

INSTRUCTIONAL STRATEGIES TO ENHANCE WRITING SKILLS THROUGH
AUTOBIOGRAPHIES SINCE AN INCLUSIVE CLASSROOM

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DEDICATORY

To my Lord Jesuschrist.

To José Edison Álvarez

My father, who taught me the world through his eyes.

In Memoriam

To Nidia, my lovely mother;
my voice of breath when there is nothing to hear,
and who unconditionally rescues my sunken dreams.

To Karla, my clever sister,
forever my *Tinker Bell*.

To the *Bonita*, my niece Dianny.

To my brave princess Sara
and my little warrior prince Daniel;
both are promise of the Powerful Giant who invites me to live.

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Descripción	
<p>Estudio basado en los postulados de la investigación-acción desarrollada por medio de una propuesta pedagógica en el colegio de carácter público Técnico Domingo Faustino Sarmiento en la ciudad de Bogotá con estudiantes del curso 305 Básica Primaria. Sus edades oscilan entre los 8 y 10 años. Dicha propuesta se basa en la implementación de estrategias de instrucción para mejorar las habilidades de escritura por medio de autobiografías, en un salón inclusivo. Estas se relacionan directamente con los pasos necesarios (producción, organización, escritura, revisión y edición) para la escritura de textos. Algunas estrategias han sido adaptadas y otras propuestas por la docente investigadora. Lo anterior, siguiendo la <i>instrucción diferenciada</i> como pilar para la elección de temas, recursos, didáctica y enfoques como el Preview-Review-View y el Genre Base.</p>	
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Contenidos

El documento comprende ocho partes en las que se explica el proceso de observación, ejecución de la propuesta, y análisis de resultados de la misma. En el primer capítulo se contextualiza sobre la población y problemática percibida, se establece la pregunta problema, objetivos; y justificación sobre las acciones pedagógicas a ejecutar. En el segundo, se enseña en el Estado del Arte las investigaciones realizadas en relación con el proyecto, añádase a esto el Marco Teórico compuesto por los constructos que guían el presente estudio. En el tercero, se explica el enfoque y tipo de estudio, los instrumentos y técnicas de recolección de datos, las categorías en indicadores emergentes para su posterior análisis. En el cuarto apartado se despliega la propuesta pedagógica, sus fases, enfoques pedagógicos, modelo de planeación de clase más el programa llevado a cabo.

En cuanto a las estrategias de instrucción, se detalla lo que se sugiere haga el maestro y el estudiante, un ejemplo de su implementación y una referencia teórica y/o documento sugerido para ampliar información. El análisis de datos obtenidos luego de la implementación del proyecto se presentan en el quinto capítulo. En la sexta sección se encuentra el resumen de resultados. Las conclusiones y sugerencias se muestran en los capítulos siete y ocho respectivamente.

Metodología

El estudio se enmarca dentro de la metodología de investigación acción en la que se siguen los pasos requeridos en aras de desarrollar una propuesta pedagógica que permita la solución de la problemática encontrada. El estudio tuvo dos fases, en la primera el investigador tuvo el papel de observador no participante en la que recolectó datos para establecer la problemática, preguntas y objetivos. En la segunda fase, el papel cambia a investigador participante y los datos obtenidos se enfocan en responder la pregunta y analizar las dos categorías y siete indicadores desde el enfoque Análisis Cualitativo de Contenido. La investigación se realizó de manera inductiva y desde la perspectiva *emic* que permite conocer las opiniones de los actores participantes en cuanto a su experiencia durante el desarrollo de la propuesta pedagógica. Las técnicas e instrumentos empleados fueron la artefactos, encuestas, entrevistas, fotografías, grabaciones de audio y video, observación, y proformas.

Conclusiones

La implementación de las estrategias de instrucción tuvo una positiva influencia en los estudiantes de un salón inclusivo. La variedad de estas estrategias adaptadas al ritmo de aprendizaje y a las distintas necesidades de los estudiantes permitió que su desempeño fuera exitoso al aplicarlas en la redacción de las autobiografías. De ese modo, los escolares tuvieron la oportunidad de seleccionar las estrategias que consideraron apropiada para escribir teniendo en cuenta su proceso. Lo anterior se entiende como el inicio de procesos metacognitivos. La estrategia de instrucción que mejor respondió a las necesidades individuales fue la *instrucción diferenciada* dado que las actividades, materiales y talleres diseñados se ajustaban al ritmo de aprendizaje, explorando además sus intereses y aptitudes. En cuanto a las estrategias focalizadas en la parte de escritura, aquellas que involucraban manipulativos y adaptación de materiales fueron bastante efectivas como por ejemplo *cover-copy-compare*, *spelling with bottle caps*. Finalmente, el empleo de la autobiografía como herramienta para aplicar las estrategias de instrucción desde el cumplimiento de los pasos para desarrollar la estrategia POWER por sus siglas en inglés (planear, organizar, escribir, editar, revisar) fue bastante apropiado para mejorar las habilidades de escritura desde un salón inclusivo. Esto ya que apunta a la vida personal del estudiante lo cual resulta un tema familiar para él, motivándolo a iniciar el proceso de redacción de textos cortos y diciendo qué información comunicar.

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Table of contents

Abstract	1
Chapter 1. Research context	2
1.1. Setting.....	2
1.2. Institutional aspects.....	2
1.3. Population.....	2
1.4. Diagnosis.....	4
1.5. Statement of the problem.....	8
1.6. Rationale.....	9
1.7. Research question.....	10
1.8. Objectives.....	11
1.8.1. General objective.....	11
1.8.2. Specific objectives.....	11
Chapter 2. Literature review	12
2.1. State of the art.....	12
2.2. Theoretical framework.....	19
2.2.1. Writing skills.....	19
2.2.1.2. Word study.....	19
2.2.1.3 Executive process.....	19
2.2.3. Writing difficulties.....	21
2.2.4. Autobiography.....	21
2.5. Instructional strategies.....	23
2.6. Learning.....	23
2.6.1. Learning difficulties.....	24
2.6.2. Borderline.....	25
2.7. Inclusion.....	25
2.7.1. Inclusive classroom.....	26
Chapter 3. Methodological design	31
3.1. Research approach and teacher's role.....	28
3.2. Type of study.....	29
3.3. Unit of analysis.....	30
3.4. Instruments and techniques of data collection.....	31
3.5. Sample.....	35
Chapter 4: Pedagogical proposal	33
4.1. Pedagogical framework.....	34
4.2. Assessment.....	36
4.3. Methodology.....	36
4.4. Instructional strategies implemented.....	37
4.5. Implementation phases.....	33
4.6. Implementation plan.....	39
Chapter 5. Data analysis	51
5.1. Data management.....	44
5.2. Data analysis procedure.....	45
5.3. Data analysis and findings.....	46
5.3.1. Category1. Word study.....	47
5.3.2. Category2. Executive process.....	51
Chapter 6. Summary of results	57

Chapter 7. Conclusions.....	59
Chapter 8. Recommendations.....	61
References.....	62
Annexes.....	67

List of figures

Figure1.Example of writing difficulties detected in a survey	5
Figure 2. Student's expectations survey	6
Figure 3.Writing difficulties according Lauzon (2014)	21
Figure 4. Stages of Action Research	29
Figure 5. Three steps of PVR	35
Figure 6. <i>Spelling with bottle caps</i> strategy	47
Figure 7. Adapted puzzles for <i>rebuilding texts</i> strategy	48
Figure 8. Some basic <i>family words</i> (phonograms)	49
Figure 9. Excerpt of audio video recording	50
Figure10. Examples of RAFT strategy for planning	52
Figure 11. Example of <i>playing and learning with colors</i>	53
Figure 12. Mind map by modeling strategy	54
Figure13. Example of COPS chart	56
Figure 14. Workshop using COPS strategy by modeling	55
Figure 15. Example of articraft using ARMS strategy	56

List of tables

Table1. Studies and articles	13
Table 2. Learning difficulties	21
Table 3 Differences between P E N and TEN	25
Table 4. Differences among terms	26
Table 5. Unit of analysis and Data collection system	30
Table 6. Instructional strategies implemented	38
Table 7. Implementation plan	39
Table 8. Lesson planning model	43

ABSTRACT

This paper describes the influence of instructional strategies to enhance writing skills through autobiographies in an inclusive classroom. This qualitative study was framed in the action research. The instructional strategies were implemented since *differentiated instruction* and were adapted to follow the steps for writing texts since the POWER strategy (Planning, Organization, Writing, Editing and Revising). The main approaches to develop the pedagogic proposal were Preview-View-Review and Genre Base. Be founded on the results after using Qualitative Content Analysis it concluded that the influence of the implementation of the instructional strategies was positive and effective due to students achieved most of the goals expected obeying their learning pace. The findings suggest that instructional strategies implemented were also useful overcoming writing difficulties in students in an inclusive classroom with low English level.

Key words: Instructional strategies, learning difficulties, writing skills, differentiated instruction.

CHAPTER I

DESCRIPTION OF SETTING AND POPULATION

This chapter displays the description of the local and institutional context where the participants are immersed, likewise a detailed characterization about the population related to the research study and its diagnosis is presented. Otherwise the description of the problem and the justification allow contextualizing and better understanding the research question and objectives of this research study.

1.1. Setting

The study takes place at I.E.D Técnico Domingo Faustino Sarmiento School in Rionegro neighborhood in Bogota city; it belongs to the third social strata and it is part of the Locality 12 (Barrios Unidos) which has 44 neighborhoods. It is the fifth locality with the lower extension of the city and its position in the North is considered very strategic because of the ease in the transport and the space of recreation. Around the institution there are many leather manufacture companies as well as metallurgical and mechanic garages; there is a shopping center, a church and other schools.

1.2. Institutional aspects

The public institution is Calendar A, and follows the Reorganization by cycles (Cycle 1, cycle 2, cycle 3, cycle 4 and cycle 5) proposed by the Secretary of Education of Bogotá from the development of Sectorial Plan 2008-2012. The school is mixed gender, it has two school shifts: morning and afternoon; it has four branches (A, B, C, D) the research study was developed at

Calle 91 A No 60-01 where Branch B is located. The Proyecto Educativo Institucional -PEI- it focuses on “Calidad educativa para la formación integral y laboral”; in this sense, the school has an agreement with the Servicio Nacional de Aprendizaje, as a result, students can select the technical specialty of their interest in areas such as accounting organizing events.

The pedagogic model is Constructivism and it is thought in a short term to implement the *Historical approach* and the *Meaningful learning* to the all cycles in order to attend de diverse population. The Plan of the Studies is composed by the obligatory areas considered in the Article 23 of the General Law of Education (1994) and others areas related to the two modalities mentioned. According to the Evaluation criterion the levels of development linked with the numerical rank are: Upper (4.6-5.0), High (4.0-4.5), Basic (3.5-3.9) and Low (2.0-3.4).

There are some specialized rooms and Programs like the Immersion Program of Foreign Language (English) lead by the SED (it works two days per week) and the Program of school Reinforcement operates in the opposite school hours of the beneficiary student. On the other hand, the program *Salud al Colegio* drives the Centro de Acciones Pedagógicas CAPSE and the Plan Escolar de Gestión del Riesgo –PEGR-. Recently there is a Special Education Needs –SEN- Program proposed by the Dirección de Bienestar Estudiantil of the SED and it has two professionals in Special education who coordinates the program.

1.3. Population

The group studied is the course 305 in the afternoon shift, it is important to highlight the population has had relevant changes in numbers. At the beginning, it increased with respect the first second semester of 2015, with 31 students. Then, the group was composed by 37 and finished with 32 children. Students are among eight and ten years which 13 are girls and 19 are

boys. The population is set in the second cycle according to the SED (2008) its development axis is: I build, I have fun, I learn.

According to Jean Piaget children at those ages belong to the *Concrete operational stage of development*, it means the communication of the children is larger to dialogue and to confront points of view. Moreover, children obtain abilities of conservation (number, area, volume, orientation) as well as reversibility. On the other hand, their process of reason turns logic and can apply them in real and concrete problems; on the contrary they are not able to think abstractly or hypothetically. Other concrete operations are transitivity, arrange in series, classification, and decentring.

Otherwise, this group it is characterized for having mixed mainstreaming with apprentices with Transitory Educational Needs (TEN) that from now in the document is understood as learning difficulties. That situation it turns the course into an inclusive classroom. There are approximately 16 students who have been monitoring from the Special Education Needs Program, Scholar Counselor and principal teachers. All of them have followed the protocols that the program *Salud al colegio* demands for students which are detected with learning difficulties or some considered are in risk. Those 16 scholar children were referral to different specialists such as Occupational Therapy, Psychology, and Ophthalmologist.

Besides, there are six students who reinforce due to the serious problems with writing and reading in mother tongue, that situation makes they struggle even more in the development of writing in English. Recently, two more students were detected by the principal teacher and are included in the group aforementioned. Another category that takes part of the SEN program is the Borderline students, at the beginning of the study, was three children who were required to bring the results with the IQ Test. One of them change the shift in the same school and the other did not

continue studying. However there are four students with suspicious of being Borderline but they did not deliver the results from the EPS and there is a pupil with low Intelligence Quotient (IQ). All of them continue under observation of their process.

In accordance with the Basic Standards of Competence in Foreign Language: English and the Common European Framework the group observed is placed as Basic user which means the student's performance is A1.

1.4. Diagnosis

The language diagnosis was developed from several ways; by monitoring the writing process in the first stage (2015) and second stage (2016) of the study. The instruments of data collection were artifacts, surveys audio and video recording, interviews and proformas. In the first stage (2015-II) when the researcher had a non-participant role; through observations, it was early noticed the course has a heterogeneous character where were mixed mainstream students with children with a low learning pace. On August 2015, students answered two surveys about attitude and interest toward English subject.

After revising the results of the surveys about interest as well as attitude toward English class and the socio-demographic surveys, the researcher notices the difficulty learners had in writing skills in terms of handwriting, coherence, cohesion and following written instructions, such cases are depicted in the following figure.

Escribe una X en la casilla que consideres se ajusta a tu estado de ánimo en la clase de inglés según la situación. Anota tus comentarios de ser necesario.






Me siento	 Seguro	 Preocupado	 Nervioso	 Confundido	 Otro	Comentarios
Participo de manera voluntaria	X					Parque yo colaboe.
Participo de forma individual	X					Parq suo de diabus.
Me eligen para responder o pasar al tablero			X			Bar todo mis asi pso dos.
Participo en grupos					X	Rrapaso dosr dia mis.
Escucho instrucciones en Inglés	X					Partana de mis mimi.
Hago tareas en inglés	X					la pppanis mis
Hablo inglés ante el grupo	X					come teraros. Kropate.

Figure 1. Example of writing difficulties detected in a survey.

From this figure it can be seen that it is not possible to make an analysis; most of the tests were not readable, in addition, they did not follow instruction appropriately. For those reasons, it was considered convenient to make an interview to the principal teacher¹ with the objective to know the academic level, learning pace and their difficulties presented in the group. In brief, the majority of the group has problems in language; most of them had not started to write according to the grade and the age they stay, their learning process is not at the appropriate level. Others aspects the teacher commented that make visible their writing difficulties and influence on them, are the short term memory, attention, the motor skill, and visual issues.

Two interviews were directed to the especial educator in charge of the SEN program with the purpose to know the protocols with students with learning difficulties, the flexible curriculum if any, to what extend teachers are informed about SEN pedagogies, the characteristics of this type of population and how is the support school offers them. To sum up, an important number of students from 305 belong to the category of transitory educational needs (TEN) and Borderline,

¹ Interviews directed to principal teachers and special educators are available at <https://drive.google.com/drive/folders/0Bz2nk9ftjhcPTjFZM1hyM0M1ZWc>.

this last group is not included in the SEN program. There is not a full training of teachers about the issue; every single teacher has to seek the strategies they consider convenient to implement.

There is not a precise diagnosis of writing difficulties such as dyslexia or disorthography, the language difficulties are framed in general under the name *trastorno mixto de habilidades escolares* (the term involves many learning disabilities related to writing, orthography, reading or arithmetic). The family of apprentices does not want to inform about the difficulties children have about learning because of stigmatization, in addition the process of carry on therapies can go on for a year and parent do not have enough money or time for help children in this sense. All aforesaid, have a relevant impact in the writing process students has increasing barriers.

In the second stage of the study, on February 23rd, 2016 the group worked on a workshop about the expectations, difficulties and strengths they consider they have for English class. The major difficulty they consider to have is the writing process (27 students) the other 10 pupils affirmed they find to speak hard (besides writing). The majority of the scholars draw themselves writing and speaking English in their expectations. This is a sample:

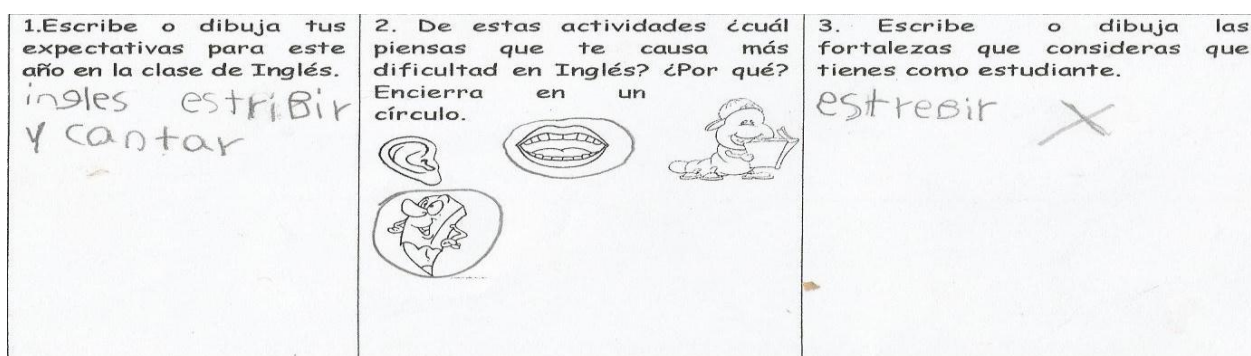


Figure2. Example of the survey about students' expectations in English class.

Taking into account the answer of those surveys similar like the above figure that demonstrate that the main problem in the learning of the second language is about writing, the researcher decided to confirm or discard the issue, then two more activities were developed:

checking notebooks, and a diagnosis test in English; it was applied on March 8th, 2016. About the syntactic process is evident even the unscrambled words were very easy and it was a reinforced topic in the first phase of the pedagogic proposal, some of learners found difficult to order them. This point demonstrated ignorance of grammar structures.

Many pupils did not write correctly the words in English in spite of a clear pattern were exposed in a previous item. About spelling, no one could take the dictation word by word in the last point in the diagnosis test in English. Checking notebooks was in March 9th, generated the same results of the workshop in terms of the disorganization, the intermittence of the activities. In the motor process, the handwriting of students with learning difficulties did not show domain in the trace, there is irregularity in the size of the letter, and sometimes is not readable.

In addition, a test in mother tongue was carried out in March 15th in order to determine the type of difficulties in writing (annex 2). In all cases it was analyzed the follow process: motor, lexical, syntactic and planning; it is important to consider that there are children who are struggle with their first language and the process from acquiring a second one is more difficult; these are the results: to respect the workshop in the lexical process through a spelling it was pretended to evaluate if the scholar discriminates the letters of the alphabet. On the other hand it was evident some mistakes in orthography, the omissions, additions, inversions, fragmentations and mixture in the writing. Respecting the syntactic process, the responses showed the order of sentences did not have coherence or the sentence order was incomplete.

In the planning process, the purpose was to determine the ability for planning a story taking into account some hints; anyway, the students could not write any sentence and prefer express their ideas by drawing. That shows pupils work easily in activities that encourage them to imagine. To sum up the information taken in the different instruments of data collection, is

possible to see a diagnoses chart (annex 3) which describes what students know, what they need to learn and what are their abilities in terms of writing skills.

1.5. Statement of the problem

Once examining the results of the class observations and the application of the diagnosis instruments, it hopes to produce a more complete understanding of the specific situation emerged from them. The group is placed at A1 (Basic user) according to the *Basic Standards of Competence in Foreign Language: English* as well as the Common European Framework. It is supposed, learners copy and transcribe words that they comprehend and use in the classroom. Besides, they write personal information in simple templates and demonstrate knowledge about the basic grammar structures.

In contrast, the course has not a real approach to English as a foreign language which are visibly in the reduced vocabulary (they just know some isolated words). Equally important is the lack of awareness about the basic issues necessities in writing production (description, naming, ordering elements, and situations). It is necessary students have a balance among they should know and their learning pace especially in the development of writing skills that is an *act of communication*, where there are some benefits related to it like self-regulation and it is possible to monitor the process because writing performance is tangible, dynamic (Andrade, M & Evans, N, 2013). Undoubtedly, the implementation of strategies to help overcome that empties is necessary without pressure students, respecting their learning pace.

1.6. Rationale

In the literature, several theories has been proposed to explain the importance students using the type of genre of personal writing. This research takes into account the significant ideas from White and Luppi (2010) cited by Guatavita (2014) in the sense of writing about students personal issues encourage children to develop writing skill. The reason is writing is a social practice as aforementioned, and pupils want to communicate about themselves to others. To express about topics which result familiar for children like daily situations, improve learners' appropriate usage of writing conventions. In this study, the autobiographies are the vehicle to pupil acquires the several stages for writing a text, an issue that is not much developed in early courses.

In the last few years there has been a growing interest in inclusive classroom, this study concentrates on students' borderline and with transitory educational needs that has not developed writing skills. The concept of Inclusion has been lately redefined significantly; nowadays is "educational system that includes a large diversity of pupils and which differentiates for this diversity" (Pijil, Meijer, & Hegarty, 1997, p.2). Nowadays, students with special educational needs have more presence in classroom; nevertheless that provides an important opportunity to learn about differences. However, some arguments as given by Baker & Zigmond, (as cited in Peterson, 2011), cannot be ignored, they reflect about generally the educative community do not offer personalized education to students with learning difficulties when they are exposed to the same contents of mainstreaming.

Not all teachers adopt appropriate pedagogic strategies which adjust to students' individual needs, many authors endorse wholeheartedly those ideas as for example, Baker & Zigmond, 1990, McIntosh et al., 1993; (cited by Peterson, 2011) agrees with that. Most of the

time teachers ignore how to do select and implement the strategies for a better learner's performance providing them facilities to study content areas or specific to improve such as English. The Técnico Domingo Faustino Sarmiento School has a Program of inclusion and they work with SEN and TEN students, however in this last subcomponent there is a lack of information of teachers and students' family, about the strategies to turn the weakness into strengths in EFL.

Subsequently, is recommended to reflect about the most appropriate approaches to follow for overcoming the writing difficulties according the steps for producing short texts. In this order of ideas, it is possible to say that at this school there are not inclusive classroom strategies that allow adapting the English contents according to the several learning difficulties assuming the curricular flexibility. As Peterson (2011) agrees in her thesis, the author states: "additional support and training is needed to further develop general education teachers' knowledge and teaching skills in order to improve the education and inclusion of students with learning disabilities in the general education classroom"

1.7. Research question

How the implementation of instructional strategies influence on students' enhancement the writing skills through autobiographies, in the inclusive classroom 305 of Técnico Domingo Faustino Sarmiento School?

1.8. Objectives

1.8.1. General objective

The general research objective that guided this research study is: To assess the influence of instructional strategies in the enhancement of writing skill through autobiographies in an inclusive classroom 305 of Técnico Domingo Faustino Sarmiento School

1.8.2. Specific objectives

To complement the previous there are three specific objectives as follow:

- To analyze the impact of the instructional strategies in the development of autobiographies.
- To determine which instructional strategies answer the individual needs in order to enhance writing skills in EFL learners of an inclusive classroom.
- To evaluate the relevance of the autobiography in the writing skills process with EFL students.

CHAPTER 2

LITERATURE REVIEW

This chapter is composed of two sections where are displayed some authors, studies and constructs which are associated with the title of this research. The first section is the State of the Art; here it is exposed some national and international articles and studies which support this research. The second section is the Theoretical Framework where the researcher addresses the constructs implied in the study.

2.1. State of the Art

It was consulted nine studies and articles connected with four thematic core presented in this research like writing skills, autobiography, instructional strategies and inclusion.

Title	Author/year	University
Project Work environment: an alternative to improve writing skills fostering the use of grammars in third grade students at the Liceo Femenino Mercedes Nariño	Guatavita Cindy (2014)	Universidad Pedagógica Nacional
Enhancing the development of the pre-writing skills of a second graders' group through the implementation of Project Based Learning.	Ramírez, Estefanía (2015)	Universidad Pedagógica Nacional.
Exploring the impact of Autobiographical story on learning English as a Foreign Language: Case study in Primary classroom.	Askasibar, M. (2015)	Article from Student Pulze
A Genre-based literacy Pedagogy: Teaching writing to low proficiency EFL students	Firkins, A., Forey, G. & Sengupta, S. (2007)	Hong Kong Polytechnic University
Inclusive classrooms: requirements, implications and limitations. A qualitative case study.	Montaño, Johanna. (2011)	Universidad Pedagógica Nacional. MasterThesis.

Inquiry as a way to generate inclusive learning environment	Valcarcel, Ana (2014)	Universidad Distrital. Master Thesis. 2014
Perceptions of ELF teachers on Special Educational Needs in Cundinamarca, Colombia	Díaz, Erika. (2016)	The University of Edimburgh. Scotland. MSc Inclusive and Special Education
Differentiated instruction: The effect on student achievement in an Elementary school.	Koeze, Patricia. Doctorate Thesis. (2007)	Eastern Michigan University
A Qualitative Study of Instructional Strategies Used by Elementary General Education Teachers in Inclusive Classrooms.	Peterson, Peterson, Doctorate Thesis. (2011)	Western Michigan University.

Table1. Studies and articles concerning issues of the State of Art

The current literature on writing in Primary school abounds with examples of the convenience of develop this skill by topics which result familiar to learners and the need to deep in writing activities through strategies or approaches that result interesting and motivating to students. One study from the Universidad Pedagógica Nacional is by Guatavita (2014) *Project work environment: an alternative to improve writing skills fostering the use of grammar in third grade students at the Liceo Femenino Mercedes Nariño*. The problem detected was the limited emphasis on writing in contrast to listening and oral production. Through the Project Work focused on grammar activities based on personal information and personal interests the researcher achieved that girls understood the language they used as well as play with language being recursive.

In my case, the study carries out in a public school with the same grade but the difference is the English level of both populations. The girls of LIFEMA have a prior knowledge of foreign language and an approaching to it; my students did not have notebooks in first and second grade,

they did not work on activities which involve writing; as a result they had low level written English level and the learning difficulties make harder this process of acquisition.

In her action research study *Enhancing the development of the pre-writing skills of a second graders' group through the implementation of Project Based Learning*, Ramírez (2015) describes the positive impact of working by PBL and the final product resulted after the pedagogical proposal intervention. The learners applied some strategies such as *mind mapping* and *rain of ideas* in the pre-writing stage during three months. Finally, pupils created a *Personal portfolio* where included their drawings and the written information they made about their families and themselves.

This research confirms the advantages of teach steps for written production through topics based on pupils' interests that activates their previous knowledge such as personal information and the convenience of implementing strategies for that. Both strategies are equally implemented and detailed in this current paper.

Askasibar, M (2015) carried out a research called *Exploring the Impact of the Autobiographical Story on Learning English as a Foreign Language: Case Study in the Primary Classroom*. This study counted with 26 Spanish primary students taking into account different elements: comprehension, raising interest, engagement, motivation, and willingness to communicate in L2. Those elements were contrasted through a story by the ELEANITZ multilingualism project and an autobiography narrated by the researcher. During the process, it was different periods to take the data collection through a questionnaire, a behavioral observation instrument, and a post-test survey.

Although there were some limitations, the main conclusion was: the better understanding of the story was that which involved autobiography. And the reasons for that are the emotions, the intrinsic and extrinsic motivation and feelings of the competence between the students that increase their compromise. There is a narrow relation with this research in terms of the tool selected to improve comprehension to the foreign language and the effective results.

A study developed by Firkins, Forey and Sengupta (2007) involved thirty two students among 11 and 18 years of a secondary college who evidenced difficulties in mechanics and organization of writing in EFL. The research called *A Genre-Based Literacy Pedagogy: Teaching writing to low proficiency EFL students* was carried out in an English Club at a local Hong Kong school, as part of a collaborative research project. After the implementation of the Genre- based approach the researchers conclude this pedagogy was suitable for contexts where scholars have a low proficiency English level.

I can take into account for my study because in addition of the students with learning difficulties, the mainstreaming population has low level in writing too, so I think this approach is appropriate to the population I work where their closeness to writing process in EFL is very reduced and they still struggle with L1.

The Master thesis by Montaña (2011) named *Inclusive English classrooms: Requirements, Implications and Limitations: A Qualitative Case Study*. This research made a depth inquiring about the parameters that school follows in terms of English classroom inclusion, the perceptions of the educational community, and the strategies used in classrooms in order to respond to students' individual needs. It included 45 students from three different groups on secondary level and their parents were implicated at the moment of the interviews. The Permanent and Transitory Educational Needs detected were learning disabilities and attention

difficulties, speaking and cognitive difficulties and a physical condition which does not let the pupil to speak and move in a “normal” way. Montaña concluded that the lack of communication and information over of the topic constitute important elements that interferes the accomplishment of inclusive successful practices.

Although this study it is limited to the students with TEN, the situation is similar as for the ignorance concerning national policies about inclusion as well as helpful documents published by SED and MEN. Montaña’s work it is very useful in terms to understand what are the suitable elements and strategies for building and handle an inclusive English classroom and the role of the educative community in this process.

The next work to consider was carried by Valcarcel (2014) and treated the issue of the insertion of students with Special Educational Needs in a regular school which demands the flexibility in the language curriculum in order to implement pedagogies that help those students to promote their communicative and social skills in the process of learning ESL. The Master thesis is named *Inquiry as a way to generate inclusive learning environment in EFL context*. The results evidenced that a welcoming and friendlier environment is possible in a mixed setting with *regular students* which are pupils that do not have a disability.

Moreover, the use of Project works allowed all the learners to follow a set of stages that provided different learning activities and experiences which let to exchange information that develop abilities such as: inquiry, decision-making, social and communicative skills. It is an important reference because it makes introspection about the lacks in the aspect of inclusion in public schools; it exposes the benefits for the SEN and regular population when EFL teachers assume the challenge to promote an inclusive learning environment.

Recently, Díaz (2016) has documented the *Perceptions of ELF teachers on Special Educational Needs in Cundinamarca, Colombia* in her master Inclusive and Special thesis. Using semi-structured interviews -using technology- with ten EFL teachers, the author found despite of most of them do not have clear conceptualization about Special Educational Needs as well as Special particularly Learning Difficulties, teachers are interested in look for information about those issues including strategies. According to Diaz, teachers highlight more training about it as much as possible, it means during the university and in the daily pedagogic practices. The study concluded EFL classroom strategies could reduce the barriers to learning making education accessible and inclusive.

In relation to my research, it reinforces the issue addressed concerning the convenience of implementing strategies with the purpose to provide individual support. The aforesaid study, it is helpful to know other teachers perception about Special Educational Needs, inclusive classrooms and EFL teaching in a mainstreaming school and classroom.

A research that portrays an appropriate instructional strategy for inclusive classroom was conducted by Koeze (2007) named *Differentiated Instruction: The Effect on Student Achievement in an Elementary School*. The PhD. thesis examined seven fourth grade classrooms; the researcher observed the classes of the teachers participants and saw their differentiated instructional practices. The author found the term differentiated instruction did not have the same meaning for all of them, in other words, there are many interpretations depending on the professor. Through the mixed method approach to data collection the researcher conclude that teachers who implemented differentiated instruction obtained a significant progress in their students in reading issue, it means they increased their achievement.

In relation to my study, the findings confirm the benefits of differentiated instruction as base of the instructional strategies to enhance writing skills. The research of Koeze let me know how has been the experience of other teachers in Primary school during and after the implementation of this strategy.

Peterson, K. (2011). *A Qualitative Study of Instructional Strategies Used by Elementary General Education Teachers in Inclusive Classrooms*. This phenomenological study, examined in detail the evolution of inclusion emphasizing on the general education teacher, as Friend (2005) states (cited by Peterson, 2011) is a professional who teaches regular education and special education students together in the general education classroom. This study collected data using in-depth, semi-structured interviews with open-ended questions in order to comprehend the perspectives, thoughts, feelings and beliefs of general education teachers concerning their instructional strategies in several stages like planning lessons or the barriers they face in public schools.

The sample the researcher selected was divided in two types: nine of the teachers from schools who have a high level of special education populations and six of the professors from schools with low special education populations. All of them were women and the range of teaching experience was from 4 to 34 years. The study concluded teachers perceive the barriers to inclusion correspond to next categories: (a) parents; (b) process barriers; (c); time; and (d) support. In spite of, teachers accept students with learning disabilities and make accommodations in their topics alternative assignments, alternative activities among other aspects of handle class in order to help children in that condition.

2.2. Theoretical Framework

Taking into account the objectives proposed for this research it is necessary to provide the related to the context of the study by the follow constructs:

2.2.1. Writing skills

Writing is not an easy process; it involves many aspects related to the brain areas. Among them such as visual, memory, attention, thinking process, motor skills, language. As identified by Crystal there are some benefits of developing writing skills

“Writing is very suited to the recording of facts and the communication of ideas, and to tasks of memory and learning. Written records are easier to keep and scan; tables demonstrate relationships between things; notes and lists provide mnemonics; and text can be read at speeds which suit a person's ability to learn” (Crystal, 2005, p.4).

Those are the benefits it is expected the students of course 305 understand and take advantage. There are many features to take into account at the same time to make a written production like social and cognitive aspects.

2.2.1.1. Word study. The importance of Word study resides in the development of literacy skills, “Word study, occurs in hands-on activities that mimic basic cognitive learning processes; comparing and contrasting categories of word features and discovering similarities and differences within and between categories” (Bear, Invernizzi, Templeton, & Johnston, 2008, p.2). The literacy skills necessary to have a better writing development include such as spelling patterns, word recognition, word meaning, and other characteristics of written word knowledge.

2.2.1.2. Executive process. Among the executive process of cognitive character are the process of planning, writing (include drafting and transcription), and revision. At the moment to plan the

written text, the abstract tasks develop in a mental composition such as the content, structural form and sense of the text and the meaningful intention. In this stage, two sub-process appear, the first is the *genesis of content*, that works as a pre-writing step. It concerns to the aspects about what to write, and how to write them. In other words, the types of content are divided in *procedure* and *specific content* (Mata & Gutiérrez, 2005). The organization of content refers to the way to write the text in terms of topics, audience, parts of the text, contrast if any. The most effective to do it is by POWER strategy.

2.3. Writing difficulties

Being aware of this research treats with inclusive classroom (borderline and with learning difficulties pupils, mainstreaming with low proficiency in EFL) it is necessary to take into account the writing difficulties they face at the moment of producing written texts. The table below displays the writing difficulties (Salvador and Gutiérrez, 2005) in the executive process for producing written texts. The necessity of overcoming those difficulties motivated the researcher to propose some instructional strategies exposed in chapter 4.

Process	Subprocess	Writing difficulty
Planning and Organization	Genesis of content	<ul style="list-style-type: none"> *Unsuitable strategies to access the knowledge to propose topics for writing. the written compositions: irrelevant and superfluous information. *“To say the content” instead of narrate. *Use words in context.
	Mental organization of the content	<ul style="list-style-type: none"> *Lack of expressive fluency. *Incompetence to keep the continuity in a topic. *Difficulty to combine ideas(syntaxes)
Writing	Drafting and transcription	<ul style="list-style-type: none"> *Lack of objectives proposed in the planning step. *More concentration in tasks of low level (orthography and handwriting) than focus on genesis of content. *Difficulty in the process of transcribing words due to visual route (irregular orthography) or the features of written words due to less used words.

Revising and editing	<ul style="list-style-type: none"> *To avoid follow the phases (review, evaluating, detection of the problem, correcting the problem, re-evaluating). * Not considering there are mistakes in the texts produced. The only interpretation is from the writer. *Last experiences of failure correcting mistakes. *Incomplete mental representation of the quality of the text.
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Table 2. Table representing the main writing difficulties for producing texts.

As is observed in the table, there are many issues involved in the process of writing. The other process (planning, organizing, editing revising) and sub-process (generating and organizing content, drafting and transcription) are less explored in primary public school. As a result, students do not know the aspects to take into account at the moment to produce writing texts, for example, is possible learner has good ideas in the planning step, but he has difficulties put them into a piece of paper because he does not how to organize his ideas, what to write first. The general writing difficulties refer to the categories of observable language difficulties in students, they concern to the Word study process such as handwriting (related to motor skills too), spelling, and use of the space on a paper among others.

The group 305 had the previous troubles mentioned in several levels of difficulty, and the writing struggles mentioned are evident in both languages: English and Spanish.

2.4. Autobiography

What is usually have in mind when is talked about Autobiography is writing about own lives, but undoubtedly it is a more complex term to define. Nevertheless after analyzed carefully diverse elements Philippe Lejeune (1982) proposed this definition: *Retrospective prose narrative written by a real person concerning his own existence, where the focus in his individual life, in particular the story of his life* (p. 2). Now, following Askasibar (2015) Autobiography worked in education has successfully used in action research for several purposes mainly related to develop

writing skills, other issues developed are identity and literacy. The advantages the author displays of using this tool in class are: students take other attitude toward their mistakes in a foreign language; it engenders reading and writing, implementing autobiography is a vehicle to use collaborative learning, is useful to improve the four skills.

In terms of motivation, Kazuyoshi (2002) (cited by Askasibar), estates there are many benefits of using autobiography such as enhancing learners to communicate in a language different from mother tongue, students starts to self-regulate when recognize their mistakes, it decreases affective filters. The article written by Dufour and Lessard (2015) for the website Learning Disabilities Association of Ontario's (LDAO), emphasizes the relevance of working on the genre Autobiography in students with learning difficulties. It is developed by modeling where the first step is reading some autobiographies and establishes the characteristics, after feedback pupils star the writing of theirs and share them if they want. The authors affirm "Writing an autobiography can improve learning in any language and provides an opportunity to address the strengths and needs of each student. Overall, writing an autobiography allows students to compose an individualized manuscript based on their own experiences".

In conclusion, there are many opportunities to improve the writing process and adapt topics to the curriculum, besides it is very helpful to pupils to realize their weakness and strengths related to their language learner role.

2.5. Instructional strategies

First and foremost is relevant to say that daily pedagogic challenges demand for teachers to think in teaching strategies and procedures; is not enough to think in simply one strategy or

approach to implement in classes. Every single group is different from others and as well as there is not two equal learning pace or thoughts in scholar children.

In simple words, instructional strategies refers to methods teachers implement in their daily sessions, as matter of fact the space is not a barrier. It means, instructional strategies can be used in-presence or on-line way. The diversity of population, backgrounds, curriculum issues and environment demand teachers select carefully the techniques or strategies to work on the course. The purposes of the strategies are encourage pupils to interact with teachers and classmates, stimulate critical thinking, curiosity, among other goals teachers have in mind depending on the students' necessities. In accordance with the previous mentioned, Moore (2014) remembers the instructional adjustments and decisions for selecting strategies address all the students result success in the learning process. Moreover, teachers need people skills, have to keep in mind timing spent, and relationship with their students, the type of group, the instructional setting. The approaches or instructional strategies are implemented in the pedagogical proposal explained in chapter four.

2.6. Learning

There is no a single definition of Learning according different perspectives, anyway most of the researchers, theoretic and professionals agree with general criterion. According to Schunk (2012) Learning is “a lasting change in the conduct or in the aptitude to behave of certain way, which is a result of the practice or of other forms of experience” (p. 4). Schunk is clear when reminds the importance of the environment in the development of specific behavior and continue explaining that the environment should be receptive and allow those behaviors occurring.

2.6.1. Learning difficulties: In this study, the definition of learning difficulty is understood since Haylock (in Draw and Jones, 1992) perspective, the term refers to

“A specific condition which causes some difficulty in learning (e.g. poor visual discrimination/auditory, memory). (...) If specific learning difficulties are suspected a detailed assessment of their influence upon the child’s learning should be carried out. The resultant information should be taken into consideration when planning activities” (Haylock, D. 1992, p.116)

With regard to observable struggles detected in students with learning difficulties, Dover et al. (cited by Lauzon, 2014) established them in eight categories as follow: writing and composition; reading and written comprehension; (verbal and non-verbal) language comprehension and oral expression; attention; memory; and organization and time management. The target population of the study evidenced all the previous elements which interfere in writing skills. On the other hand, *learning difficulties* are framed in the Special Educational Needs (SEN) which UNESCO says:

(...) It assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to preordained assumptions regarding the pace and nature of the learning process. A child-centred pedagogy is beneficial to all students and, as a consequence, to society as a whole. (The Salamanca Statement on principles, policy and practice in special needs education, p.7)

In Colombia the concept of SEN referrers

“to the largest difficulties that a student presents, with relation to the rest of the classmates to accede to the learning that correspond to them for age, or that they present lacks in relation to the curriculum for diverse reasons”
(Ministry of Education, 2006).

The Educational Especial Needs has two subcomponents: Permanent and Transitory, the next chart displays a comparison of the definition of both subcomponents for a better understanding.

Permanent Educational Needs	Transitory Educational Needs
“ Those educational individual needs that they cannot be solved across the means and the methodological resources that habitually the teacher uses to answer to the individual differences of his students and that they need to be attended of adjustments, resources or pedagogic special measures or of extraordinary character, different from those who need commonly the majority of the students” (MEN, 2006, p 31)	“Difficulties of learning that some students can present during a certain moment of his education The neuropedagogical approach is based on neurological component, pedagogical component and psychologic component.” (Bienestar Estudiantil, Salud al colegio. 2012, p7)

Table 3 Differences between Permanent Educational Needs and Transitory Educational Needs.

The students of the sample of this research belong to this subcomponent, the students of this research struggle with language (especially writing skill) and attention disorder.

2.6.2. Borderline children: The similarities between the students of this research and the description of the characteristics of borderline children agrees with those who Valdez (2011) made: immaturity generalized in the skills of learning: memorizing, attention, language; difficulties in the spatial recognition of the corporal schema, difficulties in distinguish laterality, slow process of acquiring conventional reading and writing. In this point when learners achieve those skills they usually make omissions, substitutions or altering the sequence of the letters; the language is poor in the semantic level and have retardation in the psychomotor aspect. According to the psychologist David Wechsler there are eight levels of intelligence like this: 128 and over corresponds to very superior, 91-110 it is Average intelligence and 66-89 are Borderline.

2.7. Inclusion

This is a wide and diverse concept nowadays; it has several meanings according the country and its policies. Nevertheless, the conception this research takes is from Mariga, McConkey and Myezwa (2014) who claim: “Inclusive education refers to the right of all children to attend school

in their home community in ordinary/regular classes with peers of their own age. All children have a right to quality and meaningful education”. (p.27). In accordance with the authors, there are a recurrent confusion and inappropriate usage of the terms: Special education, Integrated education and Special units.

Inclusive Education	Integrated education	Special education	Special units
It means changing the educational system to suit the children.	It is a geographical process - moving a child physically into mainstream school.	Is often seen as an alternative to ordinary schooling which acts as separate supplement to general education provision.	It is a special classroom or building, generally with a special teacher solely for children with special educational needs.

Table 4. Differences among terms related to Diversity Education. Mariga et al. (2004, pp. 27-29)

There are some international policies associated to inclusive education like United Nations Convention on the Rights of Persons with Disabilities (Article 24, 2007), Education Forum for Action (2000), Millennium Development goals focusing on Poverty Reduction and Development (2000), Education For All Flagship on Education and Disability (UNESCO and University of Oslo) (2004). In our country, the Decree 366 of 2009 refers to the importance and convenience of adaptation of methodologies, resources and the physical structure of places where schools and institutions should have as requirements to achieve an inclusion aspect in terms of education.

2.7.1. Inclusive classroom: To understand the different ways of learning and in order to offer a high quality and equitable education it is necessary to plan and implement different strategies that should be suitable to the different students for obtaining a successful learning. In this order of ideas, in an English classroom

“It is fundamental that students feel free to learn at their own pace and have accommodations and alternative assessment strategies in place to meet their unique needs, if they have any, without being apart or isolated. Since students need to experience success, learning goals need to be clear and attainable but still encompass some challenge to them”. (Montaño, 2011)

CHAPTER 3

MEHODOLOGICAL DESIGN

Taking Action research into consideration as the nature of this study, in this section is described issues such as research approach, setting, participants, categories of the unit of analysis and data collection instruments.

3.1. Research approach and teacher's role

The study is situated in the Participatory Action research where is necessary to plan, act, observe and reflect about the research process identifying the problematic appeared in class and choosing the methods and techniques that adjust for solving the problem (Burns, 1999). The role is teacher-researcher who acts as a *facilitator*. The definition that Underhill (2016) suggests: is a teacher who has three pedagogic competences and has attitude and the ability of relationship among the members of the group. The researcher followed those competences such as *know the content, use the methodology and techniques and create a good learning and relation environment*. (A. Underhill interview, April 4th, 2016)

In brief, from the Participatory Action research the teacher-researcher designs and executes instructional strategies to address the students with learning difficulties in an inclusive classroom in the developing of the instructional strategies to enhance writing skills. That is why this approach selected is suitable, because is “situational or context based, collaborative,

participatory, and self-evaluative” (Richards & Nunan, 1990. p. 63). As explained by Cohen, Manion, & Morrison idea (cited by Burns 2015, p. 4) action research helps as a connection between researchers and teachers in order to analyze the social and educative problematic; in effect, in this research both actors result beneficiary in the teaching-learning process. This diagram explains the stages, steps and actions of the cycling process in each one proposed by Kemmis and McTaggart (1998) and followed in this study.

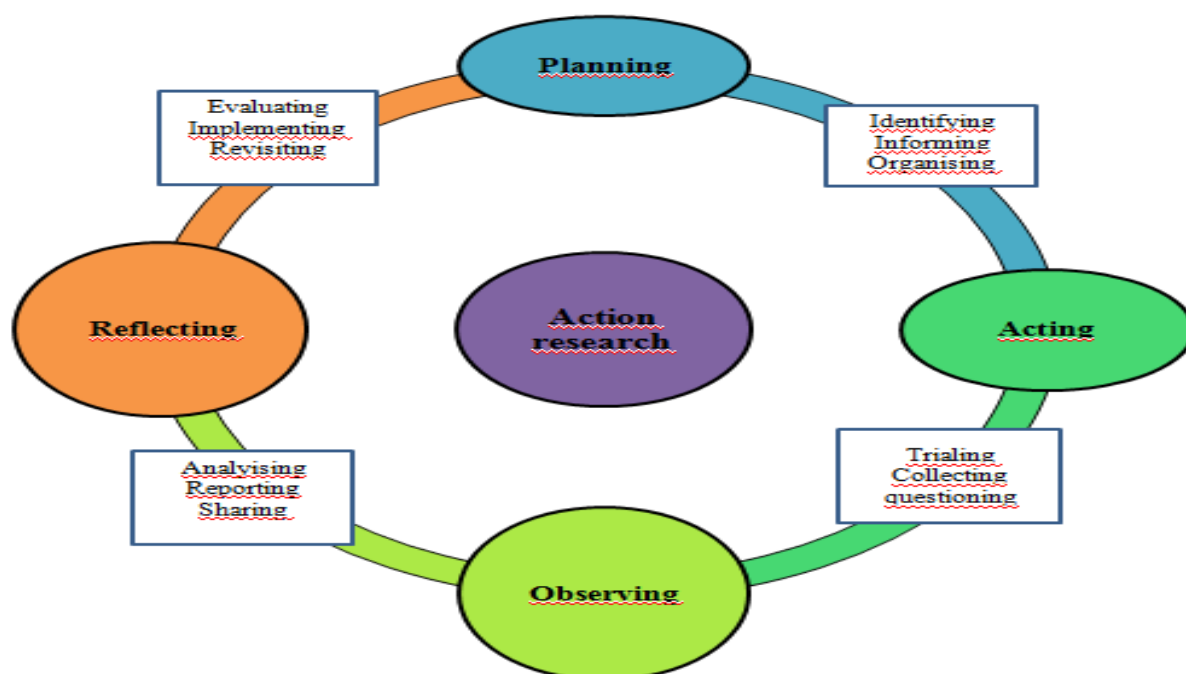


Figure 4. Stages of Action Research. Cycling or spiraling process according to Kemmis and McTaggart (1988).

3.2. Type of study

This study is allocated in the Qualitative research that as Denzin and Lincoln (2000) affirms it situates the observer in the world, on account of the researcher work with different set

of materials to make the world visible. For this purpose the researcher uses different instruments of data collection such as artifacts, interviews, audio video recording, photographs, and proformas to understand better the social context of the research. Gathering data comes from multiple resources what validity the study. This qualitative study offers descriptions, records, interpretations and clarifications from the point of view of the participants about the problematic situation. To this respect, Jhonson (2014) affirms:

Rather than using a standardized instrument or measuring device, the qualitative researcher asks the questions, collects the data, makes interpretations, and records what is observed. The qualitative research constantly tries to understand the people he or she is observing from the “participants”, or “natives”, or actors viewpoints. (p.36)

3.3. Unit of analysis and data collection

The researcher established two categories related to the unit of analysis, in accordance with them, it was analyzed the information. This table displays the data collection system.

Unit of analysis	Categ	Indicator	Instrument	Date
Instructional strategies to enhance writing skills in students with learning difficulties in an inclusive classroom	<i>Word study as basis to understand a written word</i>	Students learn and practice simple spelling strategies, writing isolated and contextual words by hands-on activities.	Artifacts Photographs, Proformas	Feb.16 th , 24 th March 15 th Sept 20 th
		Students reinforce word recognition following basic and orthographic patterns and sounds incorporating them in a short written text.	Artifacts Photographs, Proformas, Audio video r.	Feb. 24 th March 1 st May 17 th
	Students focus on internal features of words through different strategies to reinforce word identification skills.	Audio video recording	May 17 th August 16 th	
	<i>Executive process focusing on</i>	Students follow the stages for writing their pieces by the POWER strategy beginning with planning stage.	Interview Artifacts photographs	Sept. 14 th March 15 th , 30 th

<i>cognitive level</i>	Students organize and write their contents taking into account the pertinent information using graphic organizers.	Artifacts, Photographs, Proforma	April 5 th , May 11 th , June 15 th , June 7 th
	Students take into account the role, audience, format and topic when make the drafting of the short text.	Artifacts Proforma.	May 3 rd August 9 th
	Students implement the elements of editing such us capitalization, overall appearance, punctuation, and spelling in their short compositions by <i>COPS strategy</i> .	Artifacts Audio video	Sep 6 th 7 th 13 th ,
	Students implement the elements of revising such us add, remove, move and substitute their written text by <i>ARMS strategy</i>	Artifacts, Interview Proforma	Sep 14 th , 20 th 28 th

Table 5. Unit of analysis and Data collection system

3.4. Instruments and techniques of data collection

With the purpose of answering the research question of the study the use of several source of information address its validity and reliability.

*Artifacts: In his article in 2011, Divita states artifacts “are construed as symbolic or physical objects that have been produced through human labor to function as meditational (and thereby developmental) tools in social interaction”. The student’s artifacts contain autobiographies, notebooks, workshops, assessment tests, and unveil some aspects about their writing level, performance and progress during the whole academic year.

*Audio -video recording: About this technique, Burn (1999) argues that “captures in detail naturalistic interactions and verbatim utterances” (p.94). In this study, the audio video-recording is useful to revise actions during the class session such as performance, attitude, interaction, or any kind of episode concerning the implementation of the instructional strategies and the performance of pupils. Through this technique is possible to check diverse issues to take

into account for doing feedback and enrich the study supported by the literally transcription as Burns (1999) points out it is useful for more in-depth analyses giving visual and oral support.

*Interview: The interview allows expanding the area the investigator wants to explore. In this study the interviews were semi structured which offer and were directed to students about their impressions around the implementation of the instructional strategies. In relation to the principal teachers, and special educator, those interviews inquired about their observations about inclusive education, learning difficulties, students' process in the SEN department. Following Burns (1999) the interviews were carried out by audio and /or video recording (depending on the situation an participant) and complemented through note taking.

*Observation: Based on the ideas of Burns (1999) in this study the observation is used to make a conscious *notice* of the learners' performance and their attitudes, responses, and all the situations related to the issue researched (p.80). The notes of the observation are carried out through Proformas. It allows the researcher to take notes and identify the current event at classrooms, separating the descriptive aspects observed from the researcher's interpretation in an issue that is the center of the attention from day-to-day.

*Photographs: It is undoubted its contribution to provide different angles on the context being researched (Burns, 1999). One of the advantages of using photographs is the illustration of teaching techniques (Erikson and Wilson 982, cited by Burns, 1999). In this study, the researcher takes photographs to register student's artifacts, teaching resources used, strategies that involve peer work among others, writing performance in the notebooks and on the board,

*Surveys: One of the advantages of the use of surveys and questionnaires in this study agrees with Burns (1999) idea round the less time consuming compared with others instruments. Equally, is the possibility to apply to students of a large course as it is the group 305 in the

afternoon shift. Here, it was applied to find out socio demographic information of learners as well as their interests in English subject, their attitudes, the strengths and weakness.

3.5. Sample

The sample of this study corresponds to the half more one of the students. It means there are eighteen students between 8 and 10 years, nine girls and nine boys. The majority, with *learning difficulties*. Those children have serious difficulties in written language, there are students sent to the psychologist, a reduced part are catalogued as borderline students and others with suspicious of being too. Among these transitory educational needs, there are students with attention deficit disorder. Those students have been monitoring from the S.E.N Program, Scholar Counselor and principal teachers (2015-2016). However, the sample includes mainstream by reason of it is an inclusive classroom and they were beneficiary of the implementation of the instructional strategies too.

CHAPTER 4

PEDAGOGICAL PROPOSAL

This chapter displays different instructional strategies to enhance the writing skills in an inclusive classroom; those are suitable to overcome writing difficulties in students with Special Educational Needs (Transitory and Borderline students) as well as mainstream who have low English language level. They correspond to the categories Word study and Executive process (*planning, drafting, editing and revising*) in both of them strategies is detailed the description of the strategy, teacher instruction, students performance, an example, references and/or suggested resources.

4.1. Pedagogical framework

This pedagogic proposal considered the postulates of Constructivism which promotes active learning where students build new ideas or concepts (Bruner, 1996). In lines of Nind and Wearmouth (2005) *Adaptation* is the most common pedagogical approach complemented with other types of adaptation like assessment, and materials. In the same way, Montaña (2011), suggests Adaptation of teaching is important because improve the inclusion process in academic and social contexts. Conforming to the previous, it is selected the two follow approaches as the base of the pedagogical proposal.

Genre Based Approach: What Cope and Kalantzis (2014) mean about Genre is “a kind or type of text, defined in terms of its social purpose” (p.250) which is understood as always people

writes for someone or for a reason. The findings of Christie 1999; Macken-Horarik 2001; Rothery 1996 (cited by Firkins et al. 1997) argued the effectiveness of this approach in students with learning difficulties and encourages the student to read and write thanks the use of familiar elements; subsequently , it increases the pupil desire of communicating. To this respect Cope and Kalantzis (2014) claims

Authentic resources, things that students wanted to read and write and which were of relevance and interest to their own lives would be use instead of textbooks. The focus of the writing curriculum would no longer be language in the abstract, but on the meaning the child wanted to communicate. (p.4, 5)

To sum up this part, scholar children have a better performance when they find motivated class sessions by using resources that they can handle and find a meaningful experience, especially if results familiar to them. The writing process has to be more than transcription is a communicative process.

Preview-view-review: it permits teachers to use student's mother tongue and the foreign language within the same lesson as an instrument for learning reducing the possible affective filters (Krashen, 2013) what are common to appear when students do not comprehend foreign language affecting the performance especially in students with learning difficulties. As De Mejía Truscott, Ordoñez and Fonseca (2006) explain it develops “an interactive and sequential interaction between both languages of the learner, in order to secure a cognitive and linguistic development” (p.37). This figure explains the steps:

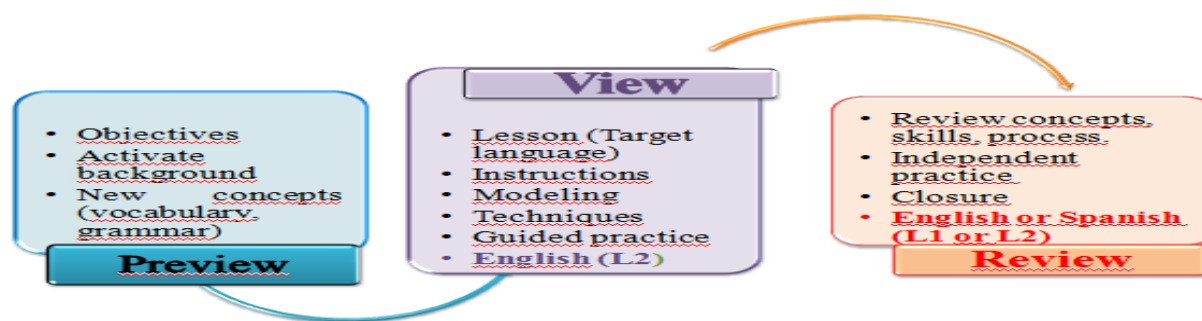


Figure 5. Three steps of PVR. Adapted from Moreno-R Pilar (n.d). *Supporting language instruction in the bilingual classroom*. (p.p 18, 19)

In summary, PRV does not sacrifice language by knowledge and the scaffolding is suitable for different type of student's learning pace. In Colombia has been implemented in Cali and Bogota with studies of Marulanda (1995) and Zarazo & Velasquez (2012). As stated by Moreno-Pilar (n.d) is possible to use this approach in all content areas because facilitates Language Transfer in an academic setting, makes content comprehensible and builds background knowledge.

4.2. Assessment

Following Nind and Wearmouth (2005) the Adapted assessment is developed; and it is executed from the Formative issue which seeks to improve the quality of student learning instead of grading their process. In regards to, the assessment of writing remarks the student's performance in relation to his output rather isolated issues as affirms Hamp-Lyon (1990) cited by Lennon (n.d). In this sense, the Observation, checklist and charts of progress monitor are executed. The assessment involves the performance conditions of word study, and executive process; the formal assessment is covered by diagnostic tests, progress tests and achievement tests which are designed according to the main instructional strategy implemented: *Differentiated*

instruction. They emphasize the DOFASA School parameters as Attitudinal, Procedural and Conceptual aspects which are part of the Competences.

4.3. Methodology

In this methodology , inside the Adaptation of teaching, it puts forward the *Differentiated instruction* that “means expecting all students to master the same core concepts and to meet that expectations using different materials, resources, different ways of showing what was learned” (Kormons and Smith, 2012). Implementing the Preview-Review-View and the Genre Based Approach, students write an Autobiography incorporating the topics studied. From this perspective, in this inclusive classroom is opened the opportunity to acquire writing skills producing simple short texts according to the needs of the population. In addition, are exposed some *pedagogic considerations* (annex 6) in terms of communication, classroom management, conception of learning, contents, materials, and roles. Moreover, are displayed some strategies related to *Other Personal abilities* (annex 7) suggested by the Subsecretaría de acceso y permanencia, Dirección de Bienestar Estudiantil *Salud al colegio*

4.4. Instructional strategies. These instructional strategies are framed in the conception of Constructivism.

Strategy	Explanation
Differentiated Instruction	This is a flexible philosophy of teaching framed on the idea that students learn best when it is adjusted some issues in the curriculum and classroom management in terms readiness levels, interest, and learning profiles. (Tomlinson, 2003). Teacher plans and select a variety of content, strategies, learning processes, procedures, and assessment tools.
Adaptation of instruction	Teacher takes into account the student’s learning pace and adapts the instruction depending on the case. There are various studies that give count of the success of adapt materials, assessment , timing and classroom environment (Nind & Wearmouth, (2005)
Think-pair-share	Students have the opportunity to discuss interchanging opinions and ideas

	with mates, increasing the critical thinking and social relationships. Next they share their conclusions with the whole group.
Peer tutoring/peer teaching	Is a type of collaborative learning that allow the increasing of self-regulation as the sense of responsibility. In addition, students feel more comfortable when a mate explains them. Nguyen (2013)
Modeling	Modeling is an instructional strategy where a new issue or skill is demonstrated through observing and emulating.
POWER strategy	This mnemonic strategy consist in three stages: Pre-writing (P,O) writing (W) and post-writing (E,R)
Write/ think aloud	Teacher verbalizes his thoughts while does a task such as writing on the board. According Teacher verbalizes his thoughts while does a task such as writing on the board. According Carr, J. & Bertrando, S. (2012) teacher gives the opportunity to pupils to participate having a role of prompter. Is very useful with students with learning difficulties.
Graphic organizer	It is a visual and graphic display that represents the relationships between facts and ideas. Research indicates that they improve learning when there is explicit instruction, incorporating teacher modeling and independent practice with feedback.
Scaffolding	Gives a context to the scholar children about the topic to study for the first time and next the feedback. It requires previous study of vocabulary; it involves a serious of other strategies such as graphic organizers, think aloud among others. One benefit is that actives prior knowledge.
Word study strategies	Involve all the alternatives to work on word recognition and word identification. It include rebuilding texts, gap filling, tracing words, cover-copy-compare, playing and learning with toys, spelling with bottle caps, spelling tips., my word banks.
Executive process strategies	Strategies directed to develop writing skills in the sub process of <i>genesis of content</i> and <i>organizing content</i> . Include whirlwind of ideas, graphic organizer, think-sheet light bulb. Concerning to writing: RAFT, Tell-show, look-think and write, playing and learning with colors. For editing and revising the most effective strategies are ARMS, COPS and the social and cognitive strategies Peer tutoring and think-pair-share.

Table 6. Instructional strategies implemented in the pedagogic intervention

4.5. Implementation Phases

This pedagogical proposal it carries out step by step respecting the student's pace and is divided in four phases where the instructional strategies are carried out to follow stages for developing writing skills.

Phase 1. Playing with words: (February 16th to February 24th, 2016). It consists in the adaptation of the students to the classroom management; moreover there is a review of the topics

studied in last courses engrossing students on basic issues in writing skills through didactic strategies related to the *Word study* (spelling, word practice, game and manipulative) and subsequently be prepared to go to the next phase.

Phase 2. The magic pencil: (March 1st to April 27th). Pupils start training to writing closeness; they receive information about semantic aspects, functions and context of the type of gender: Autobiography. The category of *Executive process* starts in the stage of *planning* with two basic subprocesses that Mata and Gutiérrez (2005) catalogues as *genesis content* (pre-writing strategies such us *whirlwind of ideas*, *writing /thinking aloud*, and *organization of the content* (strategies based on graphic organizers such as *mind map*, *think-sheet light bulb*.

Phase 3: I am a writer: (May 3rd to June 8th). This stage is composed by Drafting and Transcription; here the *Word study* strategies strengthen because of the writing activities. The *POWER* strategy helps to understand the others such us *RAFT* writing strategy, and *tell-show*, *look-think and write*, *playing and learning with toys*.

Phase 4: My autobiography! (August 9th to September 14th). After all the process, finally pupils are ready to revise and edit their texts. In this phase students apply *COPS* strategy for editing and *ARMS* strategy for revising, in addition *Think-pair –share* in the activities developed.

4.6. Implementation plan

The following table shows the implantation of the phases aforementioned with the respective description; sometimes a topic is developed during two or three weeks depending of the reception or learning rhythm of the students with learning difficulties.

Date	Learning objective	Activity	Strategy	Indicator	Phase	Unit
Feb. 16 th 23 rd	To learn and practice the structure <i>What is your name? My name is...</i> To write his basic information on templates. To use the appropriate greeting according to the time of the day and if the situation is formal or informal.	Spelling the alphabet through a song, learning spelling strategies. Filling a chart with personal information. Workshop about formal or informal greeting. Draws and writing about the time of the day.	* <i>Spelling</i> (mark the problem part of a word) * Cover-check-say. *Writing on the air. *Using graph paper.	Students learn and practice simple spelling strategies, writing isolated words by hands-on activities.	Playing with words	Unit 1 Enjoy the review Topic: Hello!
Feb 24 th March 9 th	To copy and transcribe common words used frequently in the classroom.	Students list in mother tongue the sentences they usually say in classroom. Teacher helps to translate them into English and help them to identify written features by phonograms incorporating in basic sentences	*Tracing words. * Sentence building. *Spelling (Problem parts strategy, divide and conquer) *Family words	Students focus on internal features and follow basic orthographic patterns and sounds.	Playing with words	Unit 1 Enjoy the review Topic: I want to say...
March 15 th March 30 th	To select and delimit topics and contents through whirlwind of ideas. To learn what the POWER strategy consist on. To seek and increase new vocabulary.	Students select topics to write short sentences, but first they make a whirlwind of ideas. Students identify the unknown words in a writing and use the strategy	*POWER whirlwind of ideas *Think-sheet light bulb.	Students generate contents selecting and delimiting topics and the information through whirlwind of ideas before transcription process.	The magic pencil	Unit 2 In touch. Topic: I have an idea
April 5 th April 27 th	To learn the type of graphic organizers and select one according to the need.	Students make a mind map about twelve aspects of their lives, especially things they like.	*Graphic organizer: Mind map	Students organize contents taking into account the pertinent information using graphic organizers.	The magic pencil	Unit 2 In touch. Topic: Things that I like

May 3 rd May 11 th	To recognize the importance to know the type of audience and the role of the writer at the moment of work on compositions.	Students fill out a template of RAFT before to start writing their autobiography. Students	*RAFT writing strategy. *Graphic organizer: Cycling. *Sentence frames	Students take into account the role, audience, format and topic when make the drafting of the short text.	I'm a writer	Unit 3 Spotlights Topic: My routines
May 17 th June 7 th	To write short descriptions based on pictures made of himself or partners. To use graphic organizers according to the purpose.	Students draw some pictures related to the teacher's instruction. Students paste their works on the board and on the walls. Student selects a favorite picture and writes about it. Students make timeline to explain their live events.	*Tell-show *Look, think and write **Graphic organizer: Timeline. *Spelling with bottle caps	Students take into account the role, audience, format and topic when make the drafting of the short text.	I'm a writer	Unit 3 Spotlights Topic: I live with...
June 8 th	To identify the grammar structure in paragraphs and elements of cohesion.	Students write elements of cohesion learnt on slides of paper and paste in the respective color of the toilet paper according the function in order to form sentences.	*Playing and learning with colors. * Spelling tips (memory tricks)	Students understand and evidence target grammar structure and use the elements of cohesion by short compositions.	I'm a writer	Unit 3 Spotlights Topic: I join ideas
August 9 th 10 th	To write simple messages and letters taking into account the audience,	Students work on pairs and use RAFT strategy to make sort compositions according the event (invitations, messages, notes)	*Playing and learning with colors *RAFT	Students take into account the role, audience, format and topic when make the drafting of the short text.	My autobiog raphy	Unit 4 It's all about me. Topic: Writing to the world

August 16 th 24 th	<p>Students recognize words by sight into a context understanding the meaning of specific groups such as cognates.</p> <p>To write personal information in short paragraphs taking into account the grammar structure learnt</p>	<p>Students work by peers and teacher gives those pieces of paper with different vocabulary, pupils select the pairs of cognate and paste the on blocks (toys).</p> <p>Students write short paragraphs about their physical appearance, date and place of birth.</p>	<p>*Playing and learning with toys (blocks) *Think-pair-share *Spelling tips *Playing and learning with colors *Spelling tips and with bottle caps. *Think-pair-share</p>	<p>Students understand and evidence target grammar structure and use the elements of cohesion by short compositions.</p> <p>Students revise and edit the written text focusing in the content rather the grammar mistakes.</p>	<p>My autobiog raphy</p> <p>My autobiog raphy</p>	<p>Unit 4 It's all about me Topic: Cognates</p> <p>Topic: The body</p>
August 30 th 31 th	<p>To reinforce and write the names of the part of the house through dictation and locating them in a manipulative.</p>	<p>Students make crafts of a house and take dictation of the parts of the house. Then, they write short description about their house.</p>	<p>*Playing and learning with toys. *Linking letters (puzzles)</p>	<p>Students revise and edit the written text focusing in the content rather the grammar mistakes.</p>	<p>My autobiog raphy</p>	<p>Unit 4 It's all about me Topic: The house</p>
Sept 6 th - 13 th	<p>To apply strategies for revising in the final work of the Autobiography.</p>	<p>Students revise, and make the final details of their project of Autobiography.</p>	<p>*Think-pair-share *ARMS</p>	<p>Students revise the applying of some written elements such us add, remove, move, and substitute in their short compositions.</p>	<p>My autobiog raphy</p>	<p>Unit 4 It's all about me Topic: This is my life</p>
Sept 14 th 28 th	<p>To apply strategies for editing in the final work of the Autobiography.</p>	<p>To apply strategies for revising and editing in the final work of the Autobiography.</p>	<p>*Think-pair-share *COPS</p>	<p>Students revise the applying of some written elements such us capitalization, overall appearance, punctuation, and spelling in their short compositions.</p>	<p>My autobiog raphy</p>	<p>Unit 4 It's all about me Topic: This is my life</p>

Table 7. Implementation plan

4.7. Lesson planning model: The lesson planning model is based on the Castaño (2014) proposal of structuring of the class since the pedagogical knowledge and curricular knowledge aspects as well as the models of quality provided by the MEN. The LPM is carried out from the *Differentiated instruction* according the lesson; the materials are adapted or designed by the teacher-researcher. The structure is: the information related to context of the class (name of school, teacher, course, topic, unit) the information concerning to the class curriculum (objectives, instructional settings, materials, references). The teacher - researcher includes other elements like Approach, the Areas and Subareas to work (suggested by Bienestar Estudiantil de la Secretaria de Educación del Distrito, in each class, the didactic strategies.

In regards to the Objectives they were redacted taking into account the DOFASA School parameters as are the emphasis on the Attitudinal, Procedural and Conceptual aspects which are part of the Competences. About the procedure, the Opening is the introductory stage. It follows Warm up; it works as motivation to introduce the lesson through activities focused on improves areas and subareas involved in the writing process (motor skills, cognitive, sensorial, and emotional). In Activities, the vocabulary is presented trough several strategies; here is applied the first stage of Preview-View-Review paradigm. A necessary pause every fifteen minutes especially in grammar explanation it is carried out in Break time step, here students make short games, songs or physical exercises like Brain Gym.

Closing relates to feedback in different ways (orally, written, trough a game or artifacts). In Evaluation it is exposed the type of assessment, the improvement work for students with LDs or those students who are in risk. The homework generally is simple and short, is not assigned in every class. is important to carry out the learning process in class where pupils have more support and guidance. There is a space for Notes or Observations in case to do some.

Example of a Lesson planning model

<p>School: Técnico Domingo Faustino Sarmiento</p> <p>Teacher: Nidia P. Álvarez</p>	<p>Grade: Third Primary level (A1 CEF)</p> <p>Group: 305 Afternoon shift No of students: 35</p>	<p>Unit 3: It's all about me</p> <p>Topic: The parts of the house</p> <p>Time: 90 minutes</p>	<p>Approach: Preview-Review Preview.</p> <p>Areas and Subareas to work: A: Language: writing. A: Cognitive SB: Attention, memory</p>
<p>Objectives</p> <p><u>Attitudinal:</u> To demonstrate interest in having class participation.</p> <p><u>Procedural:</u> To reinforce and write the names of the part of the house through dictation and locating them in a manipulative.</p> <p><u>Conceptual:</u> To identify the parts of the house</p>	<p>References: Carr, J. & Bertrando, S. (2012) <i>Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom: A Guidebook for Teachers.</i></p>	<p>Materials: Toys: houses, farms and castles. Slides of paper. Adhesive tape Instructional settings Pairs</p>	<p>Instructional Strategies: *Differentiated instruction. *Brain gym: <i>thinking cap</i>. *Playing and learning with toys. *Linking letters (puzzles) *Think-pair-share.</p>
<p>Procedure:</p> <p><u>Opening:</u> The teacher will greet the class and the new <i>little teacher</i> will write the date and a rhyme on the board, he will check everybody brought the notebooks. Teacher will explain the activities and objectives for the class.</p> <p><u>Warm up:</u> Students write the rhyme: <i>This is the chair, this is the steeple, open the door, here are the people</i>. Then, they read it twice and look at it carefully, teacher erases the rhyme and volunteers go to the board to write it.</p> <p><u>Activities:</u> A pair (T.E.N and regular student) will make a review about the topic of the last class trough the think-pair-share strategy, they can write on the board if they consider necessary. Next the little teacher will give a photocopy about the parts of the house; they repeat after teacher writing on the air the letters. After that, they memorize the orthography.</p> <p>In the same pairs, students will close the notebooks and play with puzzles forming the letters corresponding to the parts of the house. Teacher monitors the activity. Immediately, the little teacher gives to the mates some slides of piece of paper. Teacher dictates a word leant and pupils write it on the slide, when finish they raise the hand. Teacher selects one who goes to the toy (house) and pastes the slide where corresponds, the dynamic repeats three times.. Now, through think-share-pare, students do the same activity with the toys given by the teacher.</p> <p><u>Break time:</u> The group makes some exercises of Brain gym like <i>thinking cap</i>. It consists in turn the head to the left, check if there is any tension in the neck; then, it repeats the movement with the head towards the right. Next, pupils will massage the ears by unrolling the fold of them by beginning at the top and going all the way to the bottom. It will be repeated three times.</p> <p><u>Closure:</u> Feedback: Teacher makes a feedback about the topic and explains the use of <i>there is</i> and <i>there are</i>, students write short paragraphs about the parts of their houses and work on a short workshop</p>			
<p>Evaluation: Type: Formative. Assessment: written performance.</p> <p>Homework: To make a craft of a house and bring to the class</p> <p>Improvement work: To continue at home some activities of tracing letters that teacher gave to pupils with LDs.</p> <p>Note: The level of instruction for mainstream is more demanding. The workshop is different for T.E.N in terms of level of difficulty.</p>			

Table 8. Lesson planning model

CHAPTER 5

DATA ANALYSIS

Once held the pedagogical proposal within this research study, this chapter presents a description of achievements and limitations in the process of data collection through the emergent categories and indicators; moreover it displays a discussion about the findings.

5.1. Data management

The process of data collection and the instruments used pointed out to answer how the implementation of instructional strategies influences on learner's writing skills from an inclusive classroom through autobiographies. The study had two stages; in the first one the researcher had the role of observer (2015-II); here the instrument of gathering data helped to characterize the population. In the second stage (2016) the role changed to researcher-participant (Burns, 1999) and the data collected addressed to respond the research question and the analysis of the categories as well their indicators.

One of the achievements in the process of data collection was the support of the school because of the collaboration of the parents for the children's participation. Equally, the principal teachers (2015-II, 2016), special educator and the academic coordinator provided relevant information about SEN students and let the access to the student's reports and information such as the type of transitional educational needs and their referrals. The instruments were employed considering ethical issues and the procedure was successfully applied in its totality of the group who participated actively.

With respect to the limitations, not all the students include in the Special Educational Needs program carried out the results of diagnostic tests, which complicated to categorize the type of learning difficulty. Nevertheless, the study counted with the support of the students' referral to the specialists and the process they have in the SEN program. A recurrent aspect that generally postponed the data collection was timing; most of the students spent much time and lost the attention while working on the activities assigned and the collecting data had to continue in another session. One consequence was that the topics planned covered two or three weeks and for that reason it was not possible to conclude the syllabus proposed. Finally, the changing in the number of sample in different phases of the study interrupted the monitoring and gathering data.

5.2. Data analysis procedure

At the same time as the development of the pedagogical intervention the teacher-researcher managed and organized the information of data collection in seven folders where the evidence was kept in a manila envelope using stickers to write the indicator they correspond. The video recordings and photographs were organized in the computer; in files and sub-files by date; as well in <https://drive.google.com/drive/folders/0Bz2nk9fTjhcPTjFZM1hyM0M1ZWc> are located more annexes because of space limiting in this paper.

The approach to analyze data was Qualitative Content Analysis, as identified by Krippendorff (2004) is a “research technique for making replicable and valid inferences from texts (and other meaningful matter) to the contexts of their use” (p.24). The author explains they are not limited to written one; in that sense, Burns (2005) complement the idea including “gestures, touching, and so on” (p.156). The process was inductive category development; hence

after the data collection was gathered was formulated “a criterion of definition, derived from theoretical background and research question” (Mayring, 2000).

The reducing of large amount of information was carried out by selecting the unit of analysis and it was determined and defined two categories; next, as Mayring (2000) explains the information of the data obtained were revised and checked with respect to their reliability. The validity and reliability was kept high through the reading and signing the consent letters before starting to data collection. To ensure the validity the sample was selected from the different categories of inclusive classroom (learning difficulties, borderline, and mainstream).

The information obtained converged through the theory, instruments and researcher; this triangulation process thanks to several instruments used during the research study to assemble, drawing comparisons from the different data and as expressed Cohen, Manion, & Morrison (2000) producing “substantially the same results”(p.112) avoiding biases. Following Burns & Grove (2003) the study was embraced from the *emic* perspective employed to find out the experience from the actors’ point of view and performance in relation to their experience during the pedagogical proposal in the research setting. The sample to analyze data was the half plus one which means eighteen students. Finally the examiner interpreted the results and made conclusions.

5.3. Data analysis and findings

In this section are exposed the findings about the implementation of instructional strategies and their influence on learner’s writing skills in an inclusive classroom through autobiographies. The analysis of categories considered the steps to follow in writing process summarized in the POWER strategy.

Category1. Word study as basis to understand a written text

Indicator1. Students learn and practice simple spelling strategies, writing isolated and contextual words by hands-on activities. Considering this is the first time students have an approach to the foreign language, the balance is very positive, in spite of, a reduced part could remember the grapheme-phoneme-correspondence and as result they wrote acceptably a given word by the teacher or a partner. To this respect is understandable the spelling struggle because of students' difficulty with the visual representation and the sound-symbol, they were able to read and write some words but most of them had troubles representing the orthography in motor memory (Planton, Jucla, Roux, & Démonet, 2013).

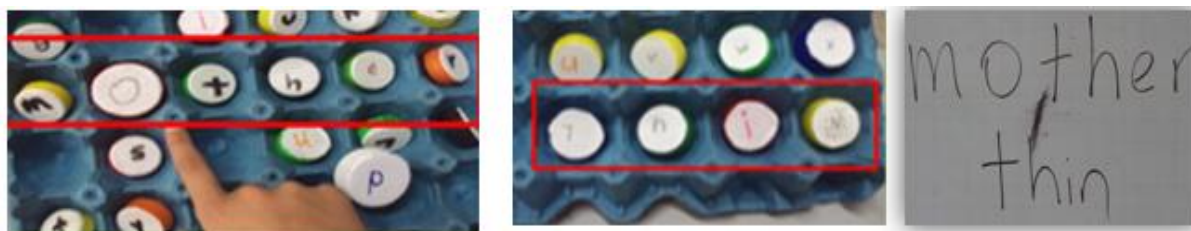


Figure 6. *Spelling with bottle caps* strategy, dictated words and checked on the board

The whole group understood English words are written and pronounced in different ways on the opposite of the mother tongue, moreover, they comprehended the importance of the relation between spelling and writing developing phonic awareness, as for example: a correct spelling avoids a written misunderstood; besides it increases vocabulary.

The strategies related to spelling were *problem parts*, *divide and conquer*, *memory trick*, *my word banks*, *spelling with bottle caps*, *linking letters*, and *playing and learning with toys*. To sum up, children had many opportunities to work on hand-on activities, in addition pupils started with a very low level (they did not have experience with the alphabet sounds) and went through to medium one. Learners reinforced this stage because the spelling system is alphabetic, and it symbolizes the connection between letters and sounds, “blending sounds helps to create words

and this alphabetic layer of instruction in English spelling is the first layer of information at work” (Bear et al. 1998, p.6).

Indicator2. Students reinforce word recognition following basic and orthographic patterns and sounds incorporating them in a short written text. When students started the course they did not recognize any word of a simple vocabulary, the data collected at this part showed the student’s progress in word recognition at sight as a prerequisite to word identification in order to understand the meaning of a short text (McCormick, 1995). The strategies had a favorable influence on learners because of through competitions about memorizing the features of some isolated words (word learning), a great amount of apprentices recognized some English written words from others and wrote them with a high level performance.

Strategies carried out optimally due to the enthusiastic of students to participate on them; memorizing the features and orthography of words, to this respect McCormick (1995) affirms that are “used to encourage reflective-rather than impulsive-behavior, and recognition of unique sequences of letters into words. “These activities require conscious detection of distinctive and redundant visual and orthographic information “(p. 263).



Figure 7. Adapted puzzles for *rebuilding texts strategy*. The grammar was explained through *playing and learning with colors strategy*

Students worked the majority of the activities through *peer to peer* and when they felt more secure they decided to work individually. For example, sorting words according their features into categories (family words, cognates) bearing in mind the similarities or differences in the patterns and sounds. The strategy was complemented with *problem parts* and *colorful drying*

I: ¿Cuál de todas las actividades realizadas para aprender a escribir palabras en Inglés te ha gustado más?

S13: La de las palabras que tengo que recordar y veo si gané destapando la tapita. Me gusta porque me da emoción si escribí bien o no.

S32: A mí me gustan mucho (...) los ROMPECABEZAS porque aprendo las palabras jugando y cuando voy a escribir yo ya sé como armarlas como en un rompecabezas.

S28: A mí primero me gustó la de escribir las tres palabras que se escriben y las 3 que me quiero aprender a escribir (.3) pero después me aburrí:

S9: No, la más chvere es la repintar en el papel transparente.

Excerpt of Students' interview (mainstream, LDs, Borderline), September 14th, 2016

The strategy *cover –copy–compare* was really beneficial for students with short term memory because the frequent repetition of the activity of words learnt. The students' expectation about knowing their performance was an interesting issue that encouraged an important number of pupils to participate on passing to the board, generating excellent results due to the sense of competence from the students, even those who has LDs as the follow excerpt of an Audio recording.

RQ: How does the implementation of instructional strategies influence on learner's writing skills development in an EFL inclusive classroom through autobiographies?	Date: May 17th, 2016 Place: DOFASA Branch: B, course 305	Strategy: Cover-copy-compare Transcription # 1 Length: 2: 39
Note: The excerpt of the transcription corresponds to the applying of the strategy to the Category 1. Word study as basis to understand a written word, <i>Indicator 3. Students focus on internal features of words through different strategies to reinforce word identification skills.</i>	Context: There are twelve words written on the board, they are in Spanish and are related to family members. There is equal number of cards pasted. After the word there is a space and next there is a card. Students write in the blank and next check by the card the word they wrote.	
Transcription		Details
T: Now #13 (name of the student)	Students raise their hands and teacher selects one borderline pupil.	
T: How do you write <i>hija</i> ?	Student starts to write in the word <i>hija</i> , the group reacts screaming. Student doubts and stays quiet.	
T: Vamos a deletrearle hijo a #13. How do you write <i>hija</i> ?	Teacher guides the student and encourage the group to helps her.	
Ss: /s//o//n/	Student writes "es"-o-n	
T: Borramos esta y... Ok volvamos a escribir	Teacher points out the /e/ and student erases all the word. Student writes again <i>es-o-n</i> and erases the "es" correcting the mistake.	

Figure 9. Excerpt of audio video recording #1, May 17th, 2016. Implementation of *Cover-copy-compare strategy*

It is important to highlight that the strategies applied, allowed for the most part of students to acquire meaningful learning when they remembered, identified, interpreted and classified information.

Category2. Executive process focusing on cognitive level implied in writing composition.

Indicator1. Students follow the stages for writing their pieces by the POWER strategy beginning with planning stage. The students understood the importance of apply this mnemonic strategy and following completely its steps. By the POWER strategy (Englert, C. S et al., 1991), learners went through its stages developed in diverse stages: Pre-writing (P, O), writing (W) and post-writing (E, R). As well and these steps: **P** - Plan your paper, **O** - Organize your thoughts and ideas, **W** - Write your draft, **E** - Edit your work, **R** - Revise your work, producing a final product.

The stage of *planning* is composed by two basic processes that Mata and Gutiérrez (2005) catalogue as *genesis content* and *organization of the content*. The information gathered by artifacts and proformas it was noticed the progress from low level to medium level in the half of students in terms of acquiring vocabulary. To overcome this difficulty, some strategies exposed in this research for this part of there are *questionnaires*, *whirlwind of ideas*, *writing and thinking aloud*.

Students complained to the teacher because they do not know some words for filling out the chart about their personal information as well as their parents. Teacher explained they can write in mother tongue the unknown words and use the dictionary. A student said “no entiendo qué hay que hacer” and some of his mates supported him. Then teacher explains one more time and makes an example on the board using a questionnaire contemplating a personal situation as an example. She uses the *writing and thinking aloud* strategies supported by *whirlwind of ideas*. When she finishes, the same students made comments like “ahhh, ya entendí, es refacil”

Proforma #9, March 15th, 2016

A significant issue is students learnt writers think about the elements of information to consider when writing. To this respect learners practiced the RAFT strategy relating to their autobiography where they took into account the role, audience, format and topic when make the drafting of the short text.

RAFT Writing strategy.			
Name: [redacted]		Last name: [redacted]	
Role	Audience	Format	Topic
Writer	Parents	Autobiography	Personal information
Writing piece I write about my life			

Figure10. Example of RAFT strategy for planning contents to the autobiography

At the beginning of the implementation, some students do not comprehend at all the purpose and the procedure of the strategies; it was necessary to repeat several times until they showed a better understanding and started to put them into practice across the activities proposed. In this sense the balance is positive due to the students' enthusiasm to start writing in a foreign language, and it was an evident progress in the performance of the students even it was the first time they closed to a foreign language in the written aspect. Students learn and practice how to use the dictionary to look up the unknown words they need to use in *their* short texts. Then and taking into account the student's low English level at the beginning of implementation the strategies, it was allowed to write in Spanish when pupils do not know all the words they need to generate his content.

After the process of planning the building of a short text, it started the *writing* stage, here students understood and evidenced basic target grammar structure and use the elements of cohesion by short compositions with some strategies that helps to acquire those issues. The aforementioned by strategies like *playing and learning with colors, look, think and write*, and finally *tell-show strategy*. The two last strategies does not work successfully at all due to the lack

of vocabulary and grammar; for that reason *playing and learning with colors* was the strategy more applied strategy and the results were better.

To Be verb		I am a good student/ She is an artist/They are good doctors
Other verb		I play soccer / She writes on the board/ They are singing awful
Subject pronoun		I live in Bogota/ Maria goes to the school / Music is fun.
Adjectives		The big birds /The red house/my beautiful sisters/ our small pet
Articles		The big birds/ an ice cream/ a lion/
Nouns		The big birds / my beautiful sisters / a big house
Complement		The big birds sing aloud / They are good veterinarians
Elements of cohesion		We go to the school by bus or transmilenio

Figure 11. Example of a guide to use *playing and learning with colors* in a workshop

Indicator2. Students organize their written contents taking into account the pertinent information using graphic organizers. The strategies correspond to *organization of contents* are based on graphic organizers, one definition of this tool is *organizes a variety of ways to understand the word's meaning* (Warren et al., 2012). For example, graphics for text structures (*concept map* and *sequence*), *graphics using five senses*, *think-sheet light bulb* and *mind mapping*. The majorities of learners introduce, review or mechanize the topic through the use of graphic organizers, selecting the one they consider convenient to depending on the purpose relating drawings with information. At the beginning of the implementation, it was allowed to write in Spanish the unknown words, then students did not feel pressure.

The graphic organizer that best adjusts to learner's writing needs and language level was mind map; therefore, students organized information through word, image, number, logic, rhythm, color and spatial awareness (Buzan, T. 2011).

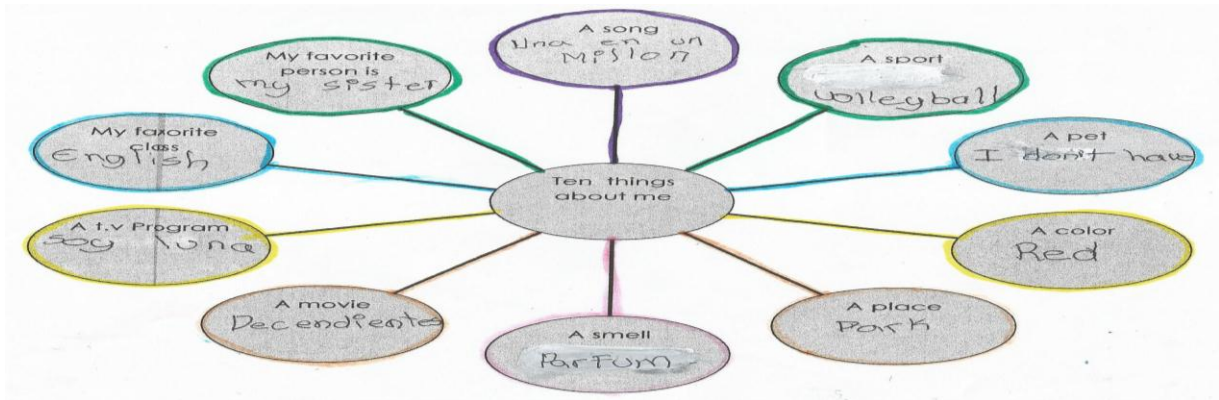


Figure 12. Mind map by modeling strategy

The *sequence graphic organizer* was well used too; in contrast *think-sheet light bulb* and *graphics using five senses* were less applied. It means students do not have the English language level it is supposed for A1. At that moment, they did not count with all the grounding in terms of grammas and syntax among others.

Indicator 3. Students implement the elements of editing such as capitalization, overall appearance, punctuation, and spelling in their short compositions by COPS strategy. The University of Kansas (cited by Tulbert, 1992) proposed in 1990 a strategy for Error-Monitoring Strategy (COPS) for monitoring written texts, which utility was assessed by Reynolds, Hill, Swassing, and Ward (1988). In the present proposal, scholars read again their texts and checked the mistakes they had by using COPS strategy chart.



Figure 13. Example of COPS chart and the corresponding text of a LD student

During the workshops, learners monitored their process, at the beginning by *think-pair-share* or *peer to peer tutoring* reading aloud depending on the situation.

COPS Strategy

Checklist		✓	✗
Capitalization The dog is big	Do you capitalize first sentences, names, titles?	✓	
Organization The (1) red (2) house (3)	How is your overall appearance? (space, neat, elements of cohesion, word order)	✓	
Punctuation ? ! . . :	Do you punctuate names, places, titles?	✓	
Spelling h-o-u-s-e	Do you spell the words correctly?	✗	

Read carefully and apply the ARMS strategy, take into account the words in the box. (Lee el párrafo y aplica la estrategia ARMS, ten en cuenta las palabras de la caja.)

Write in the blank the word or part that miss and circle the small letter. Rewrite the spelling. Build paragraphs. (Escribe en el espacio en blanco la palabra que hace falta y encierra en un círculo la letra minúscula. reescribe las palabras mal deletreadas. Forma párrafos)

Angela is a good girl; she is a good student and a good daughter. she lives at Suba neighborhood in an apartment with her father mother brother + grandmother. Angela is from Cali + now she lives in Bogota. She always goes to school at 7:00 am. Today Angela is talking with Henry. He asks to Angela: how old are you? "I am nine years." They rea talking about hobbies. for example, painting, playing. Angela says my favorite fruits are apple, heny mango + watermelon +. Henry says: they are my favorite fruits too!


Figure 14. Workshop using COPS strategy by modeling

Nonetheless, the monitoring is individual due to the children need are different as Carmichael, J. and Hale, B (2015) exposes in their article *Interventions for Students with Writing Disabilities*. The forceful results agree with the benefits that the teacher- researcher noted in the awareness of editing in her students and the progress from low to high in the group in general.

Indicator4. Students implement the elements of revising such as add, remove, move and substitute their written text by *ARMS strategy*. In this stage students understood by practicing, the difference between *editing* and *revising* through *thinking and writing aloud* strategy supported by modeling. After revising their writing, Topping & McManus, (cited by Davey, B and Davis, H, 2014) propose to use ARMS strategy. In this pedagogic proposal students followed the strategy in a very basic level and added details focused more on content, anyway other issues as coherence were present in fewer amounts. The basic level obeys to Robinson & Howell, (2008) leads to believe as *lack syntactic maturity*

- I. Read the paragraph and apply the ARMS strategy, take into account the words in the box. (Lee el párrafo y aplica la estrategia ARMS, ten en cuenta las palabras de la caja)

My name is Peppa Pig, I live with my family: my mother, my father, my brother and my pet. I like flowers beautiful. My best friend is Susie. My teacher is Madame Gazelle. My favorites class is Math and Science. My partners are Pedro pony, Zoe zebra, Emily elephant, Danny dog; we dance salsa music. I love to on mud puddles jump.



Add	Sheep we like to play dolls I go to the school and	Susie sheep, we like to play dolls. beautiful flowers
Remove	and my pet we dance salsa music	I go to the school. classmates are
Move	beautiful flowers I love to jump on mud puddles	jump on mud puddles. Salsa music
Substitute	are classmates	and my pet and Danny dog

Figure15. Example of artifact using ARMS strategy

In addition, they removed words or sentences that are not coherent with the text, moved words or sentences for a better order and substituted redundant Learners enjoyed expressing over writing skill, even when the vocabulary, grammar, syntax knowledge is reduced.

CHAPTER 6

SUMMARY OF RESULTS

This section describes the main results acquired in the research study in agreement of the two categories in the sample composed by eighteen students of the inclusive classroom (mainstream, students with transitory educational needs, borderline and low IQ). The rubric made as a tool of analysis evidenced the students' performance during the academic year concerning the instructional strategies implemented and was divided in High, Medium, and Low level (annex 5)

In the first category *Word study as basis to understand a written word*, at the beginning of the pedagogic intervention students were located in a low level with respect the EFL level (A1). To the first indicator the majority of learners (ten) kept the level and eight were in medium one. However, to the second indicator the situation was different after having an approach to the methodology and instructional strategies. It means, only three students were in low level while five students went through medium and ten increased to high level. To respect the third indicator, the improvement was more evident, five students were located in medium and thirteen scholar children were in high level.

Concerning the second category *Executive process focusing on cognitive level*, in the first indicator, it was an absolutely improvement of the pupils' performance. Students understood and followed the stages of pre-writing their short pieces. From eighteen students, fifteen achieved the high level and just three was in medium one. The next indicators come from the aforementioned related to POWER strategy. In the second

indicator, thirteen pupils obtained the high level and five were in medium level. The course in general learnt what type of GO use according their purpose of writing.

The result for third indicator *Students implement the elements of editing such as capitalization, overall appearance*, were equally positive. From the sample, three children had the medium level and fifteen achieved the high one. The COPS strategy was the easiest one to use in the stages of writing the autobiographies. To the final indicator, it was revealed a difficulty following the stage of revising. In other words, four children were in low level, five learners were located in medium level and nine students in high one.

One of the reasons is the group does not have all the EFL background necessary to develop complex issues. In spite of that, students applied the strategies and develop the topics the best they could, it was a great and actively participation. Those results concerning the students' performance are coherence with their learning pace. Most of the mainstream students had a notable improvement in their EFL learning process, however, pupils with learning difficulties obtain a relevant improvement of their process and some of them achieved medium and high level. The process of the performance was registered mainly by observation in the proformas, and assessed through rubrics in the monitor progress charts. Other instruments of data collection as audio-video recording and artifacts helped to analyses this process. At the beginning of the implementation of the instructional strategies, the developing of some of them in the writing production was quite hard due to the process of acquiring syntax, grammar, coherence; cohesion in a foreign language was not easy.

CHAPTER 7

CONCLUSIONS

Be mindful of the research question and the objectives, in this chapter are exposed the conclusions once finished the research study about the implementation of instructional strategies to enhance writing skills since an inclusive classroom.

According to the general objective of this study the conclusion is the influence on students in an inclusive classroom after implemented instructional strategies is very positive. The variety of instructional strategies adapted to the diverse learner's need, engaged them to work successfully pursuant to their learning pace. Respecting the first specific objective, the beneficial impact of the instructional strategies in the development of autobiographies was really great not only in the enhancement of the writing skill, but in the pupils' confidence. Moreover, pupils realized they had many opportunities to select the strategies for writing that they think adjust better depending on their learning peace and process; it is understood as they started developing metacognitive skills.

In second instance, the didactic instructional strategy that answers the individual needs in order to enhance writing skills in EFL learners since an inclusive classroom is the *Differentiated instruction*. It was very helpful for students, they had many chances to have a better performance doing their best just us their learning pace and exploring their interests and aptitude. In addition, another effective strategy concerning to writing was those which embrace the use of manipulative and adapted material such as *cover-copy-compare*, *spelling bottle caps*. Putting into practice the

POWER strategy made students realized the importance of following precise steps at the moment of start the process of writing.

Finally, the relevance of the autobiography in the writing skills process with EFL students, the conclusion is was an appropriate tool to apply the stages of the POWER strategy to writing production. The grand relevance of this instrument resides in pointing out to personal life, encouraged scholar children to write about familiar topics that they select and decide how and what to inform to others. The enough time students spent to write short a basic writings is an important progress due to are the result of a process where the students were not forced to go beyond their limits.

With regard to the conclusions about the learning in terms the research experience, this study served as a window to an understanding of importance considering many factors that enrich the pedagogic challenges, as taking into account the individual needs for implementing a proposal in a heterogeneous group. The research enhances academic understanding of a less explored topic in the Humanities faculty as dealing with an inclusive classroom (composed by transitory educational needs including borderline and mainstream students) who struggled with writing. This investigation provided information to teachers and students about the different strategies to develop in each one of the stages or steps for writing, making easier the approach of a foreign language.

Moreover, the adapted strategies and others proposed by the teacher-researcher, worked as well for mainstream. This contribution was recognized by the Academic Coordinator of the DOFASA school, she proposed to the teacher- researcher to include it as a part of the SEN program that works at the institution.

CHAPTER 8

GENERAL RECOMMENDATIONS

Once finished this research study that involved an interesting and challenging pedagogical intervention, a number of issues of this study for future research should be mentioned.

The role that the university has as a bridge between educative institutions and practitioners has a great effect on the future pedagogic practices of teachers-researchers; in this sense the Action research is appropriate to continue implementing in the projects not only at universities, but at public schools in order to detect difficulties and propose solutions. The recommendation to the school is to incorporate EFL teachers with the purpose English subject is taught by a professional in the area who offers a precise and equitable management of sources, methods, assessment among other aspects. In this order of ideas a flexible syllabus according the *Basic Standards of Competence in Foreign Languages: English* and Common European Framework or reference –CEFR-.

The relation of English contents with *other personal abilities* (annex 7) is very relevant and beneficial for learners due to the enhancing of developing and reinforcing areas and subarea that affect or influence in the students' performance. Other pedagogic considerations taken into account during this pedagogic proposal and study are summarized in annex 6. For a further research it is suggested the connection of writing and reading strategies; both skills are related in many aspects and allow to deep in some strategies worked in this research and reinforcing them.

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Annex 1

Consent letter Template

Bogotá, Febrero 16, 2016

Señores

Padres de familia/ acudientes curso 305 Jornada Tarde
Colegio Domingo Faustino Sarmiento

Cordial saludo. El presente documento tiene como objetivos informar y solicitar su colaboración con respecto al proyecto de investigación que se llevará a cabo como parte del proceso de obtención del título profesional en la Licenciatura en Educación Básica con Énfasis en Humanidades Español- Inglés (Universidad Pedagógica Nacional)

En dicho proyecto se tocarán principalmente temas como: la inclusión educativa, las Necesidades Educativas Transitorias, Lengua extranjera (Inglés), identidad de los estudiantes, Aprendizaje basado en proyectos, estrategias metodológicas, cartilla NET. Lo anterior en aras de aportar alternativas de mejoramiento en el proceso de adquisición de lengua.

Por lo tanto es absolutamente necesario contar con la aprobación de los padres de familia para la recolección de datos por medio de instrumentos como fotografías, videos, entrevistas grabadas, trabajos de los estudiantes, cuadernos, proyectos de trabajo. Debo aclarar que en atención a la Convención de los derechos del niño así como el Código de infancia y adolescencia ni la información suministrada ni la imagen de los menores será divulgada; se garantiza la protección de la identidad del estudiante. Por parte de ustedes solicitaré de manera formal y respetuosa su colaboración en el diligenciamiento de encuestas sociodemográficas y/o entrevistas. Igualmente su identidad será protegida además estaré presta a resolver cualquier inquietud que tenga.

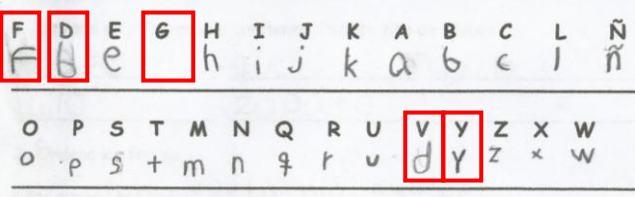
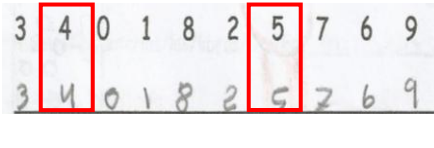
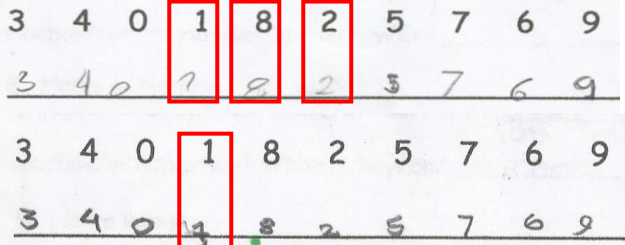
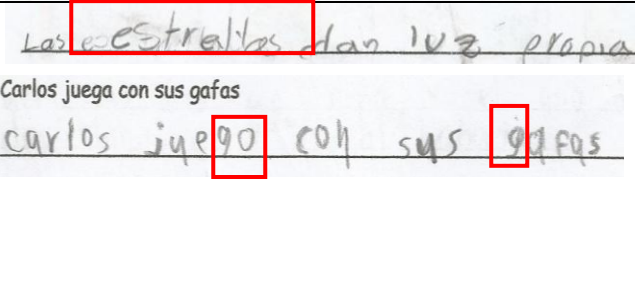

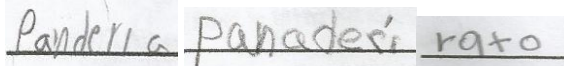
Quedo de usted muy agradecida,


Yo _____ autorizo participar en el proyecto al igual que mi hijo (a) / acudido, por lo tanto firmo a continuación.

Nidia Patricia Álvarez
Docente en formación

Padre de familia curso 305 Jornada Tarde

Description of the process evaluated in the test on other tongue

Process	Description	Results	Example
<p>Motor Objective: To know if the student is able to recuperate the allography corresponding to the capital letter.</p>	<p>Recuperation of allography (to transcribe form capital letters to small letters).</p>	<p>*Do not follow instructions: writing capital letters instead of small letters. *Confusion of letters D and B *Ignorance of writing some small letters.</p>	<p>1. Pasa la letra de mayúscula a minúscula.</p> 
<p>Objective: To know if the student has acquired the motor pattern of numbers and the trace development.</p>	<p>Transcription of numbers.</p>	<p>*Weak traces. *Confusion of numbers.</p> 	
<p>Objective: To know if the student has acquired the motor pattern of word and sentences.</p>	<p>Transcription of sentences. 3. Escribe de nuevo las siguientes frases. Las estrellas dan luz propia Carlos juega con sus gafas</p>	<p>*It does not show control of trace (weak traces) *It does not look clean the paper. *Changing one letter for another (g for q) *Irregular size of letters. *Do not follow instructions.</p>	
<p>Lexical: Objective: To know the ability to generate words</p>	<p>Presentation of drawing to write down the words.</p>	<p>*There is no identification of the object (drawing) to generate words in some cases. *Substitution of words.</p>	
<p>Objective: To know the influence of</p>	<p>Dictation of words with different length</p>	<p>*All the words were familiar to students, although there are</p>	

words with different length and familiarity and the orthographic transparency.	and familiarity. Words dictated: carretera, panadería, fin, ratón, nido.	omissions or addition in the words dictated.	<u>raton carretera</u>
Objective: To identify the type of syllable that causes confusion.	Dictation of words with different type of syllable. Words dictated: juguete, queso, kilo, zapato, cigarra.	*Difficulties in word which sounds correspond to more than one letter (/j/,/k/,/z/,/q/,/c/)	<u>juguete cigarra queso kilo</u>
Morphosyntax Objective: To know if students are able to order sentences of simple structure.	To build sentences from different clues.	*The level of complexity of building sentences is low. *The syntactic structure is not appropriate. *Repeating words.	<u>Los traviesos cacharros, juguetes</u> <u>La niña es la guapa</u> <u>La niña guapa es</u>
Planning Objective: To evaluate the ability to plan a narrative text supported by vignettes. To assess the textual coherence.	From four vignettes, to narrate a short story.	*Very simple narrations. *Basic explanations of the drawings.	 <u>Se levanta come su desayuno y trabaja</u> <u>Se acuesta</u> <u>me acuesto primero me levanto des pues desayuno des pues trabajo</u>
Objective: To evaluate the ability to write a descriptive text without visual support. To assess the textual coherence	To describe the favorite character without an image as a support.	*There description is not enough, there are no complete details about physical description or feelings.	9. Describe tu personaje favorito, si deseas puedes dibujarlo. <u>se llama Finas y Fer es vajita</u> <u>mi personaje favorito es guipudisqui</u> <u>mi personaje favorito son las brarbrie</u>


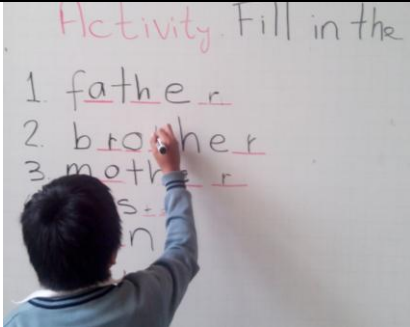
Annex 3


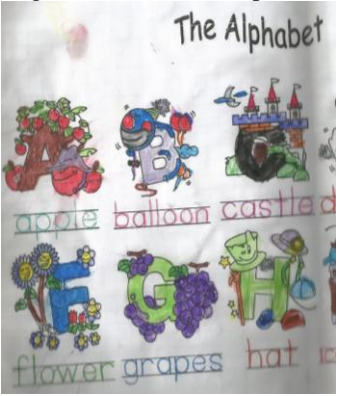
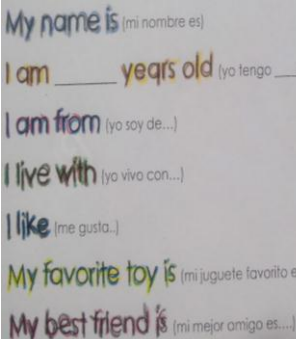
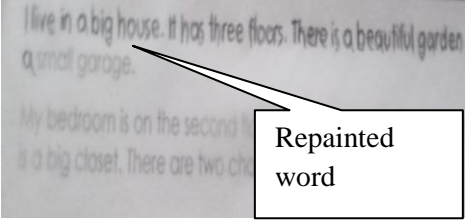
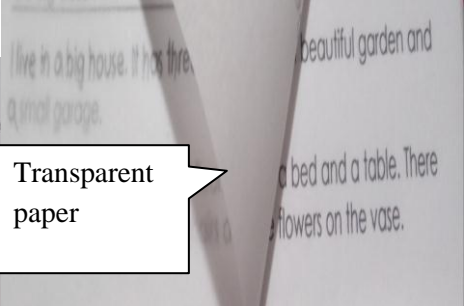


Teacher's report of the group.

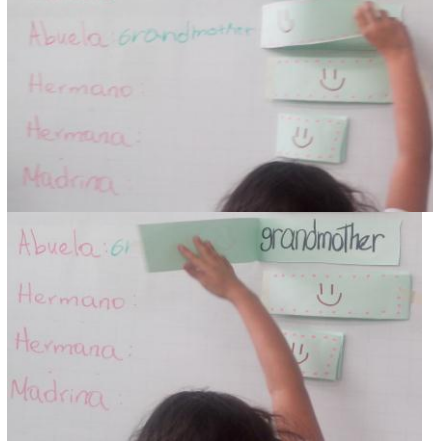
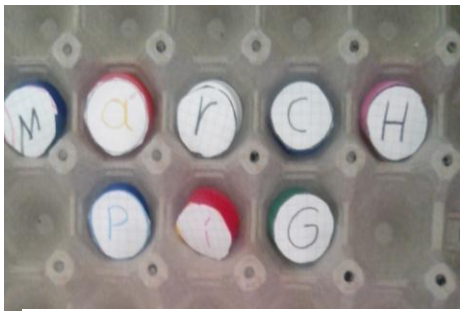
School: Domingo Faustino Sarmiento Date: March 30 th , 2016 Teacher: Nidia P. Álvarez		
In relation to the last course (2 nd grade) what have learnt students?	What do they need to learn?	What are their potential, abilities or talents?
<p>Isolated words.</p> <p>To work on some activities that improve attention such as puzzles, labyrinths, fill in the gaps about some topics studies such as professions, colors, and numbers.</p> <p>Listening skill was more practiced than others, it means that the pupils listen to the teacher when teaches some vocabulary, but they did not write short dialogues or compositions (just transcript)</p>	<p>It is absolutely necessary to work on writing skill and encourage getting habit for writing. This is one the most difficult aspects for the group in the process of learning EFL.</p> <p>To work on Word study such as spelling, and phonograms; as for example, distinguish isolated words one from others and use them in context in short texts.</p> <p>To learn about several steps needed to write a text (plan, organize, edit, revise).</p> <p>To be conscious about the importance to know the public, issue and his role when plan to produce a written text.</p> <p>To deep in topics should learn in third grade according Basic Standards in Foreign Language: English.</p> <p>Simple grammar structures according to the A1 EFL.</p> <p>Vocabulary in context to their needs.</p> <p>Routines, habits of study, and strategies for learning and improve their interaction in terms of affective, cognitive and expressive systems.</p>	<p>Drawing.</p> <p>Projects based in Arts.</p> <p>They participate actively in ludic activities they enjoy.</p> <p>They show encouraged to work in English subject.</p>
<p>Comments: To sum up this interpretation of the observations made in this semester, I consider relevant to mention that it was not noticed specific activities or reinforcement worksheets directed to those TEN students in order to help them with their writing difficulties in a foreign language. The content of the subject did not involve topics that according to the MEN and Guide No 22 (Estándares Básicos en Competencias en Lenguas Extranjeras: Inglés) the group should learn. In addition, the methodology was magistral in the sense that there was not a strategy to present the themes but taking in consideration the diverse population. Also were not projects, topics, or activities, which worked on the four skills, I have to say the activities were neither meaningful nor demanding. The staff did not have the proficiency to teach the subject; as a result, the group learnt isolated and mispronounced words. Pupils could not recognize written words or expressions because they did not have the habit or writing, even the students did not have an English notebook or folder where keep the material worked, it was recurrent to forget it.</p>		

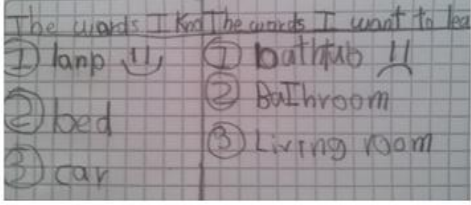



Annex 4

Instructional strategies



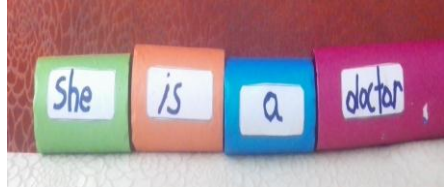
Strategies concerning to Word study				
Strategy / Description	Teacher instruction	Students performance	Example	Resources / Ref.
<p>Rebuilding texts. This strategy is well known as <i>sentence building</i> or sentence combining. It encourages the student to work on grammar structure in a simple way. The level of difficulty of those sentences depends on the students' learning rhythm. A variation is the sentence expansion which consists in adds more information to the sentence to respond the <i>Wh questions</i>. As a result, writing skill of students go from a sentence to short paragraphs.</p>	<p>Teacher fragments a text in some strips taking into account the textual clue should be easy the student recognize at the moment of organizing the fragments in paragraphs. Teacher select texts according the course, the language level, the characteristics of the group. It is interesting to work on topics that are familiar or reveal interests of the students.</p> <p>Another option rather slides of paper are adapted big puzzles with simple sentences in order to work with children with low English level and LDs students.</p>	<p>Students can work individually or in small groups like in <i>think-pair-share strategy</i>. Students receive several scrambled strips with information from a text. Equally like in a puzzle, students have to organize the information, but taking into account the semantic unit the text has. Then students rebuilt slides it in order to form a paragraph with sense.</p>	 <p>Examples of the implementing the strategy during the pedagogic intervention of the teacher-researcher.</p>	<p>Mata, F. S. (2000). <i>Necesidades educativas especiales en la expresión escrita</i>. Granada: Universidad de Granada.</p>
<p>Gap filling. This activity demands student put in practice the local coherence giving sense to the sentence and the paragraph. With students with LDs is better to star gap filling single words in order to mechanize vocabulary.</p>	<p>Teacher presents the new vocabulary to work for the topic. After the repetition of the pronunciation and complementing with the LSCWC teacher writes on the board, posters or cards the vocabulary taught. Then teacher writes the words giving spaces in blank and asks for volunteers to fill them. Another possibility to select students is by the rhyme <i>eeany, meeny, miney, mo</i>.</p>	<p>Students fill in the blanks the information required. Depending on the resources teacher gives them they work on pairs or individual. Some resources may be the whiteboard, photocopies, tablets, small computers (toys)</p>	 <p>Student with LDs practicing the vocabulary learnt about family members through gap filling.</p>	<p>Mata, F. S. (2000). <i>Necesidades educativas especiales en la expresión escrita</i>. Granada: Universidad de Granada.</p>

<p>Tracing words</p> <p>This strategy works for improve handwriting too.</p> 	<p>Teacher explains the advantage of tracing words to the students with learning difficulties. Teacher selects the type of tracing according the learning rhythm, the English level and the topic.</p> 	<p>Students with LDs should repaint the letters of a new word with different colors in order to memorize the spelling, the features of the word learnt. Other alternative is tracing sentences over a transparent paper.</p> 	  	<p>McCormick, S. (1995). <i>Instructing students who have Literacy problems</i>. Englewood Cliffs, NJ: Merrill. Second Edition</p>
<p>Playing and learning with Toys</p> <p>It should be perceived by students as a free activity of creation. Through playing with toys students strengthen the concentration and language.</p>	<p>Teacher should take into account the grade, the student's age, the cognitive style, the language level and the topic to study in order to select the toys, their material they are made of and the game. He has to promote a pleasant environment and guide the use of toys with a learning purpose.</p>	<p>Students put into practice what they have learnt by playing with toys. They should follow the rules exposed by the teacher in order to achieve the goals and enjoy the activity.</p>		<p>Martínez, N. (2011). <i>Aprender jugando y juguete adecuado</i>. Innovación y experiencias educativas. Retrieved from http://www.csi-csif.es/andalucia/modulos/mod_ense/revista/pdf/Numero_38/NATALIA_MARTINEZ_URBANO_01.pdf</p>

<p>Cover-copy-compare It is a common strategy to work on Spelling; another name is <i>Look, Say, Cover, Write, Check (LSCWC)</i>. It adjust to all ages and works for students with LDs and mainstream as well. It has many variations that teacher can take into account depending on the context and population</p>	<p>*This is a variation by the teacher-researcher: Teacher writes on the board in a column, a list of words related to the topic presented, then explains the dynamic: Look the whole word carefully paying attention to the details. Say the word with correct pronunciation (after teacher does), cover the word. Write the word learnt from memory in the second column, and check if the spelling is correct; if not start again the process.</p>	<p>Pupils study the words carefully taking into account the details such as the form of the letters, the size among others. Pupils pronounce the words while study. After teacher erases or covers the words, they go and write the word selected by them or indicated by the teacher. Next, they write and open a cardboard checking and comparing the spelling.</p>		<p>Skinner, C. H., McLaughlin, T. F., & Logan, P. (1997). <i>Cover, copy, and compare: A self-managed academic intervention effective across skills, students, and settings</i>. Journal of Behavioral Education, 7, 295-306.</p>
<p>Spelling with bottle caps. This strategy is very simple but it is helpful to use with students with LDs caused by their permanent confusion of the phonemes. It is advisable students take part of the process of elaboration of the resource.</p>	<p>Teacher can use this strategy in many ways; for example teaching the alphabet. In this case teacher writes the alphabet on the board or presents it by a poster. Then, teacher points out a letter and pronounces it. Teacher asks pupils to look for a bottle cap with the same letter and pronounce it while they put it into an eggs box. Another variation is dictating slowly a word letter by letter.</p>	<p>Students participate in the process of elaboration the material. After making circles with the size of the bottle caps, pupils cut them and write every single letter from the alphabet with some specific colors. Next, they paste on the bottle caps and get ready for the teacher's spelling. They put the correspond letter in the egg box.</p>	 <p>Example of the strategy carried out during the pedagogic intervention of the teacher researcher. (march, pig)</p>	<p>Strategy proposed by the teacher researcher Nidia Patricia Álvarez (2016)</p>
<p>Spelling tips The steps for spelling are: Look Spell Think Picture Look Cover and write</p>	<p>Teacher explains every single strategy according the situation and prompts to put it into practice through modeling. Problem parts strategy: Teacher writes a word on the board and encourages pupils to think about the word</p>	<p>Memory trick strategy: students reflect about which part of the word causes him difficulties and mark them (Leaves) Next he thinks in other words with those letters (dream, eat) finally he creates a memory trick (Don't eat</p>	<p>Divide and conquer: Divide long words I short pieces, for example: Sep/tem/ber night/time Another alternatives are make <i>family words</i> with the sames sounds (cat,hat. Bake, cake. Bold, cold). To wok on homophones and cognates. To write the prononunciation above the</p>	<p>Beers, Beers,J., Cramer,R., & Hammond, W.Dorsey. (1995). <i>Spelling</i>. Scottforesman.</p>



	marking the problem part (e.g. <u>Know</u>) and imagine the word written with the part marked.	the leaves)	word (just for LDs students)	
<p>My Word Banks Strategy adapted to work on Word recognition. It is helpful to increase vocabulary, practice handwriting, self-regulation and recognize words.</p>	Teacher suggests checking the notebooks and workshops with the purpose to select three words students know how to write them. Then they write them down in a piece of paper and. Teacher confirms they really recognize the features write the words on the board. Next, pupils choose another three words but they consider they struggle to write and want to practice until they mechanize the writing. Scholar children write them on a piece of paper and put them in the box Words I want to learn.	Every three weeks (or when teacher decides) students select the words they are really sure know how to write them and do it in a piece of paper for introducing in a box named Words I know. They confirm that through passing to the board and write them. Then, pupils do the same with the words they are insecure about writing, they write them down in a slide and ut them in the box Words I want to learn. They practice at home an next class they go to the board to check they review their writing.	 <p>The words I know The words I want to learn</p> <p>1 lamp 1) 1 bathtub 1) 2 bed 2 Bathroom 3 car 3 Living Room</p> <p>The words I know The words I want to learn</p>  	Strategy adapted from McCormick, S. (1995). <i>Instructing students who have Literacy problems</i> . Englewood Cliffs, NJ: Merrill. Second Edition
<p>Colorful drying rack Strategy implemented to work on phonics through family words or phonograms.</p>	Teacher explains first the issue about family words in spelling having in mind the sounds and the written features to explain and practice. After classifying the sounds in categories under the guidance of the professor the strategy works with problem parts strategy in order to complement and makes easier the steps.	Students work by per to peer and practice the pronunciation of the words under the teacher's direction. Having the classification of the sounds from the words given, pupils writes the phonograms in the colorful papers and pressure them with the clothes pegs which have the same color of the papers.	 <p>Words dictated: fat, cat, cake, bake, make, near, dear, fear, bold, call, hall, mall</p>	Strategy proposed by the teacher-researcher.

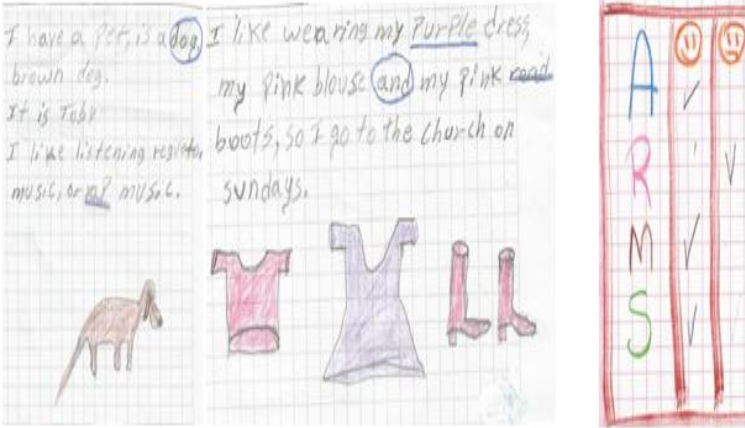

Strategies concerning to Executive Process: Writing (drafting and transcription)								
Strategy description	Teacher instruction	Students performance	Example		References			
<p>RAFT Writing strategy It incites creative thinking and stimulates pupils to reflect in unusual ways about ideas or concepts they have read as they respond to prompts for: Who are you as the writer? To whom are you writing? In what format are you writing? Topic: What are you writing about?</p> <p>Tell-show strategy Another name is Show me –sentences Both names correspond to the same strategy; it consists in differentiate telling from showing.</p>	<p>Teacher explains pupils there are several perspectives writers consider. Teacher proposes to write a RAFT about specific content and motivate the group to choose the role, topic, audience they will address, format and topic related to. Teacher prompts writing guiding a Think-aloud class. Teachers encourage students to assume the role of a writer who thinks in their readers, for that reason teachers has to motivate pupils to describe in detail in order the reader can picture the scene. To prompt writing, teachers read aloud the selected sentence from a situation or event. After that, teacher inquiries about details from that sentence in order to pupils give more information expanding the sentence into paragraphs.</p>	<p>Students participate actively in a Think-aloud class proposing ideas for writing the text. Students write their own RAFT according the teacher’s instruction; they can do it individual or in small groups. Students select an option of every single issue in order to write their own RAFT. Volunteers read aloud their RAFTS. The activity is developed very fast (10 mins) Students make a draft of their text selecting a situation or event to write about it. Students make a handout with two columns: in one of them pupils just write a sentence without many details. In the other column pupils expand the information with details that enrich the writing with mental pictures. Taking into account the example in the figure a possible prompt could be: how is the opening of the musical? What effects make interesting the starring acting?</p>	Role	Audience	Form at	Topic	<p>Author: Santa, C., Havens, L., & Valdes, B. (2004). Project</p> <p>CRISS: Creating Independence through Student-owned Strategies. Dubuque, IA: Kendall Hunt.</p>	
			Teacher	Parents	Notification	Meeting		<p>Writing piece Good afternoon. The next Monday will be a meeting at 2:00 pm in the Auditory with the purpose to give a student’s report.</p> <p>Doug Fisher and Nacy Frey, San Diego State University</p> <table border="1"> <thead> <tr> <th>Tell (Say it very simply)</th> <th>Show (Describe it in detail)</th> </tr> </thead> <tbody> <tr> <td>The musical <i>Dancing with angels</i> has an excellent opening.</td> <td>At the beginning of the musical <i>Dancing with the angels</i> it is amazing. The starring appears flying around the skies and the music accompanies his movements. Suddenly, an angel gives him a flower with the colors of the rainbow and stars twinkle at the same time that the starrings sings with a beautiful voice.</td> </tr> </tbody> </table> <p>The image is based on Peha, S. (2003). The writing teacher’s strategy guide.</p>
Tell (Say it very simply)	Show (Describe it in detail)							
The musical <i>Dancing with angels</i> has an excellent opening.	At the beginning of the musical <i>Dancing with the angels</i> it is amazing. The starring appears flying around the skies and the music accompanies his movements. Suddenly, an angel gives him a flower with the colors of the rainbow and stars twinkle at the same time that the starrings sings with a beautiful voice.							
					<p>Phea, S. (2003). <i>The writing teacher’s strategy guide</i>. TTMS.ORG</p>			




<p>Look, think and write.</p> <p>Another name for this strategy is Sentence frames. This strategy is appropriate for students with low proficiency in reading and writing in EFL. Through visual clues the students form thoughts and identify information, scaffold understanding and communicate knowledge. This strategy is possible to complement with <i>think sheet</i> strategy</p>	<p>Teacher presents a picture- to scaffold the process- with enough visual information to detail. Teacher writes, dictates questions or give them in a photocopy the sentences to motivate pupils to compose a description. A variation is giving questions to answer based on the image. Teacher can carries out the strategy without picture; instead he/she prompts to produce writing taking into account the Sentence starters.</p>	<p>Students look at carefully a picture and detail all the elements and situations. Students answer the questions about the image modeling grammar. When there is no picture, student should pay attention to the context perceived in the written and information given by prompts and complete the blanks.</p>	 <p>*The couple in the picture are in _____ *The weather is _____ *The house is placed on _____</p> <p>Picture drew by Nidia Patricia Álvarez</p> <p>What is your favorite t.v program? My favorite _____ is _____ because _____ What time does it start? It _____ at _____ in the _____</p>	<p>R. Le Clair. (2000). Look, think and write. Cheectowaga-sloan Handbook of Practical Reading and Writing Strategies. P.12. (Cheektowaga: Sloan Union Free School District, 2000). Retrieved from: http://gse.buffalo.edu/or/writingstrategies/PDF/Files/CHEEKTOWAG A-SLOAN.PDF</p>
<p>Playing and learning with colors</p> <p>It is necessary to adapt material in this case toilet paper covered by papers with different colors. It helps to teach simple grammar structures.</p> <p>Yellow: Verbs Orange: To Be Verb Light green: Subject Pronoun Blue: Articles Pink: Complement Red: Adjectives Dark green: Nouns</p>	<p>Teacher explains that every toilet paper has a color which represents an element of the grammar structure like this: To Be verb, subject pronouns, articles, complement, adjectives, nouns. The teacher shows an example on the board. Teacher gives in disorder some words in order to build sentences. Writing short sentences by the combining the prior strategy with another one: Think-pair-</p>	<p>Students write on a piece of paper the word given, they cut them and paste on the toilet paper with adhesive tape, next they go to board and show the composition with the class. The complexity of the sentence is increasing according the progress of handle the strategy.</p>	 	<p>Strategy proposed by the teacher researcher Nidia Patricia Álvarez (2016)</p>




	share, it means the pairs are conformed by a mainstream and a T.EN student.			
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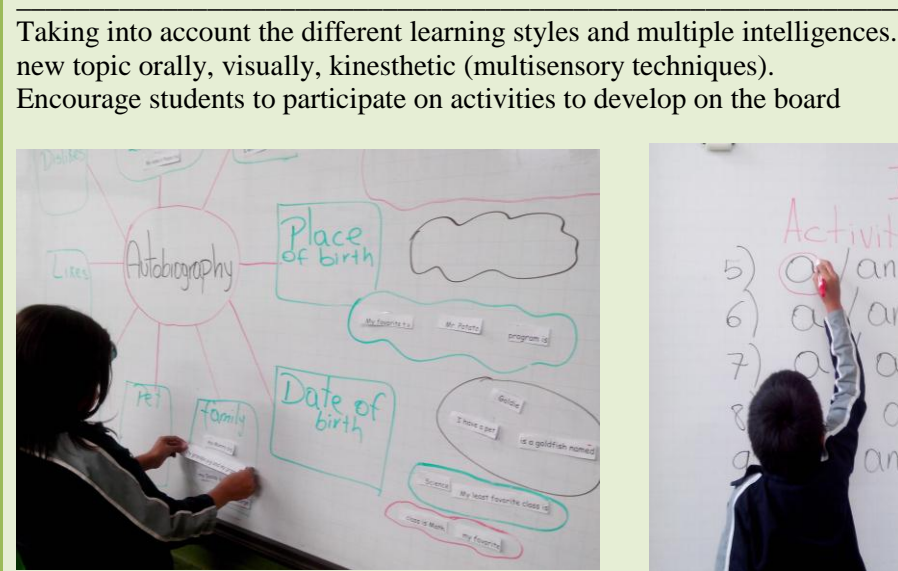
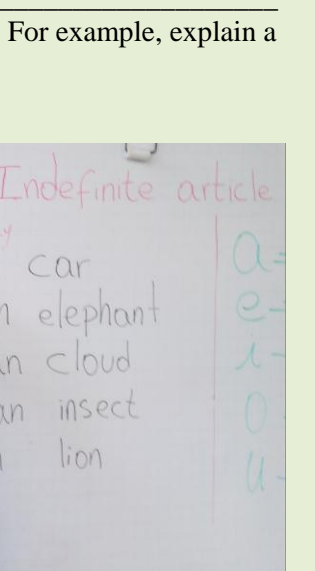
Strategies concerning to Executive Process: Revising and Editing



Strategy description	Teacher instruction	Students performance	Example	References
<p>Peer tutoring</p> <p>. Among its advantages are: provide space for inclusion, positive effects in social relationships, increase sense of responsibility.</p>	<p>This instructional strategy uses pairings with learning pace to belong a tutor of a lower-performing partner Teacher explains what a collaborative work mean is, and the advantages of that. Details the role of the tutor and highlights the other student can give opinions and have an active role too in the development of the task.</p>	<p>Student support to another in terms of reviewing a topic, explaining an instruction, clarifying doubts, working together in a workshop or task. If one of them has questions they count down with the teacher's support.</p>		<p>Nguyen, M. (2013). <i>Peer tutoring as a Strategy to Promote Academic Success</i>. Research brief. Retrieved from: https://childandfamilypolicy.duke.edu/pdfs/schoolresearch/2012_PolicyBriefs/Nguyen_Policy_Brief.pdf</p>
<p>Think-pair-share</p> <p>One of the advantages is student feel more comfortable and secure to expose his ideas, opinions or participate in class after discussed the topic or task with a peer. This strategy works as Peer tutoring as well.</p>	<p>Teacher asks a question about the present topic and gives a few minutes to think and answer. The strategy could be adapted for other type of activities: orally or written, even developing a project, or revising a text. Another uses are review vocabulary, make summaries, conclusions, interpretations among others.</p>	<p>Students discuss within pairs the answer and share each other their opinions. After having a common answer they share or report to the whole group. Students keep concepts in working memory through this strategy. Students</p>		<p>Carr, J. and Bertrando Sharen. (2012). <i>Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom: A Guidebook for Teachers</i>. WestEd.</p>

<p>ARMS Information exposed in Van Horn. S (October 11, 2012). <i>Third grade thoughts</i>. [Blog]. Retrieved from:http://www.3rdgradethoughts.com/2012/10/writers-workshop-revising-arms-editing.html</p>	<p>Teacher explains the meaning of the acronym ARMS Add details or descriptions Remove words or sentences you don't need or do not have coherence Move words or sentences that go in another place Substitute words for others if needed.</p>	<p>After writing their short texts, students work in pairs (or individual according their learning pace) and revise they have followed all the stages from ARMS strategy. Students can interchange their works with a mate to revise each other and make comments about the process.</p>	<p>Excercises from the same student checked by ARMS</p> 
<p>COPS There are several versions of this strategy as for example: COPS Creative/Content, Organization, Punctuation, Spelling</p> <p>Lauzon, N. (2014). <i>The COPS editing strategy</i>. http://www.ldatshool.ca/literacy/the-cops-editing-strategy/</p>	<p>Teacher explains the acronym and what to do in every single step. Equally, remains the importance of not skipping the edit and self-revise process when write their compositions.</p>	<p>Students re-read the text and revise it taking into account other aspects not only the content itself.</p> <p>Capitalization Overall appearance Punctuation Spelling</p>	 <p>Exercise using COPS after producing a short text</p>

Annex 5 Instructional strategies to enhance writing skills in an inclusive classroom			
Category 1 Word study as basis to understand a written word	High 	Medium 	LOW 
<i>Indicator1. Students learn and practice simple spelling strategies, writing isolated and contextual words by hands-on activities.</i>	The student remembers the grapheme-phoneme-correspondence of all the words at sight recognizing and writing most of the isolated and contextual words incorporating in a context. In addition, the student is able to write all the given words by the teacher or mates' spelling.	The student sometimes remembers the grapheme-phoneme-correspondence of some words at sight recognizing and writing few of the isolated and contextual words incorporating in a context. In addition, is able to write some given words by the teacher or mates' spelling.	The student does not remember any grapheme-phoneme-correspondence of all the word at sight neither recognizes nor writes isolated or contextual words incorporating in a context. In addition, the student is not able to write any given words by the teacher's or classmates' spelling
Students (# according to the list of attendance)		1,3,9,12,15,20,27,29	2, 10,11,13,14, 23,26,28,33,34,
		Total: 8 students	Total: 10 students
<i>Indicator2. Students reinforce word recognition following basic and orthographic patterns and sounds incorporating them in a short written text.</i>	The student memorizes the features of some isolated recognizing some English written words from others incorporating them in a short text. Equally, the student sorts words according their features into categories bearing in mind the similarities or differences in the patterns and sounds.	The student memorizes a little the features of some isolated recognizing some English written words from others incorporating them in a short text. Equally, the student sometimes sorts some words according their features into categories, but sometimes confuses the similarities or differences in the patterns and sounds.	The student does not memorize the features of some isolated and is not able to recognize some English written words from others and cannot incorporating them in a short text. The student does not sort words according their features into categories, he cannot recognize the similarities or differences in the patterns and sounds
Students (# according to the list of attendance)	1,2,3,9,12,15,20,26,27, 28, 29	13,14,23,32, 33,	10, 11, 28
	Total: 10 students	Total: 5 students	Total: 3 students
<i>Indicator3. Students focus on internal features of words through different strategies to reinforce word identification skills.</i>	Students reinforce word identification evidencing improvement of their short term memory.	Students reinforce a little word identification and sometimes evidence improvement of their short term memory.	The student do not reinforce word identification do not evidence improvement of their short term memory.
Students (# according to the list of attendance)	1,2,3,9,12,14,15,20,23, 26,27, 28,33	10, 11,13,33,32,	
	Total: 13 students	Total: 5 students	

Rubric Instructional strategies to enhance writing skills since an inclusive classroom			
Category 2 Category2. Executive process focusing on cognitive level implied in writing composition.	High 	Medium 	LOW 
<i>Indicator1. Students follow the stages for writing their pieces by the POWER strategy beginning with planning stage.</i>	Students use the POWER strategy to start the writing of their pieces of paper; they select the appropriate strategy for planning.	Students use the POWER strategy to start the writing of their pieces of paper; they need help to select the appropriate strategy for planning.	Students use the POWER strategy to start the writing of their pieces of paper; they are not able to select the appropriate strategy for planning.
Students (# according to the list of attendance)	1,2,3,9,11,12,14,15,20,23, 26,27, 28,32,33 Total: 15 students	10,13,34, Total: 3 students	
<i>Indicator 2. Students organize their written contents taking into account the pertinent information using graphic organizers.</i>	Students organize information through word, image, number, logic, rhythm, color and spatial awareness. They are able to select the graphic organizer they consider convenient depending on the purpose	Students organize a part of information through word, image, color, spatial awareness. They are able to select the graphic organizer they consider convenient depending on the purpose.	Students do not organize information appropriately. They are not able to select the graphic organizer convenient depending on the purpose.
Students (# according to the list of attendance)	1,2,3,9,12, 13,14,23,15,20,26,27, 28 Total: 13 students	10,11,23,32, 33, Total: 5 students	
<i>Students implement the elements of editing such as capitalization, overall appearance, punctuation, and spelling in their short compositions by COPS strategy.</i>	Students edit their written compositions following all the steps of COPS strategy.	Students edit their written compositions following some steps of COPS strategy.	Students edit their written compositions, but they do not follow the steps of COPS strategy
Students (# according to the list of attendance)	1,2,3,9,11,12,14,15,20,23, 26, 27, 28, 33. Total: 15 students	10,33,32, Total: 3 students	
<i>Students implements the elements of revising such as add, remove, move and substitute his written text by ARMS strategy.</i>	Students revise their written compositions following all the steps of ARMS strategy.	Students revise their written compositions following some steps of ARMS strategy.	Students revise their written compositions, but they do not follow the steps of ARMS strategy
Students (# according to the list of attendance)	1,2,3,9,11, 12,14,15,20 Total: 9 students	23, 26,27, 28,33 Total: 5 students	10,33,32, 34 Total: 4 students

Issue	Annex 6 Pedagogic considerations	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">General issues</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication</p>	<p>Give one instruction at time. Repeat, review as many times is necessary, some students have short term memory. Model the activity or assignment. Arrange chairs to work in pairs for collaborative work (<i>per to peer, think. -pair –share</i>) Talk frequently about the tolerance of the people differences</p>	
	<p>Use simple language to give instructions and speak lower. Ask specific and precise questions that needs the same type of answers Introduce information in simple formats as graphic organizers, pictures, tables. Use fonts in written texts that appear bigger for a better comprehension, e.g Arial, Century gothic, Comic sans. Respect the writing of letters the school has taught them; do not confuse students for example with letter /a/, /ɑ/ Use letters of big size on the board. Use Word Walls or English corner where to have in public important information about topics and words learnt. <i>Tracing words:</i> This strategy works for improve handwriting</p>	
<p>Taking into account the different learning styles and multiple intelligences. For example, explain a new topic orally, visually, kinesthetic (multisensory techniques). Encourage students to participate on activities to develop on the board</p>		

Classroom management	<p>Walk around the classroom, monitor small groups. Speak looking at pupils eyes, calling by their names, and do not speak while you are writing on the board. To be tolerant to some inappropriate responses and talk to the pupil. Work on routines, values, class rules, punctuality, and discipline. Using wall clock or chronometer to warn pupil how long they should work on a task. Publish a list of students with the date of class per week to let them know how the discipline was. To give a task of responsibility for example, being a <i>little teacher</i> by class or week. There are some requirements to accomplish such as be responsible with homework and materials (notebooks, pencil case, etc) Reinforce positive comments. Reward attention. To call the student before give an instruction.</p>	
Time	<p>Activities should have a length of 10 -15 minutes and change the dynamic of the topic. Attention level is short in Ss with LD. Decrease length of activities, lesson and homework. To give enough time to students copy from the board or finish a written activity, pressure can activate affective filters. Give enough space to write the answers. It is recommended to break time in some specific moments such as they feel tired or confused then songs, rhymes, tongue twisters or Brain Gym are good alternatives.</p>	
Contents	<p>Explains the objectives of the lessons, activities, projects, games. Add topics that result familiar to pupils and reflect their interests. Do for writing a social activity where teacher and students write together. Guided practice helps to concentrate on grammar or form aspects that need to strengthen.</p>	
Contents	<p>In the Genre-based approach the main contents are related to Literacy writing instruction; it is focused in “how to use language patterns to accomplish coherent, purposeful prose writing” as Tuan (2011) affirms. In this proposal Literacy strategies helps teaching a word to insert in a sentence and then in a paragraph; next it is included in a text; in summary the contents and steps are articulated following executive process. As it was mentioned the Autobiography is a Descriptive Text, so it is necessary to explain the use of adjectives, adverbs, comparisons and linking verbs. In relation to the selection of the topics, that it was taking into account the Estándares Básicos de Competencias en Lenguas Extranjeras (Inglés) specifically third grade in Basic Primary which corresponds to A1 according to the Common European Framework -CEFR- They were proposed by the researcher due to the fact there is not any presented from the school.</p>	

Annex 7

Suggested strategies to *Other Personal abilities*

Area	Sub area	Activity	Comments
Motor skills	Gross motor	*To point out his body parts as well as point them out in another person or silhouettes. *To make some activities with left hand while use the right for a different activity.	It is very difficult to achieve an optimum development of cognitive level without work first of all on motor skills. The learning process can be affected if they do not develop the automatic control of equilibrium and motor skills.
	Fine motor	*Imitate playing a trumpet. *Open palms, open and close fingers. *With open fingers, to fly as a bird.	
Sensorial	Aural. oral expression	To reproduce sequences of palms, words or short rhymes, in different intensity and mood (happy, sad, etc)	Those areas need of activities based on games and animated songs, with repetition of histories and tongue twister, with physical total response, etc.
	Visual	Labyrinths, Union of points. Colored respecting limits, Puzzle, Follow-up of outlines for cut away.	In order that the vision develops adequately and the visual keenness is ideal, the brain must receive images proceeding from both eyes simultaneously with identical clarity.
Cognitive	Attention, concentration, Memory	Rules, routines, activities which involve patient (puzzle). To find the differences between two pictures. To summarize. Self-instructions with basic tasks.	To establish routines and routines and giving responsibilities to students help to low affective filters.
Language	Reading, writing	Poetry, Tongue twisters, Letters, publishing, spelling. To work on reading comprehension. To make open questions. To prompt modeling and expanding the correction of mistakes.	To give enough time the student expresses himself. Reading with support, repeated reading, oral and simultaneous reading.
Emotional	Interaction	To develop emotional intelligence. Teacher should be a pattern with the tone voice, behavior among other aspects.	Activities vary depending of the case (aggressive students, shy learners, fear of failure, etc)

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