure</li> <li>-students’ soup letter.</li> </ul>

