

**English for all: vocabulary learning in the context of an inclusive EFL classroom through a
Multisensory approach**

PAULA ALEJANDRA GUTIÉRREZ BARÓN

This thesis is presented in order to obtain the Bachelor's degree in Spanish and Foreign
Languages.

THESIS DIRECTOR

JOHANA MONTAÑO MORENO

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

BOGOTÁ, D.C

2024

ABSTRACT

This qualitative action research is conducted with cycle I at I.E.D Liceo Femenino Mercedes Nariño in the program called *Días y Noches de Amor y Pazsiempre* developed on Saturdays. Based on the population's main characteristics which are: English level pre-A1, inclusive group that is composed of students with functional diversities, over-age students, and seniors that are beginning with the process of learning English as a foreign language, the researcher presented a project in which Multisensory approach is a strategy to learn new vocabulary of English in context. The student researcher collected data through interviews, recordings, surveys, and field notes.

Key words: Multisensory approach, inclusive classroom, English foreign language, vocabulary learning.

RESUMEN

Esta investigación acción cualitativa fue llevada a cabo con el ciclo I en el I.E.D Liceo Femenino Mercedes Nariño, en el programa desarrollado los sábados llamado *Días y Noches de Amor y Pazsiempre*. Partiendo de las principales características de la población las cuales son: Nivel de inglés pre-A1, grupo inclusivo que está compuesto por estudiantes con diversidades funcionales, sobreedad y adultos mayores que apenas están empezando a aprender inglés como lengua extranjera. El estudiante investigador presenta un proyecto en el que el enfoque multisensorial es una estrategia para aprender nuevo vocabulario en contexto. El estudiante investigador recolectó datos a través de entrevistas, grabaciones, encuestas y diario de campo.

Palabras clave: Enfoque multisensorial, aula inclusiva, inglés lengua extranjera, aprendizaje de vocabulario.

CONTENT TABLE

Chapter I: The Problem.....	1
Local and Institutional Context.....	1
Population.....	2
Statement of the problem	4
Rationale.....	7
Research question.....	9
Objectives.....	9
Chapter II: Literature review and theoretical framework	10
State of the art	10
Theoretical framework	13
Chapter III: Research Design.....	20
Research Paradigm.....	20
Type of Research.....	21
Data Collection Instruments.....	22
Data Collection Procedures.....	25
Chapter IV: Pedagogical Instruction.....	27
Vision of curriculum	27
Vision of language	27
Vision of learning.....	28
Vision of classroom.....	29
Chapter V: Data analysis and findings.....	35
Chapter VI: Conclusions and implications	61
Conclusions	61
Implications.....	63
Limitations of the study	64
Further research	65

LIST OF TABLES

Table 1..... 23
Table 2..... 31
Table 3..... 37

Chapter I: The Problem

Local and Institutional Context

This action research project took place at Liceo Femenino Mercedes Nariño. This is a historic school in Bogota, Colombia, with a trajectory of over 100 years in education. It was established on October 5th, 1916, named *Sindicato de la aguja, artes y oficios* and it was situated in a building in the downtown of the city. Several years later, in 1941, the institution was moved to its current place in the San José Sur neighborhood, within the locality number 18, Rafael Uribe Uribe. The address is Caracas Avenue #23-24 South. Around it, there are a variety of places such as residential (houses and apartments), commercial (stores, bakeries, restaurants), religious, and social areas like the Attention Center of the Victims of the Armed Conflict (CLAV) that for the year 2023 and 2024 had people sleeping in front of it in tents, as a form of social protest, due to this situation there is a constant police presence around it.

Moreover, the school has been related to women's education from its creation to the present with a humanistic emphasis. It is an institution that went through historical and social transformations. The school has had to adapt to changes in the education system, including the implementation of International Baccalaureate (IB). Additionally, according to the transformations, the core mission of the school presented in the Manual of the institution (2013) is the integral formation of their students, promoting values such as respect, honesty, identity, solidarity, and autonomy, that develop the construction of their life project, oriented to the transformation of the context in which they interact, guaranteeing living/coexisting in the enjoyment of a full, and happy life to inhabit the present with dignity (p.11).

The educational institution has a variety of schedules: morning, afternoon, night, and weekends, with grades from pre-school to eleven. On Saturdays, the school has a program called *Días y Noches de Amor y Pazsiempre*, in which this research was developed. The program was born in 2018 to assist women victims of the armed conflict in Colombia, who could not continue with formal education. However, due to the high demand for this initiative, it expanded its focus to include both men and women, resulting in a unique characteristic of the program, and the

night schedule, which are the exceptions of not being exclusively for women. This is oriented with a flexible pedagogical approach, aimed at people who are in a condition of vulnerability, such as adults, seniors, over-age students, students with Functional Diversities (FD), immigrants, people of diverse indigenous communities, people displaced by internal violence, or people who are interested in continuing their studies to obtain a high school diploma. Therefore, according to the Manual of the Institution, this program is divided into 6 cycles of education: Cycle I, II, III, IV, V, and VI. Each cycle has an academic period of 2 semesters per year.

Population

This research took place with Cycle I, a heterogeneous group comprised of individuals with diverse cultural backgrounds, ages, cognitive abilities, and physical characteristics. Contemplating this diversity of the students, the group develops the classes under the premise of an inclusive classroom. Also, one of the main characteristics of the research participants is that they are a fluctuating population, meaning that there is no constant educational process. The students have the freedom to leave the program at any time, but they can also return and resume their educational processes, as it is the case of two students of this cycle. This fluidity provides a unique challenge for educators in ensuring that they meet the needs of each student, regardless of their entry and exit points of the program.

In addition, in this cycle, there were 15 students: 3 seniors, 9 adults, and 3 children; however, there were around 6 to 7 students per session, sometimes less. Bearing in mind the flexibility of the program, 3 of the students dropped out through the second semester of the year 2023. So, the participants who had a constant presence in the project were in a range of age between 11 and 67 years old. Although the program in which they participate is for adults, there are exceptions for minors in this cycle, who are there with the authorization of their guardians, owing to their social and economic conditions. Another feature of the population is they mostly live in social strata 2, with only one student residing in strata 3. They live in distinct neighborhoods in the capital city, including Pardo Rubio, La Roca, Egipto, Molinos, La Victoria, Villa de los Alpes, and Country Sur.

Besides, it is important to highlight the students' cognitive and neurological characteristics, as each has unique qualities. There are 3 students with FD, and 1 student who is a possible case of cognitive deficit. The student with autism spectrum disorder (ASD) exhibits certain traits outlined by the American Psychiatric Association (2013) in the text *Autism Spectrum Disorder: Diagnostic and Statistical Manual of Mental Disorders*, for instance, one-sided conversations and monologues, because the student frequently talks to himself. In addition, repetitive behaviors, and hand movements (finger flicking) are observed in this learner. Furthermore, hyper sensibility, this learner has responses to sensory input, which means, a reaction to atypical sounds so he covers his ears when something disturbs him.

In the case of the other student, this learner has down syndrome (DS), the chronological age is 18 years old, nevertheless, the cognitive and mental age is around 5 to 7 years old. In an interview with the head teacher, she stated that the learning process of this student is more focused on social interactions, and the development of motor skills because progress in other academic spaces is limited. However, despite these challenges, the student has a cognitive advantage that involves a strong memory for image identification. Due to this, the teachers tailored activities to her unique needs, except in the psychomotor exercises, where everyone participates in the same activities.

The next student with specific learning characteristics is one learner who has paraplegia, affecting the movement of the down part of the body, this means that the learner uses a wheelchair permanently, and she has low mobility in the left hand and low strength in the right hand. These physical challenges result in difficulties when attempting tasks such as grasping objects like pencils or colors, affecting the process of writing activities. Comparably with the students with FD, there is one over-age student who may have cognitive difficulty in learning and attention; nonetheless, an official medical diagnosis has not been given yet, but the teachers are working with her learning process individually to improve it.

Correspondingly, seeing the characteristics of the group, emotions play a crucial role in the social dynamics of this cycle, impacting students' learning. Adults and elderly individuals are

associated with the workforce, which is why they often express feelings of fatigue when attending school. Relatedly, some students face societal judgment regarding their age and lack of progress in Spanish literacy, affecting the emotional state of students because of the pressure to secure better job opportunities, which often require reading and writing skills as a prerequisite for acceptance. To address this issue, the educators who work with this cycle, strongly advocate for combining academic work with actions aimed at improving students' self-esteem. Despite this, students are generally persistent and motivated to continue their formal education.

The students' academic development involves a schedule from 7 am to 5 pm, during which they have classes in mathematics, social studies, psychomotor, Spanish, English, and French. Furthermore, the students do not have access to different academic spaces that the institution has, such as the library, computer room, and place of copying, because the service is only on weekdays. They also do not have technological resources such as television or the internet to carry out the classes in the classroom that they have assigned.

Finally, in terms of language skills, the students are all beginning their Spanish language learning journey with a focus on reading and writing literacy skills. Within the Spanish class, a workbook is employed to facilitate reading and vocabulary practice, relevant to their coursework. Similarly, in their English classes, the students engage with worksheets to learn new vocabulary. Both language classes are one hour long, emphasizing the development of speaking skills through discussions, dialogues, and active participation from the students.

Statement of the problem

Considering the context of the students and the different dynamics in the classroom, in the language aspect they face various challenges not only because they are starting a literacy process in Spanish, which has more priority in their learning process, but also because they do not find an interest in learning a foreign language. Consequently, there were three relevant and problematic aspects to be addressed: they do not know how to communicate in English due to limited knowledge of vocabulary, the motivation for English is minimal, and the use of non-active strategies for learning EFL seemed to be affecting them.

Furthermore, identifying the English level was necessary with a diagnosis test by exploring students' prior knowledge found in their notebooks and the field notes of the researcher, focusing on the basic vocabulary that they practiced in previous English classes like greetings, colors, animals, and fruits (see annex 2). To go along with this recognition, the instruments used were a questionnaire, and Linker Scale (see annex 1), which were designed and explained in Spanish due to the limited oral, and written English proficiency of the participants.

Nonetheless, the results revealed that a majority of the students did not recognize the vocabulary of the selected categories of animals, fruits, and colors in English. Instead, they wrote results in Spanish or left a blank space. That said, the students aligned in the initial stage of learning this foreign language, thus the level indicated by the Common European Framework of Reference for Languages is reiterated as pre-A1. However, the Ministry of Education of Colombia (MEN) in the Standards of Competence in Foreign Language: English mentions that for first to third-grade students, the beginner level should be A1 (2006, p.6), which emphasizes a disparity between what is expected and their improvement.

Another important aspect of the problem found is that they needed assistance and personalized support to engage, enjoy activities, and make progress in EFL. Motivation is important in class, so it refers to “the extent to which the language learner strives to achieve a particular goal (instrumental motivation) or to become an indistinguishable member of the target community (integrative motivation)” (Zareian & Jodaei, 2015, p.296), in other words, effort and desire with a specific purpose are key aspects in motivation for learning, in this case, a foreign language. Likewise, the results of the diagnosis indicated varying preferences among students for communicative skills in English that they would like to improve with the help of new vocabulary, but despite the expressed interest in the language by some, verbal feedback suggested overall dissatisfaction with previous EFL classes, due to the complexity of the writing activities in the foreign language.

After stating the information above, the absence of active strategies and materials tailored to students' English proficiency level was also observed in classes. Considering the setting of the

students, their cognitive and physical characteristics, this situation had an impact on participation due to the activities that they were not able to complete, most of them were difficult for the students because they had to write a great amount of vocabulary that they were not able to identify in the worksheets. As a result, the students just ended up copying words without understanding them in context or knowing the meaning. Also, they used the worksheet as a unique tool for all the sessions without other resources that would allow them to interact with each other. Although it is highlighted that routines are necessary so the students do not lose track of the topics, the instructions and activities do not allow them to participate enough in all classes creating a monotonous and repetitive environment in their learning, increasing students' disinterest. Challenges echoed by the Ministry of Education of Colombia (2021) as well in the Policy Guidelines for Inclusion and Equity in Education, this institution exposes that in Colombia, the learning environment for an inclusive education needs to have systems and projects with pertinent didactic material that have reasonable adjustments to make welcoming safe spaces and that also guarantee the participation of everyone.

Additionally, the paper called Disability, Inclusion and Language-in-Education Policy in the Global South: The Colombian Context (2022) shows an alarming reality in which the policies (National Bilingual Program and its variants) with the assistance of curriculums, do not reflect the local needs of learners and teachers. In consequence, this set an ambiguous course for both, teachers and learners in the process of EFL learning. The situation worsens even more in classrooms with inclusion students because “even though there are policies that advocate for inclusive practice, the policies related to disability are rooted in the medicalized discourse of disability, which is synonymous with looking at disability through a deficiency lens” (Dene & Brown, 2022, p.22), the previous leading to exclusion, misperceptions of the population, leaving behind learning spaces.

To conclude, this research project seeks to address the challenges mentioned above (limited knowledge of vocabulary, the motivation for English is minimal, and the use of non-active strategies for learning EFL) by considering sensory experiences and implementing a Multisensory Teaching approach to enhance learning and motivation, fostering inclusive educational practices to improve their English language learning.

Rationale

Education is recognized globally as a fundamental human right by UNESCO (2017) so countries must guarantee it to all the inhabitants, under equal conditions and opportunities, promoting inclusive and cohesive communities. However, English Teaching as a Foreign Language and Inclusive education are sectors that remain unexplored together, which is detrimental to the understanding of educational processes with inclusive classrooms, having not only local, but global consequences due to the lack of understanding of concepts, and non-compliance with the policies proposed by institutions such as UNESCO. For this cycle, it was essential to implement a project to introduce new vocabulary in context with multisensory activities for three main reasons: the struggle of the students in an EFL setting for not finding the words to use in an accurate communicative situation due to the unfamiliarity with this topic, the necessity of an active teaching approach in an inclusive educational context, and the adaptation of TEFL in an inclusive classroom.

Introducing new vocabulary stems from key considerations. Firstly, it is crucial to recognize that “Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication” (Alqahtani, 2015, p.22) as evidenced by the diagnosis findings of the students. Furthermore, as Myslihaka (2017) stated, communication has a pivotal role when learning a foreign language in participation and interaction allowing the students to actively create meaning among themselves even in those situations where they lack complete language competencies. This underscores the relevance of vocabulary interaction, particularly in the process of Cycle I, where students are at a beginner level of English. Abul and Rahman also argue that “Learning vocabulary engages the process through which knowledge is built up over a sequence of varied acquaintance with the word” (2020, p.30), so this process implies identifying the definition of the words as well as implies how the innovative words fit into their reality, their cognitive framework, and their near context.

Secondly, traditional teaching methods often promote the lack of motivation of the students and, in consequence, disengage them from learning, ending in a repetitive process that does not

allow them to be interested or use the words in different contexts. Thus, to maintain students' motivation, it is important to carry out activities that stimulate their brains and prevent them from perceiving learning as tedious in practice. Since they are involved in daily routines of constant writing due to their literacy process, strategies that involve different skills need to be implemented. These efforts must go hand in hand with the approach (multisensory) because this one creates a learning environment that is student-centered allowing them to recognize themselves and the topics through their sensory experiences including the different learning styles that require, also, creating or adapting the didactic materials for their diversity and social inclusion.

Accordingly, the inclusive classroom cannot be overlooked in this research, as it involves not only the presence of individuals in a classroom but also providing them with the opportunity of a meaningful learning environment. As Montañó and Vera (2012) stated “Inclusion involves much more than the presence of students with special educational needs in the classrooms and schools; it is their participation and recognition as individuals who belong to the community and who must have the same rights and opportunities of every single person” (p.78). In an inclusive context of teaching English as a Foreign Language (TEFL) is key to begin with an approach that introduces new words appropriate for the students' learning level of English, and their cognitive development to allow them to gradually recognize words in specific topics in a significative way, developing the activities in autonomy too.

Due to the previous, the Policy Guidelines for Inclusion and Equity in Education (2021) proposed to “Decide on the necessary measures to eliminate barriers that hinder the comprehensive development, learning and participation of students” (p.64). Hence, this proposal contributes to overcoming one of the identified barriers to inclusive education because it will support the learning process in EFL, knowing that they have diverse learning characteristics based on their cognitive and physical particularities. Working with the current diversity requires as well to ponder the abilities, and rhythm of learning that takes into account national requirements from public policies that are considered crucial to be able to guarantee an education that truly addresses diversity and equality.

To sum up, this study holds relevance because it seeks to address some gaps in inclusive education, facing the specific situation of learning in Cycle I, focusing on a communicative area of EFL in context, while prioritizing the active role of the participants in guaranteeing their right of education participating and interacting with others. For that, the design of the project adapted the activities with the multisensory approach to contribute to global and local needs without neglecting the people who are taught fostering equity, and real inclusion through the education of a foreign language.

Research question

What is the influence of the multisensory approach in the learning of vocabulary in context in the cycle I inclusive EFL classroom in Liceo Femenino Mercedes Nariño?

Objectives

General

To understand the influence of the multisensory approach in the learning of vocabulary in context in the cycle I inclusive EFL classroom in Liceo Femenino Mercedes Nariño.

Specific

- To describe the roles of the multisensory approach in vocabulary learning in context in the cycle I inclusive EFL classroom.
- To identify students' responses to incorporating multisensory activities in EFL inclusive classroom lessons to enhance vocabulary learning in context.

Chapter II: Literature review and theoretical framework

The following section of the document introduces the state of the arts and the theoretical framework of the current research. First, the state of arts presents five different research contributions to the inclusive classroom for teaching English as a foreign language in Colombia, and different parts of the world, and the relevance of the multisensory activities in a classroom. Then, it contemplates the theoretical perspectives of three main concepts that are key for the research project: the Multisensory approach, inclusive education, and the population (adults and FD students).

State of the art

The first research project that contributed to this research is called *La multi-modalité sensorielle pour l'encouragement de la production orale en FLE: Au-delà du symbole*. The author, Sergio Uribe Guinard did qualitative action research, with students in fourth grade in a school in Bogota. Its main objectives were a proposal and implementation for the development of oral skills through task-based learning and active pedagogy with multimodal resources involving the senses of the students. The thesis was carried out in 3 didactic units following the pre-task, task, and final task, with diverse senses being used in the classes. The conclusions showed that the project was useful because the multimodal sensory task significantly achieved the encouragement of oral production in lexical, morphosyntactic, and phonologic terms in French with the students, also the task was an element that allowed the students to give meaning to the use of the foreign language in context, connected with their reality.

This project has a great correlation with this current research since the multimodal sensory strategy plays a functional role in the oral production of the students. It shows the help of the senses for coherence, focus, memory, and mobilization of learning to achieve the goals proposed by the author. Additionally, it illustrates how often the senses were present in all the sessions at different levels giving priority to the sense of touch demonstrating that not only one sense participates in learning in a foreign language.

The second research project, *Cooperative learning: a teaching approach for inclusive EFL classrooms*. This qualitative action research was supported for the use of a cooperative learning approach for the EFL with fourth grade in Bogota, in an inclusive classroom, and the role that it plays in the development of inclusive learning, so all the students could participate regardless of their cognitive, social, physical, and psychological conditions. The results showed that Carolina Herreño Borda, the researcher, achieved the goals of her proposal determining the role of cooperative learning in the development of inclusion. Two roles were found in the two cycles of implementation: the awareness of intrinsic motivation, and the awareness of their own, and their partners' qualities, improving their self-esteem. Besides, in the learning of language, one of the abilities that they improved the most was reading, helping them with their writing skill. Then, the association with this research is the necessity of a different approach in class to guarantee the participation of everyone not only contributing to the educational process but also, providing them with the opportunities to dignify their roles in a participative society for overcoming difficulties as members of a group. In addition, this gives this project an overview of the current panorama regarding the role of the resources that are useful when working with this type of classroom and the constant call for the importance of having spaces that adapt to everyone with sufficient resources.

The third research project, *Virtual Learning Object to Strengthen Educative Inclusion through Students' Sensorial Learning Styles* by Lizeth Soto and Wendy Barbosa, had the main goal of developing in two stages a Virtual Learning Object, and analyzing the effectiveness of a learning material focused on students' capacities and interests, to strengthen an inclusive context through the sensorial learning of 63 students. The researchers used a Virtual Learning Object because it included more than one communication channel (voice, image, text, and sounds), in consequence, it showed that this promoted the interest of learners in their EFL learning process, by implementing the technological resources the researchers were able to adapt it to different rhythms of learning. This study was significant because it shows the relevance of following each pace of the students and their interests, taking into consideration their cognitive characteristics but not highlighting their difficulties, instead focusing on their capacities that had as a consequence the improvement of autonomy with the type of activities created.

The fourth research is an article called *Dealing with Functional Diversity in EFL Classrooms: English Teachers' Positioning* by Laura Villarreal and Pilar Méndez. The authors developed a topic that nowadays should be explored, the concept of Functional Diversity (FD) and inclusion in the context of English language teaching, from the point of view of 4 secondary school EFL teachers in Bogota, Colombia who showed, through autobiographical narrative essays, their challenges and how they problematize their roles in FD classrooms. The results reveal a deficit in Professional Preparation regarding FD in undergraduate programs, in consequence of this, teachers felt insecure and novice in the area, until they faced this kind of classroom. Inevitably, the lack of awareness of this population and inclusive policies ends up reducing the use of methodologies to teach functionally diverse children.

This is relevant to this research because of the pivotal role of transforming teaching practices to embrace inclusion in TEFL context which implies a reflection and conscience of integration and inclusion that might be challenging; however, it is important to understand the diversity and enrich learning processes to face one of the problematic situations of not knowing about the special needs topic and that can have as consequence the lack of methodologies.

The last research, called *Vocabulary learning principles and tasks in EFL classrooms: a study on the higher secondary level in Bangladesh* by Md. Abul Hayet & Sharmin Rahman Bipasha. In this study, the aim is the vocabulary learning principles and tasks in EFL classrooms of secondary level. The research explored in what way the students used the vocabulary principles and tasks (VLPT) to develop their vocabulary knowledge for the comprehension of texts. The findings of this research showed that VLPT had a positive impact in the development of students' knowledge vocabulary for successful communication, and self-motivation, highlighting too the awareness of this to choose the appropriate and useful vocabulary. The previously mentioned has relevance for this research for one of the topics worked that is the vocabulary and its position when learning a foreign language. This contributes to the processes of the students and the importance of letting them guess when they are encountering unknown words to improve their autonomous work. Also, it provided diverse perspectives and resources that can be part of the learning such as word cards, dictionary, brief exercises with specific tasks and objectives, deliberate activities giving attention to grammar and spelling improving

memorization, and word webs or word families, repetition and reading aloud for the literacy development, and the extensive reading.

Theoretical framework

Multisensory approach

The senses play a critical role in human understanding, enabling individuals to comprehend and interpret the world around them by gathering and responding to information about the environment. Birsh in the book *Multisensory Teaching of basic skills* defines multisensory teaching as “a systematic, structured approach to teaching language that engages more than one sense at a time to help students learn and retain information more effectively”.

Moreover, this approach is also known as VAKT (visual, auditory, kinesthetic, or tactile) then it considers the four modalities to teach the chosen topic, and which ones adapt better to the individual process of learning of the students. Additionally, this specific approach is a “way of teaching that requires students to activate their full faculties –seeing, hearing, smelling, tasting, moving, touching, thinking, intuiting, enjoying- in a variety of situations” (Baines, 2008, p.21), so it involves active participation of the learners, creating meaningful experiences with the help of adapted materials, and teaching environments.

Furthermore, this approach has multiple benefits because it develops literacy processes and engages the students in different activities through the senses that provide support for them to gain mastery over the abstract language, improving memory and recall as Baines (2008) mentioned. Moffet and Wagner (1991) suggested that the activities created with this multisensory approach notably alternate between the personal experience and the abstract language in which “sensations are inner coding of outer things. To verbalize them is to transform sensory experience into understanding. By helping learners sense more you may support them to say more” (as cited in Baines, 2008, p.19). In view of the foregoing, the world can be verbalized depending on how we interact with it, that is why Dale (1969) then described this process of the experience in a hierarchical form, from the most abstract (verbal symbols) to the least abstract which is a direct experience, that involves all senses -sight, sound, taste, smell, movement, and touch- (as cited in Baines, 2008, p.19), thus it is a meaningful way to learn any subject.

Correspondingly, the approach mentioned in this section has an important role in students' motivation, Bains (2008) asserts that "using multisensory stimuli in instruction increases engagement, promotes deeper participation, and advances the prospect that learning can be fun" (p.23). This is beneficial for the study, to transform the students' perception of learning a foreign language as a tedious process, considering too that the multisensory approach counts with the advantage that "the instructional techniques can pique a student's interest so that the desire to get involved can supersede the impulse to sit and do nothing" (Baines, 2008, p.15).

Then, for the Multisensory activities, Moustafa (1997) stated that "a multisensory approach can not only be used with learning disabled students but also has benefits for non-learning disabled students as well" (p.15). Therefore, it is a flexible and student-centered approach that makes various learning practices visible through different strategies, looking for the autonomy of the students, improving what the MEN (2021) refers to as universal designs, which acknowledge the diversities and contexts of the student, as it is proposed in the present research project.

In view of what has been stated previously, the multisensory approach to teaching in this research offers a holistic and engaging method to enhance the learning of various topics of EFL by incorporating visual, auditory, kinesthetic, and tactile modalities. Bearing in mind the diverse learning styles, cognitive characteristics, and preferences as a pivotal role in facilitating environments that promote dynamic learning, allowing the teacher to be a guide more than a transmitter of the knowledge. Also, this research required adapted materials for their learning context that addressed the learners' diverse needs and ensured that the activities that were meaningful to them aligned with their knowledge, experiences, and level of English.

Vocabulary Learning in Context in EFL Classroom.

Vocabulary learning stands as a keystone in the journey of understanding a foreign language. In teaching, according to Siyanova and Webb (2016) "Both first (L1) and second (L2) language educators and researchers agree that mastering vocabulary is of great importance in

one's becoming a mature language user" (p.227), so it is important to reflect this aspect to establish learning goals, also the teacher must choose and planning the words that may help enhance the learning process of the students.

This comprehensive approach allows teachers to accurately assess the extent of vocabulary instruction required to support the learners' language growth. In this respect, I.S.P. Nation in the book *Learning Vocabulary in Another Language*, states that it is important to create a plan having in mind the kind of information that is needed to be taught in the classroom, they indicate in the text that there are 3 kinds of information " to help decide how much vocabulary needs to be learned: the number of words in the language, the number of words known by native speakers, and the number of words needed to use the language" (2001, p.10).

Moreover, effective vocabulary learning involves more than mere memorization; it requires fostering meaningful connections and associations with words through engaging and contextualized learning experiences. The role of context vocabulary according to Nagy is "evident from two common-sense observations: What a word means often depends on the context in which it is used, and people pick up much of their vocabulary knowledge from context, apart from explicit instruction" (1995, p.2). In essence, for the current study, the EFL classroom in terms of vocabulary learning demanded careful planning, and the pursuit of this, needed systematic instruction, and meaningful engagement to improve the learning process of the students with specific words selected to improve the breadth of vocabulary in different topics related to the students' context that were present in the cycles of intervention. Also, this was evident in the creation of learning environments that challenged the students to explore a foreign language.

Inclusive Education

Education environments change throughout time, for that reason, multiple perspectives modify the way the teachers act in a classroom. One pillar, nowadays, is diversity in the classrooms that needs to prioritize the learners to ensure equality. UNESCO claims that Inclusive Education is a "process that involves the transformation of schools and other centers of learning to cater for all children—including boys and girls, students from ethnic minorities, those affected

by HIV and AIDS, and those with disabilities and learning difficulties” (2001, p.19). An emphasis is then placed on the role of education because it must not only contribute to people who have some specific cognitive characteristic, but it must also serve and guarantee education for people in conditions of economic, and social vulnerability as well.

In Colombia, inclusive education is becoming more visible as the country strives to provide equitable access to education for all students. The journey towards inclusive education has been impacted by diverse legislative reforms and initiatives in the policies that are important to adapt teaching practices according to the situations of each society. Always keeping in mind that the fundamental right of education for all must be ensured. States, therefore, must respect, protect, and fulfill the right of all learners to education (UNESCO, 2014). In the legal framework of Colombia, General Law of Education 1994 (ley general de educación 1994) in title III, chapter 1, states in article 46 that education for individuals with physical, sensory, intellectual, emotional, or exceptional intellectual abilities is an integral part of the public educational service. Also, to guarantee education to this population, article 47 claims that the State must support institutions and promote programs and experiences to provide appropriate educational attention to the individuals referred to in article 46.

Furthermore, resolution 2565 (Resolución 5 de octubre 24 de 2003) establishes the different parameters and criteria for education in Colombia for the population that they called special educational needs. In article 5, it is mentioned that academic and social integration into formal education must be promoted. Due to the situation in which students worldwide continue to be excluded from education, for reasons which might include different aspects such as sex, gender orientation, ethnic or social origin, language, religion, nationality, economic condition or ability, it is crucial to identify all barriers that face education from different structures that include curricula, pedagogy and teaching (UNESCO, 2017). To ensure educational inclusion, learning environments must be adapted to create safe and comfortable places with a vast array of learning strategies to respond precisely to learners’ diversities (UNESCO, 2008).

The strategies are also highlighted by the Ministry of Education in Colombia, which is why they mention that “learning environments for inclusion and equity must have universal

designs that recognize different rural contexts, (...) the resonances of sound, visual, tactile narratives, etc., which contribute to promoting and enjoying cultural diversity in teaching and learning processes” (Ministerio de Educación Nacional, 2021, p.83). Consequently, there must be concrete transformations in which it is evident that the place promotes well-being and collaborative work to strengthen the process of living in a community.

In this study, inclusive education means that everyone's needs are considered, embracing all learners to participate and achieve together social and academic skills. For this research, every learner matters in the educational process with their unique characteristics, interests, abilities, and learning needs without ignoring that it requires a collective effort to transform the teaching practices or adapt the ones that already exist to ensure the learning of everyone, the idea was to create an environment that went beyond the integration that only isolates people and does not create a place to be in a community.

Functional diversities

In view of the importance of making spaces of inclusion visible in the educational field, it is also important to make different populations visible. The concept of functional diversities was developed by Romañach and Lobato (2005), from a social perspective, more than a medical perspective, to refer to a group of people that have certain characteristics (physical, cognitive or both) and have the same functions in their daily life as the rest of the population, however, societal conditions often necessitate alternative approaches to tasks of functions, in the words of the authors,” Due to having different characteristics and given the conditions of the context generated by society, we are forced to do the same tasks or functions differently, sometimes through third parties” (2005, p.4).

In addition, Patston points out that “It allows all people to share in the complex array of human function and benefit from their strengths.” (2007, p.2) By considering this concept the discourse shifted from a deficit-oriented to a strengths-based perspective. This terminology highlights the inherent value of the different humans who function diversely in the world. It then focuses on skills, breaking down the barriers of the different ideas that reinforce the gaps for

people. Also, it fosters an environment that allows people to navigate reality with a sense of community.

Conclusively, for this study contemplating the unique features of the classroom is crucial because recognizing and accommodating the activities to the functional diversities ensures that all the students, regardless of their abilities or differences, have equal access to education “creates the opportunity for a person with functional realignment to perceive their situation from a position of value rather than stigma” (Patston, 2007, p.1631). Accordingly, this term reflects a reality in which a person functions in a diverse way or not in the same ways as the majority from a non-negative terminology, highlighting the dignity, and reinforcing who they are by replacing terms as disabilities that tend to embrace the discrimination against them.

Adults learning EFL

The concept of adults as learners in EFL recognizes that they are an important part of education contributing with distinctive characteristics, motivations, and challenges that imply the acquisition of a foreign language. Knowles (1973) highlighted in the theory of andragogy (learning in adult education) the self-directed learning of adults implies acknowledging their unique characteristics, suggesting that adults already have diverse motivations that involve autonomy, experience, and the readiness to learn. This means that adult learners have specific goals, prior knowledge, and experiences that influence their learning styles and processes, Souri and Merç add that “EFL adult learners are dissimilar in terms of their levels of motivation and their reasons behind learning English” (2020, p.1).

In addition to their diverse motivations and goals, one of the main characteristics of adult EFL learners is that they bring rich life experiences to the language learning process, Knowles (1973) stated that as individuals mature, they will accumulate and expand their resources for learning. Therefore, it is important. to consider the reduction of traditional transmission techniques and change them for ones that allow the students to analyze from their perspectives and experiences, for example, presentations with audio and visual support, and discussions, among others, that make possible active learning.

This means that the resources used in class need the individualities, motivations, and learning experiences as a starting point in a foreign language, for a meaningful teaching environment as Lindeman mentions “Adults’ orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects” (1926, p.40) so this cannot be overlooked in the challenge of language learning because it is more meaningful to connect with them through their experiences keeping their brains active.

Now, given the Colombian legal framework, adult education is defined in General Law of Education 1994 (ley 115 general de educación 1994, Congreso de la República de Colombia) title III, chapter 2, article 50 as the one that is offered to people of relatively older age than that regularly accepted in education by levels and grades of the public educational service, who wish to complete their training or validate their studies. That said, the State must guarantee these educational processes in person or hybrid methodologies to achieve the objectives established in article 51, for instance, to acquire basic information, eradicate illiteracy, update knowledge according to educational level, and develop the capacity for political, social, and cultural participation.

In conclusion, in this research, the contemplation of adult learning in the EFL context underscores the importance of recognizing them as unique learners with diverse characteristics and specific goals, in the light of the rich and previous experiences that they have by incorporating as well different activities through the Multisensory approach that allows them to be active and interact between themselves. Furthermore, it is fundamental to consider the social but also legal framework of the country, ensuring their access to different educational opportunities.

Chapter III: Research Design

This chapter highlights the methodological elements of this research. Firstly, it provides an explanation of the study's paradigm, secondly, the type of research, thirdly an overview of the data collection instruments employed, and the procedures followed in the project.

Research Paradigm

This study adhered to a qualitative paradigm defined by Creswell, as the one that “begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (2007, p.37). In essence, this kind of research allows an exploration of social issues, and in the context of this research, it inquired into educational components. This is relevant, considering that the problematic situation and its objectives involve not only the language, but also the interactions of the population, and social aspects as the inclusive classroom in learning a foreign language. Besides, some of the characteristics of this paradigm, according to Tracy (2013) include having a flexible research framework, bringing together diverse perspectives and using sensitizing concepts. These mentioned above are evident in the research as follows.

This research encompasses a holistic perspective. Tracy (2013) asserts that using the Gestalt principles allows to see and understand the investigation context as a whole, for this project it is meaningful because there are various aspects to contemplate such as data, the participants, the classroom, among others. Also, the bricolage perspective emphasizes the way of showing the encounter of diversity from different points of view, creatively and flexibly. In this regard, contemplating the research process as a funnel, suggests a methodical and repetitive narrowing down of focus. It implies, first, a broad exploration phase, and then a more specific and targeted investigation that stands for the stages of this project. This suggests that the final characteristic to take into consideration is sensitizing concepts that offer guidance on starting exploration, a theoretical analysis and its materialization throughout the process.

Type of Research

The qualitative type selected for this study is action research that “concerns actual, not abstract, practices. It involves learning about the real, material, concrete, particular practices of particular people in particular places” (Atweh et al., 1998, p.24), this means, that the practices inside the classroom will be identified and support the main objective of this study that is oriented in revealing the influence of the multisensory approach in the development of English vocabulary in context in the cycle I inclusive EFL classroom. Along with it, Kemmis and McTaggart (1992) suggest that “Action research involves problem-posing, not just problem-solving. It does not start from a view of ‘problems’ as pathologies. It is motivated by a quest to improve and understand the world by changing it and learning how to improve it from the effects of the changes made” (as cited in Cohen, Manion & Morrison, 2007, p.298). This concept supports a perspective that recognizes the opportunity for improvement, not merely in fixing what is broken. It also involves a proactive and reflective role, continually questioning, and understanding the changes and consequences.

Furthermore, bearing in mind that action research is directed towards studying and reconstructing practices, the stages of this investigation will be seven taking in consideration the cyclical process proposed by Griffee (2018) for this approach of research: initial awareness, exploration, initial response, plan creation, plan execution, evaluation, and reporting the results. For the first consideration, the initial awareness is part of noticing or being aware of an existing problem in a classroom or something that affects the participants (teacher or students). The previous one is related to the second, in which exploration has four levels: one is part of awareness, the second is the acknowledgement of internal and external aspects of the problem and its origin, the third is decision of what possibilities exist for the manifestation of the problem found and try to limit it, the fourth level is the ethical dimension thinking about the values that make the problem clearer to provide a solution. The third consideration of the cycle is initial response, in this part, it is important to make the choice, and brainstorming the possible solutions, given the assumptions and hypotheses based on the problem.

In addition, contemplating the first, second, and third considerations mentioned above, they were part of this research in a primary stage that involved participatory observation with the students of Cycle I, and that allowed the research to identify specific characteristics and interactions that were captured in field notes, these included students' language skills in the EFL that were supported with diagnosis tests, resulting in the evidence of strengths and aspects to improve with a problematic situation. The fourth consideration is creating a plan, here the research teacher had to analyze possible solutions creating hypotheses, questions, and entailing new information, bearing in mind that this plan is flexible and susceptible to changes within the implementation process. The fifth and sixth considerations are to do the plan and evaluate it, this includes checking actions and time. For this part of the cycle, there must have been reflected about a clear purpose, actionable ideas for collecting data, a timeline, and the evaluation of the previous actions, for this stage the researcher considers the different instruments that were used in the classes and compares the process. The last consideration is reporting results, in this part there is the possibility of presenting the findings of the project, conclusions and results both in verbal and written ways, bearing in mind the reflection and the scope and limitations of this research.

Data Collection Instruments

The data collection instruments were selected having in mind Creswell's perspective (2007) who claims that the collection of data is in a natural setting (in this case is the classroom) sensitive to the people and their voices. Thus, the instruments used were interviews, qualitative questionnaires, field notes, artifacts, and video recordings. Therefore, these instruments are very useful for collecting data taking into account the population and social context, since the students of Cycle I usually share more information and their points of view through spontaneous conversations. They felt more comfortable with it than writing, as mentioned above in the characterization section (they are in the initial literacy process in their written mother tongue). In addition, in this research two semi-structured interviews were conducted with two teachers of this grade (homeroom and psychomotor teacher), showing that is functional to have an insight into the learning process from the teachers' perspectives that know the students in different academic spaces (see Annex 3).

Moreover, to analyze the information of the research, it is used data triangulation which refers to the use of multiple data sources, methods, or perspectives to validate findings and enhance the reliability of the study. According to Cohen, Manion & Morrison (2007), data triangulation uses two or more methods in the study to compare and to integrate different sources or types of data to confirm themes, patterns, or interpretations of the human behavior identified in the research. The following table portrays the data collection instruments used in this research project and that were considered to the triangulation process.

Table 1

Data Collection Plan

	Objective	Instrument 1	Instrument 2	Instrument 3	Instrument 4
Specific objective	To describe the role of the multisensory approach in facilitating vocabulary learning in context in the cycle I inclusive classroom EFL classroom.	Qualitative questionnaires	Interviews	Artifacts and video recordings	Field notes
Specific objective	To identify students' responses to incorporating multisensory in EFL inclusive classroom lessons to enhance vocabulary learning in context.	Qualitative questionnaires	Interviews	Artifacts	Field notes

Interviews. In research, this flexible tool according to Kvale “marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations” (as cited in Cohen, Manion & Morrison, 2007, p.349). This means it implies an interchange of views between two or more people with a common topic or interest. For this proposal, it was designed different semi-structured interviews for the teachers to learn more about the students, their learning styles, strengths, things to improve in the learning of the language, and the results of the project, as well to students to know more about their process (see Annex 3).

Questionnaires. It is defined as a useful tool for “collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse” (Wilson & McLean as cited in Cohen, Manion, & Morrison, 2007, p.317). This means that the design and application of this type of instrument required a standardized format of the questions as Taherdoost (2022). For this action research project this type of data instrument was conducted in the characterization process to identify the English level of students, to obtain the participants’ background information, and to explore their opinions and feelings of the project (see Annex 9).

Field notes. These instruments can be written in class or away from class, they will contain the results of observations that can be used in the analysis of the data. They are defined by Tracy (2013) as the ones that provide a material representation of the context of the study through rich and detailed descriptions of the actions in the field. The process can involve note taking without unprocessed information. For this research project, the one adapted to the conditions of the stage of observation and implementation was the field note (see Annex 4) in which the teaching and learning situations of the students were reflected, describing the situations of the classes, the interaction of the students with the subject, and the materials.

Artifacts. This type of instrument is considered in the research as the one that provides different objects, documents, or tangible items that show the voices of the students and their learning process. In the case of this research, the worksheets, photographs, and Pictionary (see

Annex 5) are concrete evidence of their interactions and changes through the sessions. In other words, “Artifacts are raw records of classroom practice, which reveal teachers’ instructional efforts and students’ learning products” (Stecher et al., 2007, p.9). For the project, every week the artifacts were created and collected during the cycles of implementation.

Recordings. Recording refers to the systematic process of capturing data through various means such as audio or video recordings, serves as a crucial tool for preserving the richness and depth of qualitative data (see Annexes 13 and 14), allowing researchers to accurately capture verbal and non-verbal interactions, nuances, and contextual details inherent in the research setting according to Creswell (2007). Additionally, Clark (2020) points out that “The audio and video recorder in data gathering are vital in capturing as accurately as possible the words and physicality of both participants and researchers”. In the project, the recordings contributed to collecting information of the students, their responses during class, and the development of the lesson plans (see Annex 7).

Pre-test. This type of instrument is considered a non-graded tool to identify pre-existing knowledge of the participants in specific subjects. In the words of Berry (2008) the idea behind the pre-test is to have a road map of the topics, to determine the baseline knowledge of the course. In addition, Cohen (2007) states that to create an instrument of this type, the researcher will have to consider characteristics like the purpose, the kind of test, the relationship with the different objectives, the content, and the validity and reliability. In this research project, the pre-test was used to find the depth of the topics, and previous knowledge of vocabulary in English that they were able to identify (see Annex 6).

Data Collection Procedures

To begin with the process of data collection, students and parents (in the case of underage students) received an informed consent form in the month of April 2023 (see Annex 8). This document included fundamental details regarding the handling of personal information and that the artifacts created by the students will be used only for pedagogical purposes. Also,

guaranteeing their participation in the research. The adult students decided to fill them out throughout the sessions while the minors took them to their parents and guardians.

After that process, the observation and diagnosis of the project started from April 1st, 2023, to May 27th 2023, during this period fields notes of 8 sessions observed were written to have an insight into the learning process of the students, their contexts, how they work as an inclusive classroom, the diverse interactions with EFL and the diagnosis of it (see Annex 2). Also, the interview with the teachers was made to have a clear view of the curriculum and the perspectives of teaching them, seeing their different cognitive characteristics. Once it was completed the observation process in the educational context. The pedagogical intervention stage started, which was divided into three cycles that took place from August 2023 to May of 2024, and that were portrayed with field notes of each session.

The first cycle included meeting the students who joined the cycle in the second academic semester for the contextualization of the project. Once the students learned about the research and took a pre-test (see Annex 6) exposing their prior knowledge of the foreign language, they began creating the artifacts, solving worksheets, and creating the Pictionary that involve their prior knowledge about the five senses. Additionally, the second cycle included recordings of students' learning process, collecting information on their vocabulary progress and what could be improved in the design of the materials that were brought to the class that exposed the pedagogical approach, also a questionnaire was implemented by the researcher to see what could be different for the students in their classes to improve their learning experience. Similarly, in the third cycle, the final data-gathering stage involved a video as a post-test was recorded with the students evidencing the vocabulary they had learned, likewise two final interviews with the teacher and students were conducted to provide deeper insights of the conclusion of the project.

Chapter IV: Pedagogical Instruction

This chapter is aimed at the pedagogical instruction that was implemented with the students of Cycle I of the program *Días y Noches de Amor y Paziempre* at Liceo Femenino Mercedes Nariño, searching to improve the problematic aspects revealed in the characterization stage (struggle with vocabulary learning, minimal motivation, and lack of material). Moreover, the vision of curriculum, language, learning, and the classroom will be defined, to conclude with a detailed explanation of the designed intervention cycles and their development.

Vision of curriculum

This proposal follows the flexible curriculum model, considering the school and the type of classroom. To enquire into the concept, Lemke (1986) claims that this is a type of learning curriculum, more than a teaching one, because it focuses on the individual and their needs, allowing a series of questions to find possible solutions in which students can also participate in the process, thus creating a decentralization of learning, and active participation. In the same way, the Ministry of Education of Colombia contends that this curriculum should support the same general objectives for all students but provide different opportunities to access them. This means organizing teaching from the social and cultural diversity of the learning styles of its students, giving everyone the opportunity to learn. So, it is important to reflect on the capacity to modify educational topics, methodologies as well as the assessment to accommodate the diverse learning styles, preferences, and individual processes. This underscores that the project's proposal was dynamic, and the pivot were the students, their characteristics for learning a foreign language, also, entailing a process that was not rigid but could be adaptable to the changes and processes of everyone taking into account, their cognitive differences, diverse background, and ages.

Vision of language

In this research, the vision of language is established from the perspective that language is a tool of communication among individuals through their interactions, facilitating to express ideas, emotions, and desires, this follows the sociocultural perspective. In addition, Vygotsky (1986) viewed language as a social construct that evolves with the interaction with different

humans, also, in terms of language he highlighted “the predominance of sense over meaning, of sentence over word, and of context over sentence” (p.31).

Building on this, Arbe and Echeverria (1982) argued that language is an aspect that is rooted in the diversity of sociocultural contexts, where meaning is constructed through experiences and social interactions. Besides communication, it allows human beings to reflect values and identities, involving cultural, and social dimensions.

Consequently, this research understood language as a practice connected to students’ previous experiences and knowledge, although the project involves an aspect such as vocabulary, it does not leave aside learning it in context for meaningful use, emphasizing the engaging the words, but also having in mind cultural and social dimensions that show how language is used and understood in different circumstances.

Vision of learning

In coherence with the curricular vision of this project and the approach, the role of the students is fundamental. The project was learner-centred because this research was designed, and adapted to the topics in which the students expressed interest, giving priority to their needs too. In fact, multisensory learning “requires students to activate their full faculties –seeing, hearing, smelling, tasting, moving, touching, thinking, intuiting, enjoying- in a variety of situations” (Baines, 2008, p.21).

This approach for learning requires active participation of the students, with the support of their learning style such as auditory, visual, and kinesthetic, based on the experiences created with adapted materials, and teaching environments. Baines (2008) argued that “using multisensory stimuli in instruction increases engagement, promotes, deeper participation, and advances the prospect that learning can be fun” (p.23), therefore it exists an advantage, not only for students changing their learning perspective but also for the teacher that implements this approach in a learning environment.

Moreover, contemplating the learning vision that involves diversity within the classrooms, the MEN (2022) points out that in a learning environment of inclusion and equity, educational practices must be continuous processes that recognize the values, and appropriately respond to the varied characteristics of the students, interests and possibilities of children, adolescents, youth, adults, and older adults.

Thus, the learning in this research was considered as multidimensional, given that students' learning processes vary due to their specific cognitive characteristics. The project needed to find ways to interact with knowledge while taking all of them into account.

Vision of classroom

Bearing in mind the multi-sensory approach, the vision of classroom was focused on “providing experiential classroom learning is participative, interactive, and motivating. It allows students to have contact with the classroom environment, and exposure to experience the teaching and learning process” (p.6). Furthering this view, acknowledging the diversity present and the perspective of an inclusive classroom, physical aspects of the school environment must be taken into account when designing activities, ensuring the participation of all the participants.

The previous aligns with the vision portrayed by the MEN (2022) underlining the importance of accessibility, as it guarantees the contribution of the students in the different educational proposals without discriminating or excluding them from the learning opportunities, supporting as well their academic success.

Therefore, for this project the researcher should consider not only the organization of the classroom but also how that organization contributes to an appropriate environment for the learning of all students. Accordingly, the aim is for everyone to be able to participate regardless of their specific physical or cognitive characteristics in an adequate learning space.

Instructional Design

The pedagogical proposal consisted of implementing a multisensory approach for vocabulary learning in context divided into three cycles, to improve the problematic aspects revealed in the characterization stage (struggle with vocabulary learning, lack of motivation, and materials). This multisensory approach included a wide range of authentic and adaptable materials to engage students through the five senses, making vocabulary learning more dynamic. Furthermore, this approach was integrated into the activities of the project through visual aids, tactile games, auditory exercises, and kinesthetic activities that involved the movement of the body.

Therefore, the cycles *I learn about my body, my senses, and the world around me* were designed to be carried out with a flexible methodology that could be modified according to the needs and interests of the students throughout the sessions that lasted 1 hour each. Certainly, the backbone is the multisensorial activities for teaching EFL, aiming to achieve vocabulary learning in context using inclusion strategies that would adapt to everyone, ensuring their participation and interest throughout the sessions.

To support this, the didactic sequence will be crucial. It is defined as a group of learning activities set in a specific order that considers the student's progress (Pardo et al., 2013). This order consists of a starting point, in which the teacher can make evident the students' prior knowledge and it is followed by workshops that end up in a final production. Here below, table no. 2 displays the plan of the pedagogical intervention, including the objectives, the situated vocabulary used in different lesson plans (see Annex 7) and some inclusion strategies and materials.

Table 2

Plan of the pedagogical intervention

CYCLE	LESSON	OBJECTIVE	SENSES	SITUATED VOCABULARY AND EXPRESSIONS	INCLUSION STRATEGIES
FIRST CYCLE: I learn about my body From session 1 to 5.	Introduction	<p>To introduce the topics for the next sessions.</p> <p>To identify learners' prior vocabulary knowledge.</p> <p>To identify the previous knowledge with a Pre-test of specific vocabulary.</p>		<p>-Greetings</p> <p>-My name is _____</p>	<p>-Poster of greetings.</p> <p>-Pictionary.</p>
	My body <i>I identify my senses</i>	<p>To identify vocabulary of the five senses.</p> <p>To identify vocabulary of the parts of the body related to the five senses.</p>	Touch	<p>-Senses: Sight, hearing, smell, touch, taste.</p> <p>Expressions:</p> <p>-I see.</p> <p>-I hear.</p> <p>-I taste.</p> <p>-I smell.</p> <p>-I touch.</p>	<p>-Flashcards with key words and images about the five senses.</p> <p>-Sorting game.</p> <p>-Worksheet.</p> <p>-Pictionary.</p> <p>-Puzzle of the body parts.</p>

				<p>-Parts of the body: Head, face, hair, ear, neck, eye, nose, mouth, shoulder, arm, leg, knee, foot, hand</p> <p>-Parts of the body related to senses: Eyes, nose, hands, skin, ears, mouth.</p>	
<p>SECOND CYCLE: My senses</p> <p>From session 5 to 8</p>	<p><i>I see the world</i></p>	<p>CLOTHES</p> <p>To identify vocabulary of clothes</p> <p>To identify vocabulary of textures describing clothes.</p> <p>COLORS</p> <p>To identify vocabulary of colors: Red, orange, yellow, green, blue, purple.</p> <p>To verbally express the colors around them.</p>	<p>Sight</p>	<p>-Primary and secondary colors: red, orange, yellow, green, blue, purple.</p> <p>-I see _____</p> <p>-I wear _____</p> <p>-It feels _____</p> <p>-I touch _____</p> <p>-Textures: Soft and rough.</p>	<p>-Pictionary (I love my body: my hair is ---- color, my eyes are ---- color, my favorite color is -----), and my favorite color is.</p> <p>-Poster with the parts of the body and face.</p> <p>- Giant puzzle of the parts of the face.</p> <p>-Sensory box: find different clothes with diverse textures and colors.</p> <p>-Money to count.</p> <p>-Flashcards of clothes. -Flashcards of colors with textures.</p>

	<i>I enjoy the food</i>	<p>FOOD To identify vocabulary of food: Fruits and vegetables. To express small phrases using fruits</p> <p>SMELL: To identify vocabulary of citrus and sweet.</p>	Taste and smell	<p>- Fruits: Apple, banana, grape, lemon, orange, strawberry, watermelon. -Vegetables: carrots, tomatoes, lettuce, potatoes, onions and cucumbers.</p> <p>-Likes and dislikes (I like, and I do not like___).</p> <p>-Smells: citrus and sweet.</p>	<p>-My favorite food: taste different foods with eyes covered.</p> <p>-Mystery smell: smell the play dough with different scents.</p> <p>-Pictionary (My favorite food is _____)</p>
<p>THIRD CYCLE: The world around me From session 9 to 11.</p>	<i>I hear my surroundings</i>	<p>CITY To identify and use in context vocabulary of the city.</p> <p>SCHOOL To identify and use in context vocabulary of the school in which they study.</p>	Hearing	<p>Transportation: Bicycle, car, bus, train, taxi, motorcycle, subway, school bus. -Places in a city: school, hospital, museum, airport, bank.</p> <p>-I hear _____</p> <p>-I see _____</p> <p>-I live _____</p>	<p>-Map -Pictionary (I live in _____)</p>
	<p>Tour of the school: Creating a video with the vocabulary learned in previous sessions.</p> <p>Post-test of specific vocabulary</p>	Practice and review vocabulary of the previous sessions.	Closing Session	-Vocabulary of previous lessons.	

CYCLE I: I learn about my body

The first cycle of the implementation process is called *I learn about my body*. It had the purpose of learning more about students' prior knowledge of vocabulary based on the pre-A1 English level, as well as exploring their opinions on the chosen theme, which was the five senses. Additionally, it unfolded two lesson plans: *Introduction* and *My body, I identify my senses*. In the first lesson, students worked on the pre-test to know about their knowledge in vocabulary of different topics body, senses, transportation, colors, and fruits. Also, this was intended to know more about their communicative skills in English. In the second one, they started to learn about their bodies using the Multisensory approach, recognize the names of the senses, and also practice different words in English (greetings and farewells) to start practicing the language enhancing primarily the oral skills due to their writing process.

CYCLE II: My senses

The second cycle of the implementation process is called *My senses*. It had the purpose of continuing exploring students' previous knowledge, as well as the implementation of the activities around two senses: sight and smell, each with a lesson plan designed. The lesson plan was called *I see the world*. The first lesson plan included vocabulary near to their context as clothes and colors. The second was connected with the topic of food, especially with fruits that they knew from previous experiences. At the end of the cycle the students answer a questionnaire to identify their experiences with the class and what should be improved for the next cycle.

CYCLE III: The World Around Me

The third cycle of the implementation process is called *The World Around Me*. It had the purpose of using in class the vocabulary learned in the past sessions, as well as the implementation of the activities around the next senses: taste together with smell, and hearing, each with a lesson plan designed. The lesson plans were: *I enjoy the food* and *I hear my surroundings*. The first lesson plan included vocabulary near to their context as clothes and colors. The second was connected with the topic of food, especially with fruits that they knew from previous experiences. And finally, they were able to identify and use the vocabulary of the near context by talking about the city, and their school.

Chapter V: Data analysis and findings

This chapter outlines the procedures followed to analyze the data gathered throughout this project research. In the same way, the approach for organizing and examining the information is described. Finally, the categories and subcategories that emerged from the project's findings are presented and explained.

Procedures for Data Analysis

To begin with, the data collected was organized both in physical and virtual folders. These were divided into students, and the implementation cycles. In the case of physical information, each student had an acetate sheet assigned within the folder to track their progress. Meanwhile, the virtual folders contained copies of the information collected throughout the sessions. During 2023-2 and 2024-1, the diagnostic test of the students, teacher's interview, questionnaires, artifacts, field notes, and videos collected were stored in folders created in the computer to have a general view of the project during the implementation, and analysis of the data.

Considering the data collection instruments used in this research, to analyze the findings it was used the grounded approach defined by Cohen as “a systematic theory, using systematized methods of theoretical sampling, coding constant comparison, the identification of a core variable, and saturation” (2007, p.491), this means that in the grounded theory, the researcher identifies what is relevant without imposing a pre-existing theory, on the contrary, it emerges from data collected which is subsequently analyzed and examined to develop theory to comprehend the complexity of human actions. In addition, new and emerging categories are created to effectively integrate the data ensuring a good fit without any conflicting cases.

This study aimed to investigate and outline how the multisensory approach impacts vocabulary learning within the context of an inclusive EFL classroom. Furthermore, it sought to identify and describe students' responses to integrating multisensory activities in their vocabulary learning process in EFL. To achieve this, it adopted an emic perspective, described by Silverman (as cited in Cohen 2007) as the one that sits within the qualitative approaches, where the definitions are related to the situations captured through the observer's eyes.

Therefore, this involves the role of what Pilarska (2018) states is the “insider research”, someone who is immersed in a specific context and who can recognize the direct interactions and relationships with the subject of study. The previous study was clear in this research, as the pre-service teacher had the opportunity to explore the different dynamics of the students, and their learning process, but also recognize their insights, feelings and diverse concerns that they had during their participation in the project and eventually the impact of it on them.

Taking this into consideration, different categories of analysis emerged from the data collected through the variety of instruments used, which were identified through a process called coding defined by Cohen (2007) as the disassembling and reassembling of data. This process was designed to produce new understanding, in which the categories and subcategories are linked through the relationship and the aspects they have in common or to illustrate the ones that are not recurrent. The information is then understood through analyzing and comparing the collected sources of data. Prior to this, in order to shift from the stage of codes to categories, one way to classify the information is pre-coding by coloring details that are relevant for the research. Saldaña (2013) asserts that this would be useful for finding patterns by highlighting with diverse colors, using bold, underlining significant participant quotes with the purpose of considering the “codable moments” transforming them this into key aspects for the investigation or the theory. Being that said, the patterns found in the coding process are divided by colors in this research that are related to the main concepts of the present study: yellow for the role of the multisensory approach, blue for vocabulary learning, purple for students’ responses, and green for the inclusive activities designed.

Categories of the Analysis

To facilitate examination and coding of the data, this research project was structured around specific key categories that emerged from data in relation to the specific objectives. The first category named *the motivating role of multisensory approach*, and the second one called *the Multisensory approach as a pedagogical tool to develop language competences in an inclusive classroom* were both developed regarding the first specific objective, which was to identify the roles of the multisensory approach in the facilitation of vocabulary learning in English. The third category, called *positive students’ engagement in their initial approach to the foreign language*,

emerged in relation to the second specific objective which was to analyze the students' responses towards the use of a set of activities that included the multisensory approach with inclusion practices.

Having said that, for the first category, two subcategories were analyzed: *Associating the real context with the new knowledge of EFL* and *Developing self-awareness*. For the second category, three subcategories were carried out *Vocabulary learning and understanding*, *Use of vocabulary in context*, and *Tailored Sensory Experiences according to the principles of the Universal Design for Learning*. Finally, for the third category, two subcategories were developed *Ensuring the participation of everyone through inclusive practices* and *Seeing this class as a safe space to make mistakes*. To offer a thorough explanation of how the collected data was analyzed and organized, the following table outlines the categories used in this research project.

Table 3

Visual representation of the research question, objectives, and categories result of the analysis.

RESEARCH QUESTION		
What is the influence of the multisensory approach in the learning of vocabulary in context in the cycle I inclusive EFL classroom in Liceo Femenino Mercedes Nariño?		
RESEARCH OBJECTIVE #1		RESEARCH OBJECTIVE #2
To describe the roles of the multisensory approach in vocabulary learning in context in the cycle I inclusive classroom EFL classroom.		To identify students' responses to incorporating multisensory activities in EFL inclusive classroom lessons to enhance vocabulary learning in context.
Category #1 <u>The motivating role of multisensory approach</u>	Category #2 <u>The Multisensory approach as a pedagogical tool to develop language competences in an inclusive classroom</u>	Category #3 <u>Positive students' engagement in their initial approach to the foreign language.</u>

Subcategory #1 Associating the real context with the new knowledge of EFL.	Subcategory #1 Vocabulary learning and understanding Subcategory #2 Use of vocabulary in context	Subcategory #1 The class as a safe space to make mistakes Subcategory #2 Ensuring the participation of everyone through inclusive practices.
Subcategory #2 Developing self-awareness.	Subcategory #3 Tailored Sensory Experiences according to the principles of the Universal Design for Learning.	

Category #1: Motivating role of multisensory approach

This category illustrates the motivating role that the multisensory approach had when helping students enhance their vocabulary learning in context while using more than one sense to explore the language, considering all the interactions observed in the classroom, and the lack of motivation that the students had as describe in the statement of the problem. As a result, the project shows that motivation plays a crucial role. This motivation of learning a language is described by Garden as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (as cited in Dörnyei, 1998). In other words, the multisensory approach is pivotal in boosting students’ motivation, and cannot be ignored, taking into consideration that the attitude of the students is strongly related to effort and tasks-enjoyment within a classroom, enhancing in a significant way their learning process. To support the previous assumption, for this category, two subcategories emerged: Associating the real context with the new knowledge of EFL and developing self-awareness.

Associating the real context with the new knowledge of EFL. This subcategory highlights the relevance of thinking about that the students are not blank papers, given their learning stage, their age, and their cognitive characteristics. In view of the initial attitude of learning English, most of the students did not see this subject as something relevant in their process of learning because they expressed that English was not connected to their reality or they were doing activities that they did not understand. Therefore, it was necessary to consider their

realities and bring them into the classroom through images (see Figure 1) so they could have a more meaningful connection with foreign language learning.



Figure 1. Students discussed school locations. Third cycle: June 8th, 2024.

Today they will choose a place using the vocabulary of the parts of the school in English, so they will present it in a video that we will record. They had to practice a line in which they presented themselves and the place of the school. Before they started, they mention the places that they saw in the poster, student 5 said: but I don't know how to pronounce the places here, so I asked the students to help me because I didn't remember so they can practice and help her so student 4 and 6 started to explain her where the other places in the school are and how they pronounce it, saying the words in English, this is school says student 4, and student 6 said in Spanish yes, in front we have the volleyball court, she said: ahh now I get it, when you see the place is easier to know the word and better to practice (...)

[Field note #13 Third cycle: June 8th, 2024. Line 6-7]

The previous expert highlighted that the use of physical locations that they found in their near context (the parts of the school) made vocabulary learning more meaningful. For instance, when student 5 saw the places, she could better grasp their names, and with the help of her peers, the pronunciation. In other words, data revealed that using topics that they already know like using places of their real context benefits them to make a cognitive connection, comparing previous knowledge with the new one in the foreign language. The importance of the previous, it is also noted in the following passage.



Figure 2. Students discuss in English where they live. Third cycle: May 25th, 2024.

The students started to identify the localities of Bogotá in the map, they had the opportunity to check it from near, pointing with their finger the places they know, participating actively when they saw places they know, student 1: teacher I know where this Transmilenio station is located, student 2: I know where it is too, I go there to arrive here. So, the students started a conversation in which they tell all the students, all the places, and streets they know, finally they shared where they live using words in English and Spanish I live in localidad San Cristobal, however most of the student were doing an oral feedback between them, and they started to say and to write on the post its -I live in Puente Aranda, I live in Britalia, so on. When they paste it, they compare how far they live from school using the word very far, not so far or close. It seems the interest increases; they are excited and curious when they see that they live in different parts of the city.

[Field note #11. Third cycle: May 25th, 2024. Lines 8-15]

The preceding fragments showed that the different lessons and activities carried out during the three cycles aimed to enhance knowledge with the support of their immediate context in a foreign language, however, it is more evident in the second and third cycle because they were able to identify the city in which they live, their school, and contrast them with the rural area, understanding the vocabulary, as well as the different backgrounds the students have which were shared in oral and written forms.

As Gardner argues “learning the language of another community simply cannot be separated from the learners' social dispositions towards the speech community in question” (as

cited in Dörnyei, 1998). This means that the social dispositions that students have for learning a language were influenced by students' previous experiences, and using them through the multisensory approach, demonstrated that it transformed their engagement and attitudes regarding the learning of EFL. The previous found in data below (question #2 of the first questionnaire) discloses different reasons that the students provided when the activities involved topics of the real context.

2. ¿Te gustó trabajar el tema de los sentidos juntos con otros temas de la vida diaria? SI NO
¿Por qué?
Por que he Aprendida A conocer mas de los
Sentidos en otro idioma y conocer mas por que
los tenemos un poco descuidados me gusta

2. ¿Te gustó trabajar el tema de los sentidos juntos con otros temas de la vida diaria? SI NO
¿Por qué?
Porque es muy interesante

[Questionnaire #1, Second cycle: November 18th, 2023. Students #5 and #7]

Making an allowance for their insights portrayed in the previous instrument, most of the students agreed in the answers that the common factor apart from the materials, they enjoyed them due to the real-life situations and places near to their previous experiences, that now they find meaningful in their learning of English.

Lastly, data revealed that they started to see the foreign language as something that they could use in their reality even if they are not using it frequently. They conveyed the different purposes in which they would use it beyond the academical field like traveling, and job opportunities, as they noted in the last interview described below.

S4: Si, con la clase de inglés he aprendido otro idioma aparte del español y es bastante útil si uno va otro país.

[Semi-structured interview #2, June 8th, 2024. Q#1: Con las clases que tuviste de inglés ¿Crees que cambió tu percepción sobre la lengua?]

S1: Sí, que tenemos que seguir teniendo clase de inglés porque como yo trabajo con artesanías me llega un gringo y ahí qué.

[Semi-structured interview #2, June 8th, 2024. Q#9: ¿Alguna recomendación o sugerencia para tener en cuenta en clases futuras?]

The previous segments, in the semi-structured interview, student 4 expressed that learning is seen as something that would help her, especially for travelling to other countries, highlighting the practical use of a foreign language in a different context. Also, student 1 emphasized the need to continue with English classes, not only with an academic purpose, but also for interactions with people of different countries, pointing out the relevance of the language for a cross-cultural interaction.

To wrap up this subcategory, it is important to highlight that associating real word contexts with new EFL vocabulary was key to overcome the initial disconnection and low motivation that many students felt towards the learning of English. By recognizing their personal backgrounds, interests, and different cognitive abilities, with the help of the multisensory approach, the students had a more engaging and relatable learning experience that boosted their motivation and comprehension of the language.

Developing self-awareness. The present subcategory asserts the relevance of recognizing new aspects about themselves using EFL through the different activities. It was pivotal for the project to let the students know that they are the protagonists of their learning process. That said, the activities designed aimed to promote diverse interactions with the foreign language but also to foster self-discovery. One of the essential components of this project was to help the students modify their main concerns and fears about learning EFL. Sensory activities played a crucial role, allowing students to explore, through the sessions of the three cycles, their identity. The first step in this process was to introduce themselves; so, the main artifact, a Pictionary, included the name and an image about how they saw themselves.



[Artifact #1 First cycle: September 2nd , 2023. Page of their names]

They expressed whether it was necessary to change their names as well, since it was a completely different language, as shown in the questions asked in class.

- “Teacher, but does one also change their name, or is it the same all the time?”
- “Yes, teacher, does my name also change?”

The students' opinions prompted a discussion that one should not change their name in another language; what changes is the pronunciation, but our identity should not disappear when we start using a different language for communication. Consequently, they began writing their names alongside the portraits they created, indicating that they hadn't recognized how to say their names in English, nor did they believe they needed to change who they were.

[Field note #1 First cycle: September 2nd, 2023.Line 12-20]

The previous images and the section of the field note noted above, reflected the students' self-image and identity shared in classes. Each one had the opportunity to portray themselves with their names when starting the project. The visual representation emphasizes their understanding that, although they were learning to say their names in a foreign language, their core identity and who they are stays the same. The only thing that changes in the learning process is that they had more tools to discover aspects themselves and to recognize others in the process.

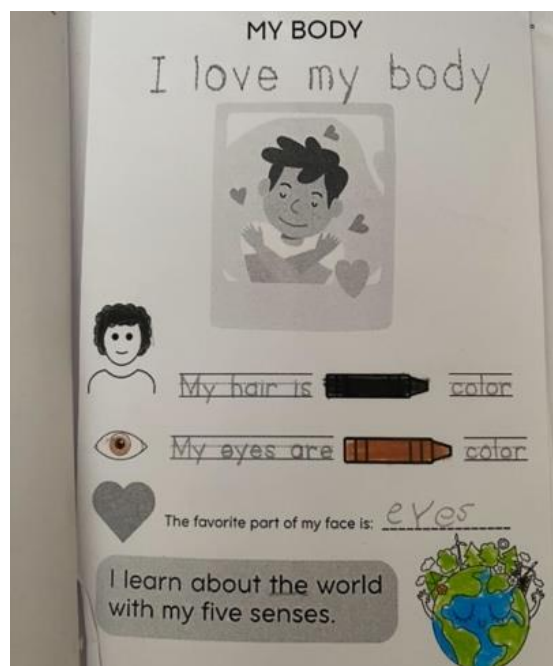
Having in mind the previous, Gardner (as cited in Dörnyei, 1998) states that the learning process of a foreign language involves far more than simply learning skills, or grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being. In the case of this group, they started to have a different behavior in the class, seeing each other as a fundamental part of the activities, they stated that their comfort level changed since the beginning of the activities because they sang a greeting song, in which they called a

person to say hi; through the sessions they implemented to say hello to one of their peers that they did not know or a person that was missing the previous class to welcome them again to the space, as noted in the next expert.

To start the class, I decided to not sing the usual welcome song due to time, students 7 and 3 expressed: no teacher, we cannot start without the song, we need to say hello to student 2, she was not here the previous class, we should say hello to encourage us, and her to be in class as always. Student 1 replied: yes, I agree that always helps us to move the body, to wake up the brain for English. We don't feel the same if we don't sing, I want to say hello and that someone say hello to me. After they shared their opinions, we proceeded to sing as usual *Where is _____? Where is _____? Please hands up, please hands up, do a little waving, do a little waving, and say hello, say hello.*

[Field note #5 Second cycle: October 21st, 2023. Line 1-7]

Moreover, Rogers (1969) emphasizes that self-initiated learning is the most lasting and pervasive because it involves the whole person, feelings as well as the intellect of each student. The data collected illustrates that the students engaged their learning process with the different senses, making associations between their bodies and the new vocabulary that they were learning. For instance, they learned to recognize the senses by associating images, games, the songs with their body, fostering taking care of it, and value who they are. As shown in the next artifact.



[Artifact #2 First cycle: September 30th, 2023. Page of the activity of body in the Pictionary]

As shown in the previous artifact which features the phrase “ I love my body” through the activities, the participants were involved in different lessons that were focused on positive reinforcement of themselves while simultaneously enhancing their language skills of EFL. By integrating the self-expression and the sensory experiences, students not only celebrated their individuality but also deepened their understanding of vocabulary related to both body parts and colors.

To conclude this category, the development of self-awareness through EFL activities not only enhances the vocabulary learning of the students in a foreign language, but also embraced their identities and fostered meaningful connection and recognition with their classmates. The project underscored the significance of the self-discovery and the role of the sensory engagement creating an inclusive and participative environment.

Category #2: The Multisensory approach as a pedagogical tool to develop language competences in an inclusive classroom

The multisensory approach was fundamental for the development of the participants’ language competences in this project because it granted them the opportunity to explore, for the majority of the students for the first time, the foreign language with the contribution of the use of the four dimensions of the multisensory approach visual, auditory, kinesthetic, and tactile learning through different materials that enriched the processing of the information in diverse ways, making it not only more meaningful but also more accessible for all the students. Additionally, it was essential to consider the main setting of the project, where there was a clear need to create and cultivate a more inclusive environment that supports all the students. Accordingly, this approach fosters this by ensuring active participation among all the learners who were part of the activities. To support this assumption, three subcategories emerged from this category, vocabulary learning and understanding, use of vocabulary in context, and tailored sensory experiences according to the principles of the Universal Design for Learning.

Vocabulary learning and understanding. This subcategory points out that recognizing the words will be the backbone to develop the language skills of the students of cycle I, such as the use and comprehension of them, particularly when speaking and listening, that were the main concerns of the students facing EFL. Birsh and Carreker (2018) highlight that in the process of

learning through multisensory instruction, students will integrate visual, auditory, and kinesthetic motor abilities for speech, writing and listening. In consequence, this supported the learning of vocabulary and enhanced a greater comprehension of the words given on different topics.

The data of this research showed that active participation was crucial for learning vocabulary. So the implementation of the multisensory approach included the use of a variety of materials designed, having in mind the next specific guidelines for better recognition: materials for the use of all students, the visual aids should be appealing and have the appropriate size for all to read with images for visual association, listening activities should include short phrases, not too much information for the students that have a specific sensory reaction, and if possible, the vocabulary already learned in previous lessons to improve significant learning, that “occurs under conditions in which the material to be learned is perceived by learners as significant and relevant to their own purposes” (Rogers cited in Koteswaraiah and Basavanna, p.7, 2016). As reflected in the answers below related to the materials that were brought to the different lessons.

¿De los materiales traídos a la clase cuales te gustaron más? ¿Por qué?

S1: Cómo se llama ese papelito que tocaba pegar, los posters eso, eso, muy llamativos.

S2: Me gustó cuando pintamos los muñecos, todos los juegos, el bingo también.

S3: La del gusto, con las aguas, yo pensaba que solo era agua cuando probamos era vinagre, la de dulce, salado, amargo. También la que tu trajiste que era como para pintar que era como un paisaje, por la textura me gustaba las texturas del cuadro.

S4: Pues la de los animales, me gustaban muchos los animales y era bonito, eran los posters y los sonidos con animales conejos, caballos, burros.

S5: Todos nos pareció bonito, porque la cartilla ¿sumercé se la lleva? Porque ahí está todo, la que nos dio ahí estaba todo.

S6: Ese librito que hicimos ahí mientras llenábamos las hojas.

[Questionnaire #2. Third cycle June 8th, 2024. Q#6]

Taking into account their answers of the last questionnaire related to materials, they emphasized the significance of the diverse materials and sensory experiences that were used in class, in order to contribute to the learning of vocabulary and the engagement of the classes.

In the following images, it is shown some of the materials mentioned for the students to illustrate how they interacted with the learning through the different sessions.



[Artifact #5 Third cycle: May 11th, 2023. Class of the sense taste]

Likewise, according to Birsh and Carreker (2018) the dependence on a unique type of instruction for vocabulary teaching will not be for optimal learning, that is why the repetition through multiple exposures to vocabulary items are important. In the project, the variety of sensory stimulus permitted the students to interact with the materials and explore new words, activating different cognitive perceptions by using one or more senses through the lessons, as shown in their words below.

¿Con qué sentido aprendiste más inglés?

S1: Con la vista, con movimiento.

S2: Yo aprendí más con los ojos y los oídos.

S3: Con la de los ojos, la de los ojos y la de la nariz smell, ay huele, smell.

S4: Mmm yo digo que, con la lengua, me acuerdo de que la clase fue con unos vasitos para la lengua, para ver a que sabia y probábamos, una vez me toco doble salado.

S5: Con el gusto.

S6: Con el gusto y los ojos.

S7: Con el tacto, la boca, mouth, shoulder, head, sí.

[Semi-structure interview #2. Third cycle June 8th, 2024 Q#6]

¿Te gustó interactuar con los materiales traídos a la clase? SI NO

¿Por qué?

Porque los materiales son como suavito y uno se sentía carrasposo y se tenían cosquillas.

5. ¿Cuál te gusto más? ¿Por qué?

La tela que nos dio la profe para la muñequita, el algodón me gustaron porque se sienten diferentes texturas pero las de raspar no

[Questionnaire #1, Second cycle: November 18th, 2023. Student #5. Q#4 and 5]

¿Te gustó interactuar con los materiales traídos a la clase? SI NO

¿Por qué?

porque son materiales que uno no había visto

[Questionnaire #1, Second cycle: November 18th, 2023. Student #3. Q#4]

Having in mind the previous responses, when the students expressed their insights of the questions regarding the materials and the senses that helped them learn English the most, in different stages of the implementation, specifically at the end of the second and third cycles, the participants of the project shared their experience of engaging diverse senses that they were able to use in class to learn stressing the taste, the sight, the smell, and the hearing, recognizing the use of more than one in their learning process.

Similarly, in their responses to Questionnaire 1, they focused on how the materials influenced as well their learning, particularly noting how they felt with the ones that have textures, or with the others because there were materials that they had never encountered before.

To sum up this subcategory, the integration of a variety of instructions with the multisensory approach, proved an essential role in facilitating vocabulary learning and understanding. Students' reflections on the different sensory experiences illustrated the multifaceted of learning regarding the different cognitive characteristic of the students, cultivating a meaningful and enjoyable educational experience.

Use of vocabulary in context. This subcategory portrays the use of the vocabulary learned by the students turning them into meaningful words that can be part of their reality. Birsh and Carreker (2018) argue that learning in rich contexts is valuable for vocabulary learning, so for this project, it was found that there were two main aspects of the activities to include their experiences, contexts, and use them: first, involving real-life scenarios, and second, peer collaboration to start going beyond of the mere memorizing of the vocabulary.

To elaborate on this, data showed that thanks to the real-life scenarios designed involving the main topics of the three cycles (the senses, I see the word, I enjoy the food, and I hear my surroundings) students could explore in what situations of their everyday life they would use the words chosen for the activities. For this, the implementation of role-play was essential because they identified how they would use the words they learned, developing their productive skills, for example, doing a short script for speaking in the last video recorded (see annex 13), or enhancing the receptive skill of listening, while they were concentrated on hearing their partners, and the different instructions in English. The next fragments are taken from the transcription of the video recording of the tour and the use of vocabulary of the school in context.

S1: My name is W. I *choose is* classroom (I choose the classroom). Classroom and classroom. (he proceeds to point out two classrooms).

S2-First try: Hello *is* my name is J.

Second try: Hello, *is* my name is Jazmin. This is the *cafeteria*.

S3: My name is K. *Is* is the cafeteria. (It's the cafeteria)

S4: Hello my name is Y. Black hair, *no no esperen*.

Second try: Hello my name is Y. *Is* is playground. (It's the cafeteria).

[Transcription video recording of the tour. Fragments 1 to 4. Third cycle: June 8th, 2024]

S1: *Un perro, que bonito, es chiquitito* (student point to the dog in the playground).

Research teacher: In English.

S4: In English.

S5: Dog.

S4: *Un* dog.

S5: Que bonito llamémoslo, ah no ni me hace caso.

[Transcription video recording of the tour. Fragment 7. Third cycle: June 8th, 2024]

S4: Teacher allá. (She points to the dog's house). House dog

Research teacher: It is dog's house.

S4 and S5: Dog house, there (the research teacher points to the house).

[Transcription video recording of the tour. Fragment 8. Third cycle: June 8th, 2024]

The previous transcriptions of the fragments provide valuable insights into vocabulary learning among the students of cycle I. From fragments 1 to 4, it is described that they successfully identified different areas of the school and started to use words that they knew from previous sessions, which indicated a comprehension of the words and compare them to their surroundings. Their descriptions as tour guides exemplify that they are familiar with the vocabulary. Nevertheless, the pronunciation of the students was influenced by the words it is and the contraction it's, in consequence, they had a confusion that was exposed in the oral production of students 3 and 4 repeating twice the word is. Additionally, fragments 7 and 8 revealed that students were connecting the words with different items that they saw beside the places of the school, for instance, the dog and the house, words that were not included in the list to practice for that lesson but that were present in previous ones, and that they remember when they saw it.

In another example, in a role-play scenario using numbers and vocabulary of the lesson plans, they bought items with pretend money, whether it was buying clothes in a clothing store to dress the characters that they pasted in the Pictionary or purchasing real fruits to eat, and stickers of fruits with textures to paste in the Pictionary. These types of activities supported their practical experiences.



[Artifact #6 Third cycle: May 11th, 2023. Class of the sense taste]

Lastly, peer collaboration was also valuable for their improvement in vocabulary. Through the lessons, the students interacted with the language without leaving to the side their interactions with the people surrounding them in the classroom, so collaborative learning was

contemplated. It is defined by Smith and MacGregor (1992) as the learning that involves more than presenting a topic and in which “students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product” (p.1). The previous is reflected in the next excerpts.

We sang “head, shoulders, knees and toes”. We were together singing and dancing the song in a space in which all the students were comfortable. I did the first round with all the students, remembering the movements of all the parts included in the song, at the end I asked each student where is the head? Where is the nose? And so on, for those who did not know the parts of the body, their partners help them to identify the parts. S1 said -ay but I need that S7 help me because I don’t remember all, so S7 worked in practicing the song together with S1, when the rest of the students saw that, everyone started to work in groups to practice the song, through the dialogue, they repeated the parts in English, giving feedback to each other, without my guidance as they were doing a good job participating actively. They danced it again, but with the instruction of one different student, so they decided who will do it, so everybody was able to be the protagonist of the song, and learn with cooperative work between them.

[Field note #4. Second cycle: October 7th, 2024. Line 5-13]

Context of the video: Student 2 and student 7 are comparing their answers of the total of counting clothes.

S7: (she starts to count the clothes) 5, 6 ehh, 8 emm

Research teacher: 7.

S7: 8, 9 and 10 y busos.

Research teacher: sweater.

S7: (she starts to count the sweaters) 1,2,3,4,5.

Research teacher: No, only 4.

S2: mire, (he proceeds to count again the sweaters) 1,2,3,4.

Research teacher: 4, yes four,excellent. And shoes?

S7: Shoes, (she starts to count the shoes), 1,2,3,4, no no (she noticed that she counted one more shoe, so she self-corrected her answer).

Research teacher: No, you already said it.

S2: No, 1,2,3,4,5.

S7: No (she starts to count again the shoes) 1,2,3.

[Transcription video recording of the tour. Fragment 8. Third cycle: June 8th, 2024]

As these pieces of evidence show, collaborative learning goes beyond mere group work. It is necessary for an active engagement to develop meaning and use the words in context. In the field note, the interaction between student 1 and student 7 illustrates how they supported each other understanding that collaboration can bridge gaps in knowledge. Equally, in the transcription of the video of counting clothes (see annex 14) students 7 and 2, during the sessions they did the feedback to each other and practice vocabulary of numbers giving guidance between them when counting.

To sum up this subcategory, in educational processes of EFL should be considered as a significant aspect the contextualized learning of vocabulary. By integrating diverse strategies such as real-life scenarios, materials that caught the attention of the students that were of easy access to them, and encouraging peer work, students were able to transform learned vocabulary into meaningful words and short phrases that would resonate with their daily experiences. Thus, learning in rich contexts enhances the relevance of vocabulary, allowing students to explore practical applications through engaging activities. These methods not only fostered productive skills, such as speaking and listening but also promoted deeper interactions among peers, enriching their language development.

Tailored Sensory Experiences according to the principles of the Universal Design for Learning (UDL). From the beginning of the project, the design of the activities revolved around the participants, their cognitive and physical characteristics. The reason is that it is fundamental to include the UDL principles in the lessons, defined for the Teaching Excellence in Adult Literacy (2010) as the “set of principles for designing curriculum that provides all individuals with equal opportunities to learn” (p.1). This means that all the activities designed work with the learners regardless of age, gender, background, physical and cognitive characteristics.

So, the main principles of the UDL are: multiple means of representation, multiple means of action and expression, and multiple means of engagement. For the students of cycle I, data revealed that the multiple means of representation were supported by books, flashcards, games, and posters that were taken to the class, and that allowed the student easy access and interaction with the new vocabulary. As shown in the images below.



[Artifacts #3 and 4. First and second cycle: September 30th, 2023, and April 13th, 2024]

They were instructed that each student would need to place the word in the correct location for each body part. They were given several options, allowing them to discuss among themselves which one was correct. The students emphasized the importance of having the materials available, as well as the opportunity to approach the board and stick the name themselves. They also noted that it was much easier when the materials were large and colorful, provided they were understandable to them. The materials then were adapted in order to ensure that everyone participated.

[Field note #6. First cycle: September 30th, 2023. Line 10-15]

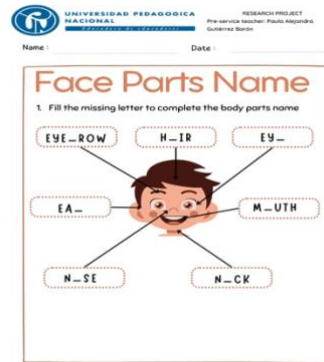
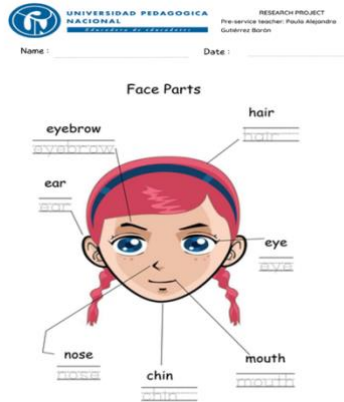
The task of placing the words on the board for the parts of the body exemplifies active engagement and aligns with the UDL principles. This reinforces the vocabulary learning but also fosters collaboration and enhances social skills through dialogue that involves everyone. Then, in all the cycles it existed the necessity to have as a constant, materials adapted to the topic and the needs of the students, ensuring the accessibility for diverse learning characteristics.

In addition, the multiple means of action provided learners with an environment to demonstrate what they know contributing to the English class, all the voices of the students were listened throughout the project and were considered. Finally, the previous is related to the principle of multiple means of engagement, so the project grounded all the activities considering students' interests by offering choices of content that they would like to develop and tools, offering adjustments according to their learning process when needed, for instance, there was a case of two students that were having difficulties writing letters and it was better to trace them so they could have access to the same topic but in adapted to theirs needs.

It was found that to develop the written activities, two students require appropriately adjusted tasks to ensure their participation. Therefore, it will be decided to provide them with activities that involve more motor development, such as tracing lines, or shorter, more concrete tasks, while still covering the same topics, as their learning processes differ.

[Field note #1. First cycle: September 26th, 2023. Line 7-10]

The previous statement underscores the relevance of tailored experiences in the classroom, particularly for students who require it to guarantee their participation in the activities proposed in all the cycles of implementation. Thus, the UDL in this project then advocated for providing multiple means of engagement that fit the participants. In the case of the students of the previous expert, their written activities involved more motor skills, such as tracing lines, enhancing their strengths but still going in concordance with the general topic of the lesson plans. As it is portrait in the next artifact.



[Artifacts #7. Second cycle: September 30th, 2023]

In conclusion for this category, the multisensory approach, considering the data collected, was an effective pedagogical tool for enhancing vocabulary in a foreign language in an inclusive setting. The use of the approach promoted vocabulary learning and understanding through diverse sensory modalities, improving the comprehension of the words and the use of them in a communicative context. Additionally, tailored sensory experiences ensure that all students experience the learning of a foreign language regardless of their learning process.

Category #3: The positive students' engagement

The students' responses were fundamental for the improvement of the proposal. They were highly considered because it was guided by their likes, necessities and characteristics. Having in mind the previous, vocabulary learning should entail active engagement in learning tasks (Birsh and Carreker, 2018), so the lessons were student-centered. To support the present category, two subcategories emerged: the class as a safe space to make mistakes, and ensuring the participation of everyone through inclusive practices.

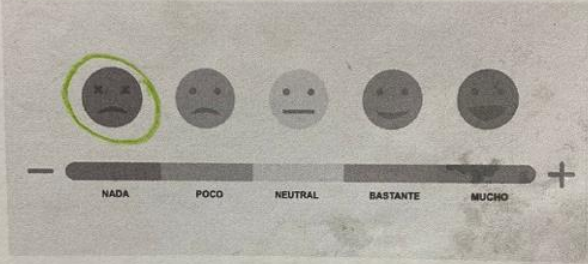
The class as a safe space to make mistakes. This subcategory exhibits that self-confidence in the process of learning a foreign language is key to overcome the fear of not being able to learn a new language or facing displeasure while learning. Mistakes were decisive for the students in vocabulary improvement, as they faced their perspective of inadequacy for learning

English, as they were in the initial stage of improving their communicative skills in Spanish, as shown below.

ESCALA DE LINKERT: PERSEPCIÓN DEL INGLÉS DE LOS ESTUDIANTES


Encierra en un círculo tu opinión acerca del inglés, teniendo en cuenta las opciones de respuesta.

¿Te gusta el inglés?



NADA POCO NEUTRAL BASTANTE MUCHO

¿Cuál ha sido tu experiencia con el inglés?

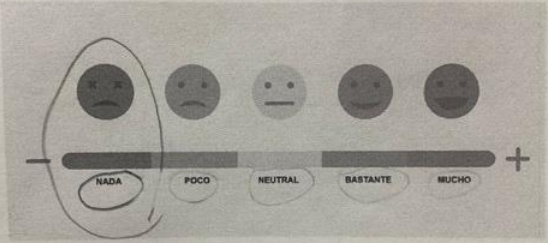


BASTANTE DESAGRADABLE DESAGRADABLE SIN EXPERIENCIA AGRADABLE BASTANTE AGRADABLE

ESCALA DE LINKERT: PERSEPCIÓN DEL INGLÉS DE LOS ESTUDIANTES

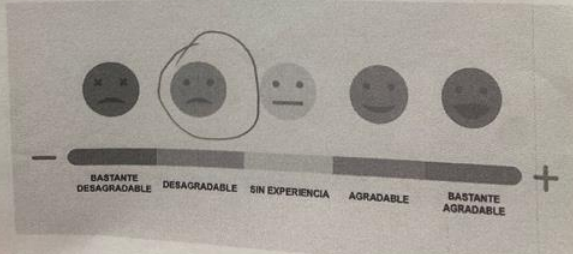
Encierra en un círculo tu opinión acerca del inglés, teniendo en cuenta las opciones de respuesta.

¿Te gusta el inglés?



NADA POCO NEUTRAL BASTANTE MUCHO

¿Cuál ha sido tu experiencia con el inglés?



BASTANTE DESAGRADABLE DESAGRADABLE SIN EXPERIENCIA AGRADABLE BASTANTE AGRADABLE

[Artifacts #8. First cycle: May 12th, 2023]

The previous Linker scale, completed by the students at the beginning of the project, showed that they had a negative perception of learning English. Almost all of them indicated that they did not like English at all, when asked about their feelings toward the language, and regarding their prior experiences with English, they found it unpleasant; only one student found it enjoyable. Therefore, it was important to consider their previous opinions, which involved a widespread fear of learning due to factors such as: unfamiliarity with the language and the difficulties they perceived, including concerns about being judged while learning.

However, transforming their perspective could not be possible, without nurturing an environment in which they could share their results or their opinions without being criticized. Data revealed that it is important to work more with their strengths and talents to improve. Rogers (1969) argued that, in an atmosphere of trust, mutual respect, and freedom from

constraints, students freely test their ideas and become creative individuals. As noted in the next expert.

When I recorded the students' activity, I explained that they are the tour guides of the school. They express their feelings, so most of them felt nervous, but I supported the environment of trust, letting them know that if is needed we could record multiple times, and reminded them that nobody is going to interrupt them or judge them, the only condition was that everybody participated of the exercise. S7 started to present the cafeteria, however, she is having a hard time saying the phrase she practiced because of the recording, all the students started to encourage her to talk. Their peers said to her: You can do it, we are here to support you, it does not matter if you don't said it in the same way, we will help you, and other student mentions, if you don't say in the same way it doesn't matter because we are here to learn of our mistakes, so she started to say her lines. Then they saw the positive result of listening actively, so all the presentations started and ended with words of affirmation from their peers who gave the courage to each other to said the script and present the places without the necessity of the teacher constantly asking.

[Field note #20. Third cycle June 8th, 2024]

In light of what was stated in the previous fragment, data revealed the critical role of facing their thoughts of fear against learning and practicing a language with a supportive environment to improve their abilities and foster confidence. In the context of the students acting as tour guides, the expert illustrates how their environment of trust impacted in a positive way their participation. Emotional support was another way to aid the students' learning process. Destigmatizing mistakes as something negative was necessary, as it could be seen during the implementation cycles as an opportunity to learn.

Thus, to improve the environment of the class the aspect that students highlighted more was the patience that, they perceived and the guiding role of the teacher, instead of the instructional teacher pressuring them to excel in English as fast as possible. Understanding that this is a pathway in which they can participate, but also, they can enjoy of the process. As it is manifested in the next passages.

En el tiempo en el que he sido tu profesora ¿Cómo te sentiste en las clases de inglés?

S1: Bien, ahí avance un poquito porque era que yo no sabía nada nada de inglés.

S2: Chévere, chévere, chévere, a mí ya no me da pereza.

S3: Bien, gracias a dios muy bien, porque sumerce me tiene la paciencia del mundo, otras no la tenían y uno entonces aprende.

S4: Bien, bien feliz, usted es muy buena profesora y enseña muy bien.

S5 Muy bien profe, muy bien, profe porque sumerce explica muy bien, mucha paciencia nos tuvo porque en realidad nosotros no sabemos y hay profesoras que se estresan, muchas bendiciones que venga y nos visite.

S6: Le enseñaba a uno, porque uno solo sin saber cómo escribir, al menos sumerce hacia el favor de decirle a uno como era, que le vaya muy bien, al menos ustedes si ayudan, muy sencilla.

S7: Super bien, es una profesora que le explica a uno bien, que le pone atención, siempre vive pendiente de que uno aprenda las cosas

[Questionnaire #2. Third cycle June 8th, 2024. Q#2]

(...)debido a que tuvieron mucha empatía con la docente Paula desde el principio, su alegría, su espontaneidad hizo que los estudiantes siempre estuvieran atentos, que quisieran participar, querían que la docente se diera cuenta que ellos aprendían, siempre los vi muy felices y con muchas ganas de aprender, en cada clase la experiencia para ellos fue divertida, fue significativa aprendieron mucho, experimentaron cosas nuevas (...)

[Semi-structure interview to the English teacher #2. Third cycle June 8th, 2024. Q#5]

The previous responses gathered at the end of the research demonstrate a change in attitude and perspective toward EFL learning. The students expressed positive feelings about their English classes in Questionnaire 2, highlighting significant progress in their learning. S1 noted a sense of advancement, while S2 mentioned that the lessons had become enjoyable and no longer felt burdensome. S3 appreciated the patience of the teacher, contrasting it with previous experiences where other instructors lacked understanding. S4 and S5 praised the teacher's effective teaching methods and patience, emphasizing that they felt supported despite their initial lack of knowledge. S6 acknowledged the teacher's assistance in writing and her approachable manner, while S7 affirmed that the teacher's attentive approach greatly contributed to their understanding. Overall, the responses reflect a sense of gratitude and appreciation for the supportive learning environment fostered by the research teacher. Similarly, to the perspective shared by the English teacher that pointed out the created environment where they were always engaged and eager to participate, wanting to demonstrate their learning. Throughout the classes, they appeared happy and motivated, finding each experience enjoyable and meaningful as they learned and explored new things.

To wrap up this subcategory, the insights gathered from the students underscore the transformative impact of empathetic teaching to improve inclusive learning without increasing barriers of students' participation. This support is vital in language learning, as it allows students to practice vocabulary in a low-pressure context, embracing challenges and developing language skills.

Ensuring the participation of everyone through inclusive practices. Keeping in mind that the main setting of the research is an inclusive classroom, it is crucial to acknowledge that the context and the educational environment provide them with experiences, helping them go beyond the adversities and limitations that they may have encountered in other environments, being conscious that learning barriers might be physical, cognitive, emotional, or system-wide. Consequently, with the project was significant to guarantee that students can access an education that adapts to their needs, as the text *Inclusion and the right to learn a foreign language* argues “making the acquisition context as natural as possible becomes vitally important as it allows pupils to use the same cognitive resources they employ when learning their native language” (British council and Cervantes Institute, 2023).

In order to implement the inclusive practices, it was necessary to contemplate that “Inclusive teaching means putting the learners at the center of the teaching/learning process and involves teachers being good role models who encourage and show kind and helpful behaviour” (British council, 2019, p.11). Data gathered demonstrated that the teaching environment is key for them, regardless of their age and individual characteristics. In their responses expressed in the last questionnaire noted below, one of the students remarked:

S3: Sí profe, hasta yo, me decía Weiny no se duerma, me tocaba sí o sí, ahí ya no podía dormir, me ha gustado mucho porque uno va lento, pero uno aprende algo.

[Questionnaire #2. Third cycle June 8th, 2024. Q: ¿Sientes que todos era incluidos en las clases?]

This comment reflects the student perception of engagement and inclusion in the English classes despite her paralysis and cognitive processes. She expressed how the teacher’s words supported her to participate actively through all the sessions. Other students echoed similar feelings, reinforcing the environment in which all the students were included.

S1: Sí.

S2: Sí, claro, sumerme incluía a todos

S4: Si, todos eran incluidos siempre, nadie era excluido en la clase

S5: Los que estaban en el salón si, los que no venían no ellos allá en la casa.

S6: Sí profe, todos.

S7: Claro, así debería ser.

[Questionnaire #2. Third cycle June 8th, 2024. Q: ¿Sientes que todos era incluidos en las clases?]

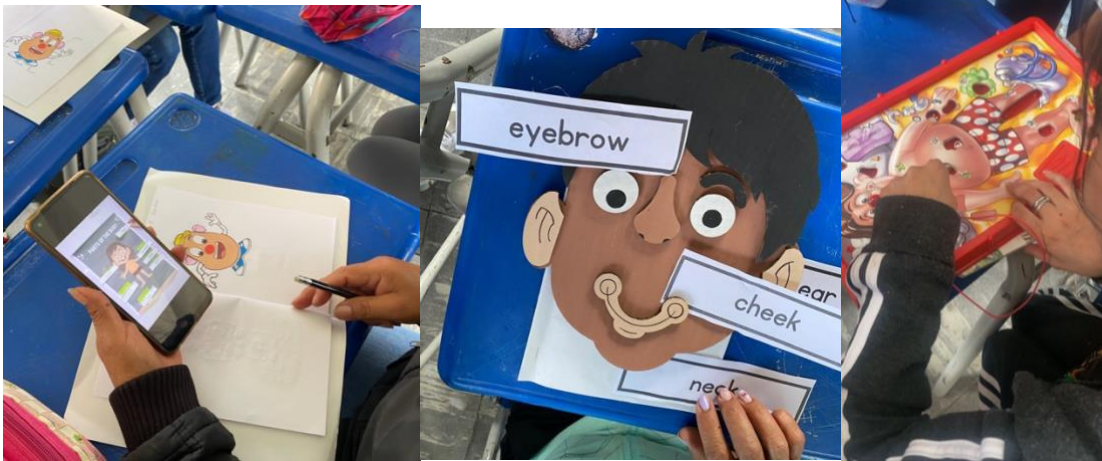
The students expressed a strong sense of inclusion in the classroom. S1 affirmed his experience, while S2 noted that the teacher ensured everyone was included. S4 echoed this sentiment, stating that no one was ever excluded from the class. S5 pointed out that while those present in the classroom felt included, those who weren't attending didn't share the same experience. S6 confirmed that everyone was included, and S7 emphasized that this should always be the case. Generally, their responses reflect a positive perception of inclusivity in their learning environment.

¿Durante la implementación del proyecto, en las clases veía la participación de todos los estudiantes? ¿Cree que se trabajó el aula inclusiva en el proyecto?
Debido a la naturaleza del programa de la jornada sabatina y la implementación del proyecto de la profesora Paula, se pudo evidenciar que hubo participación de todos los estudiantes que siempre estuvieron muy motivados y presto a aprender, por otra parte, se diseñaron actividades teniendo en cuenta las características particulares, las necesidades e intereses de los estudiantes

[Semi-structure interview to the English teacher #2. Third cycle June 8th, 2024. Q#5]

In addition, in the implementation of the project, the English teacher also observed that all students actively participated in class, showing high levels of motivation and a strong desire to learn. The structure of the Saturday program, combined with the approach, fostered an inclusive environment in the research. Furthermore, the activities were thoughtfully designed to address the specific characteristics, needs, and interests of the students, ensuring that everyone could engage effectively in the learning process.

Furthermore, the data showed that implementing inclusive practices allows the students to track their progress and reflect about their learning journey, enhancing their ability to self-monitor and participate equally as it is shown in the artifacts below. For instance, the first one portrays how students started to use materials from previous classes to develop the activities, the second one showed how the students organized the phrases without the guidance of the research teacher, and the last one portrays one of the students within the process of developing motor skills do the exercise autonomously. One of the tools that supported them with the activities and provide the flexibility of the activities was the use of the Pictionary, working hand in hand with all the activities.



[Artifacts #7, 8, and 9. First, second and third cycle: September 30th, 2023, and April 13th, 2024, March 23rd 2024]

The collaborative nature of the activities created an inclusive environment where students supported each other in their learning journeys, exemplifying the power of teamwork in language acquisition, also the best environment to develop an inclusive classroom in the one that has different strategies to overcome diverse barriers. By adapting educational experiences to meet their needs, the project facilitated access to learning in a meaningful and adapted way.

Finally, the current chapter outlined the approach that guided the data analysis, and the categories and subcategories emerged. The following chapter presents the conclusions, implications, limitations, and suggestions for further research based on the findings of the research project.

Chapter VI: Conclusions and implications

This chapter illustrates the main conclusions of this research project concerning the question proposed and the objectives. It also describes the implications of the project for the EFL, inclusive teaching, the school where the project was developed, the participants, and the researcher. Subsequently, it presents the limitations of the study, and finally some suggestions for further research.

Conclusions

This qualitative action research study aimed to understand the influence of the multisensory approach in the acquisition of vocabulary in context in the cycle I inclusive EFL classroom in Liceo Femenino Mercedes Nariño. In this sense, the research objectives were, first, to describe the roles of the multisensory approach in vocabulary learning in context in the cycle I inclusive classroom EFL classroom, and second, to identify students' responses to incorporating multisensory activities in EFL inclusive classroom lessons to enhance vocabulary learning in context.

In light of the first objective, data showed that the multisensory approach had two main roles in vocabulary learning in the context of the students of Cycle I, a motivating role and a pedagogical role. Contemplating the *motivating role*, the data gathered illustrated that when using the multisensory approach, learning was seen as something connected to their daily life increasing their participation in the activities proposed. Also, students through opinions and comments conveyed that, by associating new vocabulary with real-world contexts, they were able to create different connections for meaningful learning, transcending the studying of grammatical aspects only of the language, to the contextual application of EFL, enriching their motivation to learn new words to use, being able to identify and explore their surroundings at the same time. Also, fostering self-discovery was essential, as it made the students aware that they were key to their learning processes. The information collected showed that the uses of different senses in the different activities supported the learning experiences, not only about English and the vocabulary, but also about their identity, exploring topics such as the senses, body parts, and their relationship to their near

Now, focusing on the *pedagogical role* of the multisensory approach to develop language competences in an inclusive classroom, it was found, according to the data that it had three pillars: vocabulary learning and understanding, use of vocabulary in context, and tailored sensory experiences according to the principles of the UDL. As for the first one, data revealed that vocabulary played the main role in communication, as it allowed them to identify and use concrete words in short phrases verbally or written in some cases, around the topics proposed. Also, in relation to the second one, it was visible that the students were encouraged to use the foreign language, enhancing meaningful learning, including the sensory activities with real-life scenarios creating an environment of proximity with the foreign language. Regarding the third one, the activities needed to be planned considering the pace of learning of the students, so data manifested that all the students were able to participate actively in the sessions, ensuring their interaction with the materials designed and the knowledge from the diverse dimensions of the approach.

In response to the second objective, the information gathered displayed that the EFL Cycle I students' responses toward the activities using the multisensory approach were optimistic. Data reflected that this approach had a positive influence on engaging the students with different sources of stimulus, an appealing learning environment, and materials that were easy to access and interact with. Giving consideration to the setting of the research that was the inclusive classroom, tailored sensory experiences, designed in line with the UDL principles supported diverse learning, and helped the class to share their opinions; improving the vision that the students had of an EFL class, additionally, the participants promoted a safe space to make mistakes, and learn from them without being judged, that is why the participation of everyone through inclusive practices increased as data showed.

To conclude this section, it is relevant to highlight that to guarantee the right to education to students under the premise of the inclusive classroom, it is not only enough to name it or carry out an integration work, but it requires thinking about different strategies that allow students access knowledge, of themselves and those around them, hand in hand with the development of their communication skills. Furthermore, when students are made visible for their abilities and become the protagonists of their learning processes, this allows them to be kinder to themselves

in their learning process, and to put aside the previous opinions that played against them for not having fit in formal education.

Therefore, the challenge that could not be ignored was the understanding that the adversities to work in an inclusive classroom could even be systematic, but that is why it is necessary to work on them and face them with flexible and active methods or approaches that allow students to feel comfortable, not scared, and, above all, happy to be recognized for the significant advances of their learning process.

Implications

Several implications resulted from the implementation of the project. Such implications involved the teaching of EFL, the school Liceo Femenino Mercedes Nariño, the participants of the research, and the pre-service teacher who conducted it.

In the first place, in relation to teaching EFL, it was portrayed that it is crucial to undergo a significant transformation that embraces the characteristics of inclusive classroom, through the multisensory activities as well. It is urgent to consider the cognitive and diverse characteristics of each student, in order to support the learning environment without excluding someone or creating barriers of access to education. Moreover, the teaching environment should be appealing but also appropriate for all the students, which would allow them to interact with each other and learn the language, improving their knowledge. Additionally, it is important to highlight that language learning needed to go beyond memorizing the words without knowing the meaning; by using the approach selected they had the opportunity to be aware of the words in a richer environment, boosting motivation, and encouraged peer learning.

This approach emphasized the importance of their active role in the learning process, so it is relevant to stress the significance of creating an educational curricular plan in which students are really included, considering the paths that can be taken in their educational process, so there is a change that contributes to developing their skills.

Regarding the implications for the institution, two aspects may be discussed, the teaching strategies including instructional materials, and the training of teachers. First, fostering an inclusive environment in learning implies that the school consider as valuable, for the meaningful learning, using diverse teaching strategies, and materials for the activities of the students, engaging different parts of the brain in learning, preparing students to face new

knowledge in connection with their prior one and their realities, developing an appealing environment for the EFL learning. Second, the professional development for teachers is crucial, having in mind the diverse population, to implement appropriate strategies according to the cognitive characteristics and learning paces of the students cannot be ignored, the school should be working together with specialists in the area so that the implemented strategies involve the necessary comprehension, the orientation that allows access, and quality to education.

Continually, regarding the implication for the participants of the project, the implementation of the proposal implies two aspects. First, the attitudes of the students are key for their learning process taking into account their setting, they should understand that learning is a process that might take time, without letting themselves be overwhelmed by the immediacy of situations, which is why dedication and practice in other environments is required. Second, students should consider that to improve in a foreign language, they will have to be in contact with the EFL through their likes, and not get carried away by the frustration of not understanding, but also look for solutions or strategies that assist them in their autonomous learning.

Ultimately, about the implications of a pre-service teacher, it is important to note that the project required a lot of time and dedication, along with a lot of research, having in mind that the activities had to be designed with the purpose of everyone could participate, it took time to find which activities and materials were accessible for the students and that engaged their senses. It was challenging since, both the approach, and inclusive classroom are not researched together as much, likewise for teaching a foreign language in an inclusive classroom, the reason why it was so important to think constantly in ways of teaching vocabulary while having a flexible curriculum and still be inclusive. Without a doubt, it was a process that required making quite a few modifications in the first plan, since I planned it at first guided by my preconceptions of the different populations with which I worked, but upon listening to them carefully the rhythm of the activities was completely modified.

Limitations of the study

This research project encountered some limitations that may have impacted the research project. First, the students had only one hour of class time per session, which often was insufficient for the comprehensive exploration of vocabulary through multisensory

activities. This limited time restricted the exploration of learning and engagement that could be achieved during each lesson. Additionally, in the school, they had different institutional activities, including field trips that were developed during the times of the classes.

Besides, the access to technological resources within the school was very limited. The shortage of these resources impeded the implementation of more engaging and interactive multisensory activities, which could have enriched the vocabulary learning experience. Also, there was limited exposure to a wider range of learning environments, such as the library and the computer lab, due to the unavailability of the spaces on Saturdays.

Furthermore, the context of the study included a diverse participant group, which added complexity to the research. The involvement of various specialists could have influenced the study's direction and the professional development of the teachers involved. Although there was a motor skills teacher available during the first semester, this support did not exist in the second semester, resulting in a reliance on theoretical knowledge rather than practical guidance. Lastly, fluctuations in student attendance significantly impacted the learning process. Irregular attendance disrupted continuity in instruction and hindered the development of a cohesive learning experience, which is fundamental for effectively acquiring vocabulary in context. In summary, these limitations underscore the challenges faced during the research, suggesting that future studies should consider addressing these issues to enhance the validity and reliability of findings related to the multisensory approach in vocabulary learning.

Further research

This research provided relevant insights to understand the roles of the multisensory approach in the learning of vocabulary learning in context, achieving the two main objectives that were to describe the roles of the multisensory approach in vocabulary learning in context in an inclusive EFL classroom and to analyze students' responses to incorporating multisensory activities. These aims were considered to include their reality in the classroom, their needs, and their interests. However, since this investigation primarily focused on vocabulary learning in an inclusive setting, it would be beneficial to implement the multisensory approach across different settings, grades, and populations with different levels of English proficiency.

REFERENCES

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education, No. 3*. Retrieved from:
<https://www.eurrec.org/ijote-article-213?download=2>
- American Psychiatric Association. (2013). *Autism Spectrum Disorder: Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*. Retrieved from
<https://depts.washington.edu/dbpeds/Screening%20Tools/DSM-5%28ASD.Guidelines%29Feb2013.pdf>
- Arbe Mateo, F., & Echeberria Sagastume, F. (1982). *Contexto sociocultural y adquisición del lenguaje*. Retrieved from
https://www.bizkaia.eus/fitxategiak/04/ondarea/Kobie/PDF/5/Kobie_3_Antrpologia_cultural_CONTEXTO%20SOCIOCULTURAL%20Y%20ADQUISICION%20DEL%20LENGUAJE%20.pdf
- Atweh, B., Kemmis, S., & Weeks, P. (1998). *Action research in practice*. Routledge. Retrieved from <https://another-roadmap.net/articles/0002/0967/atweh-action-research-in-practice-1998.pdf>
- Baines, L. (2008). *A Teacher's Guide to Multisensory Learning. Improving Literacy by Engaging the Senses*. Retrieved from
https://www.google.com.co/books/edition/A_Teacher_s_Guide_to_Multisensory_Learni/6wQGmjH57-gC?hl=es&gbpv=1&dq=multisensory+pedagogical+strategy&printsec=frontcover
- Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills (4th ed.)*. Publisher.
- Brand, S. T., & Dalton, E. M. (2012). *Universal design for learning: Cognitive theory into practice for facilitating comprehension in early literacy*. Retrieved from
<https://files.eric.ed.gov/fulltext/EJ979433.pdf>
- British Council. (n.d.). *Inclusion and the right to learn a foreign language*. Retrieved from
https://www.britishcouncil.es/sites/default/files/report_inclusion_and_the_right_to_learn_a_foreign_language.pdf
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. Routledge.

- Congreso de la República. (1994). Ley 115 de 1994: Ley General de Educación. Retrieved from: https://www.mineducacion.gov.co/1621/articles-85906_archivo_pdf.pdf
- Council of Europe. (2018). Common European Framework of Reference for Languages: Learning, teaching, assessment. Retrieved from <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>
- Clark, P. (2020). Break this bottle: Fieldnotes in qualitative research. Kinki University, Faculty of Sociology. Retrieved from <https://kindai.repo.nii.ac.jp/record/21200/files/AA1253453X-20200930-0001.pdf>
- Creswell, J. W. (2007). Qualitative inquiry: Second edition. Retrieved from <https://goo.su/5R4Js1>
- David, R. D., & Brown, K. (2022). Disability, Inclusion and Language-in-Education Policy in the Global South: The Colombian Context. *Center for Educational Policy Studies Journal*, 12(4), 13–33. <https://doi.org/10.26529/cepsj.1441>
- El Espectador. (2015, September 6). I.E.D. Liceo Femenino Mercedes Nariño: cien años de educación para mujeres. <https://www.elespectador.com/noticias/educacion/ied-liceo-femenino-mercedes-narino-cien-anos-de-educacion-para-mujeres-article-586391/>
- González, S. (2017). Audiovisual aids as a tool to promote meaningful EFL vocabulary learning. *In reponame: Repositorio Institucional de la Universidad Pedagógica Nacional*. <http://repositorio.pedagogica.edu.co/handle/20.500.12209/3259>
- Griffee, D. T. (2018). An Introduction to Second Language Research Methods Design and Data. TESL-EJ Publications.
- Hayet, Md. A., & Bipasha, S. (2020). Vocabulary learning principles and tasks in EFL classrooms: a study on the higher secondary level in Bangladesh. *British Journal of English Linguistics*, 8, pp.30-50. <https://www.eajournals.org/wp-content/uploads/Vocabulary-Learning-Principles-and-Tasks-in-EFL-Classrooms.pdf>
- Herreño, C. (2020). Cooperative learning: a teaching approach for inclusive EFL classrooms. *[Undergraduate thesis, Universidad Pedagógica Nacional]*. Universidad Pedagógica Nacional Institutional Repository. Retrieved from: <http://repositorio.pedagogica.edu.co/bitstream/handle/20.500.12209/12138/HERREÑO%20CAROLINA%20TRABAJO%20DE%20GRADO%20INGLÉS.pdf?sequence=4&isAllowed=y>

- Institución Educativa Distrital Liceo Femenino Mercedes Nariño. (2013). Manual de convivencia.
- Itagi, G., & D'Mello, L. (2019). Academic Excellence through Multi-Sensory Approach: A Model for Classroom Teaching. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 4(2), 74-86. DOI: <http://doi.org/10.5281/zenodo.3544137>
- Knowles, M. (1973). The Adult Learner: A Neglected Species. Retrieved from <https://files.eric.ed.gov/fulltext/ED084368.pdf>
- Lee, J., & Yoon, K. (2019). Alternative Vocabulary Learning Approaches in EFL Setting: Bottom-up or Top-down? *영어교육연구*, 74(3), 141-160. <https://doi.org/10.15858/engtea.74.3.201909.141>
- Lemke, D. (1986). Nuevos pasos hacia un currículo flexible. OREALC. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000206640>
- Ministerio de Educación Nacional [MEN]. (2006). Estándares Básicos de Competencias en Lengua Extranjera: Inglés. Formar en lenguas extranjeras ¡el reto! lo que necesitamos saber y hacer. Retrieved from https://www.mineducacion.gov.co/1759/articles-115174_archivo_pdf.pdf
- Ministerio de Educación Nacional [MEN]. (2021). Educación para todas las personas sin excepción Lineamientos de política para la inclusión y la equidad en educación. Retrieve from <https://www.colombiaaprende.edu.co/contenidos/coleccion/educacion-para-todas-las-personas-sin-excepcion>
- Ministerio de Educación Nacional [MEN]. (2022). *Inclusión y equidad: Hacia la construcción de una política de educación inclusiva para Colombia: Nota técnica*. Bogotá D. C. https://www.mineducacion.gov.co/1780/articles-363488_recurso_17.pdf
- Ministerio de Educación Nacional [MEN]. (n.d). Flexibilización curricular. Retrieved from <https://www.mineducacion.gov.co/1621/article-82793.html>
- Myslihaka, L. (2017). Communication as the Center of Teaching/Learning Process of Foreign Languages (the Case of French Language). *European Journal of Social Science*, 4(1), page range. ISSN 2411-9563 (Print) / ISSN 2312-8429 (Online). Retrieved from https://revistia.com/files/articles/ejser_v4_i1_17/Myslihaka.pdf
- Montaño Moreno, J., & Vera Rodriguez, E. (2012). Inclusive English classrooms: requirements, implications and limitations. -A qualitative case study-. *Revista Folios*, No. 36. Revista

- Folios, 36. Retrieved from <https://revistas.pedagogica.edu.co/index.php/RF/article/view/1726/1672>
- Moustafa, N. (1997). A Multisensory vs. Conventional Approach to teaching Spelling. Retrieved from <https://files.eric.ed.gov/fulltext/ED405564.pdf>
<https://files.eric.ed.gov/fulltext/ED432388.pdf>
- Pilarska, J. (2018). The potential of emic perspective in the qualitative inspections of everyday life. *Kultura i Edukacja*, 4(122), 147–163. <https://doi.org/10.15804/kie.2018.04.09>
- Robles, T. R. C., Uglem, C. (2003). Multisensory Instruction in Foreign Language Education. Retrieved from <https://files.eric.ed.gov/fulltext/ED482576.pdf>
- Romañach, J. & Lobato, M. (2005). Functional diversity, a new term in the struggle for dignity in the diversity of the human being. <https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/zavier-Functional-Diversity-Romanach.pdf>
- Saldaña, J. (2019). *The coding manual for qualitative researchers*. Sage Publications. <https://emotrab.ufba.br/wp-content/uploads/2020/09/Saldana-2013-TheCodingManualforQualitativeResearchers.pdf>
- Secretaría de educación. (2019, May 6). Por primera vez, 140 mujeres estudiantes, víctimas del conflicto, visitan la FILBo. Retrieved from https://www.educacionbogota.edu.co/portal_institucional/node/4189
- Secretaría de Educación del Distrito. (2022, January 31). Llega a la educación pública de Bogotá el Bachillerato Internacional. Bogotá. <https://bogota.gov.co/mi-ciudad/educacion/llega-la-educacion-publica-de-bogota-el-bachillerato-internacional>
- Shoira, U. (2020). Teaching EFL To Adult Learners: Challenges For Teachers. JournalNX- A Multidisciplinary Peer Reviewed Journal. Retrieved from <https://media.neliti.com/media/publications/335646-teaching-efl-to-adult-learners-challenge-19d587e5.pdf>
- Smith, B. L., & MacGregor, J. T. (1993). *What is collaborative learning?* Washington Center for Improving the Quality of Undergraduate Education. Retrieved from: https://www.researchgate.net/profile/Jean-Macgregor/publication/242282475_What_is_Collaborative_Learning/links/53f27906cf2bc0c40eaa8be/What-is-Collaborative-Learning.pdf

- Soler Pardo, B., Villacañas de Castro, L. S., & Pich Ponce, E. (2013). Creating and Implementing a Didactic Sequence as an Educational Strategy for Foreign Language Teaching. *Íkala, revista de lenguaje y cultura*, 18(3), 31-43. Retrieved from <https://revistas.udea.edu.co/index.php/ikala/article/view/14099/15852>
- Soto, L., & Herrera, W. (2018). Virtual learning object to strengthen educative inclusion through students' sensorial learning styles. [Master's thesis, Universidad Distrital Francisco José de Caldas]. Universidad Distrital Francisco José de Caldas Institutional Repository Retrieved from: <https://repository.udistrital.edu.co/bitstream/handle/11349/15185/BarbosaAguilarWendyCatherine2018.pdf;jsessionid=FFA52F548FB4BD365E84EB358FAB359E?sequence=1>
- Souri, D. & Merç A. (2021). Adult EFL learners' drives to improve their English in private language schools. *International Journal of Psychology and Educational Studies*, 8(3), 92-102. <https://dx.doi.org/10.52380/ijpes.2021.8.3.322>
- Taherdoost, H. (2022). Designing a questionnaire for a research paper: A comprehensive guide to design and develop an effective questionnaire. *Asian Journal of Managerial Science*, 11(1), 8–16. <https://doi.org/10.51983/ajms-2022.11.1.3087>
- Teaching Excellence in Adult Literacy. (2010). *Universal design for learning*. Retrieved from https://lincs.ed.gov/sites/default/files/2_TEAL_UDL.pdf
- Tracy, S. J. (2013). *Qualitative Research Methods. Collecting evidence, crafting analysis, communicating impact*. Retrieved from <https://www.ascdegrecollege.ac.in/wp-content/uploads/2020/12/Qualitative-Research-Methods.pdf>
- United Nations Educational, Scientific and Cultural Organization. (2001). *Open File on Inclusive Education*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000125237>
- UNESCO. (2017). *A guide for ensuring inclusion and equity in educational*. Retrieved from <https://goo.su/xUdLX>
- Uribe, S. (2018). La multi-modalité sensorielle pour l'encouragement de la production orale en FLE: Au-delà du symbole. [Master's thesis, Universidad Pedagógica Nacional]. Universidad Pedagógica Nacional Institutional Repository. Retrieved from: <http://repository.pedagogica.edu.co/bitstream/handle/20.500.12209/11485/TE-22625.pdf?sequence=1&isAllowed=y>

Villarreal Buitrago, L. C., and Méndez Rivera, P. E. (2021). Dealing with Functional Diversity in EFL Classrooms: English Teachers' Positioning. *Colombian Applied Linguistics Journal*, 23(1), 63–77. Retrieved from: <https://doi.org/10.14483/22487085.16343>

Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.

<https://img3.reoveme.com/m/bac6393f496a1d08.pdf>

Zareian, G., & Jodaei, H. (2015). Motivation in Second Language Acquisition: A State of the Art Article. *International Journal of Social Sciences & Education*, 5(2), page range Retrieved from <https://files.eric.ed.gov/fulltext/ED585770.pdf>

ANNEXES

Annex 1. Characterization Questionnaire and Linker Scale



UNIVERSIDAD PEDAGOGICA NACIONAL
Educadora de educadores

CARACTERIZACIÓN DE CICLO I
Docente en formación: Paula Alejandra Gutiérrez Barón.

Reconocimiento de las habilidades comunicativas que le interesan a los estudiante.

FECHA: _____

NOMBRE: _____

Subraya con un color, la actividad que más te gusta realizar.



Leer
Read

Escribir
Write



Escuchar
Listen

Hablar
Speak



¿Por qué te gusta?

ESCALA DE LINKERT: PERSEPCIÓN DEL INGLÉS DE LOS ESTUDIANTES

Encierra en un círculo tu opinión acerca del inglés, teniendo en cuenta las opciones de respuesta.

¿Te gusta el inglés?



¿Cuál ha sido tu experiencia con el inglés?



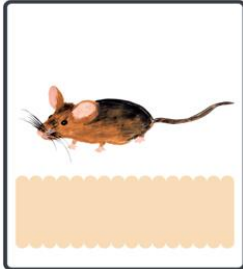
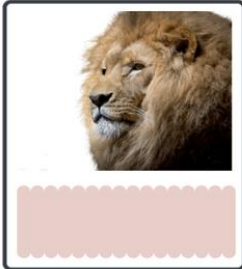
Annex 2. Diagnosis test: reading and writing skills.

Diagnostic test: Reading and writing skills.

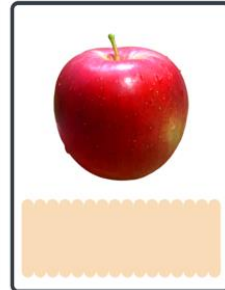
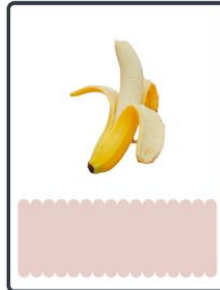
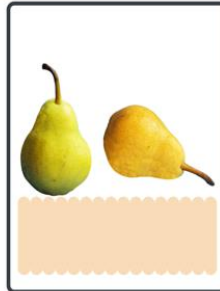
Pre-service teacher: PAULA ALEJANDRA GUTIERREZ BARON

Name: _____ Date: _____

WHO AM I? Name the animal



WHAT IS THE NAME OF THE FRUIT?



DRAW A LINE CONNECTING TO THE MATCHING COLOR



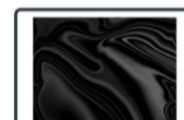
Yellow



Black



Green



Blue

READ AND ANSWER THE QUESTIONS



**My pet is a rabbit. It is brown.
It likes to sleep. It eats fruits.**

Who is my pet? _____

What color is my pet? _____

What does it eat? _____

Annex 3. Interview format to the teachers.



UNIVERSIDAD PEDAGÓGICA
NACIONAL
Educadora de educadores

CARACTERIZACIÓN

Docente en formación: Paula Alejandra Gutiérrez Barón.

ENTREVISTA A DOCENTES PARA LA CARACTERIZACIÓN

La siguiente entrevista semi-estructurada, tiene el propósito de reconocer más a los estudiantes de ciclo I, (en un proceso investigativo de caracterización) y para indagar más en su proceso de aprendizaje. Por lo que van a haber preguntas relacionadas con la institución, el programa y las actividades que realizan.

1. ¿Cuál es su nombre?
 2. ¿Podría contarnos un poco de su experiencia como docente?
 3. ¿En esta institución educativa es docente de qué área?
 4. ¿Qué características tiene el programa que se realiza los días sábados?
 5. ¿Cuál fue su interés principal para participar en el programa?
 6. ¿Qué rol desempeña en el proceso de aprendizaje de los estudiantes de ciclo I?
 7. ¿Qué características cognitivas específicas encuentra en el ciclo I?
 8. ¿Qué características emocionales específicas encuentra en el ciclo I?
 9. ¿Tiene algún documento guía, por ejemplo, ~~dbas~~ currículo, PEI, para la planeación de las actividades de los estudiantes de ciclo I?
 10. ¿Al momento de realizar las actividades los estudiantes participan de manera activa?
 11. ¿Encuentra un interés o motivación común para el desarrollo de las actividades?
 12. ¿Requieren de apoyo o acompañamiento del docente para realizar las actividades?
 13. ¿Cuenta con recursos tecnológicos para realizar las actividades?
 14. ¿Ha encontrado dificultades para realizar las actividades que se planean?
 15. ¿Esas dificultades involucran temas específicos con las habilidades comunicativas (lectura, escritura, escucha y habla)?
 16. ¿Esas dificultades involucran la concentración?
 17. ¿Esas dificultades involucran la motricidad?
 18. ¿Cuáles son las fortalezas de aprendizaje que ve en el grupo de ciclo I?
 19. ¿Las familias si se involucran en los procesos de enseñanza de los estudiantes?
 20. ¿Tiene alguna recomendación para el desarrollo de las actividades con ciclo I?
-
21. ¿Al ser un aula con encuentros de diversas características cognitivas, cómo lograr que todos los estudiantes sean parte de las actividades?

Annex 4. Field note

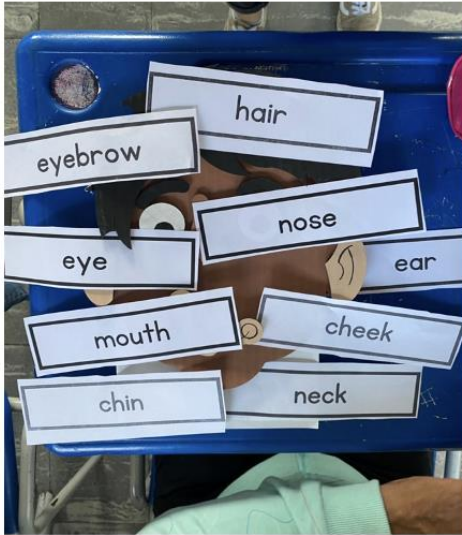
FIELD NOTE #6

Pre-Service Teacher: <u>Paula Alejandra Gutiérrez Barón</u>	
Teacher: Blanca Martínez and Mireya Palomino.	
Setting: Classroom of Cycle I School: <u>Liceo Femenino Mercedes Nariño.</u>	
Date: September 30th, 2023	Hour: <u>4 pm to 5 pm</u>
Grade: Cycle I of the program “ <i>Días y noches de amor y pazsiempre</i> ”	Number of students: 6 students
Observation objective: To identify if the multisensory material is useful for the learning of the parts of the face vocabulary in context.	
Question: Are the materials useful in today’s class?	
Description of the actions: In today's class the session begins with the opening song that we usually sing to practice greetings, when we greet each other, three different students were given the opportunity to sing the greeting part. At the end, they are asked what we did last class to continue with today’s topic. Also, the flashcards with the five senses and the phrase <i>I see</i> are reviewed while the students identified the word with the pictures. We began talking about the face and what organs are related to the senses. The students highlighted that the senses are important to understand our surroundings, to read, to feel, to smell, among others. The teacher asked then the specific organs of the face, using a short question, where is the nose? And the student started to point out the nose of their classmates, because it was practiced in previous sessions. Then, the parts of the face are being seen in class, so first on the poster, each student relates the name and puts it in the correct place on the face, and an oral practice of the parts is done with the same question where is the _____? Once they did the oral practice of the parts of the face, they did the activity of the giant puzzle in pairs. It consisted of practicing in pairs taking out the parts of the face from a bag. They had various options for creating a face, different mouths, eyes, nose, eyebrows, so on. Each student randomly took out a word and had to put it in the correct place. The teacher asked by pairs the reading of each word and the correct place, if one of the students was not sure, they would ask their partner for help with the pronunciation or to locate the word correctly that happened with all the pairs.	



Each student started to mention “ teacher, I smell, nose”, one student said neck, ear without the phrases of the senses. They had confusion with eye and eyebrow, because they saw it similar. However, they identified them when the teacher read them out loud.

For the last part of the class, they will do a worksheet of the parts of the face that has a different part for student A, due to the initial process in the mother tongue. Due to the time, they will continue next time with this



Multisensory approach material:

Sight: labels with the parts of the face.

Touch: parts of the face and giant puzzle with textures.

Hearing: welcome song.

Reflection or analysis:

Working with the giant puzzle as an artifact in pairs facilitates the participation of students together in which they helped each other if they did not know any word about the senses or parts of the face. They had the opportunity to have more autonomy on the process of organizing the words without the help of the teacher.

Actions of changes or possible improvements:

The students propose that the words on the labels should be smaller so that the parts of the face and their names can be distinguished. They propose that they need more practice longer words that are difficult to pronounce, such as eyebrows, ears in plural, and neck.

Annex 5. Artifacts



Annex 6. English Pre-test















RESEARCH PROJECT
Pre-service teacher: Paula Alejandra Gutiérrez Barón.

Name: _____ Date: _____

English Vocabulary Pre-test

1. Look at the pictures and write the words in the correct place.

COLORS	TRANSPORTATION	PARTS OF THE BODY	ANIMALS
Blue	Car	Head	Cow
Red	Motorcycle	Eyes	Pig
Yellow	Bicycle	Leg	Chicken

 <input style="width: 80%;" type="text"/>	 <input style="width: 80%;" type="text"/>	 <input style="width: 80%;" type="text"/>
 <input style="width: 80%;" type="text"/>	 <input style="width: 80%;" type="text"/>	 <input style="width: 80%;" type="text"/>
 <input style="width: 80%;" type="text"/>	 <input style="width: 80%;" type="text"/>	 <input style="width: 80%;" type="text"/>
 <input style="width: 80%;" type="text"/>	 <input style="width: 80%;" type="text"/>	 <input style="width: 80%;" type="text"/>

FRUITS

2. Color the correct fruit.


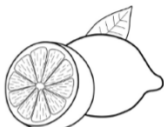
Apple






Grapes




Pineapple

Orange

PLACES OF THE CITY

3. Draw a line to match the place and their names.

Park



School



Hospital



Airport

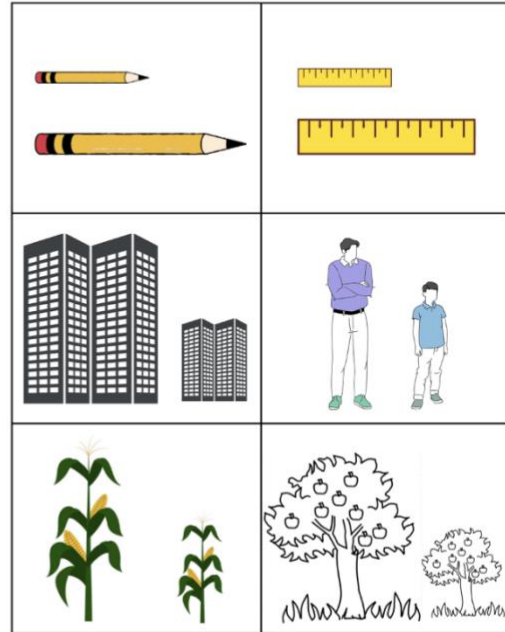


Bank



SIZE

4. Circle long objects.



READING AND WRITING

This is Koko.

Read about Koko.
Then answer the questions below.



This is Koko.
Koko is a koala.
Koko is blue.
He eats leaves.

What is Koko?

Koko is a _____

What color is Koko?

Koko is _____

What does Koko eat?

Koko eats _____

READING AND WRITING

Read the story and answer the following questions.

Jim's Pig

Jim has a pink pig.
His name is Kit.
Jim and Kit go to eat a big kiwi.
Kit, the pig, likes Jim.
Kit is a happy pink pig.

Jim got a pink _____.

cow pig

Jim and Kit go to eat a big _____.

apple kiwi

Kit is a _____ pink pig.

happy sad

Annex 7. Lesson plan 2

Lesson plan N°2: My body (I identify my senses)

Lesson plan: 2	Session: 5	Time: 60 minutes 4:00 pm to 5:00 pm
Grade: Cycle 1	Institution: Liceo Femenino Mercedes Nariño	
Date: September 30th 2023 (Saturday).		
English teacher: Mireya Franco Palomino.		
Pre-service teacher: Paula Alejandra Gutiérrez Barón.		
Language Contents:		
<ul style="list-style-type: none"> Greetings vocabulary. English language aspects of the five senses: sight, smell, taste, touch, and hear. Phrases to communicate such as greetings, present simple with phrases such as <i>I have 5 senses, I can hear with my ears, I can see with my eyes, I can taste with my mouth, I can smell with my nose, and I can touch with my hands.</i> Also, they will work with the possessive pronoun <i>my</i>. 		

- Vocabulary about parts of the body and face.

Objectives:

- Students will be able to identify vocabulary of body parts related to senses (nose, eyes, ears, hands, and skin).
- Students will recognize the parts of the face.

TIME	Procedures
5 minutes	<ul style="list-style-type: none"> • Greetings and welcome to the class. <p>Warm up: Introduction to the class, saying hello and practice greetings.</p> <p>To start the class, the teacher is going to sing the previous welcome song, to practice and review the ways of greeting each other. The students will have the song written on the board as a guide so they can sing it together with the teacher.</p> <p>The teacher will sing: <i>Where is _____? Where is _____?</i> <i>Please hands up, please hands up, do a little waving, do a little waving, and say hi, and say hi.</i></p> <p>The teacher will start with an example, mimicking each action described in the song, and then will sing with the group. Then, as is usual, we will start with a discussion if they remember the topic, we stayed on last class to connect that knowledge with the topic in this session.</p>
40 minutes	<p>Demonstration and guided practice I: Introduction and practice of the parts of the body.</p> <p>Once the class has warmed up and remember the last topic of the previous class, we will close this lesson talking about the senses in relation with the body parts that they use in their daily lives.</p> <p>Practice parts of the face.</p> <p>The teacher will show the posters with the parts of the body [See annex 1], hiding each part under a paper, each student will ask the teacher which label remove in order to see each part, once we discover all, we will read them out loud together.</p> <p>To review the parts of the face we will have a Simon Says activity:</p> <p>We will play a game of "Simon Says" where the teacher give commands like "Simon says touch your nose", the goal is practicing the body parts by reinforcing vocabulary and listening skills.</p>

The next instruction is that by pairs, they will have a giant puzzle created by the teacher to practice their face parts, while talking about the importance of every part and their connection with the senses previously study.



They will choose the face that they want to complete, and searching in the mystery box the parts of the face and organizing labels. Once every pair have their faces completed, they will with the review of the phrases *I can hear with my ears, I can see with my eyes, I can taste with my mouth, I can smell with my nose, and I can touch with my hands* with the review of writing by finishing the designed worksheet. [See annex 2].

Review of the parts of the face

Now, to bring this activity to a close, students are proposed to finish with the three-point worksheet [See annex 2], in which in the first point they must filled the blank spaces, the second is to order the words in the correct place, and the last one is to practice the phrases.

The worksheet for the student who have a difficulty identifying the alphabet will have an adaptation in the first point that it is to trace the lines.

15
minutes

Independent practice I: Complete the Pictionary

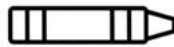
Finally, they will add to the Pictionary the page of my body. This part of the body should look like the next picture of reference, developing aspects of the parts of the body, and colors, and something about their favorite part of the face. They will have play dough to complete it.

MY BODY

I love my body



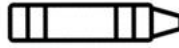
My hair is _____



color _____



My eyes are _____



color _____



The favorite part of my face is: _____

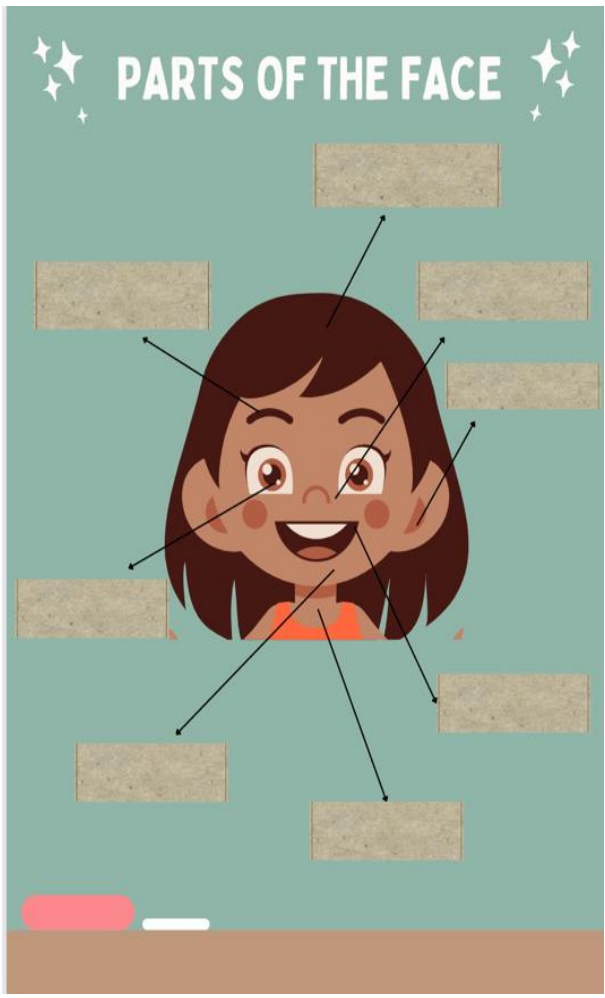
I learn about the world
with my five senses.



- Farewell to the class: Practice the farewell expressions: Good bye!, bye, have a nice day.

ANNEXES:

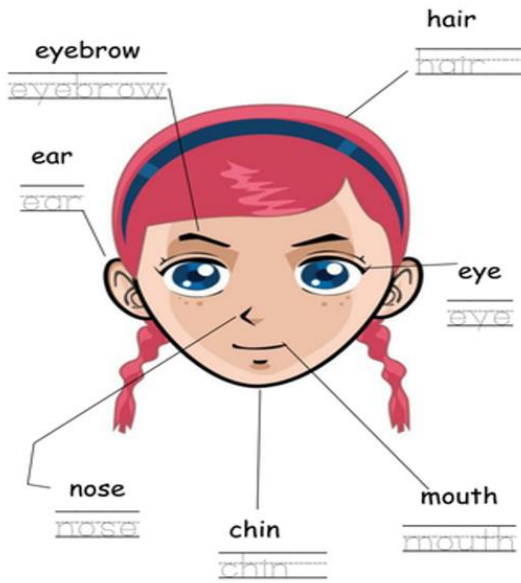
-Poster of the parts of the body: https://www.canva.com/design/DAFvq-aTsCY/KsTow9r19pd519ESZeWODA/view?utm_content=DAFvq-aTsCY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



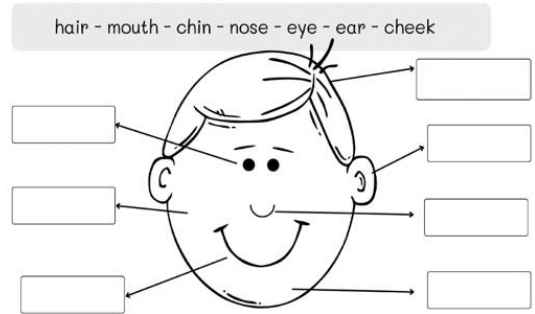


Name : _____ Date : _____

Face Parts



2. Use the words in the box to name the parts of the face.



3. Read and line the phrases of the five senses.

I can hear with my ears.

I can smell with my nose.

I can taste with my mouth.

I can touch with my hands.

I can see with my eyes.

Annex 8. Authorization for the processing of personal data

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD <small>Resolución 767 de 18 de junio 2018</small>		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____
Yo, _____, identificado con C.C. No. _____
expedida en _____ representante legal del menor
identificado con T.I. NUIP No. _____
declaro que he sido informado por LA UNIVERSIDAD PEDAGÓGICA NACIONAL (en adelante la UPN), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA


Nombre: _____

Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

² Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Annex 9. First questionnaire

 UNIVERSIDAD PEDAGÓGICA NACIONAL

RESEARCH PROJECT
Pre-service teacher: Paula Alejandra
Gutiérrez Barón

FINAL QUESTIONNAIRE

NOMBRE: Blanca Cecilia Juarez Pardo FECHA: _____

Objetivo: ver el proceso y la experiencia de los estudiantes de Ciclo I del programa *días y noches de amor y pazsiempre* en la etapa de intervención de la investigación.

Con este cuestionario la docente Paula Gutiérrez busca conocer tu opinión, frente a las clases de inglés, las actividades y los materiales usados en ellas.

1. ¿Cómo te has sentido en la clase de inglés?

a. Motivado b. Aburrido c. Interesado d. Indiferente

e. Otro ¿Cuál? _____

¿Por qué?

porque tube la oportunidad de aprender algo del idioma con la ayuda de la profesora y quiero seguir aprendiendo

2. ¿Te gustó trabajar el tema de los sentidos juntos con otros temas de la vida diaria? SI NO _____

¿Por qué?

por que he aprendida a conocer mas del los sentidos en otro idioma y conocer mas por que los tenemos un poco descuidados me gusta

3. ¿Te gustaron las actividades realizadas en clase? SI NO _____

¿Por qué? Menciona la que más te gustó.

me gusta por el interes que pone la profesora para enseñar la dinamica y paciencia me gusta mucho la actividad de contar y colores se me facilita

¿Te gustó interactuar con los materiales traídos a la clase? SI NO

¿Por qué?

por que con mi edad retomé la de colores
fempuras y rompe cabezas fue algo muy
interesante retomar actitudes olvidadas.

5. ¿Cuál te gusto más? ¿Por qué?

me gusta mucho la de los cantos porque
me gusta la música y creo que se me
facilita el aprendizaje.

6. ¿Te gustó hablar en inglés en la clase? SI NO

¿Por qué?

por que la profe nos corrige y nos enseña
la pronunciación con mucha paciencia y
no es clase aburrida.

7. ¿Te gustó escribir en inglés en la clase? SI NO

¿Por qué?

me gusta escribir para perfeccionar el
aprendizaje si aprendo a escribir sera
mas facil la pronunciación

Annex 10. Final questionnaire.

FINAL QUESTIONNAIRE TO CYCLE I STUDENTS

Con las clases que tuviste de inglés ¿Crees que cambió tu percepción sobre la lengua?

S1: **Sí**, por ejemplo, yo aprendí a saludar y decir donde estoy en la escuela, **my name is Rosalba, this is school.**

S2: **Claro profe**, yo nunca lo había practicado por lo que apenas empecé a estudiar, pero me parece chévere y más que sumerce lo enseña a uno bien, me parece una buena profesora.

S3: **Claro profe sí, porque antes no podía decir ni hello, ni nada**, eso sí me ha quedado ahora en la cabeza.

S4: **Si**, con la clase de inglés he aprendido otro idioma aparte del español y **es bastante útil si uno va otro país.**

S5: **Si profe**, un poquito, antes al principio llego un profesor a darnos inglés y empezó a escribir en ese tablero y nosotros apenas mirábamos y él se dio cuenta pues que nosotros no sabemos leer, ni escribir, y él dijo ay estoy en el lugar equivocado y salió y se fue. Eso lleno ese tablero, nosotros dijimos que diablos dice ahí. Él pensó que los que estábamos ahí sabíamos leer y escribir. Hay que aprender a leer y escribir así sea tartaleando y por ejemplo es que uno era copie y copie sin saber qué dice, queda uno en las mismas

S6: **De pronto sí**, es mejor despacio.

S7: **Claro que sí**, es algo que a **uno ahora me causa mucha más curiosidad** y empiezo a escudriñar y a buscar, me encanta.

En el tiempo en el que he sido tu profesora ¿Cómo te sentiste en las clases de inglés?

S1: Bien, ahí avance un poquito porque era que yo no sabía nada nada de inglés.

S2: Chévere, chévere, chévere, a mí ya no me da pereza.

S3: **Bien**, gracias a dios muy bien, porque sumerce me tiene la paciencia del mundo, otras no la tenían y uno entonces aprende.

S4: Bien, bien feliz, usted es muy buena profesora y enseña muy bien.

S5 Muy bien profe, muy bien, profe porque sumerce explica muy bien, mucha paciencia nos tuvo porque en realidad nosotros no sabemos y hay profesoras que se estresan, muchas bendiciones que venga y nos visite.

S6: Le enseñaba a uno, porque uno solo sin saber cómo escribir al menos sumerge hacia el favor de decirle a uno como era, que le vaya muy bien, al menos ustedes si ayudan, muy sencilla

S7: Super bien, es una profesora que le explica a uno bien, que le pone atención, siempre vive pendiente de que uno aprenda las cosas

¿Cuál fue la clase que más te gustó y por qué?

S1: La clase que más me gusto fue en la que toco exponer, si porque ahí uno tiene que dejar la pena y hablar.

S2: La de los sabores, en la que probamos todos los sabores

S3: La que tú nos mostraste lo de los lugares, en la que salimos a dar la vuelta en el colegio, porque estudie la pronunciación hasta que la dijera bien.

S4: Pues no tengo una favorita porque todas son mis favoritas y no sabría escoger

S5: Todas las que nos dio la de los ojos, la boca, todas eran muy bonitas

S6: Todas, la de los ejercicios, todo eso nos gustó muy bonito

S7: Me gustó mucho la clase que tomamos del saludo y la de los animales, porque así pues empieza uno a conocer el nombre de los animales, en español y en inglés, eso fue lo que más entendí

¿Aprendiste algo nuevo sobre los sentidos y cómo se aprende con ellos?

S1: Cómo se aprende poniéndole cuidado a la profesora, escuchando primero lo que ella nos dice, porque ya le entendemos más

S2: Sí, claro profe por lo que hemos aprendido cosas diferentes del español.

S3: Si claro

S4: Pues sí, aprendí los sentidos en inglés, donde uno sabores, las partes del cuerpo.

S5: Ojos para ver, la nariz para oler, la boca al gusto, las manos para sentir, todo eso es la importancia.

S6: Si todo bien profe, a usar la cabeza, el cuerpo, todo lo usamos gracias a dios.

S7: Sí claro, sobre los sentidos los ojos, los oídos, el gusto, el tacto, si me gustó y aprendí sobre ellos

¿Con qué sentido aprendiste más inglés?

S1: Con la vista, con movimiento

S2: Yo aprendí más con los ojos y los oídos.

S3: Con la de los ojos la de ojos y la de la nariz smell, ay huele, smell.

S4: Mmm yo digo que, con la lengua, me acuerdo de que la clase fue con unos vasitos para la lengua para ver que sabía y probábamos, una vez me toco doble salado.

S5: Con el gusto.

S6: Con el gusto y los ojos.

S7: Con el tacto, la boca, mouth, shoulder, head, sí.

¿De los materiales traídos a la clase cuales te gustaron más? ¿Por qué?

S1: Cómo se llama ese papelito que tocaba pegar, los posters eso, eso.

S2: Me gustó cuando pintamos los muñecos, todos los juegos, el bingo también.

S3: La del gusto con las aguas, yo pensaba que solo era agua cuando probamos era vinagre, la de dulce, salado, amargo. También la que tu trajiste que era como para pintar que era como un paisaje, por la textura me gustaba las texturas del cuadro.

S4: Pues la de los animales, me gustaban muchos los animales y era bonito, eran los posters con animales conejos, caballos, burros

S5: Todos nos pareció bonito, porque la cartilla ¿sumercé se la lleva? Porque ahí está todo, la que nos dio ahí estaba todo.

S6: Ese librito que hicimos ahí mientras llenábamos las hojas.

S7: Claro que sí, la profe vivió muy pendiente cada uno, que estuvieramos pendientes, eso fue lo que más me gustó de ella.

¿Sientes que todos era incluidos en las clases?

S1: Sí.

S2: Sí, claro, sumerce incluía a todos

S3: Sí profe, hasta yo, me decía Weiny no se duerma, me tocaba sí o sí, ahí ya no podía dormir, me ha gustado mucho porque uno va lento, pero uno aprende algo.

S4: Sí, todos eran incluidos siempre, nadie era excluido en la clase

S5: Los que estaban en el salón si, los que no venían no ellos allá en la casa,

S6: Sí profe, todos.

S7: Claro, así debería ser.

¿Te sentías parte del grupo cuando hacíamos las actividades en inglés?

S1: Sí, me sentía contenta con mis compañeros, uno se siente bien

S2: Sí claro, sumerce enseña para todos, ninguno en un rincón.

S3: Sí señora, a mí me decía Weiny Weiny, venga hacemos las actividades.

S4: Yo siempre me sentía parte del grupo.

S5: Si señora, todo el tiempo.

S6: Sí, todos

S7:

¿Alguna recomendación o sugerencia para tener en cuenta en clases futuras?

S1: Sí, que tenemos que seguir teniendo clase de inglés porque como yo trabajo con artesanías me llega un gringo y ahí qué.

S2: Que sumerce nos siga dando más clases el año que viene

S3: No, nadita, natida, porque todas son buenas.

S4: No ninguna, así las clases están bien.

S5: La recomendación para nosotros poner más cuidado.

S6: No profe, muy bonito gracias.

S7: No de pronto, no de parte de la profesora, pero si de los estudiantes que sigamos poniendo atención a lo que nos dicen.

Annex 11. Final semi-structure interview to the English teacher

FINAL SEMI STRUCTURE INTERVIEW TO THE ENGLISH TEACHER	
1.	¿Qué opiniones surgen del proyecto realizado con los estudiantes de ciclo I en un inicio y luego con ciclo II en el área de inglés? Considero que se realizó un excelente trabajo con los estudiantes de ciclo I ya que siempre estuvieron motivados y se pudo evidenciar el aprendizaje a lo largo del desarrollo del proyecto. Con ciclo II se pudo evidenciar lo mismo ya que hubo bastantes mejoras en su aprendizaje y en el uso del inglés.
2.	¿Qué opiniones surgen del proyecto realizado con los estudiantes de ciclo I en un inicio y luego con ciclo II en el área de inglés? Considero que se realizó un excelente trabajo con los estudiantes de ciclo I ya que siempre estuvieron motivados y se pudo evidenciar el aprendizaje a lo largo del desarrollo del proyecto. Con ciclo II se pudo evidenciar lo mismo ya que hubo bastantes mejoras en su aprendizaje y en el uso del inglés.
3.	¿Durante la implementación del proyecto, en las clases veía la participación de todos los estudiantes? ¿Cree que se trabajó el aula inclusiva en el proyecto? Debido a la naturaleza del programa de la jornada sabatina y la implementación del proyecto de la profesora Paula, se pudo evidenciar que hubo participación de todos los estudiantes que siempre estuvieron muy motivados y presto a aprender, por otra parte, se diseñaron actividades teniendo en cuenta las características particulares, las necesidades e intereses de los estudiantes.
4.	De lo observado en las clases ¿cree que los estudiantes exploraron los temas traídos con el enfoque pedagógico multisensorial? ¿considera que ayudo al aprendizaje de los estudiantes? Cabe destacar que el proyecto fue desarrollado bajo el enfoque pedagógico multisensorial, el cual fue bastante significativo para los estudiantes, muy provechoso para la adquisición de nuevo conocimiento, nuevo vocabulario, las clases fueron muy activas donde los estudiantes participaron, jugaron, se gozaron sus clases y además aprendieron.
5.	¿Qué impacto considera que tuvo el proyecto en la motivación de los estudiantes hacia el aprendizaje de la lengua inglesa? Considero que este proyecto tuvo un gran impacto en la motivación de los estudiantes y hacia el aprendizaje del inglés como segunda lengua, debido a que tuvieron mucha empatía con la docente Paula desde el principio, su alegría, su espontaneidad hizo que los estudiantes siempre estuvieran atentos, que quisieran participar, querían que la docente se diera cuenta que ellos aprendían, siempre los vi muy felices y con muchas ganas de aprender, en cada clase la experiencia para ellos fue divertida, fue significativa aprendieron mucho, experimentaron cosas nuevas, frente al vocabulario pues se pudo evidenciar que aprendieron bastante, la verdad estoy muy contenta con los resultados obtenidos por el apoyo de la profesora Paula con el desarrollo de este proyecto.
6.	¿Consideras que el material traído a la clase fue apropiado al nivel de aprendizaje de los estudiantes y se adaptaba a sus necesidades? El material que la docente utilizo en el desarrollo de sus clases, fue diseñado teniendo en cuenta las temáticas trabajadas, cumpliendo con las expectativas del curso y teniendo en cuenta también la parte curricular, aquí también cabe destacar que los estudiantes lograron un aprendizaje en contexto a través de la experimentación y el uso de sus sentidos y pues allí pudieron implementar el inglés como segunda lengua.

Annex 12. Transcription last video recording “tour of the school”.

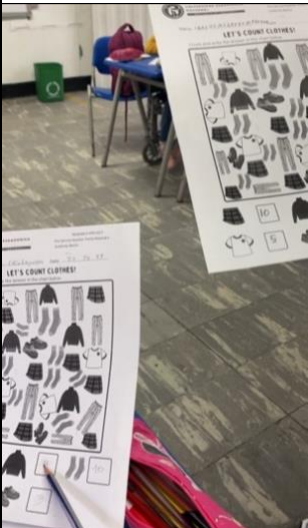
TRANSCRIPTION LAST VIDEO RECORDING “TOUR OF THE SCHOOL”	
Date: June 8th, 2024	
Fragments of the video	Transcription of the video
Fragment 1	S1: My name is W. I <i>choose</i> is classroom (I choose the classroom). Classroom and classroom. (he proceeds to point out two classrooms).
Fragment 2	S2-First try: Hello <i>is</i> my name is J. Second try: Hello, <i>is</i> my name is Jazmin. This is the <i>cafeteria</i> .
Fragment 3	S3: My name is K. <i>Is</i> is the cafeteria. (It’s the cafeteria)
Fragment 4	S4: Hello my name is Y. Black hair, <i>no no esperen</i> . Second try: Hello my name is Y. <i>Is</i> is playground. (It’s the cafeteria)
Fragment 5	S5: Hello my <i>nis</i> (name) L y church. (she proceeds to point out the church of the school) <i>Iglesia</i> .
Fragment 6	S6: My name is W, school.
Fragment 7	Student 1: <i>Un perro, que bonito, es chiquitito</i> (student point to the dog in the playground). Research teacher: In English. S4: In English. S5: Dog. S4: <i>Un dog</i> . S5: Que bonito llamémoslo, ah no ni me hace caso.
Fragment 8	S4: Teacher <i>allá</i> . (She points to the dog’s house). House dog Research teacher: It is dog’s house. S4 and S5: Dog house, there (the research teacher points to the house)

Context of the video: The students are presenting the school. Using the script (sample below) in which they have to present themselves and then the place that they chose.

Hello, my name is Mania Rosalba
 This is the school

Hello, my name is Wilmer
 This is the classroom

Annex 13. Transcription last video recording “Let’s count clothes”

TRANSCRIPTION VIDEO RECORDING: Let’s count clothes!	
Date: October 21 st , 2024	
Fragments of the video	Transcription of the video.
Fragment 1	 <p>Context of the video: Student 2 and student 7 are comparing their answers of the total of counting clothes.</p>

	<p>S7: (she starts to count the clothes) 5, 6 ehh, 8 emm Research teacher: 7. S7: 8, 9 and 10 y busos. Research teacher: sweater. S7: (she starts to count the sweaters) 1,2,3,4,5. Research teacher: No, only 4. S2: mire, (he proceeds to count again the sweaters) 1,2,3,4. Research teacher: 4, yes four,excellent. And shoes? S7: Shoes, (she starts to count the shoes), 1,2,3,4, no no (she noticed that she counted one more shoe, so she self-corrected her answer). Research teacher: No, you already said it. S2: No, 1,2,3,4,5. S7: No (she starts to count again the shoes) 1,2,3.</p>
Fragment 2	<p>Context of the video: Question to student with FD, identify the clothes. Where is_____? Research teacher: Where is the skirt? ST: Skirt? Mmmm (student points the skirt). Research teacher Excellent. And the shoes? St: Shoes? (student points one pair of shoes). Research teacher: And pants? ST Pants (student points the pants).</p>