Cooperative learning: a teaching approach for inclusive EFL classrooms

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ABSTRACT

This qualitative action research had the purpose of helping to establish an inclusive EFL classroom at Domingo Faustino Sarmiento School with fourth grade students. The statement of the problem emerged during the observation sessions, in which a lack of English education and a necessity of more inclusive environments were perceived. Therefore, this research is supported by the cooperative learning approach and aimed at identifying the roles that it plays in the development of inclusion processes in the EFL classroom as well as determining the language abilities enhanced through its implementation. As it was mentioned previously, along this study it was expected to generate inclusive EFL classes in which all the students could participate regardless their cognitive, physical, psychological or social conditions through cooperative learning activities. Finally, as possible impacts of this research project, this work may inspire teachers and parents to understand inclusion as an opportunity instead of a problem.

Key words: *Inclusion, cooperative learning approach, critical pedagogy, EFL.*

CHAPTER I: THE PROBLEM

Context

The IED Colegio Técnico Domingo Faustino Sarmiento was founded in 1969 under the name of *Colegio Experimental Benjamín Herrera*; later in 1972 it was set up in Rionegro neighborhood with its current name -in honor of the Argentinian pedagogue Domingo Faustino Sarmiento-. It is located in Bogotá and belongs to a commercial area of Barrios Unidos locality, where one finds garages, recycling plants, mini-markets, restaurants and cybercafés. In addition, the school borders 60th Avenue on the north and south, Rincón de los Andes Park on the south and the Air Force Club on the East.

With respect to the organization of the school, it is composed by four headquarters: A, B, C and D. Grades from transition to third are located in headquarters C, B and D; fourth, fifth (132 students) and secondary grades are located in headquarter A. Besides, the school has a morning and an afternoon shift; fourth grade students –the participants of this research- study during the last one.

The mission of the institution is focused on the construction and direction of pedagogical processes to reinforce the life project of the students while motivating their learning and promoting principles and values. The final objective of the mission is to work on students' comprehension of their own context (Red Académica, 2019).

Additionally, the vision aims to impact the academic development of human and professional people by emphasizing on commercial and financial operations as well as in community recreation; The I.E.D Domingo Faustino Sarmiento supports higher education, the strengthening of English as a second language, the defense of Human Rights, the defense of the environment and the access to technological, technical and scientific advanced knowledge (Red Académica, 2019).

Equally important, the Institution Educational Project (PEI in Spanish) focuses on Education quality for comprehensive and labor training. Its motto is: Leadership and Undertaking, Agents of a Life Project. That is why the educational work at this school points to ethic, esthetic and scientific dimensions, which must lead the students to work on the construction of a new country, founded on a strong desire of going forward.

Finally, the PEI of the school has many specific institutional objectives. Some of these are appropriate for this research, such as: ensuring that the curriculum adapts to special needs' students in order to guarantee the continuity of their academic training, working through class projects (aimed at going deeply into creativity and problem solving) and strengthening reading comprehension skills, oral-written expression, critical and analytical thinking.

Participants

The group that participated in this research project was composed by thirty-two students, sixteen girls and sixteen boys. Among these thirty-two children, there were five kids (two boys, three girls) with special needs. There was a child with Down syndrome, another with autism, one that went through a tracheotomy and lives in a foundation, and two more children with delayed cognitive development. The last two were easily included in the class dynamics.

According to a questionnaire applied during the diagnosis stage (see appendix A) most of the students were nine years old. They were born mostly in Bogotá but some others were born and came from other places of Colombia such as Villavicencio, Guamo, Fusagasugá, Cajicá, Cartagena, Barranquilla and Boyacá. There were also four students from Venezuela.

Concerning the family structures (Blessing, 2011), in the group coexisted diverse family types. The predominant one was the extended family, which covered about half of the population. Another large percentage of students lived with single parent and nuclear family types; the remaining of the participants corresponded to grandparent family type and to a foundation.

Furthermore, according to the questionnaire mentioned before and some observations, the students felt motivated about learning English. They liked the subject and many of them practiced it at home, usually by listening to music. Besides, they seemed to enjoy art; actually, one of the students with special needs developed art projects in order to occupy his time at school. The students with Down syndrome and autism did in the same way but using coloring books for kids.

Nevertheless, according to an interview with the mentor teacher (see appendix B), it was possible to identify some problematic situations. One of these was the fact that many children (more than half of the group) were used to do their homework alone, they were not helped or at least guided by their families. Also, as many came from different places of Colombia and

Venezuela, and there were students with special needs, the educational level of the group was heterogeneous.

Finally, in regards to the perception that children had of school, the group affirmed enjoying to be there. They were able to name at least one favorite subject and also, all of them affirmed having friends, enjoying their time together and avoiding making fun of their partners. The mentor teacher (see appendix B), also highlighted that one of the group's attributes was mutual care and respect.

Statement of the problem

On the basis of the diagnosis stage in which interviews, a questionnaire and a test (see appendices A, B, C and E) were applied and some field notes were written, it was possible to establish that students showed difficulties in the different English abilities, which was hard to manage because of the heterogeneity of the group. Such was the case that for this research, the most noticeable problem of 402 had to do with the way in which differences among the kids made education harder instead of being the starting point to learn together. This was an evident problem in every subject and English was no exception; it was not studied by taking advantage of diversity. As a result, students did not learn from what they were and they presented low levels of EFL learning.

Education is a universal right. At first, according to the article 28 of the Universal Declaration of the Rights of the Child: "States Parties recognize the right of the child to education" (UN General Assembly, 1959, art.28), such as the Colombian Código de Infancia y Adolescencia (Congreso de Colombia, 2013, art.28), in which the same article supports education for children with disregard to any condition. This is also confirmed by the article 13 of the ICESCR (International Covenant on Economic, Social and Cultural Rights), in which it is established that:

> "The States Parties to the present Covenant recognize the right of everyone to education. […] They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups […]" (The UN Assembly, 1966, art. 13)

Nevertheless, 402's education in English was not attending differences at all. The kids learnt according to their special conditions and realities, but these represented big gaps between their processes as they kept their irregular levels and there was not a group awareness of diversity. This situation was distancing them from the complete achievement of their right to education and lifelong learning process. Additionally, it separated the classroom from the possibility of achieving language contents in a more efficient and conscious way, as mentioned before.

Rationale

First of all, education is for everyone. Hence this reason, schools should embrace everything that comes with their students in order that they not only exercise their right to education but also, they have the possibility to learn from their own realities, conditions and life stories. Other documents like The Right to Education, law and policy review guidelines, state that there is a need for inclusion in schools that should: "[…] respect[ing] their diverse needs, abilities and characteristics […] eliminating all forms of discrimination in the learning environment." (UNESCO, 2014, p.14).

With respect to the learning of English, diversity seems to be essential too. Awareness about it leads the groups to more productive knowledge and to the construction of a community. Anne Margaret Smith affirms that way, she also says: "awareness-raising activities could enable some individuals to understand themselves better, and so adapt their learning strategies to become more effective and efficient learners. This self-awareness can also lead to enhanced self-esteem, sustained motivation and, ultimately, success." (Smith, 2019). In this way diversity is presented as an advantage and tool for EFL classrooms.

Cooperative English learning in support of inclusion is a wide field of research that needs to be undertaken in every school. It has to do with the possibility of improving learning in heterogeneous groups while creating a learning community aware of diversity and a safer environment for the students. There, learners get better relationships, no matter their social, cognitive or physic condition (Johnson and Holubec, 1994).

Cooperative learning provides two advantages to this project. On one hand, it allows inclusion in three different ways: physical integration, functional inclusion and social inclusion (Johnson,

1994). In that manner, and because of the conditions of the group, CL is useful to this research. Hence, it benefits students as it leads them to the search of collective benefits, to interact, help and encourage their peers too (Johnson, 1994).

On the other hand, cooperative learning provides particular strategies for achieving better EFL classrooms. This is confirmed by Al-Yaseen (2014), who states that it helps students to develop language skills in a positive environment in which motivation is improved and there are many opportunities for learning efficiency. That is also the opinion of Shaaban and Ghaith (2005), who agree that CL allows the use of authentic language and the development of communicative tasks and language skills in a natural way.

Concerning the participants of this research, cooperative English learning in support of inclusion is a tool to enrich their contexts, improve their academic performances and reinforce cooperative learning skills. These last range from learn how to stay in group quietly and participating, till learn how to criticize ideas instead of people -when discussing a class topic- (Johnson, 1994). The use of cooperative learning benefits then, the learning of English, the achievement of group skills and better foreign language levels.

Research questions

1. What is the role of cooperative learning in the development of inclusion processes in a fourth grade EFL classroom at Domingo Faustino Sarmiento School?
2. What language abilities might be enhanced through the use of cooperative learning within a framework of inclusion?

Research Objectives

1. To determine the roles of cooperative learning in the development of inclusion processes in an EFL classroom.
2. To identify the language abilities, if any, enhanced through the use of cooperative learning within a framework of inclusion.

Chapter II: Theoretical framework

This chapter presents the state of arts and the theoretical framework that support this study and its methodology. At first, the state of the arts mentions and describes five national and international research articles related to the subject of interest of this research study. Then, the theoretical framework defines and characterizes three theoretical constructs, which are critical pedagogy, cooperative learning to address diversity and inclusion in the EFL classroom.

State of arts

Firstly, The Effectiveness of Cooperative Learning on EFL Proficiency: A Case Study of Grade Ten Female Classroom in the New Developed High School Project in Riyadh, Saudi Arabia (2012), was carried out by Amirah Kamis Almashjari. It consisted in a comparative research between two female high school groups with which the author had the purpose of analyzing the efficacy of the new high school system (which was cooperative learning) in contrast with the traditional one. In order to measure proficiency in grammar, reading, vocabulary and listening two tests were applied, before and after the process. Also, in order to measure attitudinal factors about the learning approach, a questionnaire was applied too. At the end of the study, there was evidence on the academic efficiency of cooperative learning and how it generated good attitudes among the students. The current research was enriched with Almashjari's work as it brings evidence on the power of cooperative learning and places it as a possible definitive approach for EFL classrooms.

Secondly, Sarah Lawther developed a qualitative research named: Fostering Inclusion in the Classroom through Cooperative Learning (2015). It consisted on a literature review and face-to-face interviews with two retired expert teachers on cooperative learning. The researcher studied the process of planning and implementing cooperative learning activities which took into account the real needs of students. She found that this instructional strategy helps all students with their academic skills, thanks to the development of social skills. In relation to it, she discovered that cooperative learning is a manner to create an emotionally safe classroom environment, in which students feel welcomed and represented and are part of the learning community. Also, the students experience academic challenges as they receive information from their peers and

teacher; they have the opportunity of experiencing knowledge from different points of view, which will help their engagement with their peers. Lawther's study was essential for this research because it provided wide information about cooperative learning from theory to experience and also goes deep on the implications of using this learning approach.

Thirdly, Talking about what is forbidden (2017) was a qualitative research of the authorship of Angie Mosquera and Lady León, published by the Universidad Distrital Francisco José de Caldas. This was carried out with 11th grade students in order to give them the opportunity of developing their speaking skill by talking about topics of their interest and related to their context, even if that context was controversial. Therefore, the researchers designed a set of classes that applied during twenty weeks in which they were guided by the principles of cooperative learning and a methodology that followed four different moments: planning, acting, reflecting and evaluating. At the end of the process, the authors concluded that discussions allow authentic communicative situations in which students can be critical about their context and teachers can guide them in the expression of thoughts and feelings. This research project was useful because of the use of cooperative learning and the focus on the context of the students.

Fourth, Eder Santiago Caropresse Saavedra et al led a project named: An English lesson plan based on cooperative learning to improve interaction in primary section at Eduardo Carranza School (2007). This qualitative research was carried out by students from Universidad de la Salle and was proposed after observing and teaching students who had never had formal English classes at school and also evidenced a lack of cooperative skills. The authors realized that students were not aware of the importance of collective goals, they had difficulties to listen and share with others. For that reason, the pre-service teachers developed a set of English lesson plans based on cooperative learning, in order to help head teachers with situated lesson planning and material design, both supported by communicative, linguistic and metacognitive objectives. This study was relevant for the current one as it reflects the reality of Colombian public schools and especially because it illustrates how to carry out cooperative English classes in the same context.

Finally, Inclusive English classrooms: requirements, implications and limitations. -A qualitative case study- (2012), was developed by Johanna Montaño and Esperanza Vera, two researchers-teachers from Universidad Pedagógica Nacional. The document describes a case

study developed in a school of Bogotá, in which the researchers went in deep to find out the implications, limitations, and requirements needed to achieve inclusion in EFL classrooms. According to the study, the limitations are related to the attitudes that SEN (students with special needs), regular students and the other members of the educative community have about inclusion. It was understood that there is not only a requirement of education around inclusion but also a demand on the specific training, material and physical spaces to create more inclusive classrooms. The low budget of schools and the poor attention from the government affect the situation hardly. Additionally, this project provides clear definitions of inclusion and SEN students; it supports reflection and English education for all the students, considering the vision of language, curriculum, learning and teaching as essentials for achieving inclusion.

Theoretical framework

Critical pedagogy

To begin with, critical pedagogy is the term that describes a teaching approach mainly developed by the educator and philosopher Paulo Freire and inspired by the critical theory of the Frankfurt School. It affirms that education focused on critical consciousness leads to the transformation of individuals regardless their class or race (Vandrick, 1994), to the transformation of their environment and the society in which they live (Abraham, 2014). It aims at transforming the concept and moreover the praxis of oppressive relationships inside and outside classrooms, avoiding violence and following humanization and liberation as the consequences of education practices based in love (Freire, 1974):

> "Because love is an act of courage, not of fear, love is commitment to others. No matter where the oppressed are found, the act of love is commitment to their cause- the cause of liberation. And this commitment because it is loving, is dialogical." (Freire, 1974, P.90)

As a dialogical commitment, critical pedagogy is against the traditional *banking* education. This is what Paulo Freire (1974) mentioned as narration sickness, which places the teacher as the narrator and the students as passive receivers, up to the point of: "The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are." (Freire, 1974, p.72). On account of that, the author affirms

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that the oppressed should not be integrated to that structure of oppression but, understanding that they actually have a role in it, the structure should be changed for individuals to become from beings for others to beings for themselves (Freire, p.74).

For the purpose of supporting dialogical education in the critical pedagogy approach, Freire reflects on the role of teachers, which is related to an authority that allows freedom. The teacher guides students' process of consciousness, understanding their responsibility faced with the fact that critical understanding leads to critical action. Moreover, teachers and students teach and learn together in a dialogue, becoming responsible of their own processes (Freire, 1974) and transforming gradually "the production of knowledge, the institutional structure of the school, and the social and material relations of the wider community, society, and, nation" (McLaren, 1998, p.45 cited by Abraham).

Clearly, this critical pedagogy practice should be situated. Freire criticized programs that were not related with students' realities, "[…] with their own preoccupations, doubts, hopes, and fears- programs which at times in fact increase the fears of the oppressed consciousness" (Freire, 1974, p.96). Besides, taking into account that the objective of this teaching approach is to impact society, there might not be impact from students that are not able to name their lives because they would not even develop their own critical voice and consequently, they would not be aware of the importance of dialogue and change. That is the reason why the author purposes problem posing education as the praxis of critical pedagogy, as it makes literacy relevant and engaging for the learners, encouraging and allowing them to ask. Finally, it let teachers and students talk and reflect about specific and deep topics such as gender, class and race (Aliakbari and Faraji, 2011).

Thus, critical pedagogy is linked to this study as it demands a curriculum that attends the context of the students and their specific needs, promoting awareness and so change. It is reflected on the fact that this research worked on students' awareness of inclusion and gave them the tools (such as vocabulary, grammar structures and pedagogical guide) to recognize and name it, allowing them to criticize their environment while working with their partners. This study followed student's consciousness process through constant reflection and was completely based on its reality and personal interests, avoiding exclusion supported in any cause.

Cooperative learning to address diversity

Cooperative learning is an approach that allows diversity in classrooms. To start with, because it has to do with teaching learners how to work together. In Johnson's et al words: "(it) is the instructional use of small groups through which students work […] to maximize their own and each other's learning" (Johnson et al, 1994, p.4). In this way, it facilitates learning of all students, with disregard of their different physical or cognitive conditions. Also, as it reinforces positive relationships between learners, it helps them to recognize and embrace diversity in direct and indirect ways, when working on specific tasks but also when talking, laughing and listening to their peers. In order to understand this learning approach deeply, the following paragraphs will describe its essential elements, which differentiate it from what Johnson et al (1994) mention as a pseudo-learning group, a traditional classroom learning group and a high performance cooperative learning group. Heterogeneous groups will be described as well as the types of cooperative learning groups and the strategies applied in the lesson plans.

In this respect, there are five components of cooperative learning. The first one is positive interdependence, the positive dependence that each member has on each other, in such a way that they comprehend how each one's effort benefits the whole group, promoting commitment to success. Then, there is individual and group accountability, related to the acquirement of personal and collective responsibilities that allow students to achieve common goals. Thirdly, cooperative learning is made of promotive interaction, which Johnson et al justify in this way: "Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting, encouraging, and praising each other's efforts to learn."(Johnson et al, 1994, p.10); according to the authors, it makes cooperative learning an academic and personal support system. Interpersonal and small-group skills are also necessary to work with this learning approach, these are developed along the lessons and should be monitored by the teacher. Finally, there is group processing, which has to do with reflection and group discussions about the performances.

Furthermore, students in their groups have particular roles, which allow them to work according to their abilities and realities. It not only creates expectation and assigns responsibilities to the students but also makes classes clearer, ensures the acquisition of group skills, creates interdependence among the learners and promotes diversity (Johnson et al, 1994). As well, these roles are categorized according to its function, for instance, there are roles that

help either the group form, function or understanding and others that benefit the complexity of learners' thinking and reasoning. Some examples are: voice monitor/silence keeper, encourager, summarizer and criticizer of ideas, respectively.

Relating to the structure of a cooperative learning class, diversity is completely supported for it. There, it is usually better to work with heterogeneous groups taking into account that: "groups composed by students with diverse backgrounds, abilities and interests expose students to multiple perspectives and problem-solving methods and generate more cognitive disequilibrium, which is necessary to stimulate students' learning and cognitive development" (Johnson et al, 1994, p.26). Which means to say that cooperative diverse groups help even complex cognitive processes in students while reinforce social skills, as it was said before. Actually, according to the authors, heterogeneous groups help elaborative thinking, favor peer-explanations and richer discussions. These results can be more accurate and effective if the groups are teacher-selected, taking into account that the teacher knows the class, can distribute students according to its strengths and weaknesses and can create a support group for isolated learners, which the author names as at risk students and is related to the inclusion objectives of this study.

With regard to cooperative learning groups, it seems necessary to define formal, informal ones and base groups. On one hand, formal CL groups are those in which students achieve different learning goals through more than one task. These are useful for: "[…] learning new information or problem solving, conducting science experiments, or working on compositions."(Johnson, 1984, p.36). On the other hand, informal CL groups are helpful for learners to achieve a collective learning goal and cannot last for more than one lesson. These are essential to support students' attention, mood and comprehension, also to define moments in a lesson. In contrast to the last two, base groups last until the students graduate, have more regular meetings and tend to develop higher cooperative skills. Nevertheless, a class can have a mixture of the three and be successful (Johnson, 1984).

Finally, the cooperative learning approach provides various strategies that guide the practice and allow teachers and students to live and respect diversity. Among these, there are seven that were chosen for carrying out this research project, the remaining six strategies were proposed by the researcher and based on the principles of the chosen approach:

Traditional strategy	Proposed strategy	Strategy	Description
X		Roundtable writing	Students get organized into groups and take turns to write an individual answer on the same paper to a set of questions, a problem or a task given by the teacher (Kagan and Kagan, 2009).
X		Round Robin	Students get organized into groups and write an individual answer to a set of questions, a problem or a task given by the teacher (Kagan and Kagan, 2009).
X		Carousel	Teams rotate around the classroom to observe, discuss and give feedback to a project. In this research they gave a feedback according to what they felt in each stand (Kagan and Kagan, 2009).
X		Search of information	Students get organized into groups and are provided with a resource and a task that guides the search of information (Kagan and Kagan, 2009).
X		Numbered heads together	Teams number off and discuss the possible answers to a question asked by the teacher. Then the teacher calls a number that should respond (Kagan and Kagan, 2009).
X		Three step interview	Students get organized intro trios, get a list of questions and: Student A asks, student B answers and student C writes. The students interchange roles three times (Kagan and Kagan, 2009).
X		Mix- pair- share	Students mix and when the teacher call "pair" give a high five to the closest partner and discuss about the question asked by the teacher for the whole group (Kagan and Kagan, 2009).

	X	Decoding a message by pairs	Student A gets the role of reader and student B gets the role of writer, both decode the message.
	X	Listen, do, wait	Each group of students get the instructions to develop a task by roles like: reader, writer, materials manager, among others. They listen to the instructions and advance together.
	X	The mirror	Student A describes student B orally, in writing and vice versa.
	X	Pair interview	Student A asks student B and writes the answers. The students interchange roles.
	X	Challenges all for one	Students get organized into groups or pairs and receive a challenge to achieve together.
	X	Pairs	Students get organized into pairs and are assigned with a role according to the task. Students interchange roles.

*Table 1. Cooperative learning strategies*

Inclusion in the EFL classroom

Inclusive Education has been considered by UNESCO as "[…] basic education of good quality for all children around the world. (UNESCO, 2005, p.19). This concept was also defined by Montoya as: "[…] a way to value diversity, which means that all the students, those with or without learning disabilities, difficulties or special needs, work together in the same classroom on the same activities and have equal opportunities" (UNICA, 2017, p.17). It means to say that inclusive education is not only referred to a specific kind of students but to all of them. In addition, the author mentions that it is divided into three levels: physical integration, functional inclusion and social inclusion.

In Colombia, Inclusive Education is determined by the decree 1421 of 2017. This decree refers to inclusive education of people with special needs, still taking into account regular students. It considers the previous laws related to the current topic, such as the statutory law 1618 of 2013 and the decree 1075 of 2015. In addition, it recognizes -as law 1618- that the principles of inclusive education are participation, diversity, interculturality, equity, quality and

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appropriateness (Article 2.3.3.5.2.1.3). Finally, one of the most important aspects that this law considers is the importance of UDL (Universal Design for Learning) which in Spanish is known as DUA (Diseño Universal de Aprendizaje). This concept is connected to inclusive Education in Colombia and has to do with the design of materials, environments, programs and services that can include all the students. It enhances the importance of individuality as it allows teachers to work with students according to their real abilities, needs and realities (Article 2.3.3.5.1.4.).

The following Venn diagram shows the relationship between the constructs detailed previously. These are: critical pedagogy, cooperative learning and inclusion in the EFL classrooms.
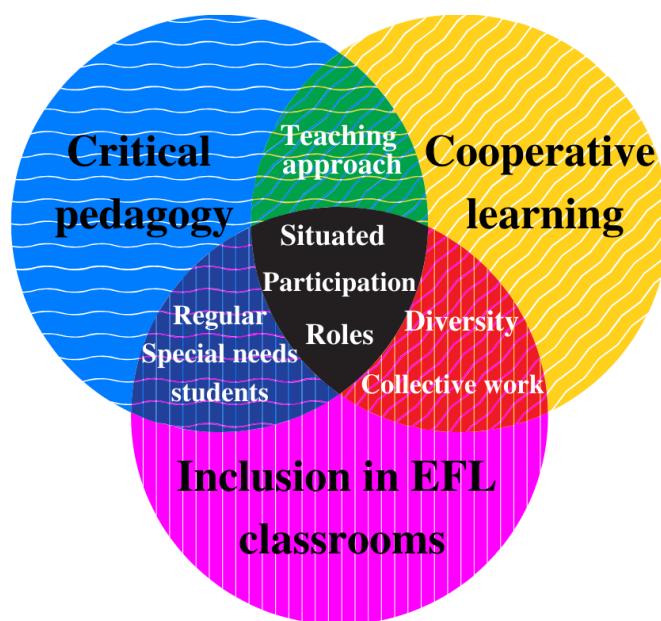
Figure 1. Interrelation between the constructs of the study.

As the diagram illustrates, the three constructs have three points in common. These are: the fact that the three support situated or contextualized education, all of them are focused on participation and the three support the assignment of roles for guaranteeing the points exposed before. Likewise, critical pedagogy and cooperative learning coincide on being both teaching approaches, which for this research was an advantage as one complements the other. In this manner, the critical pedagogy objective of impacting society is more achievable with the use of cooperative learning strategies, which bring social experiences to students and affect at first their learning environment, spreading then its positive effects to wider social spaces. Moreover, critical pedagogy and Inclusion in the EFL classrooms share its efficacy and reach all the

students regardless their condition, actually critical pedagogy enriches inclusion with concepts of education as an act of love, freedom and consciousness. Finally, cooperative learning and inclusion share its support to many types of diversity and its methodology of collective work. To conclude, the constructs and the relationships between them benefited the achievement of the research objectives by supporting the idea of implementing roles in education from different perspectives and by providing an optimal environment for English learning.

Chapter III: Research design

The third chapter of this research deals with the methodological design of the project. Therefore, it describes the research paradigm as well as the research type that framed this study and their relationship with its purpose. Then, the data collection instruments and procedures are explained.

Research paradigm

This study follows the qualitative paradigm as it aims at understanding the reality of inclusion in an EFL classroom in Colombia. According to Freeman and Long (1991), the qualitative paradigm has to do with ethnographic studies that do not have the objective of testing hypotheses but which understand how changeable are data and realities. Further, "[…] it is grounded, discovery oriented, exploratory, expansionist, descriptive or inductive" (Freeman & Long, 1991, p.12). In addition, according to Denzin & Lincoln (1994), qualitative researchers study problems in its natural settings, understanding problematic situations and its meaning for people. In their own words: "QR involves the studied use and collection of a variety of empirical materials -case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts-" (Denzin & Lincoln, 1994, p.12). This paradigm helped the purpose of working on inclusive EFL classes at Domingo Faustino Sarmiento School as it goes from understanding the real situation, which is a context that does not include all the students, and knowing the participants' regular and special needs and values up to the fact of improving their reality.

Type of study

The research proposal was guided by the principles of action research. This type of research allows teachers to reflect upon their own practices, problematizing and developing effective actions to improve them. In this case, there was not reflection upon the own practice but upon the development of the existing English classes and the particular characteristics of the group. According to Burns (2010), action research is based on systematic data collection instead of assumptions. Additionally, the author states that this kind of research should be done by a

reflection on the ways in which the problem will be solved or in other words, it demands working on possible solutions to exclusion in the EFL classroom; it should also be based on the context of the students and supported by theory, referred in the current proposal to cooperative learning. As well, the goals of the research should benefit the Domingo Faustino Sarmiento School, the specific social context and the professional practice of the teacher.

Finally, there are four steps to develop action research. These were established by Kemmis and McTaggart (1998), who divided participatory action research in: Planning (a cooperative learning design with three cycles of intervention), action (the application of the lesson plans), observation (data collection about the consequences of action) and reflection. During the planning phase, it is necessary to choose a question that will be answered along the research. Nevertheless, that question should go through a process of sharpening in order to make it possible of being solved, adequate to the time of the research and relevant to the researcher. These steps are taken as cycles in spiral for the authors, so that AR has to do with a constant reflection.

Data collection instruments

Research objectives	Data source # 1	Data source # 2	Data source # 3	Data source # 4	Data source # 5
To determine the roles of cooperative learning in the development of inclusion processes in an EFL classroom.	Interview	Questionnaires	Field notes	Artifacts	Recordings
To identify the language abilities, if any, enhanced through the use of cooperative	Interview	Questionnaires	Field notes	Artifacts	Recordings

learning within a framework of inclusion.					

Table 2. Plan of triangulation

The instruments selected for data collection were interviews, questionnaires, field notes, artifacts and recordings. To begin with, the variety of instruments permitted the triangulation of the findings (see table 2). Which UNAIDS (2010) defined as the possibility of using diverse methods and data sources in an only research, understanding which work better and getting more effective analysis. As well, it provides validity and reliability to the studies as it takes into account different perspectives instead of analyzing an only view and because, as there are diverse sources and methods for data collection, these complement each other and guarantee a more accurate study (Mason, 2002).

Interview. According to Burns (2010) this instrument is a conversation with a purpose. The interviews applied during this study were semi-structured, as these "[...] allow for some flexibility according to how the interviewee responds" (Burns, 2010, p.75). Thus, four interviews were applied along the process, two to students (Appendix C) at the end of one cycle and at the end of one of the cooperative learning activities and two to the mentor teacher, carried out during the observation stage and at the end of the pedagogical implementation (Appendix B). The interviews aimed at understanding the first perceptions of inclusion and how these changed along the cycles.

Questionnaire. It consists on a series of predetermined written questions that must be well prepared to avoid misunderstanding or ambiguity and which are useful to reveal enriching attitudinal information, such as the teachers' and students' opinions collected along the cycles of this pedagogical intervention (Burns, 2010). Four questionnaires were applied, the first during the observation stage and the others at the end of each cycle. The purpose of using questionnaires was also to explore perceptions on inclusive EFL classrooms while following the achievement of the research's project objectives (see appendix A).

Field notes. This instrument refers to the written report of observations to record the diverse events that can happen inside the classroom and which allow a deep analysis of specific aspects related to the classroom and useful to the research (Burns, 2010). Twenty six field notes were written, eight during the observation stage and eighteen during the intervention one; the first eight aimed at knowing and characterize the group, the rest aimed at evaluating the effectiveness of the pedagogical proposal and evidenced necessary changes on it (see appendix F).

Artifacts. According to Mills (2011), artifacts are all sources that provide clarity on what is happening inside the classroom or school, these can be maps, seating charts, photographs, audio or video recordings and portfolios or other kind of students' work. This document only refers to students' class work when mentioning artifacts. These were used likewise in the form of individual and collective tasks related to English and inclusion as well. Therefore, there were eighteen original artifacts designed by the researcher and answered by the participants. These were selected as a data collection method in order to provide the research project with visual, auditory and analytic information (see appendix G).

Audio-recordings. Tessier (2012) affirms that audio-recordings portray students' voices better, and allow the researcher to reflect on its "[…] intonation, passion, pauses, and inflections throughout the analysis process […]" (Tessier, 2012, p.451). As well, this instrument is characterized by preserving data in context while reducing twisting of information (Tessier 2012). Three of these were taken in the second cycle, collecting students' opinions/feelings, short oral interventions and providing practicality and accuracy to the process (See appendix D).

Data collection procedures

The procedures were started at the first moment in the classroom, which was on March 29th, 2019. To begin with, and consent was signed by the children's parents. Its purpose was to inform about the research project, describing it and inviting the kids to participate. The consent asked the parents' permission to take photos, recordings, interviews and videos, it guaranteed safekeeping and confidentiality of this information, assuring its professional and anonymous use.

Thereafter, observations began and field notes were written after each class as it was mentioned before, collecting data and reflecting on it (see appendix D). The process of observing

the group lasted till June 7th and was also enriched with a questionnaire (see appendix A) and a test (see appendix E) which inquired, the first into students' personal information, hobbies, relationship with English language and rapport with their partners, and the second into the students' knowledge of the subject. Finally, during the observation stage, the mentor teacher was interviewed in order to know the group better and explore the initial aspects of the project (see appendix B).

Subsequently, the application of the cycles started on August 30th till March 2020. There were three cycles of six classes each, four questionnaires were applied and three students' interviews and audio recordings were taken (appendices C and D); the last three aimed at probing students' notions of inclusion. There were also artifacts related to specific topics of the cycles and which allowed wide collection of data too (appendix G). Finally, it was necessary to apply another teacher's interview, taking into account that the children advanced a year, from fourth to fifth grade and their teacher was changed (appendix B).

The third chapter of this document developed the methodological design of the research project, expounding on qualitative action research as the paradigm and type of study under which the project was developed. Additionally, data collection instruments were exposed as well as its procedures.

Chapter IV: Pedagogical Intervention

In this chapter, the visions of curriculum, language, learning and EFL classroom that guided the current pedagogical proposal are presented and explained according to its theory and its relationship with this study. Besides, the instructional design is described in detail and according to the constructs previously developed.

Vision of curriculum

According to Ebert et al (2014), curriculum has to do with the resources and materials with which the students interact and which help them to achieve the learning objectives; it goes further the subjects and can be characterized by what it includes and excludes, provided that it affects the students directly and represents the society's vision of how an educated individual should be, which according to this research has to do with individuals able to understand, accept and practice inclusion by comprehending the importance of coexisting with diverse people. In the author words:

"Perhaps you participated in athletics, or the band, or the clubs, or the student government, or made the choice of not to participate in any curricular activities. All of these (including the option no to participate) are part of what we might call the contemporary curriculum" (Ebert et al, 2014, p.266).

Ergo, this study supports the vision of curriculum exposed before, considering also the affective perspective for completing the concept. It promotes the presentation of information to the students while focusing on helping them to understand its value and to concentrate on more human concerns; which was reached through constant reflections on the contents and dynamics carried out in the classroom and through reflections done by the students at the end of some of the sessions. The author summarizes it by saying: "If we can identify prosocial behaviors that we wish to develop in children, we must then put children in situations that provide opportunities for them to act in desired ways" (Ebert et al, 2014, p.279). It was reached in turn, through the implementation of a cooperative classroom environment.

Vision of language:

This project is supported by the vision of language proposed by Brown (1980), as the author understands it as a system of signs but also as the ideas of communication and community. In his own words: "Language is systematic, [...] is a set of arbitrary symbols, those are primarily vocal, but may also be visual. [...] Language is used for communication and it operates in a speech community or culture" (Brown, 1980, p.4). Thus, he considers the importance of context. Finally, the author mentions a definition given by the Webster's dictionary in which language is understood as: "[...] a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures or marks having understood meanings" (Brown, 1980, p.16). This last fragment, complements the vision of language, and it is taken too for this research as it is necessary to recognize much more than the spoken or written word as valid, in order to allow participation of students with special needs, who are not always able to produce these forms of language but only gestures or isolated sounds.

Vision of learning

This research followed the social learning theory proposed by Vygotsky, which conceptualizes cooperative learning and allowed this study to focus on inclusion. This theory is based on mediation, which refers to the fact that "[…] successful learning occurs when instruction is within the Zone of Proximal Development."(Kagan & Kagan, 2009, p. 4.6). Therefore, the concept of mediation determines what students can learn and do easily without help and how the assistance and encouragement of a partner help them to achieve more complex skills that otherwise could even be impossible to reach. This theory supports the learning approach that will be described in the following paragraph.

Cooperative learning requires students' active participation for achieving real learning. It is not referred to something already done to them but to something they do together. Authors affirm: "Like mountain climbers, students most easily scale the heights of learning when they are part of a cooperative team" (Johnson et al, 1994, p.4). This vision allows inclusion, thus is complemented by the concept of inclusive learning, which affirms that difference should be respected, understanding that children learn differently without stigmatizing them but creating a safe classroom environment to respond to their necessities (Howgego et al, 2014).

Vision of EFL classroom

The EFL classroom should be composed by the 4C's: Critical thinking, collaboration, communication and creativity (Saleh, 2019). According to the author, these are the 21st century skills that the USA declared as necessary for people to answer to what this century demands. At first, critical thinking is defined as a pedagogical manner to improve language learning and assigns knowledge, comprehension, application, analysis, synthesis, evaluation, interpretation, inference, explanation and self-regulation as the components of this C, following Bloom's taxonomy too. Then, there is collaboration, which the author relates to cooperative learning, described as effective for teaching and learning and related to the following C, which is communication. In the author words, "It refers to any interactive mutual attempt of two interlocutors to negotiate a meaning in different communication situations" (Saleh, 2019, p.11); in order to improve communication in the EFL classroom, the author proposes diverse communication activities such as games, discussions and group work. Finally, there is Creativity, related to imagination and innovation, and characterized by affecting teaching and learning in a positive way.

Instructional design

The intervention of this study was designed taking into account the diagnosis carried out during the observation stage and was divided into three cycles. It followed the principles of the cooperative learning approach and aimed at establishing an inclusive EFL classroom in which students could explore and work on their receptive skills. Consequently, the classes were planned according to some traditional cooperative strategies and to some others designed by the researcher. Additionally, the three cycles mentioned were divided into two lesson plans (see appendix I), which followed these steps each session: at first, a warm up activity to engage the students to the class and to introduce the subject of the day, then the development of a cooperative activity and finally, a wrap up activity or a moment for sharing experiences, presenting the work done along the class or reflecting. Those lesson plans, were divided into three classes each (organized as it was exposed previously), in such a way that eighteen sessions of around an hour and a half were developed. These classes helped the children's recognition of themselves, their partners and their contexts. Finally, this project may motivate teachers to build

inclusive classrooms, especially English teachers, taking into account that it attempts to deconstruct the idea of students with special needs as students that cannot work with the other kids.

CYCLE 1 Discovering me and others	Language content	Cooperative strategy	Materials	Objectives
Lesson plan 1: **This is me**	**C1:** Verb to be, positive personality adjectives. **C2:** Verb to be, negative personality adjectives. **C3:** Affirmative and negative sentences, yes/no questions.	**C1:** Decoding a message by pairs. **C2:** Listen, do and wait. **C3:** Mirror.	**C1:** Big images, workshop**.** **C2:** Puzzles, sentences, cardboards. **C3:** Worksheets, images, paper shark.	*Inclusive practices objectives:* - To understand my own importance. - To discover that human beings have good and bad characteristics. - To recognize each other's differences and strengths.
Lesson plan 2: **My friends are amazing**	**C1:** Verb to be, personality adjectives, wh. and yes/ no questions. **C2:** Verb to be, personality adjectives. **C3:** Verb to be, like/dislike, nouns, feelings.	**C1:** Pair interview. **C2:** Roundtable writing, Listen, do and wait. **C3:** Round Robin.	**C1:** Big images, big sentences, ID cards. **C2:** Cards, paper, recyclable material. **C3:** Icons, images of the gifts.	- To recognize the efforts of my partners to make me happy. *Language objective:* - To use the verb to be in order to describe personalities. - To use adjectives to describe me and my partners. - To use some nouns to name gifts.
Field notes, interviews and a questionnaire.				
CYCLE 2 **I feel identified with you.**	**Language content**	**Cooperative strategy**	**Materials**	**Objectives**

Lesson plan 1: I can't but we can	**C1:** Action verbs **C2:** Action verbs, can/ cannot, nouns and adjectives related to special needs. **C3:** Action verbs, can/ cannot, nouns and adjectives related to special needs.	**C1:** Carousel. **C2:** Search of information. **C3:** Challenges all for one.	**C1:** Objects related to the verbs. **C2:** Images of the Team Supreme, short texts and workshop. **C3:** Challenges, material and sheets of paper.	*Inclusive practices objectives:* - To be familiar with the reality of students with special needs and immigrants. - To discover that it is possible to overcome difficulties with help of others. *Language objective:* - To use the verb to be to name special needs. - To relate the modal verbs can and cannot to action verbs.
Lesson plan 2: Our roots	**C1 and C2:** Verb to be, general questions for introducing someone, nouns, Latin countries. **C3:** Verbs to be and to plant and related nouns.	**C1:** Numbered heads together. **C2:** Three step interview. **C3:** Listen, do and wait.	**C1:** Paper flags, Images, worksheets. **C2:** Worksheets and paper tree. **C3:** Paper tree, plastic cups, cotton, beans, instructions.	- To develop awareness on the importance of our roots. - To reflect about the similarities between people with different cultures.
Field notes, interviews and a questionnaire.				
CYCLE 3 **We belong to a community**	**Language content**	**Cooperative strategy**	**Materials**	**Objectives**

Table 3. Pedagogical intervention

Lesson plan 1: **My family**	**C1:** Verb to be and family nouns. **C2:** Verb to be and family nouns. **C3:** Verb to be and family nouns.	**C1:** Pairs **C2:** Pairs **C3:** Round robin	**C1:** Worksheets, sentences, big dice. **C2:** Crosswords, worksheets. **C3:** Bar graph, poem.	*Inclusive practices objectives:* - To understand the meaning of "family". - To discover that there are different family types. - To reflect about the importance of the family. - To identify my importance and my partners' in problem solving. *Language objective:*
Lesson plan 2: **My school: My group**	**C1:** Verb to be, comic strip nouns, learnt vocabulary. **C2:** Verb to be, comic strip nouns, learnt vocabulary. **C3:** Verb to be, comic strip nouns, learnt vocabulary.	**C1:** Search of information **C2:** Mix-pair-share **C3:** Pairs	**C1:** Comic strip **C2:** Cards **C3:** Paper and old newspapers or magazines.	- To use the verb To be (first and third person) and some adjectives in order to describe a family. - To use verbs related to problem solving exercises.
Field notes, interviews and a questionnaire.				

Cycle 1: Discovering me and others

The first cycle of this study had the purpose of introducing the learning approach and start an awareness process about inclusion, at first through individual recognition and then through the recognition of the classmates. The cycle was divided into two lesson plans which reflected that order: This is me, these are my friends, respectively. With the objective of reaching the objectives of this cycle, the students learnt positive and negative personality adjectives and reviewed simple structures to ask and answer questions. Finally, at the end of the cycle the students could express what they learnt about their partners through language and through art too. The sessions always focused at first on the positive characteristics of personality and just then in the negative ones. In order to avoid conflictive situations among the kids, the negative adjectives were studied individually and for describing invented characters provided by the researcher.

During the observation stage of this research it was clear that the EFL classroom had two big needs, one of inclusiveness but the main of positive recognition; in order to work on it, the first lesson plan was proposed. On one hand, it centered on teaching the students about roles and positive interdependence, in such a way that there was cooperative work only in pairs, joining in the second class the work of each two pairs to guide them on individual and group accountability. The students described themselves and started working on describing somebody else. On the other hand, the second lesson plan focused on recognizing the qualities of the partners, which led to the creation of secret gifts and positive descriptions built in groups; it allowed promotive interaction, small-group skills and a better comprehension of roles while following instructions. The traditional strategies used were: roundtable writing and round robin.

Cycle 2: I feel identified with you

This cycle introduced the first two types of inclusion, which were: including someone with special needs and including someone from a different place. The lesson plans were named: I can't but we can and Our roots. I feel identified with you aimed at talking about special needs and migration in a natural but respectful way, with the purpose of helping students to find similarities between them and other people regardless their specific conditions. During the three

sessions of the first lesson plan, the students learnt the name of different physical and cognitive conditions and how these were related to what people can do, taking into account that it is possible to develop more abilities or ways for doing what sometimes seems impossible. Two traditional cooperative strategies were used: Search of information and carousel, this way students worked in pairs but also in groups of four to six people. Finally, one of the resources to develop the first lesson plan was the cartoon Team Supreme, which is an inclusion initiative of Leonard Studios to raise awareness on the importance and abilities of people with medical difference.

The second lesson plan guided three sessions in which the learners worked on giving importance to their origins. Another two traditional cooperative strategies were selected to reach the objectives of the cycles: numbered heads together and three step interview, promoting groups of four people and teamwork each three people (who experienced a roles rota). During the first session, the students learnt how to answer to the question "where are you from?" while reviewing Latin American countries, then, they listened to some information about invented characters from different countries and participated in a group contest in which each member was accountable of answering to at least two questions. In the next session the students talked and wrote about their origin, learning through a tree analogy about the importance of roots. Finally, at the end of the cycle each student planted beans in small groups, reinforcing positive interdependence.

Cycle 3: We belong to a community

The third cycle referred to one more type of inclusion, which was related to diverse family structures, and also to problem solving in the classroom. The last part of this study aimed at guiding the kids to understand that there are different family types and to place their own family on those descriptions they learnt. Thanks to the first lesson plan, the students had the opportunity to critically decide what they considered as a family, discussing with their partners and with the rest of the group; also, after defining their opinions, they chose the main elements that compose a real family, such as love and support. During the second session the learners acquired roles in pairs again, they drew their ideas of family and wrote as much as they could about it, reading it in front of the class at the end of the hour. Finally, during the third session the pairs chose their

three favorite drawings, in such a way that it was possible to establish an average of the preferences of the whole group and so discuss critically about that result. In this lesson plan the roles were clear and it was possible to work on group skills and promotive interaction.

The second lesson plan was guided by two traditional cooperative strategies: search of information and mix-pair-share. These sessions aimed at raising awareness and critical thinking in such a way that students could analyze conflictive situations, choose and propose solutions with their partners. During the three sessions, the previous vocabulary and themes were reviewed in order to study and reflect about the whole project. The first session the students were introduced to comic strips which were then studied and in which there were more than one solution to the conflicts; it allowed the kids to discuss and choose consciously. Then, in the second session, the students listened to the teacher and thanks to the mix-pair-share strategy they could discuss with people of different teams about their last class decision and so about the end of the stories. Finally, in the third session they discussed and proposed new solutions to the stories turning the awareness into a possibility to cooperatively propose changes that were later discussed and related to the reality of the classroom.

CHAPTER V
DATA ANALYSIS AND FINDINGS

The fifth chapter of this study presents the data analysis procedures which led the later data analysis, also detailed along these paragraphs, as well as its findings. At first, the chapter defines the grounded approach for data analysis and its procedures: validation, data reduction and codification. Then, in order to develop the data analysis in detail, the four categories –and some subcategories- emerged from this study will be displayed along with its respective supporting evidences and a discussion about the findings.

Data analysis procedures

For the purpose of setting the data analysis forth, it is necessary to describe the grounded approach for data analysis, which guided the study of the data collected along the stages of the project that were achievable according to the current Colombian context, specifically, during the implementation of cycles one and two. As claimed by Corbin and Strauss (1990), in this approach some categories and subcategories emerge from data. These are identified by relating concepts, finding similarities and differences and by comparing data in an analytical coding process that allows the researcher to identify links between the information collected and the research (CESSDA, 2013). Therefore, the authors state: "Categories are the cornerstones of a developing theory. They provide the means by which a theory can be integrated" (p.7).

In addition, with the purpose of carrying out the data analysis, some procedures were developed. At first, all the field notes were collected and consisted in general, on interpretations of the observations of each session, the total number of students and the number of students with special needs. Then, a list of sessions was done and the data collected in each one of these was grouped session by session -including the field-notes mentioned before-, in this way, there was one folder of data for each class, indicating also if there were audios or videos taken in the same date. These folders were divided into cycle one and cycle two and for each one of the cycles there was also a folder for the tests, surveys or reflections done. Besides, the folders were named according to the lesson plan in which had been developed and its general research topic, such as: general inclusion, special needs, language abilities and motivation; this naming process helped the construction of categories and subcategories and made easier the study of data.

Finally the analysis of data was done by following the Emic or Inside Perspective. This perspective was proposed by the linguist Kenneth Pike and is defined by Morris et al (1999) as the study of culture from the inside perspective of the researcher and their self-understandings, built in turn, during participant observations that allow description and deep interpretation.

Categories of analysis

Considering the main objectives of this study: To determine the roles of cooperative learning in the development of inclusion processes in an EFL classroom and To identify the language abilities, if any, enhanced through the use of cooperative learning within a framework of inclusion, four categories emerged in the process of analyzing data. Three of these are enriched with one to three subcategories, which studied specificities of the general categories. Both are presented in table #4.

COOPERATIVE AND INCLUSIVE EFL CLASSROOMS

OBJECTIVE 1		OBJECTIVE 2
To determine the roles of cooperative learning in the development of inclusion processes in an EFL classroom.		To identify the language abilities, if any, enhanced through the use of cooperative learning within a framework of inclusion.
Category 1	**Category 2**	**Category 3**
Cooperative learning as a promoter of awareness towards inclusive processes in the EFL classroom.	The encouraging role of cooperative learning towards intrinsic motivation in the EFL classroom.	Improving my language abilities under the influence of cooperative learning.
Subcategory 1		**Subcategory 1**
Discovering my identity in English.		Strengthening reading through the cooperative elaboration of artifacts.
Subcategory 2		**Subcategory 2**
Recognizing the value of my partners.		Strengthening writing through the cooperative elaboration of artifacts.
Subcategory 3		
Understanding the opportunities and possibilities of living together with special needs.		

Table #4: Categories of analysis

The first category was named Cooperative learning as a promoter of awareness towards inclusive processes in the EFL classroom. It evidences the role of cooperative activities in the process of raising awareness about inclusion. This category is complemented by three subcategories entitled in turn: Discovering my identity in English, Recognizing the value of my partners and Cooperative work as a tool for improving language learning. These last, explore the development of awareness in each individual and in their coexistence with their classroom partners and with other people.

The second category was entitled the encouraging role of cooperative learning towards intrinsic motivation in the EFL classroom. It presents different perspectives of intrinsic motivation, showing at first how the mentor teacher perceives it in the learners' attitudes, then how they express their motivation after a cooperative learning activity of delivering and receiving gifts, and finally, the category analyzes the manner in which the pupils express their motivation more directly. The evidences presented are fragments of an interview, a spoken reflection and a group interview, which provided the discussion with different evidences.

The third and last category is: Improving my language abilities under the influence of cooperative learning. There, the kids' language learning process is studied through two subcategories, the first one called, Strengthening reading through the cooperative elaboration of artifacts and the second one called Strengthening writing through the cooperative elaboration of artifacts. Both categories present artifacts and a fragment of a mentor teacher's interview which supports the betterment of the participants' abilities along the implementation.

Category 1: Cooperative learning as a promoter of awareness towards inclusive processes in the EFL classroom.

This category studies how the implementation of Cooperative learning strategies promotes awareness about inclusion in the EFL classroom. Therefore, the category analyzes the students' process from understanding their own importance to understanding others' importance, in order to work on the recognition of qualities through cooperative learning strategies. Hence, this category comprehends inclusion as a never-ending process and as a human right, which according to Acuña and Cárdenas (2017): "advocates the development, maintenance, and reproduction of the sense of brother and sisterhood through diversity" (p.3).
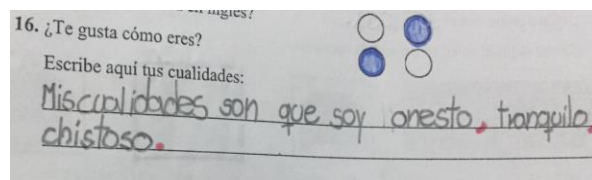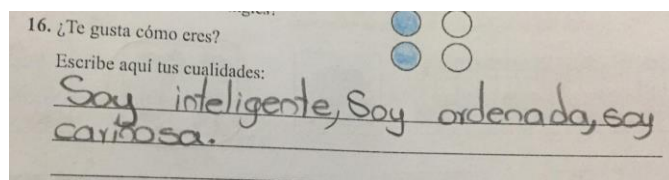
Additionally, it is important to mention that this category was supported by the class project - already started when this research took place-, which referred to the own students' recognition of their qualities and capacities. That is why for the participants it seemed easy to participate of the reflective process of describing themselves; the process also reflected the reality of special needs inclusion in the EFL classroom and explored the learner's ability to recognize the importance and value of their partners, which, in the opinion of Caica (2011) represents inclusion in the ELT classroom and allow students to work collaboratively while being aware of themselves and their peers, who they certainly respect.

Discovering my identity in English. The current subcategory aims at evidencing how students became more aware of their own personalities and more capable of describing it in English, taking into account that learners' self-esteem affects inclusive education as well as learning. In the opinion of Trampler (2012), an ideal inclusive classroom should be focused on promoting a positive self-esteem, which has to do with the self-concept and with the value that an individual attributes to their personality (González and Tourón, 1992). That is the reason why Discovering my identity in English was built from the possibilities of individual work but geared to the cooperative work that will be displayed in detail in the following categories and subcategories.

To begin with, during the observation stage, the participants answered a questionnaire in which they had to respond if they liked themselves, also, they were demanded to write their qualities either in Spanish or English. Data collected through This questionnaire revealed that even if all the respondents affirmed they liked themselves, some of them did not had their qualities clear or associated these to what they considered physical or intellectual attributes, such as having beautiful long hair, brown eyes or been good at math. Nevertheless, most of the students were able to mention their qualities and these were related mainly to values as respect, love, honesty and kindness; to skills related to their intelligence and sense of humor and finally with the fact of being a happy person.

16. ¿Te gusta cómo eres?

Escribe aquí tus cualidades:

Soy inteligente, Soy ordenada, soy cariñosa.

16. ¿Te gusta cómo eres?

Escribe aquí tus cualidades:
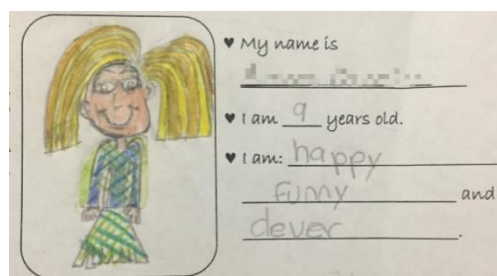
Miscualidades son que soy onesto, tranquilo, chistoso.
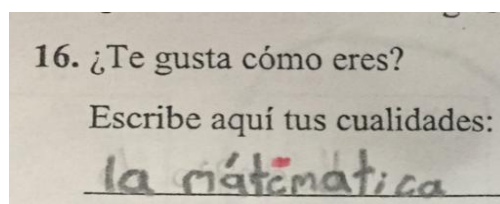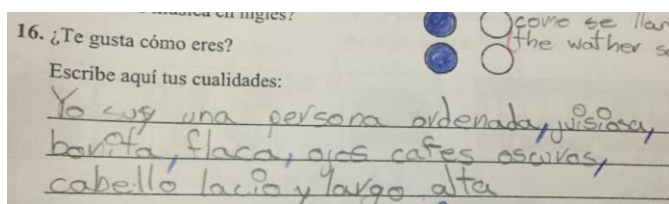
(Questionnaire, May 7th, 2019. Students #1- #4)

Therefore, during the pedagogical intervention, one of the strategies to raise inclusion in the EFL classroom was the reflection and study of the specific characteristics of personality through two different writing tasks, one related to the recognition and association of descriptive personality vocabulary and the second about autonomous description.The first data sample reveals that students felt identified mostly with positive adjectives, in consistency with the work accomplished in the class project and the first questionnaire.
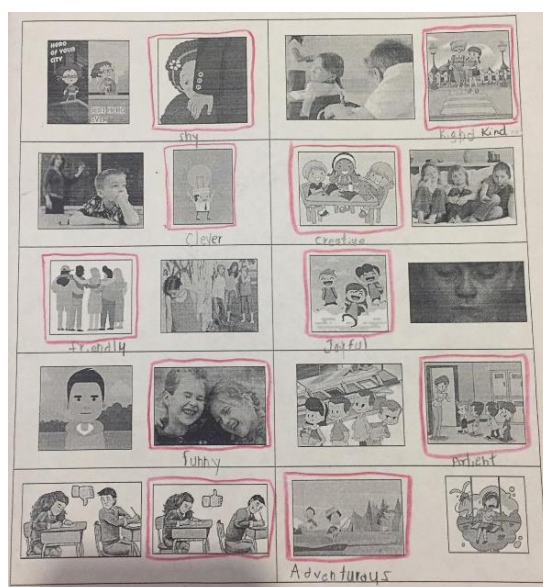
(Artifact, September, 20th, 2019. Student #5)

This exercise was compared with a subsequent written one, in which the participants described themselves too and which in agreement with the activity described before, evidenced a bent towards positive adjectives. However, the students with special needs did not participated of none the exercises because they were constantly absent.

♥ My name is

♥ I am 9 years old.

♥ I am: creative, patient Kind, Clever and happy

♥ My name is

♥ I am 9 years old.

♥ I am: happy Funy and clever

43

(Artifact, September, 20th, 2019. Student #6 and #7)

Finally, the students answered a last questionnaire that had as one of its purposes, to study the process of awareness about themselves. Indeed, this time the answers were all related to adjectives of personality, the results followed four different patterns. On one hand were the students who wrote in their mother tongue, who translated to Spanish the adjectives learnt during the classes to write complete sentences in Spanish then, others who described theirs-selves in Spanish too but using different objectives than the studied, nevertheless appropriate to talk about personality.

> 9. Escribe aquí tus cualidades, puedes hacerlo en inglés, en español o en ambas lenguas. Ex: I am funny.
>
> Soy Aventurero soy serio tambien y distraido

> 9. Escribe aquí tus cualidades, puedes hacerlo en inglés, en español o en ambas lenguas. Ex: I am funny.
>
> Yo soy divertido, yo soy amigable, Yo soy respetuoso yo soy ayodable

> 9. Escribe aquí tus cualidades, puedes hacerlo en inglés, en español o en ambas lenguas. Ex: I am funny.
>
> Soy Aventurero soy serio tambien y distraido

(Questionnaire, May 7th, 2019. Students #8 - #10)

On the other hand, there were learners who wrote in English by listing the vocabulary learnt and at last, the students who wrote complete sentences in English. In addition, it is remarkable the fact that the students wrote again more positive adjectives than negatives. Finally, this questionnaire was answered by one of the students with special needs and reflected a possible learning of vocabulary in English that was then translated to Spanish to answer the question.

> 9. Escribe aquí tus cualidades, puedes hacerlo en inglés, en español o en ambas lenguas. Ex: I am funny.
>
> joyful, adventurous, Honest, clever, creative

> 9. Escribe aquí tus cualidades, puedes hacerlo en inglés, en español o en ambas lenguas. Ex: I am funny.
>
> I am brave, i am clever, i am creative, i am joyful.

9. Escribe aquí tus cualidades, puedes hacerlo en inglés, en español o en ambas lenguas. Ex: I am funny.

Soy   haburido
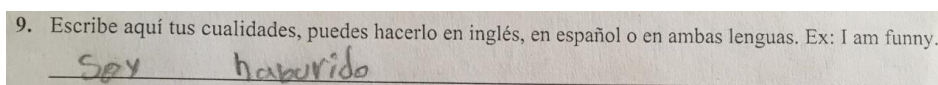
(Questionnaire, May 7th, 2019. Students #11 - #13)

Recognizing the value of my partners. After recognizing their value and develop the ability of describing themselves in a positive way, it was clear that cooperative learning helped the students ability to recognize their parent's value. The pieces of evidence selected to support this subcategory are, in first place the last mentor teacher's interview, then the cooperative description about other partners that the groups wrote and finally two answers from the last questionnaire the students answered. Firstly, in the interview, the teacher expressed that one of her favorite aspects of the research was the fact that respect was the center of it all, she also found a relationship between the learning of qualities and defects and the fact that students learnt how they and their partners complement each other, taking into account that it is more important the person than his/her knowledge.

Otra cosita es que eso hizo que ellos entiendan que cada uno de nosotros tenemos unas fortalezas y unas debilidades, y pues desde esas fortalezas y esas debilidades es donde nos encontramos, eso fortalece también la escucha, el aprender a escuchar al otro. Otra cosa que me parece muy genial es el respeto, el respeto no solamente por el saber del otro sino por el ser, que era lo que más se le trabajó al curso. Entonces el respeto por el ser.

(Interview #2, first mentor teacher: May 7th, 2020. Page 1. Lines #10 - #14)

Likewise, the students expressed directly the value they saw in their partners. It was evidenced clearly through the cooperative learning activities, especially in the writing of descriptive sentences, there the groups reflected about another assigned group and then they thought of their qualities together for carrying out the writing of simple descriptive sentences. It is important to mention that the students had learnt the enough vocabulary for describing their partners in a positive but also in a negative form, nevertheless, none the groups decided to talk negatively about their group. The artifacts reflect understanding of the vocabulary and sometimes confusion about the verb to be structure.
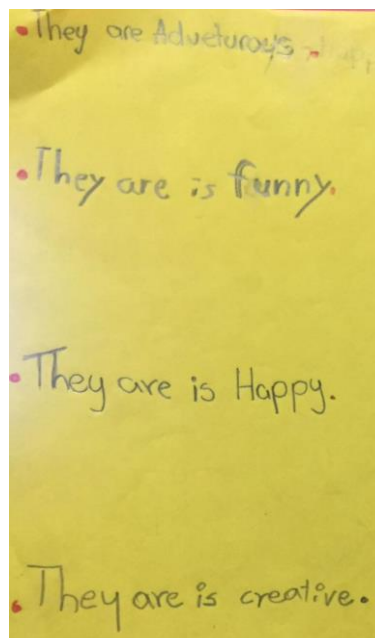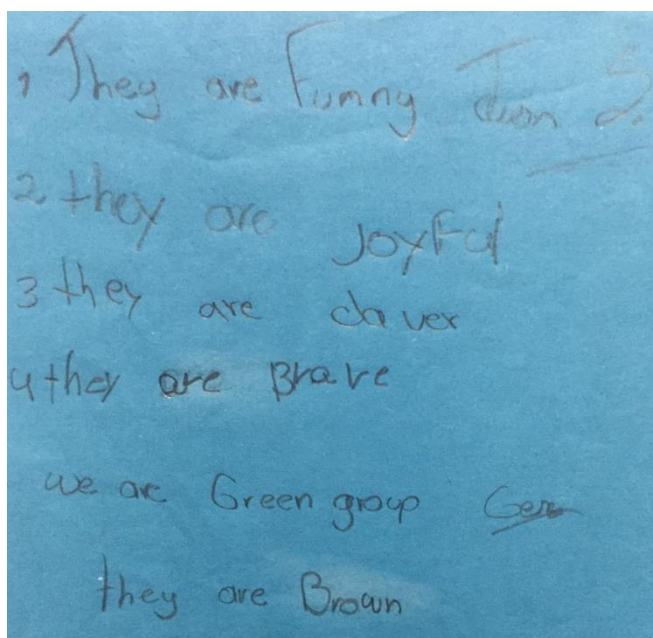
(Artifact, October, 14th, 2019. Student #14 and #15)

Finally, the recognition of partners was expressed too in the last questionnaire, there it was possible to make sure that it was possible to transfer the improvments reached through cooperative learning in the individual opinions of the learners. In order to achieve that analysis, two points of the instrument mentioned previously were studied, these were, the question: Do you like to spend time with your partners? as well as a demanding for the pupils to write the qualities of any partner. Data evidenced that most of the kids like to spend time with their partners because they recognize in them different quealities that seem to be valuable for them. Also, they were able to describe their partners by using in many cases, different adjectives than the selected in the piece of evidence presented previosuly.

SÍ   NO

10. ¿Te gusta estar con tus compañeros del salón?   ● ○   ¿Por qué? porque son mis amigos y siempre me apoyan

11. Escribe aquí cualidades de alguno de tus compañeros, puedes hacerlo en inglés, en español o en ambas lenguas. Ex: María is honest.

Andres is kind and clever hones funny and honest

(Questionnaire, May 7th, 2019. Students #11 - #13)

Understanding the opportunities and possibilities of living together with special needs. The last subcategory explored and reinforced awareness about special needs, allowing students to name and reflect about it and considering its importance in schools for educating students to be better citizens (Williamson,2014). This subcategory dealt with the most evident necessity of inclusion in the group but also the most challenging one, as the special needs in the group were different among them and these students were constantly absent; even so, it aimed at improving the classroom environment and atmosphere to help their learning process (Williamson, 2014). In that way, this study worked on the acceptance of special needs by presenting them with short texts about the Team Supreme, an American cartoon project in which all the characters have a special condition that is also their super power; this generated a good attitude towards it and promoted reflection. As well, the students participated of a cooperative learning strategy named Challenges all for one, in which each pair had a member with a special need that should be respected but which should not be an impediment for completing the assigned task. This classroom experience reinforced students' cognizance and seemed to be valuable for them. The following field note evidences the impact of the Team Supreme's activity:

> As the teacher presented the Team Supreme characters, she asked the students what they thought about the superheroes and many of them wanted to participate. Five students participated, the first three as voluntaries and the other two because the teacher encouraged them to talk. Their opinions were: Teacher, ¿o sea que el morenito es como Karen? Ellos son callados pero son cariñosos; Son chéveres porque no hay superhéroes así, y ellos también pueden ser superhéroes; Me gustó que hay uno en silla de ruedas como el niño del otro curso que también está en cuarto; Me gustaron porque esos superhéroes también pueden rescatar a las personas; Yo creo que los niños con dificultades también pueden y entonces nosotros también.

(Field note #10: November 5th, 2019. Lines #10-#17).

According to the previous fragment, it is clear that for the students it was interesting to learn about special needs and it affected the classroom environment positively, taking into account that the pupils could find a relationship between a cartoon and their reality. At the beginning they were shy in their interventions, it showed how careful they were trying to be, but then they complemented their partner's opinion spontaneously. During this session it was clear the influence of the class project too, as the kids mentioned that both special needs and regular students "can", referring to the adaptive ability from the recognition of their real capacities. Finally, the previous sample evidences a different understanding of special needs, in which the students learnt about this topic from a positive view, avoiding relationships with pity or underestimating attitudes and in agreement with Ison et al's opinion: "When students are educated on the topic of diversity or specifically disability, they are likely to develop a more positive attitude towards differences. Negative attitudes towards students with disabilities develop out of ignorance (cited by Williamson, 2014).

Further, during the cooperative learning activity Challenges all for one, the students experienced working with a partner with imaginary impairments for using their hands, for seeing, talking or walking. This proposal was related to a problem-solving exercise guided by a simulation experience in which the students had to work cooperatively to achieve a task, in such a way that simulation worked together with the approach of this study and provided real support to special needs perceptions (Herbert, 2000). It was evident that the reflections done before this session helped the attitude of the learners towards this exercise, as they decided easily who was going to be the student with one of the conditions mentioned previously and almost all of them completed the task and seemed to enjoy it. As well, in the opinion of Williamson (2014): "Awareness training is beneficial when they incorporate hands-on activities demonstrating what life with a disabilities may be like (p.4)", which was also one of the results of this cooperative learning activity. The following samples evidence the different tasks carried out by the students.
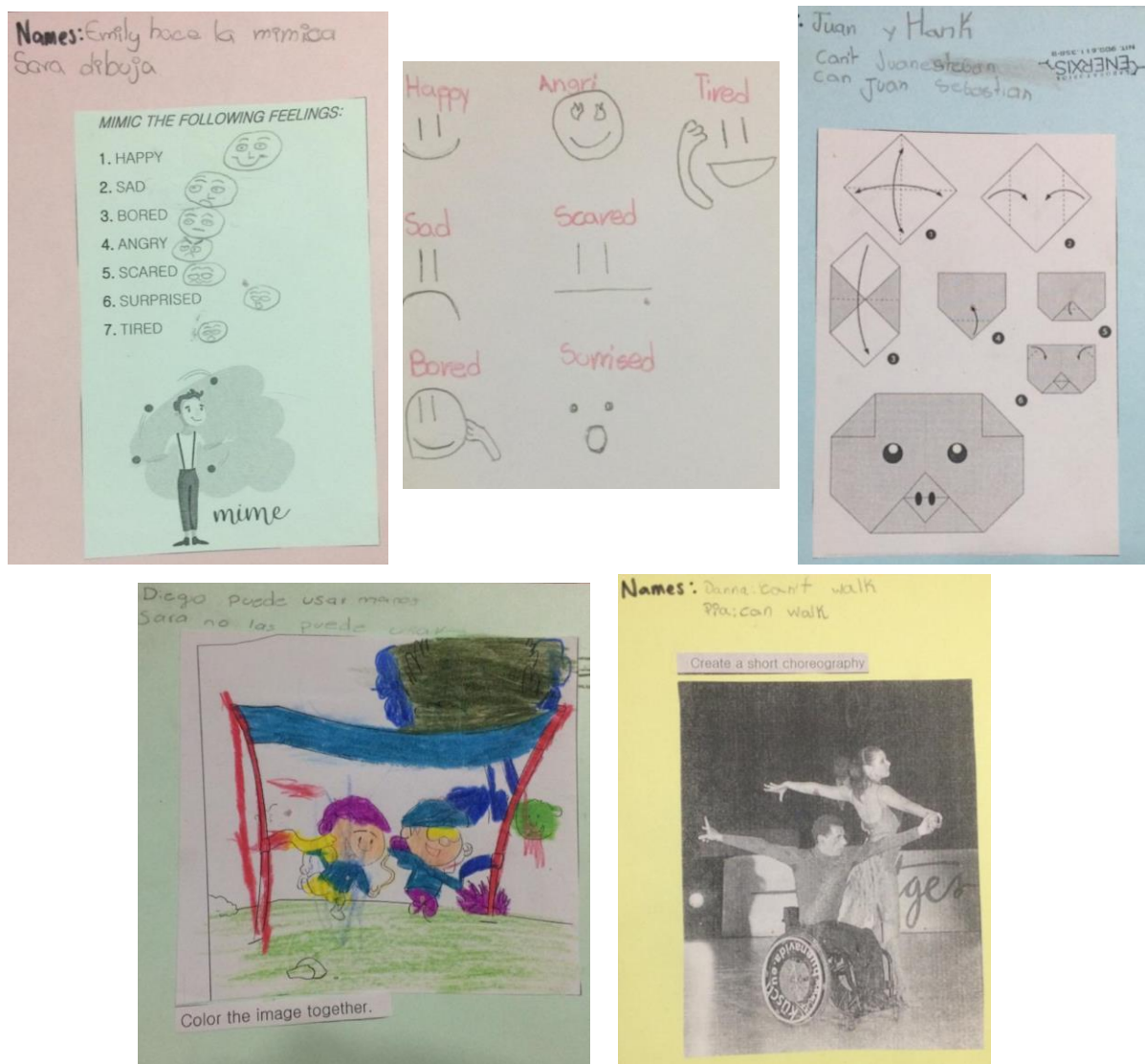
(Artifacts: challenges all for one, November 6th, 2019. Students #14 - #23)

In the samples displayed before, it is clear that for the students it was possible to understand the roles assigned, actually some of them wrote their function in English and evidenced their manners of putting into practice the ideas they had about inclusion, such as Young (2020) describes it: "(…) if you get people talking about topics in abstract ways, they will say some things. But if you put them in realistic scenarios and watch how they act, they will not always act in ways that are aligned with what they say" (p.1). In general, the pupils were respectful and even the noise of the classroom was lower because everybody was concentrated on the task; it evidenced how the classroom environment was improved. Regarding the objective of the cooperative learning activity, the students were able to work together by solving a problem, thus they reinforced the development of group skills and face to face interaction proposed in the

approach. Moreover, a fragment of the field note describing the same session and some samples of reflections done for the learners are presented and analyzed bellow.

(Artifacts, November 6th, 2019. Students #23 - # 26)

The kids reflected from different points of view, some described the difficulty of the activity, but most of them talked about the opportunities and possibilities of living with a special need, which should not be a limiting situation. though, the student with special needs mentioned before, could not reflect much and had low motivation for accepting the challenge, actually he asked for changing it for a different one and in his reflection he only wrote: "me pareció muy difícil" (…) The activity was successful for motivating regular students but it was harder than the expected -even encouraging him- to evidence a more positive attitude towards inclusion in the participant with special needs.

(Field note #11, November 7th, 2019. Lines #43-#49)

Regarding the two instruments displayed before, cooperative learning worked as a tool for understanding and accepting inclusive processes in a positive way, such as developing an inclusive cartoon for kids and developing a physical activity. Also, the EFL classroom was more inclusive as the students studied this topic directly and faced a simulation in which they had to work cooperatively with a pair selected by the teacher. The learners were accountable of developing specific roles that they respected in both the tasks and were able in general, to reflect on their ideas and performances.

Category 2: The encouraging role of cooperative learning towards intrinsic motivation in the EFL classroom.

The cooperative learning approach generated an environment in which the pupils felt motivated intrinsically to learn English. According to Tohidi and Jabbari (2012) this kind of motivation occurs when:

"(…) people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. (…) Also, in younger students it has been shown that contextualizing material that would otherwise be presented in an abstract manner increases the intrinsic motivation." (p.821).

Therefore, it was evidenced through the instruments that reflect the students and mentor teacher's opinions towards English and their class experiences. These were: the last teacher's interview, the spoken reflection about the gifts built and received, and the group interview. Firstly, during the interview, the mentor teacher described the excitement she perceived in the children towards the English class and narrated a conversation she had with one of the kids, in which she expressed a positive attitude and motivation about the class, evidencing the encouraging role of cooperative learning and its relationship with intrinsic motivation.

> **¿Qué impacto considera que tuvo el proyecto en la motivación de los estudiantes hacia el aprendizaje de la lengua inglesa?**
> Y cuando tú llegabas a hablarles todo el tiempo en inglés, como que los ojos le bailaban a los niños diciendo: wow lo que dice la profesora, lo que dice nuestra teacher es cierto. (…) Por ejemplo una niña que tenía mucha inquietud era esta niña Mariana, me decía: profe a mí cómo me encanta que la teacher nos hable en inglés igual que tu hijo, le dije: mi amor tú lo vas a lograr, repítelo, "lo voy a lograr".

(Interview #2, first mentor teacher: May 7th, 2020. Page 2. Lines #55 - #59)

Then, there are other pieces of evidence expressed in the spoken reflection after delivering and receiving the gifts in the 8th session of the first cycle. These are fragments of a group interview in which the students explained why they liked the activity and their feelings about receiving a hand-made gift.

> S6 porque me hace sentir incluido; S10 a mí me gustó este regalo porque me lo dio un niño que pues yo a él no lo trato muy bien y ahí puedo saber el cariño que él me tiene; S12 a mí me gustó este regalo porque siento el afecto de los demás y no me

siento solo; S18 a mí me gustó el regalo que me dio Johan porque a mí nadie nunca
me había regalado algo así; S20 a mí me gustó el regalo que me dio Kari porque me
hizo sentir especial; S22 yo me sentí muy feliz porque así no me siento sola.

(Interview #1, October 28th, 2019. Page 1. Lines #5 - #24)

In regards to the learners' words, the motivating role of cooperative learning was evidenced. The students related it to direct feelings of inclusion and demonstrated even awareness about its importance, as it is shown in the words of Students 10 and 12. Moreover, the students experienced a feeling of acceptance and many expressed that the activity helped their feeling of loneliness. Actually, as Student 20 mentioned, others pupils confirmed that they felt special or important since receiving the gift. These samples are complemented by a group interview in which the students answered to the question: How have you felt along the English classes? Their answers revealed that motivation was one of the main achievements of the research, taking into account that all of them felt in a positive way during the sessions and additionally, were intentional when mentioning the benefits of cooperative work for their learning process. Some fragments are annexed bellow:

Student 1: Yo me he sentido muy bien en las clases de inglés, he aprendido muchas cosas por los trabajos en grupo, (…) he trabajado con grupos que también me ayudan.
Student 2: Cuando hago clases de inglés me siento súper feliz porque voy aprendiendo a hablar inglés y leyendo inglés (…).
Student 3: Yo me he sentido bien porque yo veo que yo he participado, puedo colaborar y hago sentir bien a los demás.
Student 4: Yo me he sentido muy bien, siento que es una materia muy divertida, que uno puede llegar a ser bilingüe entonces eso para mí es muy satisfactorio.

(Interview #2, November 14th, 2019. Page 1. Lines #1 - #13)

Category 3: Improving my language abilities under the influence of cooperative learning.

The last category of analysis presents the strong influence of cooperative learning in the development of language abilities, specifically reading and writing. Both of these were addressed through the cooperative elaboration of diverse artifacts. First of all, the artifacts were analyzed from the simplest to the most complex, with the objective of visualizing the students' process and follow a specific order. Consequently, in the first subcategory, the improvement of reading was studied from the decoding of written instructions to the comprehension of a simple text. In

the same way, the second subcategory was analyzed from writing by decoding and completing sentences to writing free sentences.

Strengthening reading through the cooperative elaboration of artifacts. One of the most significant improvements in language learning had to do with the manner in which the learners advanced in their reading process, which at the begging of the research was unexplored. One of the evidences of this finding was provided by the last teacher's interview, in which she tells how surprising was to witness the student's progress in their reading ability and how it was achieved cooperatively too, from cooperative work but also from interaction. It is supported by the words of Pan and Wu (2013) who express that according to different studies, English reading studied through cooperative learning creates opportunities of interaction, communication, support, helps reading comprehension and reduces the level of anxiety.

> **¿Cree que los estudiantes exploraron o aumentaron más su capacidad de leer textos sencillos en inglés?**
> Sí yo pienso que sí. A mí me pasaba algo muy simpático con ellos y era que en tus clases ellos leían las instrucciones y lo que no lo podían leer se lo preguntaban al vecino y si no te preguntaban y si no como que leían en español y en inglés. Yo no sabía cómo ellos leían esas instrucciones que tú les dabas en inglés, nunca lo pude entender, pero como ellos están en ese aprendizaje y están motivados por ese ser maravilloso que está delante de ellos, pues ellos resolvían todo eso y hacían paso a paso lo que tú les mandabas, eso era una cosa espectacular. Son avances muy grandes (…). Desde esos ejercicios de lectura que tú hacías, ahí era donde se manifestaba que ellos podían, podían leer y lo intentaban y sino por lo menos por contexto lo sacaban, me parecía como interesante.

(Interview #2, May 7th, 2020. Page 3. Lines #63 - #71)

Without a doubt, there was an improvement of the ability, which started from decoding simple instructions to complicated ones -these last were presented with images when necessary-. Firstly, there are two samples of the instructions of artifacts, which were correctly decoded and followed in the way the mentor teacher explained in the interview presented previously, by understanding the language used, by asking to the teacher or partners and finally by relating it to the appearance or organization of the paper. The most difficult for the students was the one in Follow the steps, which is the reason why this one was illustrated with clear images.

(Artifacts, September 13th, 2019. Students #11) (Artifacts, October 18th, 2019. Orange group)

Also, the students worked in an organizing reading exercise, in which the main cooperative learning ability was writing, but considering that it works together with reading and that the activity had to do with organizing different sentences according to an image, reading was also an ability used. This was the following level of the reading process as the learners had to decode the words, remember the correct syntax and the function of punctuation signs for building coherent sentences. Cooperative learning was fundamental for defining roles in this part of the process and illustrated clearly the importance of being accountable to the function of a role, in order to help the other members of the group and complete the task properly. In this case, the writer and the organizer of the puzzle should support each other to understand the sense of the sentence and the meaning of the image.
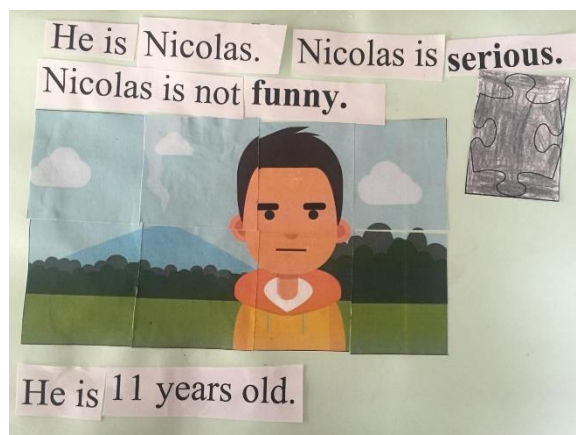
(Artifacts, September 16th, 2019)

Finally, the reading process finished with an important advance in which the children got to read and comprehend a simple text cooperatively. Through this task the students read together, listening to the reader and understanding the text. Besides, the text was provided with images and colors to make easier the relationship word-meaning.
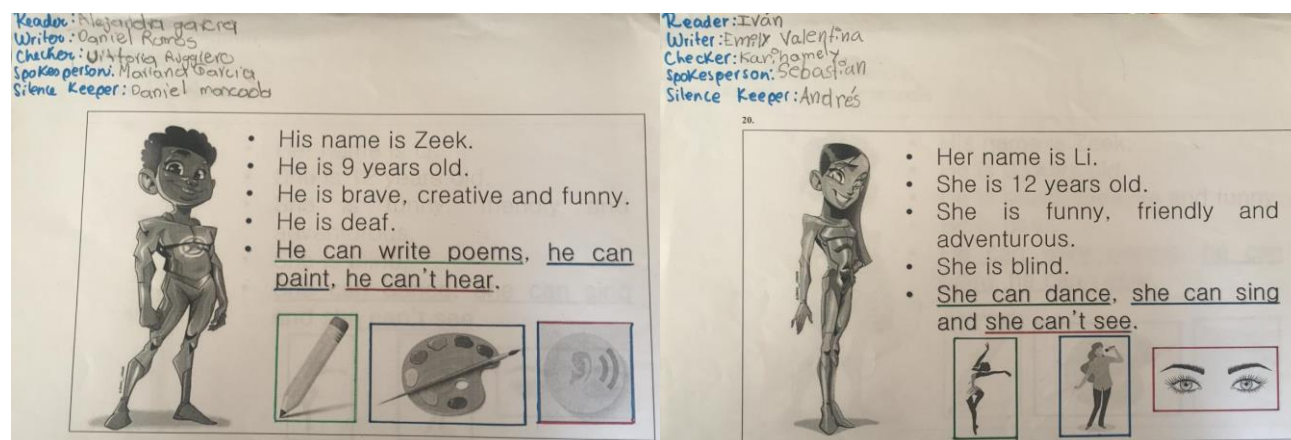
(Readings, September 5th, 2019. Cooperative groups)

Strengthening writing through the cooperative elaboration of artifacts. At the beginning of the process, the students had hard difficulties for writing in English, for that reason the study focused on that ability too. Such was the improvement of the ability that the learners at the end of the research could write only by listening. Along this subcategory, the evidences presented are: the first test answered by the kids -for providing an overview of the real starting point- as well as some completing exercises, a grammar artifact and a dictation. Cooperative learning was very useful for achieving a higher level, actually, in the opinion of Coffin et al (2003):

"This strategy differs from the one of writing alone since students have the chance to overcome as a team the possible obstacles they may face in an individual task; vocabulary recognition, brainstorming about any chosen topic, giving a certain structure to the text they want to elaborate, and error correction" (p.56).

In that manner, cooperative learning helped a process that is usually studied individually and which the students explored with their partners through specific roles. There was always a writer supported by other roles like the one of checkers, who helped the correction of possible mistakes; or the encourager, who was attentive of the group's motivation; and of course the reader, who was the right-hand-person of the writer. First and foremost, it is important to remember the test

that the students answered before the implementation of this research. There, it was clear that many of them wrote according to the sounds they listened and that sometimes they wrote not according to the instruction but following only the visual organization of the task. In other samples the students decided to wrote only in Spanish or mixing English and Spanish.
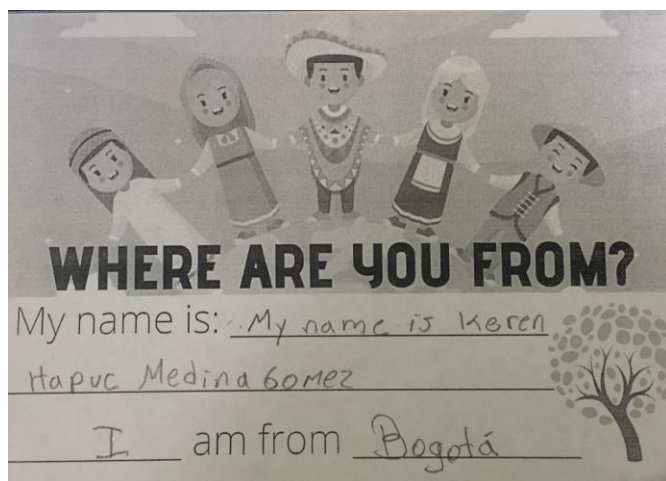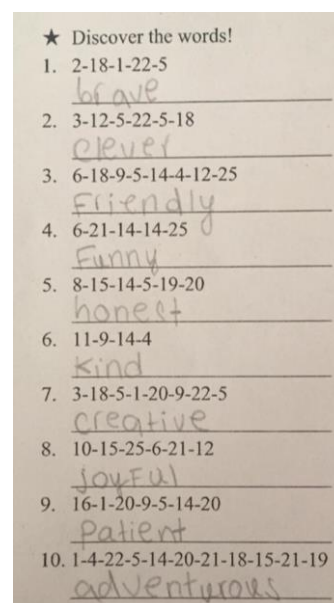

(Test, September 23rd, 2019. Student #7)

Then, along the implementation of the pedagogical design, the pupils advanced in their writing process. At first, they were taught to write complete words and to relate those words to literal meanings –by using big colorful images to illustrate the vocabulary-; it was done through decoding exercises in which they had to discover each one of the letters to build a word, also by using a dynamic named game-shark which is an adaptation of the traditional hangman game. Then, they continued exploring writing by completing sentences with the words learnt, a process that also allowed the researcher to realize about a vocabulary rising and that can be evidenced in one of the samples annexed to the first subcategory of the first category too and also in the following annexes.

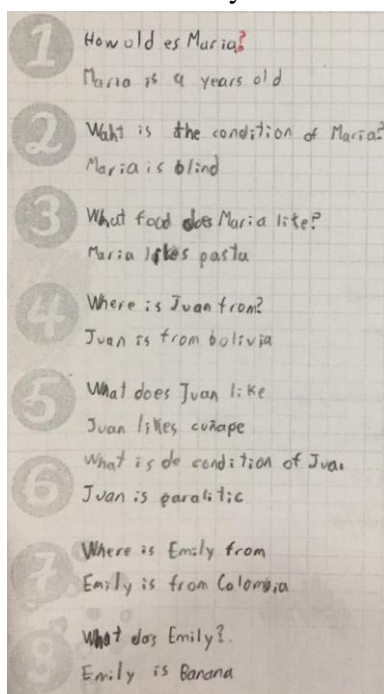(Artifacts, March 3rd, 2020. Students #13)   (Artifacts, September 13th, 2019. Students #11)

Since then, the students experienced writing simple sentences by using the structures learnt. One of those cooperative learning exercises had to do with writing in pairs the higher number of sentences in which the structure used was can and can't and in which it was clear the learning of the verbs studied. Moments before along this process, the students had negative attitudes towards writing from their own, but at this point of the implementation they showed motivation, almost all of them worked with the grammar structures adequately, -even if that had not been the main objective of the sessions- and understood better their roles, which is also evidenced in their correct reading, and has to do with the following statement: "By writing cooperatively, these difficulties could be reduced; if each student among the group has a role to play and through his or her contributions the group reaches the proposed goal, each student would move forward in his or her learning process" (Johnson et al., 1999, p.13).
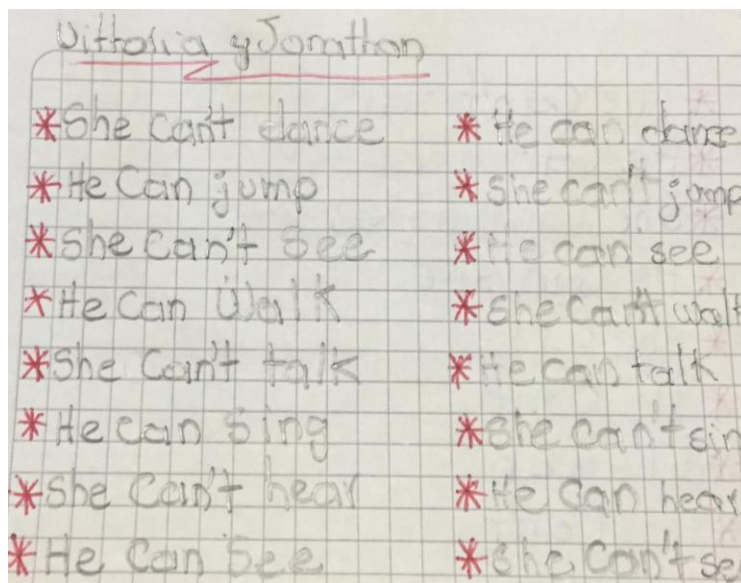
(Artifact, October 29th, 2019. Students #8)

Finally, the students demonstrated an improvement of writing through a dictation. On one hand, the dictation addressed questions and answers about personal information of invented characters, there, in cooperative learning groups and having the possibility to check the group's notes, the writer of the group was helped by the checker and the spokesperson, who were directly related to the writing. Many of them made mistakes but all the groups knew what the dictation was about and how to write the words they were listening correctly.

(Artifacts, March 3rd, 2020. Students #17)

This chapter presented the data analysis and the findings of the research. Each category and subcategory was explained in a detailed manner and the necessary pieces of evidence collected along the different stages of this study, were presented. Its analysis supports cooperative learning as a highly positive learning approach for inclusive EFL classrooms, useful to reinforce aspects as inclusion awareness, motivation and language learning. Based in the analysis carried out, the following chapter is about to present the conclusions of the study.

CHAPTER VI
CONCLUSIONS AND IMPLICATIONS

The last chapter of this research deals with the conclusions of the study, according to the research questions, objectives and the data analysis and findings presented along the previous chapter. Additionally, this chapter includes the implications of carrying out an inclusive research for the school, the mentor teacher, the participants, as well as for the pre-service teacher and novice researcher. Finally, the limitations and main suggestions for further research are presented.

Conclusions

This study was focused on studying the impact of cooperative learning activities on the raising of inclusive processes in an EFL classroom. It followed the achievement of two objectives: To determine the roles of cooperative learning in the development of inclusion processes in an EFL classroom and, to identify the language abilities, if any, enhanced through the use of cooperative learning within a framework of inclusion. Moreover, two research questions were proposed:

1. What is the role of cooperative learning in the development of inclusion processes in an EFL classroom?

2. What language abilities might be enhanced through the use of cooperative learning within a framework of inclusion?

Regarding the first research question and objective, two roles were found, the role of cooperative learning as promoter of awareness and its encouraging role towards intrinsic motivation. On the one hand, cooperative learning promoted awareness by allowing students to be more conscious of their own and their partners' qualities. It reinforced learners' self-concept and self-esteem, revealing its successful effect for achieving inclusion in EFL classrooms. However, the students with special needs (SEN) did not work on awareness in the same manner. About their process it is possible to conclude that it relied on their specific conditions; taking into account that the students with learning delay reached similar results of regular ones but about the students with physical or harder cognitive conditions, it was not possible to evidence their promotion of awareness considering their absences from school and their guided work with other

professionals out of the classroom, such as psychologists, who were with them in many sessions. Besides, the awareness role was reflected on the students' perceptions of inclusion when relating it to special needs, on their deep reflections and their development of cooperative skills within special needs realities and simulations.

On the other hand, this learning approach played also an encouraging role towards intrinsic motivation in the classroom. It was noticed by the mentor teacher, who perceived how motivated were the children about the cooperative activities, coupled with the students' performances and their interventions about English language learning. Additionally, in terms of the students' expression of motivation, they voiced feelings of inclusion as acceptance, which were directly related or were felt during cooperative learning activities. Finally, cooperative learning demonstrated to have an encouraging role towards intrinsic motivation in English learning because of it promotion of positive feelings along the implementation of the pedagogical purpose like self-confidence, satisfaction and fulfilment.

Concerning the second research question and the second objective, reading and writing were identified as the two language abilities enhanced through the use of cooperative learning within a framework of inclusion. These were enhanced thanks to the interaction allowed by the teaching approach and its establishment of roles. In first place, the most developed language ability was reading, taking into account that it has to do with a receptive ability and its learning is essential for advancing in the writing process too. In addition, it was studied by the students from the simpler to the more complex tasks, in such a way that the learners started by cooperatively reading and following simple instructions to comprehending a whole simple text. Similarly, the learners' writing process was enhanced from decoding words cooperatively to write complete sentences only by listening. Besides, the learning of this language ability revealed that the cooperative roles support each other and thus the students have the possibility of overcoming multiple difficulties successfully as a group. To conclude, it is important to mention that with the development of writing the learners achieved such a level that moved from writing few words to being able to recognize and use grammar structures and wide vocabulary.

Implications

There are a number of implications that arose from the implementation of this pedagogical proposal and that must be considered by the ELT community. These concern to the school, the mentor teacher, the learners, the preservice teacher and novice researcher and will be presented in the following paragraphs.

First and foremost, this kind of research implies certain conditions for the school in which it is going to be developed. At first, it would be beneficial to have more English classes in a week or longer sessions, in such a way that the students' learning can be a continuous process. As well, having an easier access to updated data about SEN learning processes and count on professional's advice and support would help the proposal of more inclusive pedagogical designs while providing a detailed understanding of learning achievements. Finally, it is necessary for the governmental entities in charge to provide the school with physical and technological material, for instance, photocopies, educational games, access to computers and sound systems. It would enrich the research methodology and improve the pupils' motivation.

Referring the implications for the mentor teachers: pedagogical support, facilitation of parents-researcher communication and association of the research with the class-project are the main considerations to be heeded. First, their pedagogical support is essential as there tends to be different special needs and many regular students who might not receive the needed attention, but with their pedagogical knowledge the group would be led better. Secondly, a better parents-researcher communication could be achieved with help of the mentor teacher, which would help in turn the development of the research. Finally, as it was seen along this study, the association between the pedagogical purpose and the class-project hand in hand with the teacher, will certainly enrich and give meaning to the study.

Regarding the implications for the learners, responsibility and communication must be considered too. At first because their responsibility is completely necessary for cooperation, thus if they reinforce it individually, it will be easier to achieve cooperative inclusive work. Then, enhancing better communication skills is another implication of this study as it would support the furtherance of group skills, the relationship with the teacher-researcher and the partners, and the expression of participants' suggestions.

Finally, the implications for the preservice teacher and novice researcher are related to the necessity of working together with other professionals, the continuous design and re-design of educative material, the deep study of cooperative learning strategies and a great disposition to adapt the methodological design to the needs that could be identified along the implementation. Firstly, working hand in hand with other professionals as psychologists and special needs teachers would generate even better results and diverse points of view. Secondly, the constant design and re-design is one of the most important implications as cooperative learning works from the real abilities of the students and these are usually in different levels of learning. Thirdly, the diligent study of cooperative learning strategies would certainly enrich the study and provide its participants with more opportunities of advancing in their learning processes. Finally, the inclusive nature of the research and the Colombian context in schools imply a good disposition for adaptations that will surely come.

Limitations

Various limitations affected the development of this research study, some related to the school and others related to the context of the group and the Colombian context. On one hand, the lack of communication between the principal, the coordinator and the teacher, produced a confusion about the time that the researcher was going to be in the school and about the pedagogical implementation; In consequence it was necessary to talk to them in different moments of the study. A more diligent communication would have generated a better environment along the development of the research, thus there would be a possibility of enriching it with suggestions of the coordinator and even the principal. This lack was linked to the absence of an English teacher in fourth grade, which complicated the comprehension of the students' English learning process as it had been guided by different teachers with different methodologies too. Lastly, the number of students limited the pedagogical proposal, considering the inclusion of SEN and regular students and the necessity of forming many groups in order to avoid big groups and promote cooperative learning.

On the other hand, there was not much access to technological and educational material, which was a limitation for teaching specifically the students with special needs. As well, it would be useful to be supported by professionals in special needs education, taking into account the different necessities evidenced in the classroom and the lack of knowledge of the researcher at

the beginning of the process. Nevertheless, this limitation motivated the research and leaded it to more specific objectives and to generate innovative solutions and materials for achieving the objectives proposed.

Finally, the political and sanitary Colombian context was a limitation too. This time it was not a limitation with possible solution but an obstacle that reduced the time of research, taking into account that the participants' socioeconomic status did not allow an adaptation of the pedagogical implementation to the reality. There were numerous protests and even a strike that, joined to the quarantine decreed for the Colombian government as for numerous governments around the world, limited the transcendence of the study.

Further research

This research project studied the inclusion processes reached through the cooperative learning approach and its effect in English language learning. Further exploration could work on developing a methodological design focused in specific language abilities or by integrating all of them, in such a way that cooperative learning could be used with inclusive populations with specific needs in terms of language, discovering the specific roles needed for each ability or for integrating all of them. Finally, further research could explore on the characteristics required for successful group forming and thus it would be possible to keep the same cooperative groups all along the process for studying aspects like group and role identity, as well as detailing descriptions of individual and group skills development.

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Appendices
Appendix A: Questionnaire

Universidad Pedagógica Nacional
Colegio Domingo Faustino Sarmiento
Encuesta para el grado 402

Querido estudiante, esta encuesta me permitirá conocerte mejor y comprender tu proceso de aprendizaje del inglés. Recuerda que el conocimiento es un tesoro que estudiantes y maestros podemos explorar juntos. Gracias por tu colaboración y tu honestidad.

1. Escribe tu nombre completo (pregunta opcional): Ivan Andres Galicia
2. ¿Dónde naciste? Guamo Tolima
3. ¿Cuántos años tienes?: 9
4. ¿Con quién vives? Marca con una X las respuestas correctas.
   Mamá(X) Papá(_) Hermanos(X) Abuelos(X) Tíos(X) Primos(_) Sobrinos(_)
5. ¿Cuántos hermanos tienes? 4
6. ¿En qué barrio vives? Lisboa
7. ¿Cómo llegas al colegio? Encierra la respuesta.
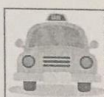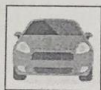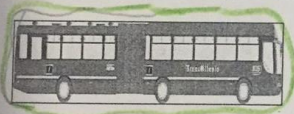
8. ¿Qué es lo que más te gusta hacer? origami, y cartas
9. ¿Cuál es tu materia favorita? Matematicas
   ¿Por qué? porque aprendemos todo lo que se trata en los numeros
10. ¿Quién te ayuda a hacer las tareas? mi habuela y mi hermano
11. ¿Te gusta el inglés? Marca con una X: Sí (X)   No (_)

¿Por qué?: porque aprendo cosas que no se y porque me gustan todos los idiomas

12. ¿Cómo quisieras aprender inglés? Marca con una X las opciones que más te gusten.
    A. Con dibujos animados (_)   D. Con historias (_)
    B. Con juegos (X)   E. Con dibujos o pinturas (X)
    C. Con canciones (X)

Para las siguientes preguntas colorea el círculo de la izquierda si tu respuesta es SÍ, o el círculo de la derecha si tu respuesta es NO. Recuerda que no hay respuestas malas o buenas.

SÍ   NO

13. ¿Practicas inglés en casa?   ( ) (●)
14. ¿Alguien en tu familia habla inglés?   ( ) (●)
15. ¿Escuchas música en inglés? hermoso ello f   (●) ( )
16. ¿Te gusta cómo eres?   (●) ( )
    Escribe aquí tus cualidades:
    Yo soy amistoso, honesto, feliz y chistoso

17. Escribe aquí cuántos amigos tienes: 2
18. ¿Te gusta estar con tus amigos?   (●) ( )
19. ¿Notas cuando tus amigos están tristes?   ( ) (●)
20. ¿Te burlas de tus amigos?   ( ) (●)
21. ¿Te gusta estar en tu colegio?   (●) ( )

¡YA TERMINASTE! GRACIAS POR TU AYUDA.

Appendix B: 1st teacher's interview

INTERVIEW FORMAT	
Interview # 2	**Mentor teacher:** Isabel Páez
Interviewer name: Carolina Herreño Borda	**Date:**

ANSWERS

1 1. Nombre completo: Mi nombre es Isabel Rocío Páez.

2 2. ¿Cómo ha sido su formación académica?: Yo soy normalista superior, además tengo pregrado, soy educadora administrativa; tengo otro pregrado que es el de

3 psicopedagogía, luego hice una maestría en administración y una especialización en dificultades de aprendizaje

4 3. ¿Hace cuánto tiempo trabaja en esta institución?: 12 años.

5 4. Hablando del grado 402, ¿cuál ha sido el reto más grande durante el tiempo trabajando con ellos?: La verdad yo nunca había tenido un curso en dónde a los niños les

6 faltara tanto acompañamiento familiar; la mayoría de los estudiantes llegan sin tareas, sin revisión de cuadernos, sin preparación de evaluaciones y pues la labor es muy

7 difícil.

8 5. ¿Cómo ha sido su experiencia enseñando inglés en este curso?: Yo no manejo el inglés, sin embargo procuro prepararme para trabajar con ellos. El año pasado tuve la

9 fortuna de que había una profesora especializada, ella les dictaba una hora y n yo les reforzaba. Procuro pronunciarles lo mejor posible, entendiendo que yo no soy de

10 inglés y procuro es no hacer tanto clase formal de inglés sino meter dentro del contexto expresiones en inglés, vocablos en inglés. Eso me ha dado resultado con ellos.

11 Yo compré un programita de inglés que es como el manejo de flash cards, eso me ayuda mucho. Son una cantidad de frasecitas, comienza primero con palabras

12 independientes: ventana, salón, saludos, y luego les meten frasecitas sencillas, eso me ha ayudado mucho y ellos son felices porque van asociando y van pronunciando

13 fácilmente. También tengo un CD que salió alguna vez con El Tiempo. Con base en eso les hago guías simples, preparo como frasecitas: [en los pronombres] yo

14 estudio, tú juegas al balón; más allá de eso no, porque no puedo.

15 6. ¿Cómo considera el desempeño de los estudiantes en inglés? El nivel de ellos es muy bajo. Acá no tenemos nada [hablando del material], no lo pido porque no lo

16 manejo, pero en otros grados tampoco lo hay. Hay un programa de inmersión que es manejado por una profesora que antes era de bachillerato y ahorita está dedicada

17 exclusivamente al programa de inmersión en jornada contraria […] allí van los niños de primaria que viven en el barrio y es muy bueno. Yo tengo de mi curso 12

18 asistiendo.

19 7. ¿Cuál considera que es la mayor fortaleza del grado 402?: Yo veo muchas, sobretodo que ellos han crecido muchísimo como seres humanos. Su presentación

20 personal es impecable, la atención en clase ha mejorado muchísimo, hay mucho respeto entre ellos, mucho respeto por la profesora también. Les gusta trabajar, les

21 gusta participar, pero lo que más me gusta es ese crecimiento personal, ellos son creativos, ellos saben que el conocimiento se aplica […] porque es eso, es para que lo

22 apliques en la vida real. En eso wow, cuando los pongo a hablar al frente de algo ellos ya saben que tienen que pensar, analizar y contestar de manera coherente, ya

23 están haciendo cuentos coherentes. Yo si noto que los chinitos han avanzado arto, lástima que no hay apoyo.

24 8. ¿Cuál considera que es la mayor dificultad del grado 402?: Atención, no es la ideal, nosotros trabajamos una expresión que es *enfócate*. Esa expresión de *enfócate* y

25 hago lo que debo hacer en el momento en que lo debo hacer, son expresiones que ellos manejan bastante y que a la larga yo pienso que es lo que hace que ellos

26 arranquen, que avancen, que entiendan. Además estamos trabajando algo muy bonito que se llama *Proyecto de vida*, que es hacerle entender a él a qué vine, para qué

27 sirvo, cuáles son mis debilidades, cuáles son mis fortalezas y hacerles entender que esto que ellos tienen, de educarse de manera gratuita es una oportunidad muy

28 grande y ellos tienen que avanzar en sus aprendizajes y yo les meto mucho: ustedes tienen que llegar a la Nacional. Entonces en Proyecto de vida, manejamos todo el

29 tiempo, a qué vine, crees que estás progresando, es espectacular.

30 9. ¿Bajo qué estrategias o con qué tipo de actividades considera que el grupo aprende más?: Yo inicio el trabajo generalmente, desde hacerlos pensar y analizar, se les
31 introduce determinado conocimiento, averiguando primero de los saberes o sobre dónde han escuchado tal palabra, qué han escuchado de esa palabra, y en ese
32 momento de participación, de hacer que ellos relacionen, de hacer que ellos analicen pues esa parte es interesante porque cada quien da lo que quiere y yo voy tomando
33 las ideas, todo es válido y en lo posible lo relaciono. Luego de eso, ya extrajimos la esencia de lo que vamos a trabajar y se aplica la guía, les hago guías lo más bonitas
34 y lo más integrales posible. Ya entonces trabajamos el conocimiento, entonces o desarrollan una guía o ellos ya saben hacer más o menos mapas conceptuales, o ellos
35 mismos dan la definición.
36 10. ¿Cómo funciona la inclusión en el salón de clase?: Nosotros no estamos preparados, mira, yo tengo una especialización en dificultades de aprendizaje enfocada
37 fundamentalmente en lectura, escritura y pensamiento y por ejemplo, yo nunca había tenido una niña down hasta el año pasado. Yo trabajo con todo el grupo y cuando
38 ellos están trabajando con una guía o con algo que ellos pueden defenderse solos, yo le dedico un tiempo, pero es un tiempo así de pequeño. Yo me siento mal, a un
39 niño de esos lo traen aquí para que cambie de ambiente pero que uno les esté dando lo que uno les debe dar, no. El gobierno se está engañando de la ceca a la meca,
40 completamente, y si en cambio los niños hacen ruido, esta niña me hace pataleta, sólo quiere trabajar conmigo y a veces a mí me empuja o hace las cosas de cualquier
41 manera; a veces me toca hablarle con mucha firmeza. Entonces eso al revés de mejorar los desempeños académicos (puede que los convivenciales se logre, porque ellos
42 la respetan mucho, la cuidan, entonces a ese nivel la inclusión funciona, a nivel social y de respeto por la diferencia) los frena muchísimo. No tenemos acompañamiento
43 porque ella no acepta a nadie más y la profesora que tiene una especialización en necesidades educativas, ha venido sólo dos veces este año y la saca solamente una
44 hora; yo me siento mal. Además tengo otros dos, el niño que tiene la traqueotomía que no habla prácticamente, está muy atrasado; tengo otra niña Juanita también que
45 tiene problemas cognitivos, a ella se le dificulta relacionar, asociar, comprender. Ha avanzado muchísimo porque aprendió desde el año pasado a quererse (ahora viene
46 impecable, es de las mejores que viene vestidas al curso), la mamá también entendió eso porque pues depende de ella, aprendió a leer pero ya cuando ella tiene que
47 aplicar, nos quedamos. Las preguntas literales a veces las responde, las inferenciales no. Si hace operaciones te desarrolla una resta o una multiplicación pero si ya le
48 colocas un problema, no. Brayan tiene además de problemas cognitivos, tiene un problema de autoestima gravísimo, carencias afectivas.
49 11. ¿Qué recomendación le daría a un maestro que quiere trabajar con el grupo? Yo considero siempre que hay algo que hace funcionar al mundo, y se llama amor. Yo
50 pienso que con afecto y con amor, pero con firmeza. La mayoría de la gente me ve a mí fría, como tajante, pero en el trabajo yo doy todo el afecto del mundo entero
51 pero cuando tengo que llamar la atención soy fuerte y firme. Porque yo tengo un propósito, no los regaño por regañarlos, yo les hago entender: ¿papá por qué te haces
52 regañar? si tú haces lo que debes hacer… ¿estabas haciendo lo que tienes que hacer? Entonces eso yo se lo recomendaría a cualquier persona. Y la entrega, esta
53 profesión es de lo más desagradecido del mundo entero pero de lo más grato para uno. Es ver crecer un niño, es ver que cambie un ser humano, es ver que cambien
54 familias; eso es gratificante. Qué les recomiendo, entrega total a cambio de nada, inclusive de papás desagradecidos. Es entender que esto es una entrega total donde
55 uno tiene que dar el 200 % para lograr un 50 % e inclusive como nosotros no tenemos los recursos suficientes, muchas veces le toca a uno pagar de su bolsillo si uno
56 quiere que ellos tengan lo suficiente, y eso hace que ellos avancen. Exigencia con amor.

Appendix B: 2ⁿᵈ teacher's interview

INTERVIEW FORMAT	
Interview # 2	**Mentor teacher:** Isabel Páez
Interviewer name: Carolina Herreño Borda	**Date:**

ANSWERS	COMMENTS
1 1.¿Qué opiniones le genera el proyecto realizado con los estudiantes del grado 402?: A mí realmente me pareció un proyecto muy **2** importante, primero porque pues ellos tienen muchas expectativas en inglés y pues yo no tenía todas las herramientas, hacía lo que podía; **3** pero sobre todo porque tu proyecto se unió al proyecto en curso y entonces para los chiquis no fue algo pues raro sino que eso hizo que **4** ellos se engancharan fácilmente con tu proyecto, con tu forma de ser, con tu metodología y pues les dio sentido. Esa empatía que hubo **5** entre los dos proyectos, entre las profesoras, entre la teacher y los niños pues hizo que ellos avanzaran, yo considero que bastante.	1. Esta pregunta demuestra la buena acogida que tuvo la investigación llevada a cabo, tanto para la docente como para los estudiantes.
6 2.¿Qué tipo de impacto cree que el aprendizaje cooperativo tuvo en el salón de clase?: Eso hizo que ellos lograran interactuar un poco más **7** a pesar de las dificultades o de la no amistad con algunos compañeritos. Y en esa interacción ellos, lograban la tarea, la meta, que se les **8** colocaba en clase. Además de eso me parece que es muy importante porque así los chiquis afianzan más los conocimientos, desde el **9** interactuar y el saber que yo sé algunas cosas, el vecino sabe otras, yo tengo unas habilidades, mi vecino tiene otras, entonces eso hace que **10** el aprendizaje sea más fuerte, más valedero. Hizo que ellos entiendan que cada uno de nosotros tenemos unas fortalezas y unas **11** debilidades, y pues desde esas fortalezas y esas debilidades es donde nos encontramos, eso fortalece también la escucha. También el **12** **12** afianzar el "yo puedo" o "yo no puedo", pero no desde la incapacidad sino desde el que si yo no puedo hacer esto, el otro me apoya para **13** yo salir. Otra cosa que me parece muy genial es el respeto, el respeto no solamente por el saber del otro sino por el ser, que era lo que **14** más se le trabajó al curso. Entonces el respeto por el ser. Y yo pienso que muy importante la responsabilidad, porque pues cada uno creo **15** yo que fue logrando entender que yo tengo una responsabilidad dentro de mi grupo, que las metas son grupales y tengo que sacar esta **16** meta adelante; el coloreado, lo que tenga que hacer, el rol que desempeñe es para sacar un propósito o una tarea que me asignaron pero **17** que es grupo, entonces la individualidad va quedando un poquito atrás.	2. Esta respuesta evidencia que los principios de aprendizaje cooperativo no sólo se llevaron a cabo sino que fortalecieron el sentido de inclusión y motivación en los estudiantes.
18 3.¿Considera que el aprendizaje cooperativo favoreció a la inclusión en el aula? ¿De qué manera?: Pues yo pienso que sí, la inclusión se **19** dio en todo el grupo pero sobretodo con los niños que tenían discapacidad, que eran tres y eran discapacidades muy diferentes las unas de **20** las otras. A mí me parece que tu misma metodología hizo que a ellos se les incluyera porque cuando ellos quisieron intervenir, **21** independientemente que fuera del tema o no, tú les dabas la oportunidad y los otros niños entendían el aporte del compañero, y si no lo **22** entendían por lo menos se reían y servía para distensionar un poquito la clase y se retomaba nuevamente. **23** La inclusión con todos los otros niños, pues obvio que si se hizo con estos niños que tenían ciertas dificultades cognitivas, muchísimo **24** más incluíste a todos los niños dentro de los saberes, dentro de los aprendizajes y el saber del curso. Yo la verdad considero que no vi **25** ningún niño que se sintiera o que dijera: yo no puedo en inglés; y había niños que se les dificultaba mucho pero era tan bonita la clase **26** que ellos se sentían motivados a escuchar, yo les veía los ojitos atentos a escuchar y la gran mayoría lograban entender, es más entendían **27** más que la profesora titular. Entonces me gustaba eso porque yo pensaba: estos niños como agarraron, pero eso fue el producto de una	3. Esta respuesta evidencia el alcance del proyecto a diferentes tipos de inclusión, resalta la metodología y enfatiza la motivación generada en el aula.

73

28 inclusión que tú lograste hacer con ellos.

29 4. ¿Cuáles considera que fueron las mayores barreras al tratar de trabajar con los estudiantes con necesidades especiales?: Yo pienso que,

30 primero porque las tres discapacidades que había en el curso eran totalmente diferentes, entonces pues obviamente tenía que atenderse

31 por separado, que es un reto bastante difícil y bastante complicado y mucho más en otro idioma. (…) Lograste incluirlos, lograste llegar a

32 esa discapacidad y pues el hecho de incluirlos para ellos era ya *wow* "me siento incluido, me siento bien en este curso", y esa sí fue como

33 una gran fortaleza que tuvo el curso en general pero vuelvo y repito, yo en inglés pensé que no se podía lograr porque es mucho más

34 difícil.

35 5.A través de diferentes ejercicios escritos y de oralidad, los estudiantes se presentaron y describieron positivamente a ellos mismos, a

36 algunos de sus compañeros y a personajes imaginarios en inglés, ¿Cree que este tipo de reconocimiento les favorece? ¿Cómo?: Yo

37 pienso que esa fue una de las grandes fortalezas, porque en el curso desde el proyecto de vida todo el tiempo se le estuvo manejando a

38 ellos la parte positiva. Y cuando tú llegaste a hacer que ellos trabajaran lo positivo de ellos y del otro en las presentaciones, a mí me

39 parecía muy chévere porque los que lo lograban hacer y partían diciendo "yo soy", era como recordar sencillamente el "yo soy" del

40 proyecto de vida: yo soy guapo, yo soy bonita, yo soy inteligente. Y ellos si no lo podían traducir al inglés lo hacían en spanglish pero

41 bueno igualmente lo terminaban haciendo o el vecino le ayudaba.

42 6. Desde su opinión, ¿cree que hubo un avance en el conocimiento de la lengua inglesa a lo largo de la implementación del proyecto?: Sí

43 yo sí pienso que hubo un buen avance, diría yo que en la mayoría de los niños. Cuando tú llegaste y les hablabas todo el tiempo en inglés,

44 para ellos era muy motivante. Entonces cuando tú llegaste y les contaste quién eras tú, cómo estabas aprendiendo el inglés, ellos vieron

45 que eso que les decía su profesora sobre la importancia de aprender inglés era verdad.

46 7. ¿Considera que a lo largo del proyecto los estudiantes tuvieron la posibilidad de ser más consciente de lo que implica vivir con alguna

47 condición de discapacidad?: Yo pienso que a esos niños Dios les dio la oportunidad, de tener esos niños con discapacidad. Porque

48 hablábamos con ellos, inclusive cuando estaban los niños en condición de discapacidad ahí, ███ era el que más entendía

49 perfectamente todo porque él gracias a Dios tiene una discapacidad muy diferente, que es más física que cognitiva, yo les decía: mírense

50 amores, que todos somos discapacitados en algo, pueda que ███ no hable bien, pueda que otro no piense bien, pueda ███ no

51 entienda las órdenes, pero cada uno tiene una discapacidad así como tenemos grandísimas capacidades. El no saber escuchar, el mal

52 genio, el no controlar las emociones. Yo les decía, hay que entender a los niños que tienen discapacidad porque yo también las tengo,

53 nosotros tenemos que vernos como grupo con nuestras debilidades y con nuestras fortalezas, eso es lo que nos va a hacer crecer: el

54 respeto por el otro.

55 8. ¿Qué impacto considera que tuvo el proyecto en la motivación de los estudiantes hacia el aprendizaje de la lengua inglesa?: Cuando tú

56 llegabas a hablarles todo el tiempo en inglés, como que los ojos le bailaban a los niños diciendo: wow lo que dice la profesora, lo que

57 dice nuestra teacher es cierto.

58 Por ejemplo una niña que tenía mucha inquietud era esta niña Mariana, me decía: profe a mí cómo me encanta que la teacher nos hable

59 en inglés igual que tu hijo, le dije: mi amor tú lo vas a lograr, repítelo, "lo voy a lograr". Entonces yo decía, ojalá este año la profesora les

60 siga trabajando a los niños eso. Pero en resumidas cuentas es hacerles ver desde tus clases que para su vida futura el inglés es una

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4. Esta respuesta evidencia las limitaciones (superadas) que generaba la heterogeneidad de la población.

5. Esta respuesta refleja la unión adecuada entre proyecto de vida y la investigación.

6. La respuesta evidencia el impacto motivacional y por consiguiente de aprendizaje del estudio.

7. Esta respuesta evidencia que la inclusión era un factor importante para la profesora también.

8. Esta respuesta refleja la importancia de la motivación y su impacto en el curso a través del proyecto.

61 herramienta. Yo les decía, así ustedes no lo necesiten, porque van a ser los mejores emboladores pero el hecho de saber que saben inglés, **62** eso les da autoestima así nunca lo usen. **63** 9.¿Cree que los estudiantes exploraron o aumentaron más su capacidad de leer textos sencillos en inglés? Sí yo pienso que sí. A mí me **64** pasaba algo muy simpático con ellos y era que en tus clases ellos leían las instrucciones y lo que no lo podían leer se lo preguntaban al **65** vecino y sino te preguntaban y sino como que leían en español y en inglés. Pero lo que más me parecía bonito era cuando escribían. Yo **66** no sabía cómo ellos leían esas instrucciones que tú les dabas en inglés, nunca lo pude entender, pero como ellos están en ese aprendizaje **67** y están motivados por ese ser maravilloso que está delante de ellos, pues ellos resolvían todo eso y hacían paso a paso lo que tú les **68** mandabas, eso era una cosa espectacular. Son avances muy grandes, de pronto para otras personas no, pero para mí que conocí a mi **69** curso, que sabía dónde iba, que sabía cuál era el proyecto de vida y desde la motivación de las diferentes lecturas. Desde esos ejercicios **70** de lectura que tú hacías, ahí era donde se manifestaba que ellos podían, podían leer y lo intentaban y sino por lo menos por contexto lo **71** sacaban, me parecía como interesante. **72** 10.¿Cree que los estudiantes exploraron o aumentaron más su capacidad de completar y escribir textos sencillos en inglés?: Lo que yo vi **73** en ellos es que se les facilitaba más la lectura y la escucha, así lo percibí yo. Como que ellos lograron más avances en lectura y en **74** escucha. En escritura lo hicieron y lo hacían inclusive en clase, pero yo veía que había unos niños más avanzados y ahí sí se notaba **75** mucho la diferencia (entre los que sabían y los que no). ¿Pero sabes qué me gustó de ti? Que les dejabas cometer los errores, no era tan **76** puntual de que "speaking" se escribe así, no te faltó la s. Se les permitió cometer errores y eso ayudó a que ellos no tuvieran miedo de **77** escribir, me parece a mí que el permitirle sus errores, sin dejárselos por supuesto, pero sí permitirlos para que avancen, esa parte me **78** gustó	9. Esta respuesta evidencia el desarrollo de la habilidad progresivamente. 10. Esta repuesta compara el desarrollo de ambas habilidades.

Appendix C. 1st Students' interview

INTERVIEW FORMAT	
Interview # 2	**Mentor teacher:** Isabel Páez
Interviewer name: Carolina Herreño Borda	**Date:**

ANSWERS	COMMENTS
Questions: **Did you liked the gift?** **How did you feel receiving a gift?**	
1 Group 1: Yes	
2 S1 **porque todos somos importantes**, S2 porque así pudimos saber cuánto nos quieren las personas, S3 **porque nos**	
3 sentimos felices, porque sentimos que tenemos amigos y que también tenemos una muy buena amistad.	
4 - Group 2: Yes	All the students from group 1 to 3 liked the gift and expressed positive feelings about it. Some of them related the activity with inclusion, friendship, love and letting the other know their importance.
5 S4 porque podemos saber los sentimientos de una persona para nosotros, S5 porque…., S6 **porque me hace sentir incluido**.	
6 - Group 3: Yes.	
7 S7 a mi me gustó el regalo porque así puedo saber el afecto que me tiene la otra persona, S8 **a mi me gustó mucho este**	
8 regalo porque vino de una persona que quiero mucho, una de mis mejores amigas, entonces yo siento que yo importo	
9 y eso me hace sentir muy feliz, S9 a mi me gustó este regalo porque me puedo entretener y me hace sentir muy feliz saber	
10 que me dieron este regalo y que sí me incluyen, S10 **a mi me gustó este regalo porque me lo dio un niño que pues yo a él**	
11 no lo trato muy bien y ahí puedo saber el cariño que él me tiene.	
12- Group 4: Yes.	
13 S11 a mí me gustó este regalo porque me hace sentir feliz y porque puedo saber el cariño que me tiene la persona que me lo	
14 dio, **S12 a mí me gustó este regalo porque siento el afecto de los demás y no me siento solo, S13 le dio gracias a Juan**	
15 Esteban por el regalo que me dio porque no me siento solo ni me siento mal al estar con un compañero que es mi	
16 amigo, S14 a mí me gustó el regalo que me dio Davier porque me hizo sentir muy bien por sentir el afecto que me tienen.	
17- Group 5: Yes.	The students from groups 4 to 7 liked the gift too. They related the activity to feeling special and loved instead of lonely. They also expressed feeling included in the group.
18 S15 a mí me gustó este regalo porque la amistad que tengo con ese niño es maravillosa, S16 **porque me siento muy**	
19 incluída y porque quedó muy bonito, S17.	
20- Group 6: Yes.	
21. S18 **a mí me gustó el regalo que me dio Johan porque a mí nadie nunca me había regalado algo así**, S19, S20 **a mí**	
22. me gustó el regalo que me dio Kari porque me hizo sentir especial, S21.	
23.- Group 7: Yes	
24 S22 **yo me sentí muy feliz porque así no me siento sola**, S23 **el regalo que me dio Vittoria me hizo sentir especial**.	

Appendix C. 2ⁿᵈ Students' interview

INTERVIEW FORMAT

Interview # 2	**Mentor teacher:** Isabel Páez
Interviewer name: Carolina Herreño Borda	**Date:**

ANSWERS

- ¿Cómo se han sentido en este tiempo en el que yo he sido su profe?

1 -Yo me he sentido muy bien en las clases de inglés, he aprendido muchas cosas por los trabajos en grupo, por los trabajos que nos hace la profesora y además que he 2 trabajado con grupos que también me ayudan; Yo me he sentido muy bien en las clases y me gusta mucho aprender inglés, admiro mucho a la profesora que da clases de **3** inglés, eso no lo hace cualquiera y quiero que el otro año nos siga dictando clases, ella es muy divertida y la quiero mucho; Muy bien porque no hay que copiar y uno puede **4** hacer clases muy cheveres, me gustan las clases en las que hacemos actividades de tanta cosa, repartir regalos, convivir con otras personas que no me caen bien pero que puedo **5** conocer; **Cuando hago clases de inglés me siento súper feliz porque voy aprendiendo a hablar inglés y leyendo inglés. Con la profe yo me siento muy tranquilo porque 6 ella es como una amiga para mí;** Me he sentido bien porque he aprendido cosas nuevas de inglés, he participado con niños que ni son mis amigos; Yo me he sentido muy bien **7** haciendo muchas actividades contigo y se siente muy bonito estar contigo; Muy bien porque las clases son muy bonitas y además de eso chéveres; Me siento bien porque hay **8** varias actividades muy divertidas en clase de inglés. La profe es muy chévere y pues no es tan regañona como otras profes; Me he sentido bien porque he aprendido algunas **9** cosas y ya. No todos tienen la misma experiencia como tú; En las clases me he sentido bien y contigo también, me gustan las actividades; Bien, lo que me ha gustado es las **10** clases de inglés porque algunas cosas sabía y otras no; **Yo me he sentido bien porque yo veo que yo he participado, puedo colaborar y hago sentir bien a los demás;** Bien **11** porque he sentido que he avanzado en inglés y pues estas clases me ayudan a mejorar mi inglés y me ayuda porque yo de pronto me voy con mi tía para Chile; Yo me he **12** sentido en inglés bien porque me parece esa materia muy divertida, así puedo aprender mucho y así enseñarles a mis demás compañeros que inglés es una manera muy divertida **13** y muy interesante; **Yo me he sentido muy bien, siento que es una materia muy divertida, que uno puede llegar a ser bilingüe entonces eso para mí es muy satisfactorio; 14** Yo me he sentido con las clases de inglés bien porque siento que he aprendido y porque es una materia muy bonita. Me he sentido bien porque tú eres muy chévere y tú nunca **15** nos regañas; Yo sí me he divertido en las clases de inglés, yo me siento integrado en los grupos, no me siento solo; Me he sentido bien, me siento incluido. Me siento bien **16** porque aprendo más inglés y me tratan bien; Yo me he sentido integrado en las actividades que hacemos en la clase de inglés, me he sentido bien y alegre porque aprendo **17** nuevas cosas que no sabía; Me he sentido bien porque comparto con mis amigos, me gustan las canciones; Me he sentido bien porque puedo compartir con mis compañeros, **18** puedo conocer más personas. Me gustan las canciones y las manualidades; Me siento feliz porque son muy divertidas, me parecen divertidas las manualidades, las canciones; **19** Brayan: Me he sentido bien y mal, no sé a veces me aburro. Me aburre no poder comer. Lo que más me gustó fue la actividad de los libros, de los objetos. Me gusta que **20** hagamos cosas diferentes: Bien porque me gustan los ejercicios que hace la profesora; Bien porque he aprendido bastante cosas y me hace sentir bien como tú nos tratas; Me he **21** sentido bien porque me gustan mucho las actividades que nos haces, las canciones; Me he sentido muy bien porque me gusta como tú nos tratas, las actividades que nos haces; **22** Me he sentido bien porque a mí me gusta como la profesora nos trata y como nos enseña.

- ¿Sientes que haces parte del grupo?

23-Sí porque cuando yo trabajo en grupo a mí me ayudan, cuando yo no sé algo me dicen o si yo pregunto algo ellos me explican; Sí porque me incluyen en los grupos, la **24** profesora me tiene que separar de los niños que yo me junto par a convivir más y no siempre con los mismos niños y eso ayuda para convivir más con los otros y saber qué **25** tienen, cómo son y qué aprenden; Sí porque mis amigos me ayudan; Sí porque cada vez que no sé algo ellos me explican o me ayudan y si ellos no saben nada yo también les **26** ayudo o les explico; Sí porque soy un niño normal; Sí porque siempre he estado con muchas personas trabajando; Sí porque todos me hablan, juegan conmigo; Sí, la verdad **27** siempre hablo con varios amigos cuando hay actividades; Sí porque con la mayoría me hablo, juego con ellos y los hago reír; Sí señora porque con mis compañeros me he **28** hablado; Sí porque por ejemplo yo estoy en otro grupo y ellas quieren que esté en el de ellas; ---; Sí porque mis compañeros también me ayudan cuando estamos en grupo y yo

29 los ayudo a ellos; Sí porque puedo ayudar a mis demás compañeros cuando no entienden algo y ellos me explican a mí; Sí, me siento muy incluida, nosotros hablando somos
30 muy bien, no tenemos rencores, es muy divertido. Trabajar en equipo nos incluye más, nos enseñamos entre sí y es muy divertido; Sí porque en grupo nos podemos ayudar
31 mejor; Yo me siento integrado porque todos nos divertimos y hacemos las cosas juntos; Sí porque me colocan atención; Sí porque todos nos ayudamos; Sí porque en los grupos
32 yo me uno y ellos comparten conmigo; Sí porque hablo con mis compañeros y hacemos cosas juntos; Sí porque cada vez que estoy sola, la mayoría de veces me buscan sin que
33 yo necesite llamarlos; No porque yo para mi edad yo debería estar en otro curso; Sí señora, porque compañeros me buscan para charlar, hacer los trabajos juntos y eso me gusta
34 mucho; Sí, me hace sentir así que mis compañeros dialoguen conmigo y compartan sus cosas; Sí señora porque comparten conmigo y me ayudan; Sí señora, porque cuando
35 trabajamos en grupo siento que me apoyan para no estar tristes, para sentirnos incluidos y para desarrollar más nuestro pensamiento; Sí señora porque hay veces que hay niños
36 y niñas que me invitan a jugar y nosotros trabajamos en grupo.
- ¿Sientes que tú incluyes a tus compañeros?

37 -Yo más bien trabajo solita; No, yo soy como más cerrada pero con las actividades he aprendido a convivir más; Yo hago reír a los otros eso sí; Sí señora, cuando ellos están
38 solos comienzo a preguntarle a la profesora si lo dejan meterse al grupo; Pues los hago reír; Sí, a veces hay un niño solo jugando por allá que no está con ningún compañero y **39**
yo voy a jugar con él; Sí, cuando de pronto no saben hacer algo, yo les digo cómo hacerlo, por ejemplo si no sabe hacer división yo les ayudo; Sí no me gusta ver a la gente
40 triste, odio eso; Sí; Sí señora, haciéndolos sentir bien e incluidos. Respetándolos y no haciéndolos sentir mal; Sí, cuando están solos me voy con ellos; Más o menos porque yo
41 hay veces que no ayudo a los demás cuando me lo piden; Sí, animándolos; **Sí, si alguien por ejemplo tiene una enfermedad y ella no tiene coherencia de entender algo, yo**
42 **la tengo que ayudar y no burlarme de ella;** Sí porque yo los ayudo a hacer cosas que ellos no entienden o cosas que ellos no pusieron cuidado; Sí yo creo que yo estoy
43 ayudando para que todos se sientan incluidos cuando no hay con quien trabajar o quedan solos, yo a veces los acompaño; Sí, hablándoles, poniéndoles atención; Sí,
44 ayudándolos cuando no saben hacer algo que tú nos mandas a hacer; No, podría ayudar mejorando, animándolos; Sí, a veces animándolos y jugando con ellos; Sí cuando están
45 de mal humor, no quieren hablar con nadie, les ayudo, les pregunto qué es lo que les pasa y dependiendo de lo que les hace falta yo les ayudo; La verdad no, no sé cómo
46 explicarlo. De mí sólo están pendientes la coordinadora, la orientadora, yo me la paso solo; Regular no, más o menos. Yo les digo que traten de hacer lo posible como por
47 convivir; No; Más o menos; Sí, con las clases de inglés hemos aprendido a incluir un poquito más a los compañeros; Pues so so porque no sé en verdad.
- ¿Te parece importante incluir a los demás?

48 - Sí porque no tuviera amigos con quien estar; Sí porque es bueno y hacen parte de nuestro grupo; Sí porque si los hago sentir bien algún día podrán hacer lo mismo conmigo; **49**
Sí porque así ellos no se sienten solos; Sí, para que no se sientan solos; Sí, yo les digo que vamos que ustedes también son parte del grupo que ustedes también tienen que estar **50**
ahí, que no hay ninguna razón porque no puedan trabajar. Hago que las personas reflexionen a trabajar en equipo; Sí porque todos hacemos parte del salón; Sí para que se sienta **51**
importante, se tiene que sentir bien porque eso hasta puede traer una enfermedad; Sí porque todos somos iguales y todos son importantes; Sí, eso es muy importante para todos **52**
porque así ellos no se sentirían solos y no se sentirían aburridos en las clases; Sí porque es importante; Sí porque los hago sentir incluidos para que no se sientan solos; Sí para **53**
tener una mejor comunicación; Sí para no sentirnos solos; Me parece importante hacer sentir incluidos a los demás porque se siente bien, no se siente rechazado; No sé, a veces **54**
sí a veces no. No porque no me gusta convivir con niños chiquitos. En inglés unos aprende a convivir un poquito más porque tenemos otros temas nuevos, aprendemos más **55**
cosas nuevas; Sí, para ser mejor; Sí porque si ellos no están incluidos el autoestima se les baja y ellos se ponen tristes; Sí para que no se sientan solos; Claro porque lo que pasa **56**
es que si no me esforzara pues todos no nos ayudaríamos a incluirnos.

Appendix D: Students' audio recordings.

AUDIO RECORDING: TRANSCRIPTION FORMAT	
Audio recording # 2	Mentor teacher: Sofía Alfa
Recorder's name: Carolina Herreño Borda	Date: February 25th, 2020.
ACTIVITY	COMMENTS
• In this activity the students had been assigned with an imaginary country of origin, they were asked about the country of origin of their partners.	This activity seemed to be funny for the students, they experienced talking about themselves but with imaginary information, in such a way that diversity and respect towards it was enhanced indirectly in the children. It was useful for practicing speaking skills as pronunciation and grammar.
1 T: Where is Davier from? **2 S1:** He is from Costa Rica. **3 T:** Where is Alan from? **4 S2:** He I am from Colombia **5 T:** It is not "I". He is o I am? **6 S2:** He is from Colombia. **7** **8** **9 T:** Where is Juan Sebastián from? **10 S3:** He is Uruguay. **11 T:** You missed a word! He is _____ Uruguay. **12 S3:** He is from Uruguay. **13T:** Where is Johan from? **14 S4:** He is is from Spain. **15** **16 T:** Where is Juana from? **17 S5:** He is….she is from Brazil. **18 T:** Where is Sara from? **19 S6:** He is from Panamá…She is from Panamá.	**S1:** This student did not have doubts about the answer's pronunciation or its grammar structure, consequently he expressed himself in a self-confident way. **S2:** This student got confused between the first and the third person, nevertheless, with the help of the teacher he/she corrected the answer. The confusion seemed to be caused by the excitement of participating as the student's voice was cheerful or just because the student was actually confused about the verb's conjugation. **S3:** The student was distracted so he/her talked with a soft voice and missed a word. Then, he/she corrected his/herself after listening to the teacher. **S4:** The student was relating wrongly the pronunciation of "he is" and the pronunciation of "is", in such a way that pronounced both. The teacher corrected it by showing the writing of the sentence. **S5:** The student's voice seems self-confident, actually the student by his/her own corrected the sentence. It showed understanding on the topic. **S6:** The student did not realize that the pronoun was wrong, the teacher explained it directly.

AUDIO RECORDING: TRANSCRIPTION FORMAT	
Audio recording # 3	Mentor teacher: Sofía Alfa
Recorder's name: Carolina Herreño Borda	Date: March 3rd, 2020.
ACTIVITY	COMMENTS
1 T: Numbers three, raise your hands if you know the answer. Talk about **2** Juan's condition. **3**. **S1:** Juan is paralytic. **4 T:** Numbers seven, raise your hands if you know the answer. Where is **5** Emily from? **6 S2:** Emily is from Colombia. **7 T:** Numbers eight, what is Emily's favorite food? **8 S3:** Emily likes bananas. **9 T:** Talk about Emily's condition. **10 S4:** Emily is deaf. **11 T:** Numbers three, How old is Emily? **12 S5:** Emily is eleven years old. **13 T:** Numbers two, how old is Daniel? **14 S3:** Daniel…is ten…years old. **15 T:** Numbers five, Talk about Daniel's condition. **16 S4:** Daniel is mute. **17 T:** Numbers four, What is Daniel's favorite food? **18 S5:** Tamales **19 T:** Complete sentences, please. **20 S5:** Daniel likes tamales. **21 T:** Numbers six, how old is Camila? **22 S6:** Camila is once years old. **23 T:** What does Camila like? **24 S7:** Brigadeiros. **25 T:** Complete the sentence. **26 S8:** Camila likes brigradeiros.	This activity was useful to students' speaking, listening, writing and group skills. It was related to imaginary information in which the students had to answer about a group of five friends with different nationalities, likes and dislikes, ages and physical conditions. The students did not have problems with the questions The most difficult for children was to answer by using complete sentences, also it was hard for few of them to remember the name of the numbers and its pronunciation in English as well as the pronunciation of some physical conditions. Some of them were nervous about been directly asked, it was clear in their voice tone. Also, there was confusion in diverse moments because the students did not remember the number that had been assigned and they tried to answer for their group even if it was not their turn.

Appendix E: Test

Karihamelxs Today is tuesday 7 - May

Universidad Pedagógica Nacional
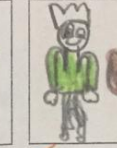Colegio Domingo Faustino Sarmiento
Diagnóstico para el grado 402

1. Join the animals with the correct sentence.

This is an ELEPHANT

This is a GIRAFFE

This is a RABBIT

This is a CAT

This is a LION

2. Write your information in the correct gaps.
- My name is Karihamelxs
- I am from Colombia
- I am 9 years old.
- My favorite color is Morado.
- The león is my favorite animal.

3. Draw the professions.

Doctor   Teacher   Gardener   Cook   Policeman

4. Circle the correct quantity of fruits.

- Circle TWO bananas.
- Circle FIVE strawberries.
- Circle FOUR watermelons.
- Circle EIGHT cherries.
- Circle THREE pears.

5. Listen and write.
- My name is emil.
- I am from arjentida.
- I am 9 years old.
- My favorite color is rosado.
- The Tigre is my favorite animal.

6. Speaking exercise: Tell who are each one of the characters, how many of them do you see and what animals are there.

Miki   gufi   Dodar   pruto   Min.   Fay

81

Appendix F: Field notes

Field note #1 School: Colegio Técnico Domingo Faustino Sarmiento.	Grade: 402 Date: 29th March, 2019
Teacher: Isabel Paez	Practitioner: Carolina Herreño Borda
Number of students: 30 students	Number of students with special needs: 4
OBSERVATION	**INTERPRETATION**
1. After eating their snacks, Ss. play a *stop game*; they are in silence and engaged with the activity, also they are allowed to work in pairs. At the end of the exercise the teacher reviews it with the children while asking them about spelling and new vocabulary. a. The children with special needs are in the back of the lines, they do not participate of the activity. Instead, they color their books.	The kids enjoy written activities, and they are really used to work in pairs. In my opinion, they have a wide vocabulary in Spanish. They are not competitive but cooperative. It seems that for them it is not hard to listen to their partners' opinions and criticisms. 1.1. There is no adaptation of the activity for them.
2. Stretching exercise: The teacher leads this exercise in which the children should identify the meaning of a symbol written on the board. There is a right angle, a period and an asterisk, each one means: to jump, to touch their feet and to clap, respectively.	The kids seem to be attentive to all the variations of these stretching exercises, so I infer that they are motivated and focused in the class. I also interpret that they feel free during this moments of the class as they look relaxed and joyful.
3. The *English* class: The teacher introduces me and asks me to tell Ss. more about me, the university, my age and purposes. Then they ask me questions about the process of learning languages and about the life in the UPN. Some of the questions: - "¿Es muy difícil aprender inglés?" - "¿Uno sólo puede aprender inglés cuando estudia en colegio bilingüe?"	The children seem to be so interested in the process of learning English and it is clear for me that they are so good asking questions. T, they know that before asking a question you should reflect on what you want to know. They are so respectful to me and to their partners' questions. About the development of the activity *Follow me*, I interpret again that they are so good at listening and that this kind of activities are fruitful while working with this group, taking into account that through a simple song

- "¿Qué otros idiomas te enseñan en la universidad?" - "¿A los cuántos años aprendiste a hablar inglés? - "¿Siempre te gustó el inglés?" Then the teacher asks for me to teach and sing a song with the children; the song is named *Follow follow me*.	<mark>I could even engage the children that are usually sat down or bored, such as Ss. I, who has Down Syndrome.</mark>
4. Break: As Ss. did not take a break outside the classroom because of the storm, they are taken to the multipurpose classroom; there they are allowed to play freely.	I interpret that for the teachers at this school it is important to let the children move around, they seem to be patient and attentive to children's safety.

Cycle #1 Lesson plan #2 Field note #10	Grade: 402 Date: 5th November, 2019 School: IED Domingo Faustino Sarmiento.
Teacher: Isabel Páez.	Practitioner: Carolina Herreño Borda.
Number of students: 30 students.	Number of students with special needs: 1
OBSERVATION	INTERPRETATION
1 To begin with, the teacher glued some images to the walls of the classroom, these were related to 2 special needs. Then she asked the students about their opinions regarding the images. At first, the 3 students were able to deduce that it was going to be the topic of the class, then some commented what 4 they knew about special needs, a student mentioned that she knew sign language, others remembered 5 that a kid from the other group was paralytic and of course some of them mentioned that there were 6 kids like two of the students with special needs of the classroom. The learners needed time to relate 7 the images to the context of their group and as soon as they found the relationship between these, they 8 talked respectfully about it. Then the teacher started teaching them the vocabulary to name each 9 condition reviewing verbs too. 10 When the students learnt the vocabulary the teacher presented the Team Supreme characters and she 11 asked the students what they thought about the superheroes and many of them wanted to participate. 12 Five students participated, the first three as voluntaries and the other two because the teacher 13 encourage them to talk. Their opinions were: Teacher, ¿o sea que el morenito es como Karen? Ellos 14 son callados pero son cariñosos; Son chéveres porque no hay superhéroes así, y ellos también 15 pueden ser superhéroes; Me gustó que hay uno en silla de ruedas como el niño del otro curso que 16 también está en cuarto; Me gustaron porque esos superhéroes también pueden rescatar a las 17 personas; Yo creo que los niños con dificultades también pueden y entonces nosotros también.	- The warm up activity was useful for the students to feel comfortable talking about special needs. It allowed them to think and talk about the topic directly. Also, it made them to memorize easier the vocabulary and to relate it with verbs already learnt and the structure of can/cannot. - The team supreme seemed to motivate the children as they participated easily and related it to their own context. It promoted reflection indirectly while promoting respect and avoided the feeling of pity constantly used when talking about special needs. The class project was reflected on the children's reaction and opinions expressed.
18 Afterwards, the students got organized in groups of four to five people, and even if some of them 19 argued because they wanted to be in the same group with their friends, the decision was not changed 20 in order to keep exploring on inclusion in heterogeneous groups. Some students were still mad at the 21 fact of keeping a group with other people but at that moment the teacher remind them of their roles 22 and its importance, regardless who were the people members of their groups. It worked.	- The students demonstrated barriers about keeping working with different people but it was a good opportunity to explain to them the meaning of doing it that way and it was also good for their behavior, as they were used to talk with

23 The roles used were: reader (reads the complete text), writer (fills up the blanks) checker (checks if 24 the activity is correct), spokesperson (presents the activity in front of the class) and the silence 25 keeper role, which was shared by all the members of the group. 26 As soon as the children were organized, the teacher gave them the reading and the artifact related to 27 it, then the teacher guided the whole group to help them to do the reading during the fifteen minutes 28 expected for it, then some doubts were clarified and the pronunciation of some students was 29 corrected too. 30 Then, the groups had another fifteen minutes to answer the artifact according to their roles too. It 31 seemed to be easy for some groups and difficult to some others. In this class it happened that the 32 roles were that clear for the students that some of them wanted to lead the group from their role, 33 avoiding a fear participation of all the members of the group. In these moments it was necessary to 34 explain to them again the meaning of being a group and the importance of all the roles. 35 As the groups answered the artifact they had another fifteen minutes, this time to check and correct 36 their tasks if necessary. This part of the session also generated discussions between the students as 37 few of them blamed their partners of mistakes found in the solution of the artifact. For facing this 38 situation the teacher talked about accountability which was individual and group too; the students 39 were told to respect and help each other instead of blaming.	their friends. It made them interact with their partners and thus include them. - Dividing the elaboration of the artifact into three moments of fifteen minutes made it clearer for the students and produced better results in their performances. - The students showed a preference for certain roles as they started relating them to power, which was also an important opportunity to teach them about the nature and benefit of groups. - The students were appropriated of their roles and conscious about the mistakes made. They demonstrated giving real importance to the class work.
40 At the end of the last fifteen minutes, the spokespersons were told to think with the group about the 41 performance of the whole group and to be prepared for talking about it the next class as for 42 presenting the work done.	- It was a productive class for the students and for the teacher.

Cycle #1	Grade: 402
Lesson plan #2	Date: 7th November, 2019
Field note #12	School: IED Domingo Faustino Sarmiento.
Teacher: Isabel Páez.	Practitioner: Carolina Herreño Borda.
Number of students: 30 students.	Number of students with special needs: 1
OBSERVATION	INTERPRETATION
1 The students were reminded about the last class topic, they remembered the vocabulary and verbs 2 related to special needs. Then they proposed some examples of sentences with the structure 3 can/cannot, and the mistakes and doubts were clarified. 4 Then, the students were organized in pairs with their closer partner of the next line. Each pair 5 received a piece of paper in which they should write at least five sentences with the structure 6 can/cannot in ten minutes; the idea was for them to write as most sentences as possible, they could 7 use their notebooks and they had to take into account their roles. Those were writer and checker. 8 This exercise seemed to motivate the students as all the pair worked together, they were 9 concentrated on the activity and some of them had new ideas for generating more sentences (they 10 told these to the teacher before writing). At the end of the ten minutes, the sentences were counted 11 and the winner group was the one with more correct sentences. Their sentences were read in front 12 of the group and some others were corrected too. In general, the students did not have many 13 mistakes when using the structure.	- The activity allowed the students to remember previous contents and to work cooperatively in a different way. They had no difficulties with the roles. The students demonstrated motivation and group skill acquisitions as there were not even behavior problems, on the contrary, the students were attentive and tried to talk quietly to avoid that other pairs could listen to their sentences.
14 Then the teacher explained to the students that they were going to develop another activity in the 15 same pairs. They were told about the condition of the challenges and received the material needed, 16 remembering again the special needs conditions learnt. One of the students of each pair was 17 assigned with a physical difficulty that should be kept all along the challenge. The challenges 18 were: - 19 One student doesn't use his/her hands: The students should color an image together. - 20 One student doesn't use his/her eyes: The students should make an origami figure. - 21 One student doesn't use his/her mouth: The *mute* student should mimic some words to the 22 other, who should draw a representation of those words.	- The simulations generated positive attitudes in most the learners, they got engaged to their challenge and most of them completed it. The activities reflected that they were more comfortable with their partners. - The students used their imagination and seemed to enjoy the challenges, they were

23 One student doesn't use his/her legs and feet: Both students should create a simple 24 choreography together. 25 As soon as the learners received the material with its specific challenge, they started working on it. 26 At the begging they understood that only one person of the pair was going to develop the 27 challenge, then the teacher explained to them that the idea was to overcome that physical difficulty 28 and work as a group. For some students it was hard to achieve the challenge, especially for those 29 who were not allowed to see or to talk. 30 In the first challenge the pairs were very creative, they used their writs, mouths or elbows for 31 coloring. All the pairs achieved the challenge and some of them did it that carefully that it was 32 hard to identify in the challenge which one of them was not able to use their hands. 33 The second challenge was one of the favorites of the students, some pairs asked for having it. The 34 pairs achieved it and some did even one more figure for their brothers or sisters. Nevertheless, at 35 the beginning of the activity in some pair only one student was doing the figure as it was really 36 difficult for them to overcome the difficulty of seeing. In these cases the teacher was attentive to 37 explain to the students the importance of the challenge. 38 The third challenge seemed to be the hardest one. The pairs did not remember all the vocabulary or 39 they were not sure about it, nonetheless they respected the condition assigned and asked their 40 doubt to the teacher to achieve the challenge. 41 The four challenge was the less favorite for most the learners. Only two pairs carried it out and 42 only one of these wanted to present it in front of the class.	not even attentive at all to what other pairs were doing.
43 As soon as the challenges were completed and the choreography was presents, the students were 44 asked to answer individually to the question: What did I learn about special needs today? 45 The kids reflected from different points of view, some described the difficulty of the activity, 46 but most of them talked about the opportunities and possibilities of living with a special need, 47 which should not be a limiting situation. Though, the student with special needs, could not reflect 48 much and had low motivation for accepting the challenge, actually he asked for changing it for a 49 different one and in his reflection he only wrote: "me pareció muy difícil.	The activity was successful for motivating regular students but it was harder than the expected -even encouraging him- to evidence a more positive attitude towards inclusion in the participant with special needs.

Appendix G: Artifacts

Appendix H: Lesson plan and materials

VOCABULARY	ACTIVITY	TIME
Nouns: Blindness, deafness, muteness, paralysis. **Adjectives:** Blind, deaf, mute, paralytic. **Verbs:** Can/ cannot, to be.	**Date:** 05.11.19 Warm up: • The students are going to discover the names of different physical conditions while playing the shark game, then they are going to relate the words found to some images around the classroom; they will also remember the verbs related to these conditions, such as: to see, to walk, to listen and to talk. (**annex 19**)	➢ 15 minutes
	• The students are going to be organized in groups of four people, there each group will receive a paper with information about each one of the characters of the Team Supreme, a cartoon (**annex 20**) and a workshop to complete (**annex 21**). This learning strategy is named *Search of information,* and allows students to find information together. There are going to be four roles: reader (reads the complete text), writer (fills up the blanks) checker (checks if the activity is correct) and spokesperson (presents the activity in front of the class).	➢ 30 minutes
	• The spokespersons will share the information with the rest of the group.	➢ 15 minutes

Images:

Information and workshop group 1

- His name is Mech.
- He is 13 years old.
- He is joyful, kind and adventurous.
- He is paralytic.
- He can play video games, he can listen to music and he can't walk.

- Name: His name is _____.
- Age: He is ____ _____ _____.
- Personality: _____ is _____, _____, and _____.
- Condition: ____ is _____.
- What can he do?: He can _____, ____ _____ _____ and he _____ walk.