

HISPANOAMERICANA UNIVERSITY
ENGLISH TEACHING FOR I AND II CYCLES

**THESIS TO OBTAIN THE DEGREE OF
LICENCIATURE IN THE
ENGLISH TEACHING MAJOR FOR I AND
II CYCLES**

**INCLUSIVE EDUCATION STRATEGIES
FOR THE LEARNING PROCESS OF ENGLISH
AS A FOREIGN LANGUAGE, IN KIDS WITH
FUNCTIONAL LANGUAGE DIFFICULTIES, AT
SAGRADO CORAZON DE JESÚS BILINGUAL
SCHOOL, CARTAGO, 2018.**

Postulant

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OFFICIAL LETTERS

TUTOR'S LETTER

CARTA DEL TUTOR

San José, 11 de Junio del 2018

Destinatario
Carrera
Universidad Hispanoamericana

Estimado señor:

El estudiante Yensi Natalia Jiménez Matamoros, cédula de identidad número 3-0454-0589, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **INCLUSIVE EDUCATION STRATEGIES FOR THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE, IN KIDS WITH FUNCTIONAL LANGUAGE DIFFICULTIES, AT SAGRADO CORAZON DE JESÚS BILINGUAL SCHOOL, CARTAGO, 2018.**, el cual ha elaborado para optar por el grado académico de Licenciatura

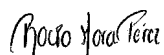
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20%
	TOTAL		100%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Rocío Mora Pérez
3-0387-0838

READER'S LETTER

25 de julio del 2018

Universidad Hispanomaericana

Sede de Llorente

Enseñanza del Inglés

Estimado Señor

La estudiante Yensi Natalia Jiménez Matamoros cedula 3- 04540589 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **INCLUSIVE EDUCATION STRATEGIES FOR THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE, IN KIDS WITH FUNCTIONAL LANGUAGE DIFFICULTIES, AT SAGRADO CORAZON DE JESÚS BILINGUAL SCHOOL, CARTAGO, 2018.**el cual ha elaborado para obtener el grado de Licenciatura en Enseñanza del Inglés para I y II ciclos.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo entre marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; así mismo, la aplicabilidad y la originalidad de la recomendaciones, en términos de aporte de la investigación. He verificado que se ha hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte: 

Licda. Paula Brenes Ferreto
Ced 1-11890503

PHILOLOGIST'S LETTER

Agosto, 2018

Señores
UNIVERSIDAD HISPANOAMERICANA
FACULTAD DE EDUCACIÓN

El suscrito, Magister Tobías Brizuela Gutiérrez, cédula 9-092-947, Especialista en la Enseñanza del Inglés doy fe de que revisé el documento de tesis con el tema : **Inclusive Education Strategies for the Learning Process of English as a Foreign Language, in Kids with Functional Language Difficulties at Sagrado Corazón de Jesús Bilingual School, Cartago, 2018.**

El documento fue elaborado y escrito por la postulante **YENSI NATALIA JIMÉNEZ MATAMOROS**, cédula 3-0454-589.

Se hicieron observaciones de fondo en relación con la composición de ideas, gramática, puntuación y formato APA. Todas las observaciones fueron puntualmente acatadas por Yensi y el documento grandemente mejorado.

Sin otro particular, se despide.

Muy atentamente.



Mag. Tobías Brizuela Gutiérrez
Cédula 9-092-947
Carné COLYPRO 26434

SWORN DECLARATION

DECLARACIÓN JURADA

Yo Nensi Natalia Jimenez Matamoros mayor de edad, portador de la cédula de identidad número 3-0454-589 egresado de la carrera de Enseñanza del Inglés I y II ciclo de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que sé castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado: Inclusive education strategies for the learning process of English as a foreign language, in kids with functional language difficulties, at Sagrado Corazón de Jesús Bilingual School, La Taza, 2018. es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los 11 días del mes de Junio del año dos mil dieciocho.


Firma del estudiante

Cédula: 3-0454-0589

DEDICATION

To the only and wise God because in him I found strength to continue in this wonderful experience.

“Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.”

Joshua 1: 9. I thank God for allowing me to be here, for giving me health and confidence in myself.

To my father who instilled in me the importance of education, who has always applauded me.

To my mother, my total pride that taught me to be a complete warrior no matter the adversities.

I thank my dad and mom for guiding me on the right path.

To my husband, my gift of God, my greatest blessing for his unconditional support, commitment and dedication in our marriage. I thank my husband who has accompanied me throughout this process, who has seen me grow up who with his wisdom has always supported and encouraged me.

Yensi Jiménez Matamoros

CHAPTER I
RESEARCH PROBLEM

1.1 PROBLEM APPROACH

1.1.1 Background of the problem

During many years there have emerged questions about the impact of the learning of a foreign language in kids with delays in their mother tongue. Recently, researches make beneficial contributions that support both criteria. That one that says: there is not a big difficulty to learn a foreign language even if someone presents functional oral language problems in the first language. On the other hand, the other one that supports the idea that says young children who have not acquired the development of mother tongue completely will have phonological difficulties and learning problems in a foreign language. However, it is also important and necessary to consider the impact that an assertive and early stimulation can have on the kids' language. Narros (2012) has made this contribution:

Conducted a study in Valladolid, Spain called: Program of stimulation of oral language from 2 to 6 years: formal elements, as final work to opt for the specialty of Early Childhood Education at the University School of Teaching, which is based on the idea that currently in childhood education centers the stimulation of language is not directly worked, despite the importance of this as part of early childhood education. For this reason, a program of stimulation of oral language has been created with a series of exercises with different degrees of difficulty, directed by the teacher to work, mainly, the formal aspects of language and their abilities (Mentioned by Benavidez ,2014, p.10).

Also as a result, parents need to be very assertive in the choice of the school but also look for the specialists who are in charge of supporting the kids in this process and facilitate the learning of the foreign language.

There is another contribution which promotes the learning of English as a foreign language as a way of improving the academic competences due to the changes of an issue of globalization. According to Fandiño, Bermúdez and Lugo (2012):

Among the policies implemented by the Colombian state in its National Program of Bilingualism 2004-2019, the domain of English as a foreign language was established as a competitiveness strategy in order to contribute to the formation of a country competitive and improve the quality of life of its citizens. Within the lines of action of the National Bilingual Program, an improvement plan is proposed that seeks to manage significant changes in pedagogical practices, taking as reference the standards and the levels of development of the competences (Mentioned by Bedolla, Bolaños, Dominguez, and, Vargas, 2014, p. 2).

Regardless of the difficulties for learning a foreign language, each person has the right to learn the language and have the possibility of being competent with it, for that reason it is important to promote those programs and spaces of stimulation of English.

Previous research has shown that appropriate spaces and environments for the stimulation of language learning should be promoted. Teberoski (2003) says "The material of the infantile school should not be limited to the school writings but it should explore the written spaces of streets, neighborhoods, domestic spaces and familiar spaces that allow a first initiation to the diverse functions of the writing" (Mentioned by Bulnes, 2012, p.8). If students have access to all those materials and resources, but also they have support in their difficulties, they can stimulate and improve their articulation in the language.

Language is what permits humans to communicate, Whong (2011) "defines language as two complementary terms: 'language as form' and 'language as function'. The former is concerned with the structures of the language and the latter is interested in what the language does, to enhance interaction among people" (Mentioned by Reham, 2017, p.1). As a result, language has an important role in society as a mean of communication and considering that English is a global language it has to be developed with the best benefits, for that reason students with functional language difficulties need well-prepared teachers to support their needs.

Besides, the author Subban's (2006) from Monash University in Australia refers to the inclusion education, "The purpose of the study was to present the Differentiated Teaching as a model that fits the diversity of abilities, interests and learning styles of the student in the classroom" (Mentioned by González, 2012,

p.3). In consequence, the inclusion is relevant in this research because it permits to provide the necessary support to students with functional language difficulties.

1.1.2 Statement of the problem

Toddlers that are facing a language-based learning need have been considered as a social population who are in disadvantage related to their peers. Those children are not able of learning at the same time that their peers do; however, it does not mean that they are not able to develop language skills to learn another language. According to Parsons and Beauchamp (2012) “Personalized learning helps society more fully meet the needs of more students and helps students achieve their full potential during school to become better prepared for lifelong learning”(p.231). Without any doubt if those students receive the correct attention, support, help, tools and curricular accommodations they will be successful students in their learning.

However, those kids might not have been well instructed enough and for that reason they are facing issues that are hard to handle because they are not mature enough; consequently this target group needs teachers and parents’ support to overcome those obstacles. Thus, it provokes inaccurate diagnoses on kids, there is not a specific guide that instructs and helps educators to deal with this specific case. Students need to have the opportunity to build on individual strengths and achievements, focus on their passions, abilities, and interests. Also, they have to

learn in ways consistent with their individual learning styles. Teachers must encourage students to go beyond and not limit them.

Therefore, this research contributes to guide teachers on how to implement the different inclusive strategies in order to help kids with a language-based learning disability when learning another language even if they have not developed the mother tongue completely. This research proposal will influence positively in kids' motivation and self-security but also it will contribute to lower teachers' frustration and increase kids' interest in English as a foreign language.

The issue is relevant in that an inclusive education service must be provided for all students, which means that regardless of their needs they must receive their academic learning with the best benefits and conditions.

It is a commitment of all members from the educational system such as the principal, teachers, administrative, and support staff to follow the corresponding protocol for the immediate attention of kids with functional language difficulties.

1.1.3 Justification of the problem

In today's world the learning of English as a foreign language is essential because it provides students with the necessary tools to be competitive in its use but also the knowledge of a foreign language opens the students' doors to know about different cultures. However, the social pressure has recently been increasing and

there are more parents advocating for giving to their children the possibility to learn a foreign language in young ages even if they have not developed their mother tongue completely.

Oral language is not the only way of communication but is the most used by people around the world. Oral language is vital for humans; it is used every single day for many purposes or in several situations for that reason the learning of English becomes more important each day. Lesaux and Harris (2015) in their blog say:

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. Developing ELs' oral language, then, means developing the skills and knowledge that go into listening and speaking—all of which have a strong relationship to reading comprehension and to writing.

There is a close relationship among oral language and the learning of a foreign language because it is developed in a huge part by the practice of the oral language. In the case of English as a language, people hope to put it in practice in the speaking part; however, it becomes complicated for people who have troubles articulating sounds or phonemes due to pathologic functional difficulties.

On the other hand, students with language needs in their mother tongue may have the possibility to learn a foreign language but it will depend on the stimulation and the help that an educator can give them. Besides, it is in young ages where

children need assertive stimulation to learn or to develop both languages. For that reason, it is relevant to implement inclusive strategies that provide stimulation to those kids and facilitate the learning of English.

English is considered as the global language around the world and for that reason non-native speakers want to master it. Parents want to give their kids the best education and they choose schools with a bilingual curriculum focused on the English language. Nordquist (2017) in his blog called the term foreign language as: “A traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.” Therefore, it means that in a country such as Costa Rica, English is a foreign language and the learning of it requires not only learning different phonemes but also the learning of a culture.

In consequence, teachers need to have guidelines that instruct them on how to apply or develop inclusive strategies to help students develop languages competences. The challenge of this research is to provide inclusive strategies to help students achieve the learning of a foreign language despite their difficulties in their mother tongue. The challenge of this research is to inform teachers how to teach English to students with this type of need developing an inclusive class and providing them the tools for developing the speaking area.

1.2 FORMULATION OF THE PROBLEM

What inclusive strategies should be used in an English class to facilitate the learning of language in students with functional language difficulties at Sagrado Corazón de Jesus Bilingual School, Cartago, 2018?

OBJECTIVES

1.3.1 General objective

To determine teaching strategies for an inclusive education to help students with functional language difficulties at Sagrado Corazón de Jesus Bilingual School, 2018.

1.3.2 Specific objectives

- 1. To identify different inclusive teaching strategies in the learning process of English as foreign language in students with functional oral language difficulties.**
- 2. To indicate English teaching strategies which contribute to the appropriate stimulation of oral language in students with functional**

language difficulties during the learning process of English as foreign language.

- 3. To propose inclusive strategies which integrate English methodological strategies through playful oral exercises to stimulate the learning of English as a foreign language in students who show functional language difficulties in class.**

1.4 SCOPE AND DELIMITATION

1.4.1 Scope

This research explores how kids with functional oral language can acquire a foreign language and be competent with it although the possible obstacles and impediments that they might present. It implies a whole study about the different factors that influence this process. It focuses on students with language difficulties at Sagrado Corazón de Jesús Bilingual during the 2018 course. It will benefit not only the students with functional language difficulties but also the teachers in charge of them.

Moreover, the research points out the issues that kids with functional oral language difficulties have to face during the learning process of a foreign language and also how those issues can be detected in order to give possible answers to the students' needs.

Furthermore, this study pretends to give a possible solution to this problem suggesting strategies that teachers could implement in the English classes. They also will be informed on how to make a timely intervention to provide students with tools that can facilitate their learning process.

Finally, this thesis intends to be a guide and an essential tool for the English teacher so that it can be put in practice and make a big and important contribution to education. It also seeks to propose tools that the educator can apply in the classroom with students in general but always keeping the focus on students with language difficulties.

1.4.2 Delimitations

Different issues might block the main objective of the research. However, the research problem encourages the researcher to continue finding possible responses to the problem. As the investigation advances the more limitations may appear.

One of the limitations has been the difficulty of finding teachers who can comment on real experiences where they had to teach students with language impediments when learning English.

Also, it is complicated to find appropriate institutions that can provide support to this kind of investigations due to the fact that they have to prove what they are doing to fulfill those kids' needs.

Besides, there have been some complications to find student's records updated and with the corresponding tests.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 HISTORIC CONTEXT

2.1.1 Vision

Sagrado Corazón de Jesús Bilingual School (2015) mentioned in its web page as its vision that:

In the year 2019, the Bilingual School of Sagrado Corazón de Jesus will be a nationally recognized institution, for the quality of its graduates, competent young people, humanists, bilinguals, cybernaut, athletes, and builders of a new generation based on social transformation.

Also according to the Eco Católico written by Espinoza (2013) says that:

In 1878 they arrived in Cartago, Costa Rica, where they founded the Sacred Heart of Jesus School: "It is the first congregation of purely American origin, who came to the country giving witness to our charism and achieving the conversion of many people

Sagrado Corazón de Jesus Bilingual School has around 400 students, this school teaches levels from pre-kinder to sixth grade, the methodology of this school is completely developed in the target language (English) the vision is that students finish their elementary school with a high English level

2.1.2 Mission

Sagrado Corazón de Jesús Bilingual School (2015) mentioned in its web page that its mission is “Educate in Bethlehemites values to children through the Catholic faith, the English language, science, technology and ecology, providing a comprehensive training service”.

Also according to the Eco Católico written by Espinoza (2013) says that:

The congregation shares its mission with the Association of Lay Bethlehemites, approved in 1991 by the Santa Sede. The Bethlehem laity receive formation from the Sisters and make promises to present the Charism in their families, workplaces, parishes and in all the places where they live: "Lay people project themselves apostolically as readers, extraordinary ministers of Communion, members of the choir, they visit prisons, visit and encourage older adults and family pastoral, among others, "said Nely Melina López, Provincial Counselor of Vocation Ministry.

Part of their mission is to follow in the footsteps of their founders the Santo Hno. Pedro de San José Betancur and the Blessed Madre María Encarnación Rosal, educating in values but also with love and service to others, participating in projects of social projection where they involve the entire educational community.

2.2 THEORETICAL CONTEXT

This section describes the main theories, paradigms, and methodologies in relation to teaching and learning of English considering the contributions of specialists and the theoretical approaches they provide in order to guide this research. Also, it includes relevant information related to the inclusive education and its influence in the learning of a foreign language for students with functional language difficulties.

2.2.1 Inclusive education

In the classroom, as well as in the planning of activities, teachers must consider different aspects from their students as multiple intelligences, learning styles, skills, needs, and interests. If teachers realize that there is a special issue which is interrupting the student's learning, they have to do some accommodations for the student without interfering in the development of other skills. Students come first, and teachers have to provide them all the help during the teaching and learning process and modify the way of teaching.

Thus, teachers must look for several ways of teaching and see which one applies better for students; it is what teachers should do every single day in the classroom. Also Parsons and Beauchamp (2012) say "In curriculum development, attention needs to be paid to students' ability to progress at a pace suited to their

needs that will enhance their success” (p.231). Students need to have the opportunity to build on individual strengths and achievements, focus on their passions, abilities, and interests. Also, they have to learn in ways consistent with their individual learning styles. Teachers must permit students to go beyond and not limit them. Stubbs (2002) argued that

Inclusive Education and Disabled People Inclusive Education is not ONLY about the inclusion of disabled people (...) there are many vulnerable groups who are excluded from education, and inclusion is essentially about creating a system to accommodate all. However, for historical and other reasons, the inclusion of disabled people has presented particular challenges and opportunities for mainstream educational policy and practice. (p.6)

It is a compromise of all us as a society to practice inclusive habits in our daily jobs or duties but also to teach young children to be solidary and accept the differences that people can have in life. If adults do not exclude people because of their education needs, political or religious beliefs, customs, physical appearance and others, kids will imitate this as a social pattern and the inclusion will be easily acceptable for all.

2.2.2.1 Inclusion historical overview

The term inclusion is not a new concept that appeared recently, it has been developed through history. Besides, the inclusion has a high ranking of importance

and utility in the education field for that reason it is important to analyze its breakthrough. Farrel (2012) says:

Up to late 1980's – 'Integration/mainstreaming' referred to placement children with special needs in mainstream schools

- 1990's –'Inclusion' replaced the term 'integration' and included an emphasis on improving the quality of education for pupils with special needs in mainstream schools

- Since 2000 –'Inclusion' now refers to removing barriers to high quality education for all children at risk of marginalization: -'Celebrating/responding to diversity in schools and communities. (p.3)

What is real important here is that the inclusive education's purpose it has always been to satisfy students' needs and provide enough tools to guarantee high quality of education to the society. To add, schools have assumed a compromise and have to be flexible with this population, the inclusion of students with special needs in the schools have to be efficient.

2.2.2 Inclusive strategies

Inclusion must be seen in a comprehensive manner, where the commitment is not only of the child but also of the school, community, family, and of course the teacher in charge of meeting the needs of the students. It is necessary to be clear

about the strategies that foster an environment of inclusive classrooms which will facilitate the learning process of the children. According to García (2008) in the excerpt from his article, he mentions the following as features of inclusive strategies.

- All students belong to the group and can learn in the development of normal school life. Diversity is valued, as it strengthens the class and offers new learning opportunities. The sense of community is fostered (relevance, support and acceptance among the members).
- The particular characteristics of each student should be the starting point to develop the maximum potential of each one.
- Support and assistance is offered to the students to help them achieve the curricular objectives.
- The organization of classes in a heterogeneous way stimulates and promotes mutual support between students and teachers. Thus, the school must prepare for cooperation, not for competition.
- The curriculum must be broad, relevant and differentiated, which encourages academic and personal development.
- The curricular adaptations are applied in the ordinary classroom and not in a different school space, thereby offering greater opportunities for successful learning.

- The learning difficulties of the inclusive school are the result of the interaction between what the student contributes to the situation and what the school offers.
- Natural support networks are promoted, with emphasis on tutelage by classmates, groups of friends, cooperative learning and other forms of establishing natural relationships, as opposed to competitive and independent activities. With this, the quality of life of the students is enhanced.
- The help of external experts to respond to the specific needs of the student does not modify the support systems and the curricular project, so that specialized assistance can favor all subjects. In this section social educators can have a place, as specialists in dealing with different groups.
- The teacher acts as a promoter of learning and support, as opposed to control, and assumes responsibility for everything that happens in class. Its basic function is aimed at encouraging students to help and support their classmates and make decisions regarding their own learning. Involves families actively in the tasks of planning and implementation of teaching-learning processes. The teacher's knowledge must emerge in and from reflective experimentation.
- Educators make a conscious effort to guide students towards understanding and taking advantage of their individual differences. This is a crucial aspect for the development of self-confidence, mutual respect and a sense of

community and reciprocal support in the classroom. It is a good way to develop solidarity societies.

- Success is achieved through the creativity and openness of the mind of the subjects. A key element of the functioning of the class is flexibility as acceptance of change and willingness to change what is necessary in the face of new educational situations. (p.8-9)

2.2.3 Education system

There is not any doubt that education is considered one of the most important tools in the world and just imagine if only a sector of people could get it. However some changes in education have converted this important tool in a possibility or opportunity for almost everyone in Costa Rica Fernandez and Del Valle (2013) say that:

In Costa Rica, the school system is divided into preschool, a basic general education (primary and lower-secondary) level, upper secondary school and higher education. Preschool and the basic general education level are both compulsory, and they, as well as upper-secondary school, are free and are funded by the State.”(p. 2)

Since education is an important tool for humans, education is fundamental to development and growth and everybody should have access to education, human mind makes possible all development achievements and it permits a better world

growth (King, 2011). The progress of the country will depend on the advance in the field of the education, it will provide economic development and perhaps improve people's life. According to Parsons and Beauchamp (2012) "Education was considered the privilege of only the wealthy sector" (p.218). However, education is available to almost everyone in Costa Rica nowadays, offering many opportunities that did not exist before. Besides Parsons and Beauchamp (2012) also mention "It became quite possible to teach groups of different student's academic skills at the same time in the same classroom, instead of teaching them individually. This was the beginning of "mass education"" (p. 218). There are different perspectives of that, a personalized education could be better and more meaningful than a collective one; however, students are able to fit in a kind of education as a collective way and this system is predominant around that world.

2.2.4 Educational paradigms

There are different learning paradigms that support the curriculum in educative institutions behaviorism, cognitivism, constructivism, and the influence that those paradigms have in the education field is really relevant. In this case the research will take into consideration of cognitivism and the constructivism paradigms. Each one of those paradigms has meaningful theories that are important to know for the methodological process.

The kid receives significant attention in the learning process to achieve success in the class. For that reason, it is necessary to make a brief review about the kid's development in education according to paradigms based on Piaget and Vigotsky theories. Authors such as Santrock, Mercado, Myers, and Gluck (2013) made references on those theories with useful contributions.

2.2.4.1 Educational Cognitive Paradigm

In the teaching and learning process there are essential paradigms which are vital and with an important role in education. Those paradigms highlight the process focusing on the kid as an active agent. In the cognitive process Piaget (1952) said that:

There are two processes responsible for the way children use and adapt their schemes: assimilation and accommodation. Assimilation occurs when the child incorporates new knowledge to existing ones; that is to say in the assimilation of the children assimilate the environment within a scheme. The girl's accommodation adapts to new information; That is, the children adjust their schemes to their environment (Mentioned by Santrock et al., 2013, p. 37)

Hence, kids in the cognitive process need to have those schemes assimilation and accommodation in order to understand what is happening around them. Daily exposition to environments where they have to give solution to different situation

will absolutely contribute in the efficiency of the learning process. Consequently, in the learning of a foreign language kids must be in contact with that environment in order to give better and faster results in the production of the language.

Piaget concluded that cognitive development occurs with the assimilation and accommodation, but also with the organization and balance. The organization refers to the different levels of thought organization and balance is the process that kids use to go from one thought to another. Piaget also argued that cognitive development presents four stages which are Sensorimotor, preoperational, concrete operational and formal operational and they are related to kids ages and thoughts.

As Piaget the Russian Le Vygotsky (1896-1934) also believed that:

Children are actively building their knowledge. Vygotsky's perspective raises three ideas: The proximal development zone, the scaffolding and the language and thought. For Vygotsky the proximal development zone is considered as the stage with tasks that kids cannot do alone because they are so difficult but with adults' help and with help of other kids with more abilities they will get it.

(Mentioned by Santrock et al., 2013, p. 38)

In the case of scaffolding it will be related with the level of support that a kid needs from the teacher or other kids with more abilities. It will contribute on kids with difficulties to have a better performance.

In addition, Vygotsky (1962) argued that:

The language and thought are initially developed independently as an internal manner and then merged. However, for Piaget the internal language is egocentric and antisocial for young children. (Mentioned by Santrock et al., 2013, p. 38)

Although, both authors propose two different perspectives about the language, they considered it as one of the most important stage for the cognitive development of kids.

2.2.4.2 Constructivism Paradigm

The theory of constructivism help teachers to have a better perspective of education, teachers not only transmit knowledge they have to provide effective tools for students to actively construct knowledge in their minds. According to Olusegun (2015):

Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." In other words, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences. Constructivism is not a specific pedagogy. Piaget's theory of Constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. (p.1)

Although there are different theories of educational paradigms for this research we will focus on constructivism where students will build their knowledge base on learning experiences. As the experts say the constructivism focus on the student-centered learning and it is the most important contribution of this paradigm. Here students will first construct the knowledge in their minds and then they will put it in practice in real life situations where they have to be competitive in those situations.

2.2.4.3 Humanist Paradigm

Humanistic education seeks a more comprehensive and inclusive education; this supports students in the development of their skills and knowledge to improve

their learning. Each student learns differently so their needs are different; however, under an inclusive humanist approach is intended to provide accompaniment to students in a more equal way. According to the United Nations Educational, Scientific and Cultural Organization [UNESCO] (2015) says: "The humanist vision reaffirms a series of universal ethical principles that should constitute the very foundation of an integrated approach to the purpose and organization of education for all" (p.37). This paradigm is open to new educational proposals; but most importantly, it seeks for students to work cooperatively with a sense of empathy putting them in the place of the other. In addition, it provides new learning spaces allowing these to be more meaningful and experiential for the students; it opens the possibility to learn not only in the intellectual or cognitive manner, but also to learn to know the social and emotional area. Also, it is considered that this paradigm is propitious to work under an inclusive environment with a good coexistence. According to UNESCO (2015) "It is primarily concerned with inclusion and education that does not exclude or marginalize" (p.37). As a result, it allows us to reaffirm the interest of promoting an inclusive education focused on the needs of students, to understand under an atmosphere of respect in the classroom that each human being is unique and different.

2.2.4.4 New educational transformations

Education has been constantly changing due to the fact of the current social context. This is opting for more modern, innovative, and at the same time technological forms of teaching. These changes seek to promote more learning

sources for all educational population in order to offer a higher quality educational system. According to UNESCO (2015):

The panorama presented by education in the world is undergoing a radical transformation in terms of methods, content and learning spaces. This transformation affects both schooling and higher education. Increasing the supply and access to different sources of knowledge is expanding the opportunities to learn, which can be less structured and more innovative, and affect the classroom, pedagogy, the authority of teachers and the learning processes. (p.49)

There is no doubt that today's teachers can be threatened by the digital age; In contrast, teachers should take advantage of modern teaching spaces to awaken students' interest in learning, but most importantly, it seeks to enhance knowledge and learning skills for those who need it most. UNESCO also emphasizes that:

It is no less true that the systems of formal education have changed and remain remarkably similar to what they have been in the last two centuries. However, school attendance is as important as ever. It is the first step of institutionalized learning and socialization beyond the family and is an essential element of social learning: learning to be and learning to live together. Learning should not be simply an individual process. As a social experience, it requires learning with others and through them, through conversations and debates, both with colleagues and with teachers. (p.50)

The learning spaces should not only be to address academic aspects but to strengthen spaces of social and inclusive interest respecting the space of each individual and also learning cooperatively from each other. The teaching work should be focused on taking advantage of modern resources and sources in order to put them into practice in an inclusive manner in social and real context for the students.

2.2.5 Inclusive and Educational Accommodations

The main objective of the inclusive education is to incorporate students with special needs to a regular system of education by the restructuring of the programs to meet the needs of students. Sacklokham in the book of Molina (2003) Indicates that the fundamental principles of school inclusion are:

- Quality of education: Improvement of teaching and a different attitude on the part of the teacher.
- Full Inclusion: Inclusion of students in school activities.
- Early start of the process including: Students with special educational needs should be incorporated as early as possible into preschool.
- Development of human resources: Search guidance and guidance of support teams. The teaching and administrative staff of each institution should be trained to implement the inclusive process.
- Family and community support: Essential element

- Multisectoral cooperation: Incorporate governmental, non-governmental and community entities (mentioned by Marin, 2016, p.131).

The inclusive education also counts with the support of the proposal of the United Nations Educational, Scientific and Cultural Organization [UNESCO 20-30] (2017)

“Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore undertake to address all forms of exclusion and marginalization, disparities and inequalities in access, Participation and learning outcomes. No educational goal should be considered successful unless it has been achieved for all. We therefore commit ourselves to making the necessary changes in education policies and to focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind” (p. 7).

In addition, in the education system of Costa Rica the Minister of Public Education (MEP) offers a program of Curricular Adaptations which have the purpose to satisfy kids' special educational needs. According to the National Report the Development of Education Costa Rica, curricular adaptations are made for those students that present some educational needs. These students, usually display bigger difficulties in their learning process than the rest of the students whose learning is determined in the curriculum that corresponds to their age. As a consequence, these students need different accommodations in their curriculum, that is to say, access adaptations, non significant or significant ones. (p. 39)

MEP proposes three different accommodations, the curricular adaptations of access, non significant, and significant. In the case of curricular adaptations of access the main support is in physical resources and space. Related to the non significant adaptations, teachers have to implement a variety of strategies in order to assist students' educational needs. And also, the significant curricular adaptations have as main purpose to modify the curriculum with the modification or elimination of contents and objectives. However, to apply a type of adaptation for a student it implies a process and different evaluations that will say which is the necessity that a student has and also which is the best adaptation that can be applied to support student's needs.

In the English area, kids with functional language difficulties have to be evaluated in order to know if the student can learn a foreign language with the appropriate support.

2.2.6 7600 Law

In Costa Rica that Law 7600 offers legal support to students with special needs and the education is available for everyone, for that reason it is important to validate both rights in schools. According to the National Inform the Development of Education Costa Rica (n.d):

Law 7600 of Equality of Opportunities for People with disabilities in Costa Rica was promulgated in 1998. In its Title II, Chapter I, establishes the access to the education, with a series of demands to the National Educational System and the Executive Ordinance Not. 26831– MEP, 1998 and the Regulation of this law. It regulates all about the commitment of assisting the students with special educational necessities associated to disability. Equally important of mentioning is the Agreement. 18-97 of the Superior Council of Education that approves the Normative for the Access to the Education of the Students with Special Educational Necessities.

The inclusive education seeks to incorporate all students in an educational system that facilitates the teaching and learning process. Teachers must ensure to comply of the Law 7600 and also promote the inclusive education in the institutions. Those elements contribute with the improvement of education and facilitate different tools in order to help students with special educational needs.

Although it is a difficult process that students with language functional difficulties learn foreign languages, they still have tools which will facilitate the process as well as different curricular adaptations that they can receive. In short, everyone needs to keep in mind that each student is different and cognitive processes will be different for each student as well as the time that they need to correct the language alterations.

2.2.7 Teachers' intervention

Teachers who have in their classrooms students with language difficulties play an important role and they have to be someone trustworthy for students. Besides educators have to be alert about what their students need in the learning and teaching process, but also teachers need to be open to facilitate fun activities that contribute with the stimulation of the language. Moreover, it is important to work together with colleagues, parents and other professionals such as speech language pathologists. According to the American Speech- Language Hearing Association (2016)

Speech-language pathologists (SLPs) play a critical role in the screening, assessment, diagnosis, and treatment of preschool and school-age children with spoken language disorders (SLD). The professional roles and activities in speech-language pathology include clinical/educational services (diagnosis, assessment, planning, and treatment), prevention and advocacy, and education, administration, and research.

Those professionals are in charge to facilitate strategies to parents and teachers which can contribute to the improvement of the language in kids. However, parents and teachers assume the compromise to put those strategies in to practice to achieve the success of the stimulation of the language that will later facilitate the learning of foreign languages.

2.2.8 Methodological adaptations in the teaching of English MEP

In Costa Rica the Minister of Public Education proposes accommodations for students with special needs. Those accommodations will be applied by the teachers to students with educational needs. Those students have to be diagnosed with special needs and follow the process in order to receive the accommodation. Here are some of the special accommodations that students with special needs receive.

- Use of the non-encyclopedic dictionary of the Spanish language, for deaf students, with dyslexia, dysortography or symbolization discography, except in Spanish.
- Use of typewriter or computer for Composition and Spelling in the case of students with motor disabilities in upper limbs.
- Use of support materials for visually impaired students: lamp, strip, punch, magnifying glass and blackboard. The talking calculator can be used by students who take the baccalaureate test.
- Use of dictionary of the Spanish language of synonyms for deaf students except in Spanish.
- An additional hour
- Separate enclosure, identify the case.
- Periods of rest that do not alter the maximum official time of the test.
- Specific test
- Qualification of composition and spelling with a minimum of 200 words.

- Omission of calligraphy in composition to students who exhibit motor or calligraphic or upper limb disability.
- Transcribe the answers to the answer sheet
- Conduct oral composition to students with motor problems who cannot use the computer or typewriter, or have recently lost sight or suffered a fracture in their dominant hand.
- Read the exam for the cases of students who recently lost their sight or who are unable to access the reading test directly.
- Specialist in emotional and behavioral problems.
- Specialist in emotional problems known to the student (attach resolution of the itinerant regional team).
- Tutor of subject only in the subjects of Physics, Chemistry, Mathematics and Foreign Language (attach resolution of the itinerant regional team).
- Tutor with LESCO language mastery or other form of interpretation required by the deaf student.
- Specialist tutor or with experience in special education, psychopedagogy, psychology or guidance.
- Tutor specialized in the area of the blind and visually impaired
- Tutor specialized in motor problems
- Extended Arial Test 16
- Extended Test Arial 20
- Extended Arial Test 24

- Extended Arial Test 30
- Extended Test Arial 36
- Braille transcribed tests

2.2.9 English Language Learning

The learning of language is composed of several factors that influence in the correct development of it, each aspect is essential for a good oral communication of ideas and thoughts in a logical and orderly manner. According to Kid Sense Child Development (2017) argues:

Language is made up of many building blocks which include: morphology (i.e. the way in which words are made up to indicate elements such past tense – climbed, plurality – cats, possessive – king’s), semantics (i.e. the meaning of words), syntax (i.e. the way in which words are put together to form meaningful and grammatical sentences), prosody (i.e. the duration, rhythm and pitch intensity in which the sounds of speech are made), vocabulary (i.e. the words a child knows and uses) and pragmatics (i.e. the social “road rules” of language which govern how we use language and interact with each other). (p.1)

The development of all these aspects will directly influence directly in the learning of a foreign language. For this reason, it can be considered as a cause

that children who still do not have a good language proficiency of their mother tongue will face difficulties learning a foreign language.

The language is something that we use to communicate every single day during our life. Communication is essential for life, verbal or non-verbal communication is really necessary for humanization. For communication we use the language in order to express our emotions, feelings, ideas, opinions, likes or dislikes. For Nordquist (2017) "Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, and/or written symbols". Also the author mentioned that the language is a behavior which utilizes body parts: the vocal apparatus and the auditory system for oral language. Therefore if there is any functional pathologic trouble in the vocal apparatus or in the auditory system for sure will be delays in the language and also it will keep off the development of a foreign language.

In addition, Leiva (2013) says that:

The success in the learning of the language in a kid will be bound to several factors: cognitive development, the articulatory organs function and maturity, the level of stimulation that they provide in their environment, the presence of some associated disorder, among others (p. 7).

Accordingly, if any of those factors influence in a negative way it will provoke difficulties in the correct development of the language, consequently it will be harder to learn a foreign language.

2.2.10 Educational English language needs

The different language needs can occur because of the influence of different factors such as the stimulation and also neurological, pathological or even emotional factors. For teachers it is really important to be aware of those factors and the educational necessities that students with language impairments present. Gavin (2014) mentioned in his web site about the Speech and Language Impairments that: “Students with language impairments may have difficulty understanding and being understood through communication — verbal, nonverbal, and written”. Therefore, it is a situation that could affect kids in different areas and for that reason they can present a variety of needs. Gavin also mentioned:

Students with speech and language impairments may:

- need accommodations in seating or use assistive devices in class
- have difficulty understanding or following directions
- have difficulty reading, writing, or speaking aloud in class
- feel self-conscious or anxious about talking
- miss class time to attend speech-language therapy

As a result, it is really necessary that teacher be well prepared about the way they can respond to those students' needs in the most assertive way. Students with language impairments can also feel shy, stressed, frustrated, sad, anxious, scattered, lonely, and also have low self-esteem. In brief, language needs can affect not only the phonological area but also the emotional area, it can have consequences such as language delays, later literacy problems, learning of foreign languages, and alteration in language comprehension, those students are experiencing an emptiness because their needs have not been completely fulfilled, and this is due to the lack on specific guide that that can be given to English teachers to provide the answers to these needs.

2.2.11 Functional Speech or language Disorders

Language impairments are related to difficulties to communicate and also to understand the language. Students who have language skills below what is expected according to the age will face troubles in learning specific sounds because pathological issues that influence in the articulation of those. Based on Bowen (2011):

Functional speech disorder is one of several speech sound disorders that can occur in children and persist into adulthood. A child with a functional speech disorder has a difficulty, at the phonetic level, in learning to make a specific speech sound (e.g., /r/), or a few specific speech sounds, which may include some or all of these: /s/, /z/, /r/, /l/ and 'th'.

There is not any doubt that students with functional language difficulties will present serious problems in the acquisition or learning process of a foreign or second language. Also Lee (n.d.) argued:

Children with Speech, Language and Communication Needs and Primary School-aged Children (SLCN) may not be able to effectively process the speech sounds that make up words. This means they cannot identify which sounds come at the beginning of words or break up words into their component parts. These skills are essential for children starting at primary school as they learn to read and to spell which involves linking sounds to letters and breaking up words so that they can effectively read them. Children who struggle with processing speech sounds are at risk of literacy difficulties. (p. 5)

The functional language difficulties can infer in a negative way the learning process of a student since early ages, it is essential to give a timely intervention to facilitate this process to those kids. Teachers should make all the possible evaluation in order to get specific results that can guide them to know which special needs have to be worked.

According to Leiva (2013) "Learning and language development occurs through the acquisition of different structures or levels, which are integrated so that the language is functional and produced in an appropriate manner" (p.6). It means that

in the learning of the English language it will be the learning of structures and phonetical sounds.

Based on Gallardo y Gallego (n.d) they say: "(...) the delay that the infant presents in the appearance or evolution of language. It is related to intellectual, sensory or motor problems." (First mentioned by Bautista and second by Hidalgo and Hidalgo, n.d, p. 105). For that reason the learning of the language is integral and should be strictly related to the inclusive education.

It is highly important to be aware about the most common features of a language disorder in order to understand what is occurring in the language development of a kid with those difficulties but also to provide them enough support that can contribute in the improving of the mother tongue as well as in the learning of a foreign language. According to Kid Sense Child Development (2017) some of the main features those students usually display are

- Often has difficulty finding the right words to use.
- Vocabulary is limited.
- Sentences contain grammatical errors and have poor structure.
- Use of the wrong words in sentences.
- Difficulties understanding word meanings.
- Use of short simple sentences rather than longer more complex sentences.
- Difficulties retelling stories.
- Difficulties providing information to others.

- Difficulties listening.
- Difficulties understanding stories and more complex language.
- Reliance on visual information to gain meaning from a situation.
- Repeating words or phrases (“parroting”).
- Mixing up the order of words in sentences (e.g. “I please can have that one?” instead of “Can I please have that one?”). (p.2)

Also, there are some common difficulties that students with language disorders face; teachers who are in charge of the teaching process of those kids have to be updated and know this kind of information because in this way they can support their students assertively. According to the Kid Sense Child Development (2017) some of the common difficulties are:

- Not being able follow instructions at home and school.
- Problems expressing ideas, thoughts and feelings using language.
- Refusing attending within language based activities at school.
- Difficulty learning to comprehend written language and write paragraphs and stories.
- Avoiding engaging in meaningful interactions with peers.
- Low accessing to information as it is often in the form of language.
- Problems with sensory processing
- Poor planning and sequencing.
- Poor executive functioning.
- Poor working memory.

- Poor attention and concentration.
- Poor fine motor skills.
- Poor organizational skills. (p.3)

2.2.12 Types of Speech and Language Disorders

The language disorders are caused by problems in the oral motor skills, they can be presented in early ages and can stay up to adult ages. This can affect the way kids communicate and socialize but also in the way students learn a foreign language. According to the Parent network resource center (n.d) the types of speech language disorders are:

- Articulation Disorder is when a child has difficulty making sounds and words. Sounds may be substituted, left off, added or changed, making it hard to be understood. It is not uncommon for young children to have difficulty saying certain sounds. Sometimes they grow out of this. A speech sound disorder occurs when mistakes continue past a certain age. There may be a pattern of sound errors: "tup" for "cup" or "das" for "gas".
- Abnormal Voice means a voice has an unusual pitch, loudness or other abnormal qualities.
- Fluency Disorder is when the flow, rate and rhythm of verbal expressions affect a child's ability to communicate with a listener. Speech which is too fast, too slow, or stuttering, which is not typical for that child's age may be considered a fluency disorder. Stuttering may be referred to as disfluency.

- Expressive Language Disorder involves difficulty using language to express needs or thoughts. It is not how well one speaks the sounds. It involves skills such as putting together ideas, choosing the right word (vocabulary), organizing sentences, or using proper grammar to be understood. Often a child with this difficulty can understand what is being said, but can't form sentences well. Sometimes words are left out or a word is used incorrectly. The child may use the words "thing" or "stuff" instead of the actual word for something.
- Receptive Language or Auditory Processing Disorder affects a child's ability to understand the language he/she hears. This may be described as a central auditory processing disorder (CAPD). The brain has difficulty using or remembering what the ear is hearing. A child with receptive language challenges may not be a good listener or may have difficulty following directions. They can seem distracted or tuned out and may ask "What?" a lot. It may also involve difficulties with prosody i.e., hearing the melody or the different tones of language. This can result in not hearing the emotions that go with the words, and as a result, a child may not be aware that your tone is expressing upset or happiness.
- Pragmatic Disorder is the difficulty using and understanding social language, or pragmatics, a common problem for children on the Autism Spectrum, especially those with Asperger's Syndrome and PDD-NOS. A child may use words clearly in long, complex sentences with correct grammar, yet may say inappropriate or unrelated things, tell stories in a

disorganized way, and/or have little variety in language use. They may not make good eye contact, and may mis-read gestures or facial expressions. Pragmatic problems can lower social acceptance. Peers may avoid having conversations with children with a pragmatic disorder, who have difficulty with the unspoken rules about social interactions and communications. (p. 5)

2.2.13 Oral Language

The oral language is not the only way of communication but is the most used by people around the world. The oral language is vital for humans; it is used every single day for many purposes or in several situations. By Nonie Lesaux and Julie Harris (2015)

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. Developing ELs' oral language, then, means developing the skills and knowledge that go into listening and speaking—all of which have a strong relationship to reading comprehension and to writing.

There is a close relationship among the oral language and the learning of a second language because it is developed in a huge part by the practice of the oral language. In the case of the English as a language people hope to put it in practice in its majority in the speaking part;

however, it becomes complicated for people who have troubles in the articulation of sounds or phonemics due to pathologic functional problems.

2.2.14 Phonological awareness

In the learning of English as a foreign language one of the most important skills to put in practice is the phonological awareness especially in kids with early ages. The phonological awareness plays an important role due to it allows kids to understand the English phonetics, it means kids have to learn the different sounds but also be able to make the blending and produce words. Knoblauch (2008) referred:

Phonological awareness skills are important in order to develop good reading skills. Having good phonological awareness skills means that a child is able to manipulate sounds and words, or “play” with sounds and words. For example, a teacher or speech-language pathologist might ask a child to break the word “cat” into individual sounds: “c-a-t.”

However, kids with functional language problems who have troubles in the production of the sounds in the mother tongue will also face a difficult work in the production of foreign sounds and it will complicate the learning process. Also, the success of good reading will depends on the good acquisition of the phonological awareness. For Knoblauch (2008):

Phonological awareness is important because it is a basis for reading. Children begin to read by listening to others read aloud, then recognizing sounds in words, sounding words out for themselves, recognizing familiar words, and so on. By engaging in word play, children learn to recognize patterns among words and use this knowledge to read and build words.

Therefore, the phonological awareness is the beginning to achieve the learning of the foreign language, without this process will be impossible that a kid can learn English as a foreign language. For that reason, if this process is disturbed because of delays in the mother tongue or for pathologic troubles it will be impossible to learn a foreign or second language easily.

2.2.15 Mother Tongue

Since people are born they are exposed to the stimulation of language as a way of communication, home is the first place where kids can receive language stimulation. The theory shows that native speakers are considered all who speak and master his mother tongue since early ages Nordquist (2017) referred “Mother tongue is a traditional term for a person's native language—that is, a language learned from birth. Also called a first language, dominant language, home language, and native tongue (although these terms are not necessarily synonymous)”. It means

that the mother tongue is the dominant language that a person can has but also that is proficient on it.

On the other hand the mother tongue will depend on the stimulation who someone receives but also by some important factors as Leiva (2013) mentioned in her book “The acquisition of the mother tongue will be determined by factors such as the stimulation they offer infants from their homes, the neurological maturation of each individual, the influence of the social environment and experiences throughout life” (p.8). Without any doubt, a good development of the mother tongue will influence directly in a good development of a second language.

2.2.16 English Language Teaching

Now, from the perspective that everyone has access to the education but also to an inclusive education it is high important to give a critical analysis to the relationship that both have on issues where students have special needs which have to be satisfied. Based National Council of Teacher of English (2017) says:

The subject of English consists of that area of the curriculum responsible for preparing students, at any age, in the effective production and reception of the range of possible textual representations of human experience—in short, to become sophisticated writers and readers, broadly conceived. The ultimate

goal of all literacy learning and experience is to foster an understanding of self and others through engagements in the wider world mediated by language.

The main purpose of the English Teaching is to answer to the high demand of globalization that looks for professionals who can go beyond the borders. In addition, the preparation of those professionals starts in schools' classrooms with a well education but also with a healthy environment for all learners in spite of their needs. Nowadays English teaching opens the doors to kids to new learning opportunities; therefore, there are more and more parents who are advocating for the English as a second language for their children. Also the National Council of Teacher of English (2017) says:

Central to the task of English educators is the preparation and support of teachers who, in turn, prepare learners to be creative, literate individuals; contributors to the cultural, social, and economic health of their communities; and fully participating and critically aware citizens of our democracy in a complex, diverse, and increasingly globalized world.

Moreover, the English teaching is a timely manner for students to have contact with new cultures but also it allows them to meet different social contexts

where in the long run they will expose to develop their English skills and be master in two languages.

The author Gort (2014) from The Ohio State University says, he makes emphasize to the meaning of important contents that are used to dominate this process such as bilingual, simultaneous bilingual, and sequential bilingual.

- **Bilingual**

First at all, people who are proficiencies in two languages are called bilinguals. Gort (2014) suggested that “Bilinguals know more than one language to different degrees and use these languages for a variety of purposes. A bilingual child is ... someone who is exposed to two languages no matter what her level of proficiency in either language.” (p.6) However, if the languages are used for a variety of purpose, it means that a bilingual person has to be competitive at least in one language to use it for several situations and for sure it will be the purpose of the second language as well.

- **Simultaneous bilinguals**

Secondly, exists the possibility to learn two languages simultaneously, Gort (2014) also mentioned that kids “Are exposed to two languages at very early age (from birth -3 years) Have two native languages Develop two separate, but connected linguistic systems” (p. 9). It means that kids can acquire two languages at the same time but for kids who have functional languages problems will be hardest the

learning simultaneously due to will learn phonemics for both languages but some of them will need more time to be completely master.

- **Sequential bilinguals**

Thirdly, there is another way to learn a second language, based to Gort (2014) “Learn one language first, then are introduced to a second language (after age 3)” (p.10). For kids with functional language problems will be better to learn a second language in a sequential form. It will permit to the kids to have a better linguistic system develop and a pathological maturation to produce phonemics in the second language.

- **Bilingual schools**

Today’s schools are much known as bilinguals because they seek to offer the teaching of a foreign language as a new academic option. According to Cambridge University: (2015)

At Cambridge International Examinations (Cambridge), we use the term ‘bilingual’ or ‘bilingualism’ to refer to individuals or groups who routinely use two or more languages for communication in varying contexts. However, there are many definitions and understandings of the term ‘bilingual’, for example, a degree of competence in two languages. (p.1)

Nowadays most of parents want the best option of education for their toddlers, based on the importance to master English, parents prefer to enroll their kids in private institutions which work with a bilingual curriculum. The trouble here is that students with functional language problems have to learn a second language even if they have not developed their first one. For that reason bilingual schools should be prepared to work with kids that have delays in their mother tongue. Moreover teachers need to have the appropriate instructive to put it in practice with those kids and their special need in order to apply inclusive teaching strategies in the English language to improve the articulation of it.

2.2.17 English as a foreign language

English is considered as the global language around the world for that reason non-native speakers want to master it. Parents want to give their kids the best education and they chose schools with a bilingual curriculum focused on the English language. Nordquist (Updated 2015) called the term foreign language as a “A traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.” Therefore, it means that in a country such as Costa Rica the English is a foreign language and the learning of it requires not only to learn different phonemics but also the learning of a culture

On the other hand, Nordquist (Updated 2015) also considers:

"Although ESL (English as Second Language) and EFL (**English as Foreign Language**) are often used interchangeably, there are unique differences between the two (...)"ESL and **EFL** instructional approaches differ in significant ways. ESL is based on the premise that English is the language of the community and the school where students have access to English models. EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students.

There is a huge gap between kids that have contact with the second language in young ages and kids who do not. Kids can learn the English as a second language due to one of the parents speaks it or even because on some parts of the country people usually speak it. In contrast the English as a foreign language is teaching in bilingual schools and it is completely foreign for the learners, for that reason it could be hardest to learn it.

2.2.18 English Teaching Methods

English Teaching fortunately has a variety of methods that teachers can use according to students' needs. The high demand of people who can dominate English as a second language has contributed in the design on several methods. Those methods are focused on the linguistic competences that students need in

order to develop the language learning giving high priority to the oral skill more than the written one. Those methods pretend to contribute and guide the teaching and learning process of the English as a foreign language, authors like Freeman and Anderson (2011) referred to the proposes that those methods have in the education field.

- **Traditional Methods**

Some of the methods most used are considered as traditional methods, those are based on the teaching of the English as a second language and it is important to know a little bit about their theories and how those have to be used for teachers in the classrooms. Freeman and Anderson (2011) explained those methods in the book of Technique and Principles in Language Teaching.

- **Grammar-Translation Method:** It was focused on the study of the grammar of the target language, this method was used with the purpose of helping students to read and appreciate foreign language literature.
- **Direct Method:** In this method not translation as allowed, in fact the direct method pretends to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.
- **Audio-oral method (audiolingual method):** It is also an oral- based approach; this method drills students to the use on grammatical sentence patter helping learners to respond correctly through the repetition of grammatical patters.

- **The silent way:** The student has an active role while teacher is just serving in the learning process rather than dominated. Although students make mistakes the important action is the cognitive process that they use in order to learn the language.
 - **Suggestopedia:** The application of this method has been developed to help students eliminate the feeling that they cannot be successful and help them to overcome barriers in learning.
- **Community Language learning:** It advises teachers to consider their students as a “whole person”, it means not consider only the students intellect, but also understand the relationship among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn. Teachers by understanding students’ fears and being sensitive to them can help students to overcome their negative feelings and turn them into positive energy which contributes in the learning.
- **Total Physical Response Method (RFT):** The students listen to the teacher using the target language communicatively from their first day of instruction but students don not speak yet. The purposes is that teachers help students to understand by using pictures, occasionally words in students’ target language and by being very expressing. The students’ speech will not be perfect, but gradually will improve.
- **Communicative Language Teaching (CLT):** Being able to communicate required more than linguistic competence, it required communicative

competence. For this method the communicative competence is the goal of language teaching.

- **Content-based instruction:** It is not a language program but this method integrates the learning of the language with the learning of some other content in which students are interested.
- **Task- based language teaching:** This method is meaningful when students are doing tasks where they need to communicate, task have clear outcome so the teacher and students know whether or not the communication has been successful.
- **Participatory Approach:** It begins with content that is meaningful to the students and the language that emerges from it, the content concert to the students and not as a manner of text.
- **Learning strategy Training:** This method is training students in the use of learning strategies (monitoring their selves and communicating even at the risk of appearing foolish) in order to improve their learning effectiveness.
- **Cooperative learning and multiple intelligences:** Sometimes called collaborative learning, teachers teach students collaborative or social skills so that they can work together more efficiently. Although cooperation is not the only way of learning is a good manner for students keeping communicative.

All those methods as essential in the practice of teaching English, for some teachers the choice of the method to develop a lesson is easy, a particular method can be used according to teacher's expectations. However, the method has to fit

with what teachers want to students achieve in the process but also it has to satisfy students' needs and it has to be appropriated for the students' context.

2.2.19 Teaching Strategies

In order to work the speaking skill there are some strategies that teacher uses in the lesson to improve this skill, with those strategies students can express themselves and improve their pronunciation. Those strategies according to Bedolla, Bolaños, Dominguez, and, Vargas (2014) are:

- **Role play and dialogues:** Help the student to practice the language in a safe way for them, since they are allowed to write fictitious situations that later they have to present in public.
- **Speech:** It consists of the writing and presentation of speeches on specific topics that the student wishes to develop. This helps him practice not only fluency but his ability to express himself in public in formal situations.
- **Discussions:** Controversial topics are presented that motivate the student to speak without restrictions and in a free way in which he can express his ideas and defend his points of view.
- **Group work:** Small classroom activities are carried out that require students to exchange ideas using the language. This helps them with the practice of improving their fluency and even gives them the opportunity to correct themselves or clarify their doubts without the help of the teacher.

- **Choral Drill:** It is the most used strategy for the repetition of words with the purpose of improving the pronunciation and intonation (p. 32).

2.2.20 Learning Strategies

In the learning and teaching process the students use the learning strategies which are involved in order to accomplish a task or solve a problem. The learning strategies contribute in the cognitive process of the students. The strategies can be abilities which are applied together as a manner of strategy and it will depend on the capacity the each student has to learn. Ismaila, Hussaina y Jamaluddina (2010) (cited by Ventura, Moscoloni, Gagliardi, 2012) Summarize the characteristics of each style:

- **Sensorial:** is oriented towards the perception of facts of reality and details. It refers to a type of concrete, practical and procedural thinking.
- **Intuitive:** tends towards the discovery of relationships between underlying concepts and meanings. It alludes to creative and innovative skills.
- **Active:** indicates preferences for processing through the application of knowledge and group work.
- **Reflective:** points out skills to acquire knowledge through listening and individual thinking about content.
- **Visual:** better represents the content through figurative materials such as diagrams, graphics, films, demonstrations, among others.
- **Verbal:** alludes to preferences for oral and written explanations.

- **Sequential:** oriented towards an understanding of analytical type following linear and predetermined processes.
- **Global:** tends toward holistic understanding by capturing the broad meaning of content. This feature may lead to difficulties in explaining how they carry out the understanding of concepts and conclusions.

2.2.21 English Language skills

Since humans are born are in contact with their first language and it is developed in a natural way. However, in the learning process of a second or foreign language it is necessary to follow different steps in order to develop the skills that this process needs. Based on the website Wordpress, (2013):

- **Listening comprehension is the receptive skill in the oral mode.**
When we speak of listening what we really mean is listening and understanding what we hear... Listening, one of the means of language communication is used most widely in people's daily lives.
- **Speaking is the productive skill in the oral mode...** Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

- **Reading is the receptive skill in the written mode.** It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.
- **Writing is the productive skill in the written mode.** It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

In consequence, all this means that there are four English skills that are completely necessary to acquire in order to be competitive in the use of it but even students with special needs must master the four of them.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

There are some aspects in the methodological framework to establish a classification according to several methodological criteria which help in the investigation process such as: purpose of the research, the temporal dimension, the research framework, nature, and type. All of those aspects contribute in the research process in order to effectively collect data.

Besides, in order to make an investigative analysis in this research project it is necessary to apply different techniques and instruments in order to get the information. Students with functional language difficulties are affected in the process of learning a foreign language, hence, the use of investigative instruments will contribute with the compilation of relevant data in order to help those students assimilate English easily.

3.1.1 Purpose of the research

- **Applied Research:**

According to Bernal (2010) "It is considered that an investigation has practical justification when its development helps to solve a problem or, at least, proposes strategies that when applied would contribute to solve it" (p.107).

The type of research is applied because the collection of data will be developed in the classroom where students with functional language difficulties attend.

Besides, the researcher will analyze the sequence of facts and the interventions done; but also the exploration of data in this research will be taken from the reality where those students dwell. The type of applied research will be used because the researcher has to be in contact with the subject of study and apply some techniques in order to recollect the necessary information from the studies; for that reason, the researcher will have an active role in the research exploration as well as the students in study.

3.1.2 Temporal dimension

- **Transversal:**

According to Bernal (2010) “They are those in which information is obtained from the object of study (population or sample) only once at a given time” (119).

The transversal range is defined as the specific and concrete time for the investigation. It is appropriated when the investigation is focused on analyzing one or several aspects in a specific time. This research is focused on analyzing in a specific time the process that students with functional language difficulties have to face in the school year.

3.1.3 Framework

- **Micro**

According to the Gonzalez (2018) says: "The research framework or micro space refers to a part, an element, a subtopic or a micro-space, about which the researcher will do his research" (p.26).

The research framework for this thesis is defined as micro because the study will pin point a specific target of students. It will be a practical study in a concrete case of investigation. The purpose of this study is to examine the development of a micro population of students with functional language difficulties in the school. Besides, the micro research framework consists of explaining how the existence of the problem is manifested as well as the causes and consequences of it.

3.1.4 Nature

- **Qualitative**

According to Sampiere, et al. (2014): "The qualitative approach uses the collection and analysis of the data to refine the research questions or reveal new questions in the interpretation of the process" (p.9).

This research is based on the qualitative naturalistic approach. This approach is focused on the qualitative characteristics from the subject of study. The main objective is to describe the qualities of a study phenomenon from reality.

Also according to Sampiere, et al. (2014) “It is naturalistic (because it studies the phenomena and living beings in their natural contexts or environments and in their daily life) and interpretative (because it tries to find meaning to the phenomena depending on the meanings that people give them)” (p.9). For this specific research the qualitative naturalistic approach will be used because the subject of study will be kids with functional language difficulties who are living a reality in schools. The main objective is to identify important qualities of those students by interacting with them and using instruments such as interviews, observations, surveys and others in order to gather relevant data.

3.1.5 Character of research

- **Descriptive**

According to the Gonzalez (2018): “Descriptive research, corresponds to studies whose purpose is to present in detail the phenomenon that is occurring, that is, describe the event as thoroughly as possible, with great detail, so that readers form an idea about what is happening” (p.31).

Also, Bernal (2010) says: “ In such studies are shown, narrated, reviewed or identified facts, situations, traits, characteristics of an object of study, or products, models, prototypes, guides, etc., are designed, but explanations or reasons for situations, facts, phenomena, etc. are not given” (p.114).

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Therefore, it pretends to describe the qualities of a phenomenon of study. The qualitative research seeks to describe the different characteristics of the research problem. In order to achieve a qualitative research it is important to apply instruments to collect qualitative information that will be analyzed during the research process.

3.2 SUBJECTS OF RESEARCH

3.2.1 The population

This is the universe that you want to investigate. It considers groups, people, communities or organizations.

According to Fracica (1988), population is "the set of all the elements to which the research refers. It can also be defined as the set of all sampling units" (Mentioned by Bernal, 2010, p. 161). It means that population is the entire target that permit the recollection of data.

3.2.2 Sample

It is a subgroup of the population. Based on Bernal (2010) "It is the part of the population that is selected, from which information is actually obtained for the

development of the study and on which the measurement and observation of the variables under study will be made.”

According to Sampiere, et al. (2014) “(it is a subgroup of the population or universe). It is used for saving time and resources. (...)Requires delimiting the population to generalize results and establish parameters”(p.171).

The sample for this research will be the students with functional language difficulties who are learning English as foreign language in I and II cycles from the Sagrado Corazon de Jesus Bilingual school. Since these difficulties are very specific, the sample reduces considerably. There will be one student first grade, two students second grade, one student fourth grade, and one fifth grade.

Besides, the English teachers who work with these students will also be participating in this study. They are four teachers who have one or two students with functional language difficulties in their classes.

This specific population is used for this research in the case of the students because they are the learners who have language difficulties which is the topic in study; but also the teachers who are in charge on their learning process.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION

3.4.1 Techniques to collect information

The techniques used are observation and interview.

➤ Observation

According to Sampiere, et al. (2014) “It is not just contemplation (“sit down to see the world and take notes”); it implies getting deeply into social situations and maintaining an active role, as well as a permanent reflection. Be attentive to details, events, events and interactions” (p.399)

- **Direct observation**

Bernal (2010) says: “it allows obtaining direct and reliable information, as long as it is done through a systematized and highly controlled procedure, for which today full audiovisual media are being used, especially in studies of the behavior of people in their work places” (p.195).

- **Natural observation**

Bernal (2014)“It is one in which the observer is a mere spectator of the

observed situation; therefore, there is no alternative for the course of observed events” (p.259).

- **Structured observation**

Bernal (2014)“It is the observation in which the observer has a wide control over the situation under study; therefore, the researcher can prepare the main aspects of the situation that reduce the interferences caused by factors external to the study and that are connected with the research purposes”(p.259).

- **Participant observation**

Bernal (2014) says:

In this type of observation, the observer is part of the situation that observes. According to Cerda (1998), one of the premises of the researcher who opts for the technique of obtaining information that should be the longest in the situation that is observed, with the purpose of knowing directly everything that in his opinion can be constituted in information for the study (p.259).

For the purpose of this study, the research will use natural observation where the researcher will just observe without making inferences in the subject on study in order to collect detailed and reliable information for the research.

- **Interview**

Based on Sampiere, et al. (2014) "It is defined as a meeting to discuss and exchange information between one person (the interviewer) and another (the interviewee) or others (interviewed). In the latter case, it could be perhaps a couple or a small group such as a family or a manufacturing team" (p.403).

- **Structured interview**

"Cerda (1998) points out that this interview is also called an interview; it is made from a scheme or format of good news, which is presented in the same order and in the same terms to all the people interviewed" (Mentioned by Bernal, 2014, p.257)

- **Semi-structured interview**

Bernal (2014) "It is an interview with the degree of flexibility in the format and in the order and the terms of realization of it for the different people to whom it is addressed"(p.258).

- **Unstructured interview**

Bernal (2014) "Its flexibility, since it was only previously determined in the topics that will be discussed with the interviewee. During the interview, the interviewer can define the depth of the content, the amount and the order of the questions or the questions to deal with the people who are going to be interviewed"(p.258).

- For the purpose of this study, the research will use structured interview where the researcher will apply a questionnaire previously elaborated with a format and order. This is of 21 questions, 5 of these are personal information, 5 are closed questions, and 11 are open questions.

- The techniques that will be used are both the observation for kids in the classroom and the interview for the teachers in order to recollect data.

3.4.2 Instruments to collect information

- **The observation sheet**

“During the observation in the initial immersion we may or may not use a format. Sometimes, it can be as simple as a sheet divided into two: on the one hand the descriptive annotations of the observation are recorded and on the other the interpretative annotations” (Mentioned by Cuevas, 2009 and Sampiere, et al. 2014).

- **The questionnaire**

Bernal (2010) “The survey is based on a questionnaire or set of questions that are prepared with the purpose of obtaining information from people” (p.195).

The data collection has been done through the use of the instruments such as the questionnaire and observation. The questionnaire has been applied to four

teachers, who work in the Sagrado Corazón de Jesús Bilingual School, those teachers have in their groups at least one student with functional language difficulties. In the case of the observation it has been applied to each of these teachers; but also to the sample of the 5 students with functional language difficulties in order to gather more accurate information regarding the research topic **INCLUSIVE EDUCATION STRATEGIES FOR THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE, IN KIDS WITH FUNCTIONAL LANGUAGE DIFFICULTIES, AT SAGRADO CORAZON DE JESÚS BILINGUAL SCHOOL, CARTAGO, 2018.**

First of all, the questionnaire has been applied to the four teachers with questions focused on answering information for the aspects inclusive education and English language learning. This is of 21 questions, 5 of these are personal information, 5 are closed questions, and 11 are open questions. For the variable inclusive education the questions from 6 to 9 correspond to the indicator of learning environment from 10 to 11 refer to the teaching strategies applied, while question 12 responds to the interventions made by the teacher in order to facilitate the language learning.

In the case of the variable, English language learning, using the same questionnaire from question 13 to 15 corresponds to the indicator of the level of communication in the English language, the question 16 refers to the student's

understanding in the English language, and from the questions 17 to 21 cover the indicator of language pronunciation techniques.

On the other hand, observation sheet 1 which has been applied to teachers aims to determine if there is an inclusive education environment while the class is being developed. It is composed of 12 questions that are answered by selecting with a check the criteria: always, sometimes, and almost never. From question 1 to 4 aims to observe how the learning environment occurs, from question 5 to 9 seeks to observe the teaching strategies, and the question from 10 to 12 are focused on observing the specific interventions made by the teacher in order to meet the needs of the student with language difficulties.

Finally, there is an observation sheet which has been applied to each of the 5 students who are the sample of the research. This observation sheet 2 is composed of 10 questions that are answered by selecting with a check the level of frequency of the application of techniques that facilitate the learning of language (always, sometimes, almost never). From question 1 to 4, they answer to the indicator of communication ability in the language, from question 5 to 7 to the student's understanding of the language, and from question 8 to 9 to the pronunciation level of the student in the English language.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 ANALYSIS OF INSTRUMENT N°1 QUESTIONNAIRE FOR THE TEACHER

In order to obtain the results, the questionnaire was used as a research instrument which was applied to four teachers in the English area of Sagrado Corazón de Jesus Bilingual School who have in their groups one or two students with functional language difficulties. The information collected is presented through tables in order to have all the collected data clearer and more organized.

Each table represents a question of the questionnaire except for the table one in which the questions from 1 to 5 correspond to the general information of the primary sources, teachers who participated as a sample for the collaboration of this investigation. This information is shown just in one table.

There is a table for question starting in question 6. There is a column for question with four more columns where the data obtained by the participating teachers in this research has been placed.

Table 1

General Information

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
1. Teachers' Name	Raquel Muñoz	Daniela Acuña	Gustavo Cerdas	Karla Brenes
2. Age	28 years	28 years	57 years	35years
3. School name	Sagrado Corazon de Jesus Bilingual School	Sagrado Corazon de Jesus Bilingual School	Sagrado Corazon de Jesus Bilingual School	Sagrado Corazon de Jesus Bilingual School
4. Years of experience	8 years	5 years	38 years	11 years
5. Level of schooling	Lic.	Lic.	Masters' Degree	Lic.

Source. Answers from participating teachers (May 2018)

In the questionnaire the questions from 1 to 5 correspond to general information of the teachers who work at Sagrado Corazón de Jesús Bilingual School. There are two teachers who are younger than 30 and two older than 30. Three teachers have between 5 to 15 years of labor working as English teacher at SCJ, one of these teachers has more than 30 years of experience and a master degree while the other three teachers have a Licenciature degree.

Table 2

Concept of inclusivity

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
6. What is inclusive education for you?	Not differences between students.	All students are involved in the class; they participate the same way no matter the abilities or difficulties they have.	It is when children with and without disabilities participate and learn together in the same class.	It involves making all the students involved participants of their own learning process, despite of their level of understanding and other possible limitations.

Source. Answers from participating teachers (May 2018)

In the case of this question, it is evident that all teachers are fully aware of the term inclusiveness. The four teachers respond that inclusive education is for everyone without making any difference between students. It is also considered that all students must be involved in the class. They should participate and learn together no matter the abilities or difficulties they can present.

Table 3

Influence of inclusive education on students with functional language difficulties.

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
7. What is the influence of the inclusive education in the students' performance with functional language difficulties?	Functional means something cognitive of a person. Inclusive education refers that special accommodations are well developed in class.	They feel more comfortable in the class and their participation increases.	All children benefit, it allows them to develop strengths and gifts, work on individual goals, and develop positive relationships with different varieties of children.	They feel treated as they are equal to their peers having the same opportunities of learning encourage them to participate. They don't feel different. Of course motivation is important

Source. Answers from participating teachers (May 2018)

For this question, the teachers were asked to answer about the influence of the inclusive education in the students' performance with functional language difficulties. The Teacher 1 gave two answers for this specific question, one that mentioned that the functional language difficulties are related to something

cognitive and the other one that said that Inclusive education considers that special accommodations are well developed in class. However, as the theory said the functional language difficulties correspond to a phonological difficulty in the articulation of phonetic sounds, it is not strictly related to cognitive difficulties, because of that fact this answer could be considered ambiguous. On the other hand, there are three teachers that have clearly which is the influence or benefits that a good inclusive education system can give to all students. They consider that students who feel comfortable, motivated, and are treated with equality will have the chance to develop their strengths and their own competences and as a result their participation in class will increase.

Table 4

Teachers' role

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
8. Which is the teachers' role under an inclusive education model?	Is the person in charge of including each student, no matter the conditions	Ensures that the students are involved in the process and activities developed in the class. Guide them and provide the essential tools.	To be a mediator and facilitator of experiences that will help them interact together and learn together as well.	To know the student. Facilitate learning opportunities to everyone. Encourage the students to think and to participate. Adapt the curriculum to the students' needs.

Source. Answers from participating teachers (May 2018)

Asking about the teacher's role is very important in order to know if they have clear their participation in the teaching and learning process under an inclusive system. According to the teachers' answers, we can clearly say that all of them are right because they have a good perception of their role during the teaching process. They think that the role is to be a facilitator but also to seek the appropriate strategies and to put them in practice in order to satisfy students' needs. They also consider that part of their role is to integrate all students inclusively in a class where everyone can participate and interact together as they learn. Also one of the teachers answered that if it is necessary, the curriculum should be adapted to the needs of the students.

Table 5

Students' role

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
9. Which is the students' role under an inclusive education model?	Is the person who receives the guide of the tutor	No answered	Inclusive education is for everybody in the learning process. Students in this case must try to be accepting and receptive of other children's conditions.	It must be active. Focused on what they must do. Explore the information and the new ideas presented to them.

Source. Answers from participating teachers (May 2018)

For this question the teachers answer that the student is the person who receives a guide in their learning process but also their role must be active. One of the teachers contributes that in this case the students have to be receptive and accept the conditions of other children without making any difference. To summarize, the role of the student under an inclusive education system is completely an active role where the student has access to all tools in order to have more facilities in the learning.

Table 6

Inclusive strategies

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
<p>10. Which of these inclusive strategies do you practice in your class?</p> <ul style="list-style-type: none"> • Cooperative work_____ • The lesson is planned with a diversity of strategies_____ • Facilitate the work with another child as tutor in order to help student with language difficulties._____ • Other _____ 	<p>The three of them.</p> <p>Other: <u>use of a small board (access)</u></p>	<p>The three of them.</p>	<p>Three of them</p>	<p>Cooperative work</p> <p>The lesson is planed with a diversity of strategies.</p> <p>Other: Activities that focus on the different types of learning, and in the different intelligences.</p>

Source. Answers from participating teachers (May 2018)

For question 10, there are three specific inclusive strategies, so that the teachers could select which of them they practice in class. They agree in the use of the three inclusive strategies in their classes. Teacher 1 also added other element like the use of a small board as an access accommodation; although, in this case it is not a strategy merely applied to students with functional language difficulties, you can see that this teacher works with inclusive strategies according to the needs of each student.

Teacher 4 selected the strategy of the cooperative work. Also the inclusive strategy of planning lessons with a diversity of strategies and she added other aspect which was that the activities are focused on the different types of learning, and in the different intelligences. The four teachers have clear that the inclusive strategy of the cooperative work is one of the most important strategies where the students can learn each other in an inclusive environment without making any difference. Besides, four teachers planning with a diversity of strategies considering the learning styles and the multiple intelligences make this strategy significant and helpful in the teaching process.

Table 7

Benefits that the student receive from those strategies

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
11. Explain how a student with functional language difficulties can be benefited in a class where these strategies are considered?	This student will develop his or her work without having differences.	They can take advantage of their classmates.	Students without functional language difficulties can be models and can act as companions and facilitators in order to ease the learning process.	By interacting with her peers and getting feedback from an equal. Also the student gets to understand that she can produce as much as her peers.

Source. Answers from participating teachers (May 2018)

Related to the benefits that the students with functional language difficulties receive in a class where these strategies are considered teachers respond that by working with inclusive strategies, students can take advantage of their peers who can be models and work together without making any difference in order to achieve ease in the learning process.

To add, there are multiple benefits that students get when they are teaching with inclusive strategies but without any doubt their learning will be easier if they are in a setting where all learn together, supporting each other, and learning in different ways regarding to their learning styles

Table 8

Teachers' interventions

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
12. Which interventions have you made to facilitate to your students with functional language difficulties the learning of the English language?	Meeting with parents. Different strategies to explain a topic.	Applying conversations, readings, oral presentations especially in groups and games. Reinforce the pronunciation.	Comparisons and repetitions exercises. But most importantly, it is to identify the students learning style in order to proceed with a more precise mediation.	Ask different questions. Asking for explanations. Reading out loud. Asking for an opinion. Group work. Meeting with parents.

Source. Answers from participating teachers (May 2018)

In this case teachers are aware of the value of their interventions in class; they consider that they should be immediate answers that facilitate student learning, so the interventions they perform are practically oral corrections to help the student to work on the correct pronunciation of sounds for the English language learning. In addition, two teachers mention that it is always important to have meetings with

parents. To conclude, without any doubt teachers are doing a great job in order to support students with functional language difficulties, all the interventions mentioned before are quite valid.

Table 9

Teachers' recommendations

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
13. What would be your recommendations to improve communication through the oral language of your students with functional language difficulties?	Use different strategies to find out a possible solution for our students.	Give them the opportunity to participate in class, make them feel secure and able to speak with their classmates. Use variety of strategies in class.	To provide a wide variety of learning strategies so that the learning experiences become more meaningful and appealing. Of course, there will always be exceptions depending on the students' needs.	Make the student feel comfortable. Focus on their accomplishments and not in their constraints. Encourage them in a positive way. Show them that they can do it with simple tasks.

Source. Answers from participating teachers (May 2018)

Three of the participating teachers respond that it is important to use a variety of strategies in the lessons; However, none of them say clearly which are these strategies that help improve oral communication, only consider that the student should have the opportunity to participate in class and also that their learning is more meaningful from their experiences . On the other hand, one of the teachers clearly states four recommendations that are completely valid, but does not mention through which oral strategies these recommendations can be put into practice in order to improve oral language.

Table 10

English teaching strategies

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
14. Which of these teaching strategies do you use in your class? Dialogue_____	Role play	Role play	All of them	Dialogue
Speech_____	Group work	Group work	Other:	Speech
Role play_____	Round table	Discussions	<u>Interviews,</u>	Role play
Groupwork:_____		Other: <u>Games/</u>	<u>expositions</u>	Group-work
Choral Drill _____		<u>presentations</u>		Discussions
Discussions_____				Round table
Round table_____				Debates
Debates_____				
Other_____				

Source. Answers from participating teachers (May 2018)

The teaching strategies most used by these teachers are role plays, group work, discussions and the round table. There is one teacher who also uses dialogue, speech, and debates. Also two teachers added others they use, such as games, presentations, interviews and exhibitions. None of the teachers uses the strategy of the choral drill which is one of the most efficient to work the pronunciation and articulation of sounds, without a doubt this strategy is fundamental to work with students with functional language difficulties.

Table 11

Strategies main purpose

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
15. What is the main purpose of developing those strategies?	The motivation is a big part of the process.	Involve all students in the class. Provide them with different opportunities to participate and learn cooperatively. They can help each other by making suggestions and applying their knowledge.	The main purpose is to help the student face different learning experiences and to help me identify learning styles and learning desires in the students.	That the students not only speak but also learn that communication can be improved by interacting and practicing.

One of the teachers believes that keeping students motivated is an important part of the process and that this is the main objective of these strategies. Another teacher believes that with these strategies it is possible for all students to participate in the class while learning cooperatively. The third teacher responds that the main objective is to help the student to improve their learning experiences, but also helps the teacher to identify the learning styles and the wishes of their students. Teacher number four responds that with these strategies not only does the child speak but he / she learns that oral communication can be improved through the interaction and practice of these strategies.

As we can see in the answers, the main purposes of applying these strategies are multiple and all teachers have given valid reasons. To add, it is important to be clear that within the main purposes we have that the student with language difficulties will be greatly supported because these strategies are worked in an inclusive way through cooperative work in order to maximize the learning of the English language.

Table 12

Student's comprehension in the target language

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
<p>16. How do you confirm that the student with functional language difficulties understands his / her instructions given in the English language?</p> <ul style="list-style-type: none"> • Is the student able to execute them? _____ • Do you ask him/her to explain them? _____ • Do you facilitate his/her work as a cooperative work with a child as support? _____ • Other: _____ 	<p>The student is able to execute them</p> <p>Teacher facilitates his/her work as a cooperative work with a child as support</p>	<p>The three of them.</p> <p>Other: Asking for examples or the repetition of the instruction, also write the instruction on the board and provide an example.</p>	<p>The three of them.</p> <p>Other: The performance and final product are also indicators that the student understood the instructions</p>	<p>The student is able to execute them</p> <p>Teacher facilitates his/her work as a cooperative work with a child as support</p>

Source. Answers from participating teachers (May 2018)

For this question three possibilities are provided to verify that the child understands the instructions given in the English language in order that the teacher selects the ones used in class. All agree that a way to confirm that the student with functional language difficulties understands the instructions given in the English language is when the student is able to execute them. Teachers also agree that using cooperative work with a child as a support is a way to ensure that the student with language difficulties is able to understand the instruction and to carry out their task. Only two teachers selected the option of asking their student with functional language difficulties to explain the instructions provided. These two teachers also add other possible ways to prove that the student is able to understand the instructions, they use examples and write the instructions on the board, or they prove this when the final performance is as expected.

Table 13

Phonological awareness importance

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
17. Why is it important to work on phonological awareness of the students?	It is important for the pronunciation	They can improve their oral or speaking skills. They can become active learners. They increase their confidence.	Because we, as teachers, need to be sure that the student with F.L.D differ, and distinguish and identify different phonemes correctly.	To develop fluency and the accurate acquisition of the phonemes studied.

Source. Answers from participating teachers (May 2018)

The teachers respond that the importance of working the phonological awareness of the students is that they can improve their pronunciation, speaking skills, fluency, and the accurate learning of the studied phonemes. To add, without any doubt the student with functional language difficulties needs stimulation in the phonological awareness in order to improve the language learning and all the participating teachers are aware of this.

Table 14

Teaching strategies for the stimulation of phonological awareness

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
18. Which of these teaching strategies do you use for the stimulation of phonological awareness? Rhymes_____ Poems_____ Correct articulation of sounds_____ Tongue twister____ Songs_____ Repetition of words_____ Other_____	Rhymes Correct articulation of sounds. Songs	Correct articulation of sounds Tongue twister Repetition of words	Rhymes Poems Correct articulation of sounds Songs Repetition of words	Correct articulation of sounds Tongue twister Songs Repetition of words

Source. Answers from participating teachers (May 2018)

As it is observed in the answers, the teaching strategies to stimulate the phonological awareness most used by the teachers are the correct articulation of sounds, songs, and the repetition of words. Only two teachers use rhymes and tongue twisters. Finally, only one teacher uses the poems to work the phonological awareness, although this strategy also improve and exercise the expression of oral language.

Table 15

Frequency of the practice of strategies for the stimulation of phonological awareness

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
19. How often do your students practice the strategies for the stimulation of phonological awareness? Always_____ Almost always ____ Sometimes _____ Never_____ Other _____	Always	Almost always	Almost always	Almost always

Source. Answers from participating teachers (May 2018)

Only one teacher tries to always implement strategies that stimulate phonological awareness in the students and the other three teachers almost always try to work on phonological awareness. As it was possible to see, although the teachers know the strategies to apply in order to reinforce the phonological awareness, they do not always include them in their daily practices.

Table 16

Pronunciation exercises

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
20. What pronunciation exercises do you practice in your class?	Songs Poems	Reading aloud Listening conversations or stories Tongue twisters, games. Speaking exercises Modeling the sounds	Most of the time , I use the 3 Ps of teaching English grammar. (Presentation, practice, and production)	Repetition Discussions Round table Tongue twisters Group work Speech Dialogue

Source. Answers from participating teachers (May 2018)

From the answers, all teachers practice different pronunciation exercises. This shows that everyone knows valid exercises to work on pronunciation and to help

students to stimulate the English language learning. Two teachers agree with those which were proposed before and two others propose different exercises or strategies in which they can practice the pronunciation such as reading aloud, listening to conversations or stories, speaking exercises, modeling sounds, and working with the 3Ps. (presentation, practice, and production).

Table 17

Stimulation of language articulation

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
21. How does it stimulate the correct articulation of language sounds?	By pronouncing the words of the songs, students can be able to practice the articulation.	It improves students' ability to pronounce words clearly. It avoids misunderstanding, the message transmitted by the student is clear. They can also improve spelling of words.	Little by little students will become familiarized with the sounds and will be more comfortable to use those sounds in any given contexts.	By creating the phonological awareness because they are exposed to it.

It is important to point out in these answers that teachers are aware that with the practice of these pronunciation exercises notably favor the articulation of phonetic sounds. Among the most important things contributed by the teachers, it is considered that with the practice of songs the children will articulate the words correctly, it also favors the children to pronounce clearly, avoid misunderstandings, little by little the student becomes familiar with the sounds and be able to produce them but most importantly it develops phonological awareness.

4.2 ANALYSIS OF INSTRUMENT N°2 OBSERVATION SHEET 1 FOR THE TEACHER

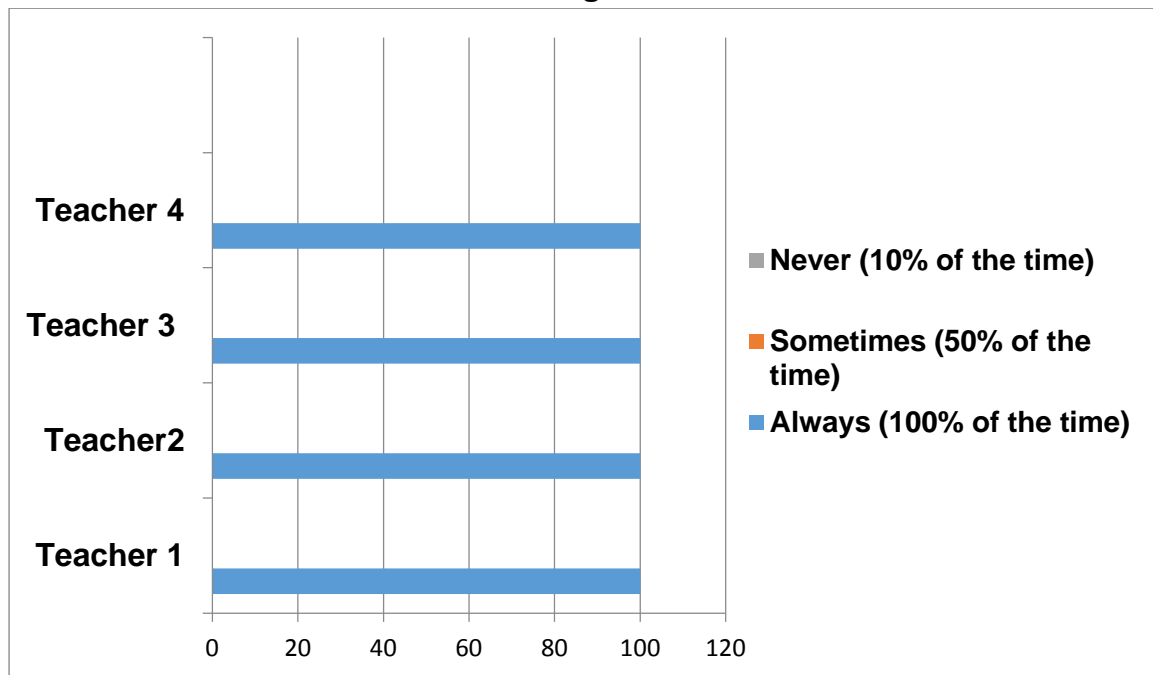
In order to obtain for the research, the observation was used as a research instrument which was applied to four teachers in the English area who have in their groups one or two students with functional language difficulties. The information collected is presented through graphs in order to have all the collected data clearer and more ordered.

The researcher wants to point out the fact that, although it is not a quantitative research, the following graphs will be used with the purpose of visualizing the information collected. The researcher is aware that this research has a qualitative approach, so the objective of the graphs is not to provide quantitative orientation,

but to provide the information collected in an organized manner. According to the guide written by the university professor González (2018) says: "Vertical graphs for quantitative or chronological statistical series are used in most cases, in the case of horizontal graphs; they are used for data series when research is qualitative or geographical."

Graph 1

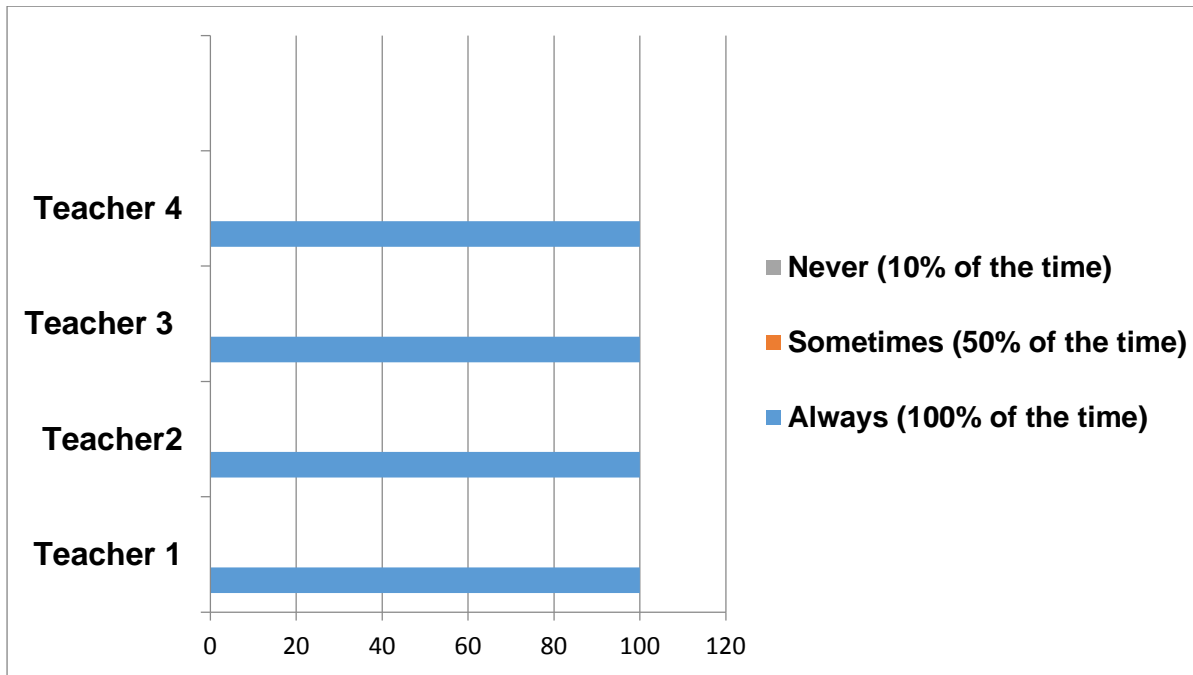
Are all students integrated into the class?



Source. Answers from participating teachers (May 2018)

During the development of the lessons of the four teachers it is noticed that all the students are integrated in the class throughout the development of the class without making any difference between students but trying to satisfy the educational needs of each student.

Graph 2

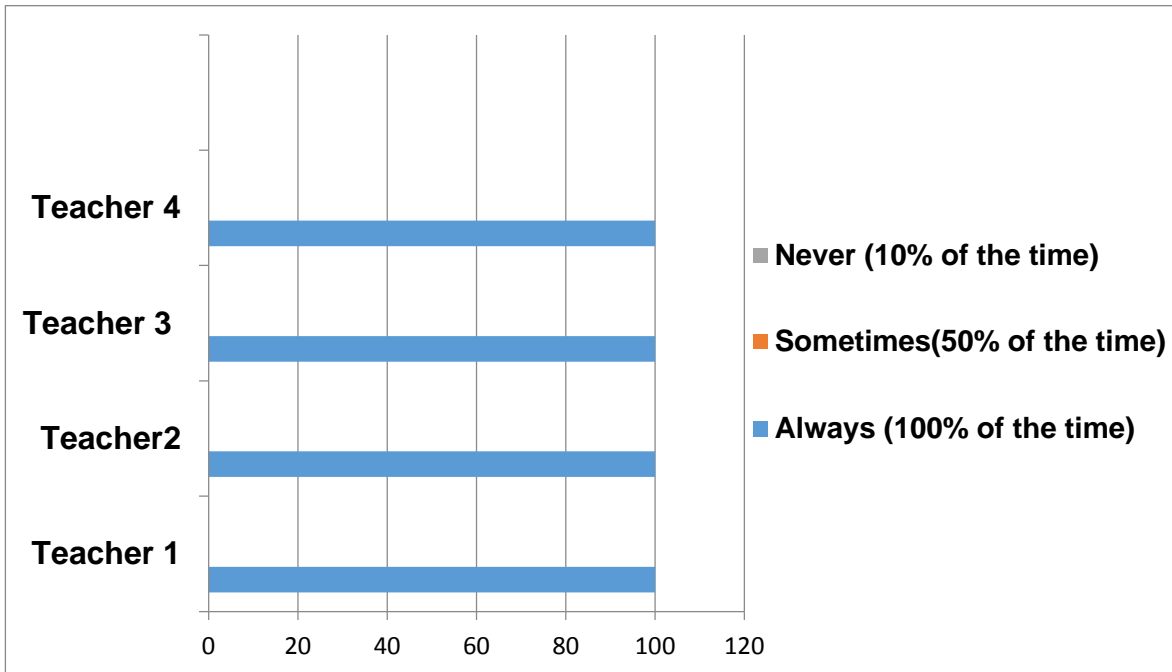
Do students work together supporting each other?

Source. Answers from participating teachers (May 2018)

It is noted that in the activities proposed by the teachers, there are spaces where the students work in a cooperative way, supporting each other for the performance of different tasks, especially in which the speaking skill is worked and students have to interact with the peers and hold conversations in the target language

Graph 3

Does the teacher constantly collaborate in supporting the child with language difficulties?

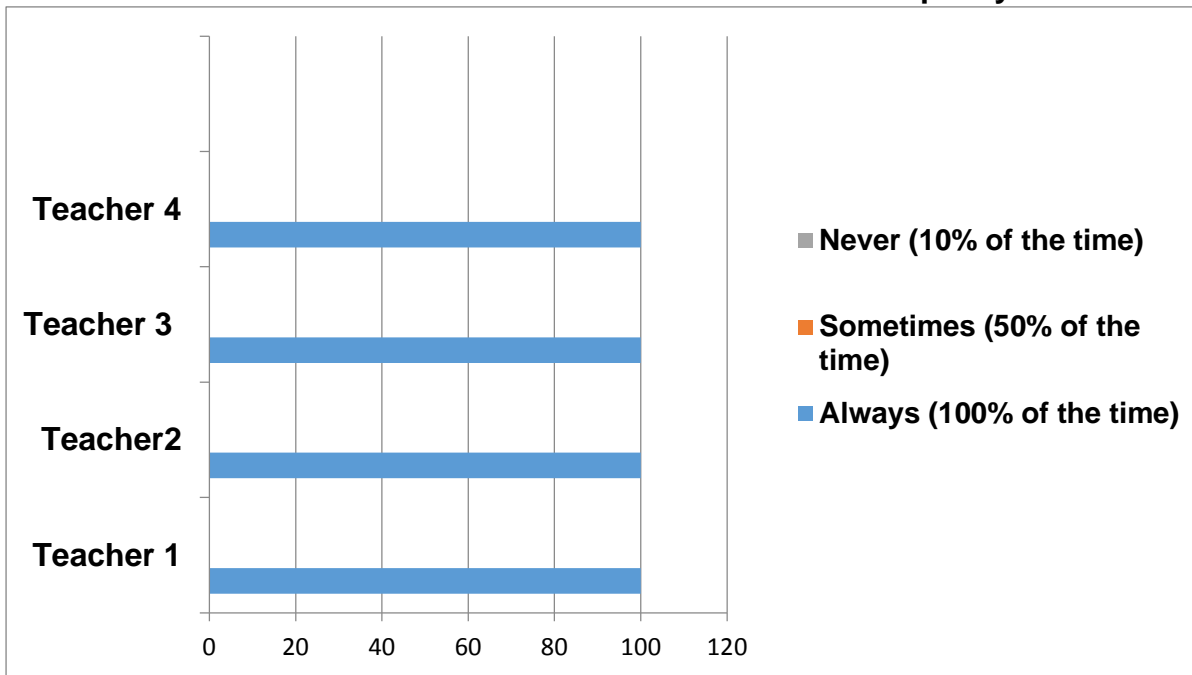


Source. Answers from participating teachers (May 2018)

The students with language difficulties are seated down close to the teachers' desk and in the first lines. It allows to the teacher to be alert and make necessary interventions in order to improve the language learning. Something that is noticed is that teachers give feedback in general way and it allows students with functional language difficulties to feel more comfortable and also included in the group with any differences.

Graph 4

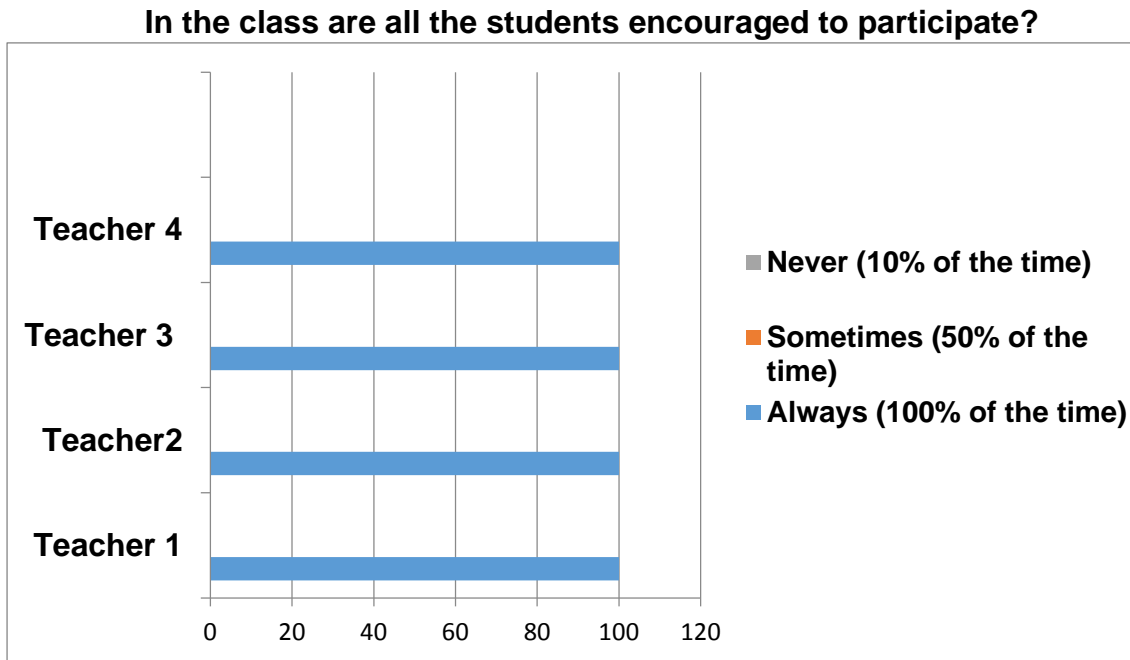
Are all the contributions of students valued with equality?



Source. Answers from participating teachers (May 2018)

According to the observations, teachers appreciate the different contributions that students do; even if those contributions are given in the mother tongue those are appreciated, so the teacher helps the student to build the sentences in the English language and encourage him/her to pronounce it correctly.

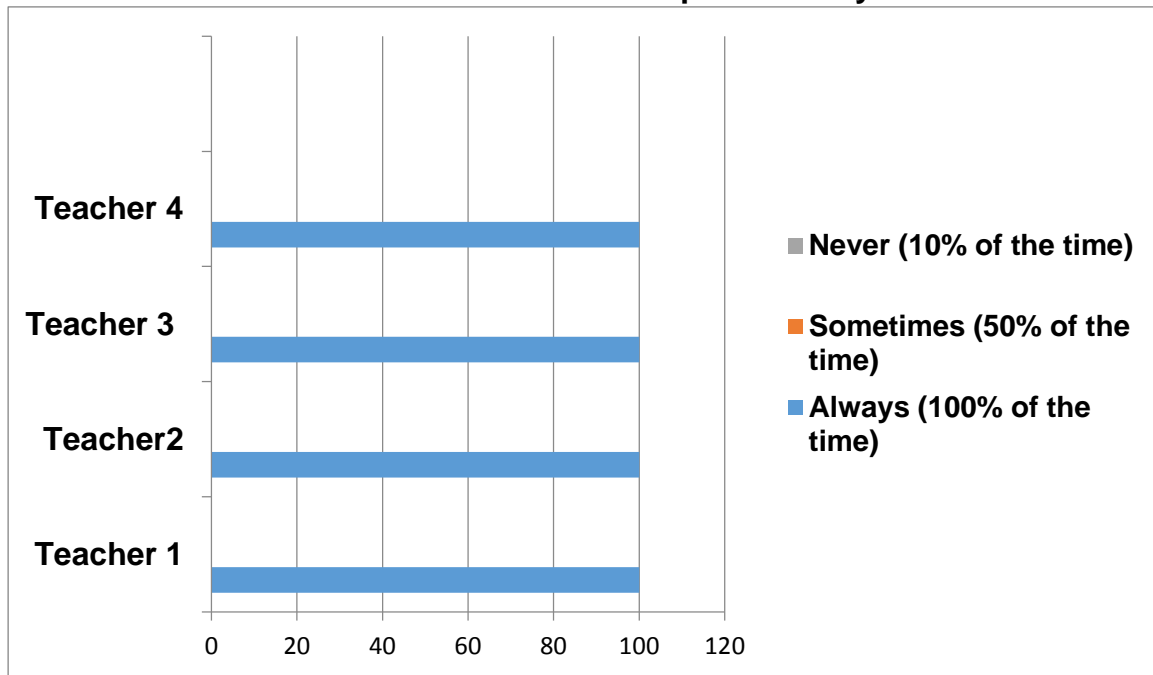
Graph 5



Source. Answers from participating teachers (May 2018)

During the lessons the teachers are always asking for contributions or examples about what they are studying, it evidences that the teachers give different spaces for students to participate orally. In this specific case the teacher 3 uses the choral drill strategy where all students participate making a specific question, so it allows teacher to encourage the participation of all students and be sure that the student with functional language difficulties have an active role in the class participations.

Graph 6
Do students learn in a cooperative way?

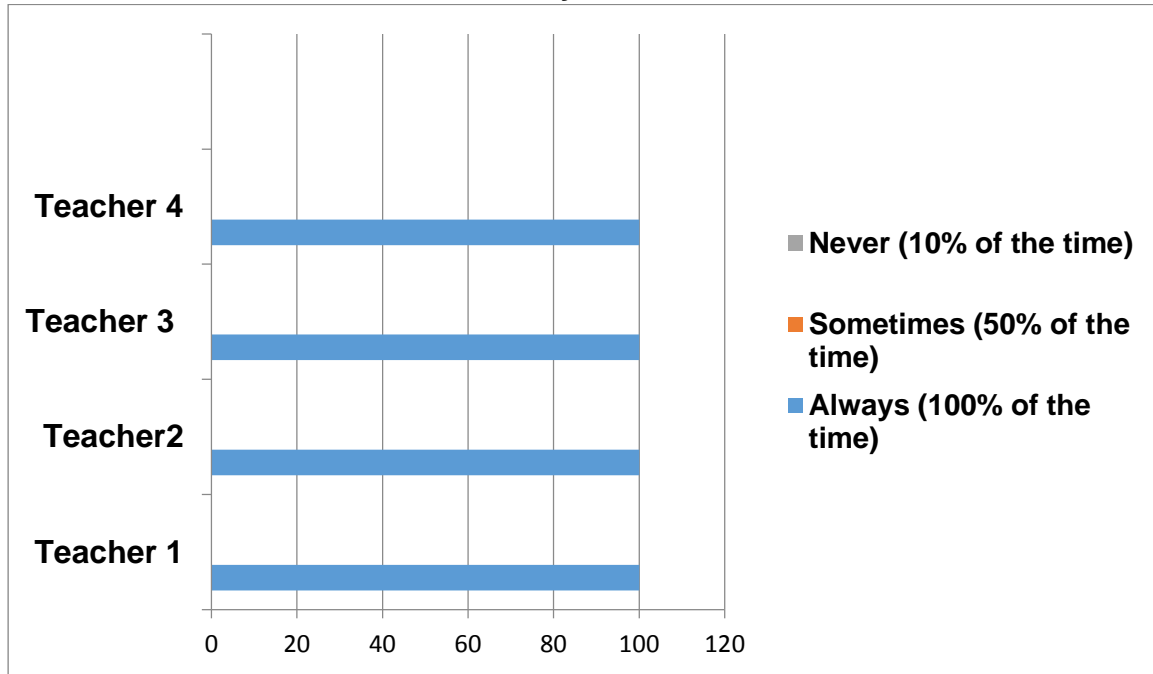


Source. Answers from participating teachers (May 2018)

Cooperative work is evident to the 100% especially when students work in the speaking skill. Due to the school methodology, they are usually asking to work in groups and present their creations orally which help a lot the students with functional language difficulties because they have the chance to practice the language frequently.

Graph 7

Is the lesson planned with a diversity of strategies based on the learning styles?

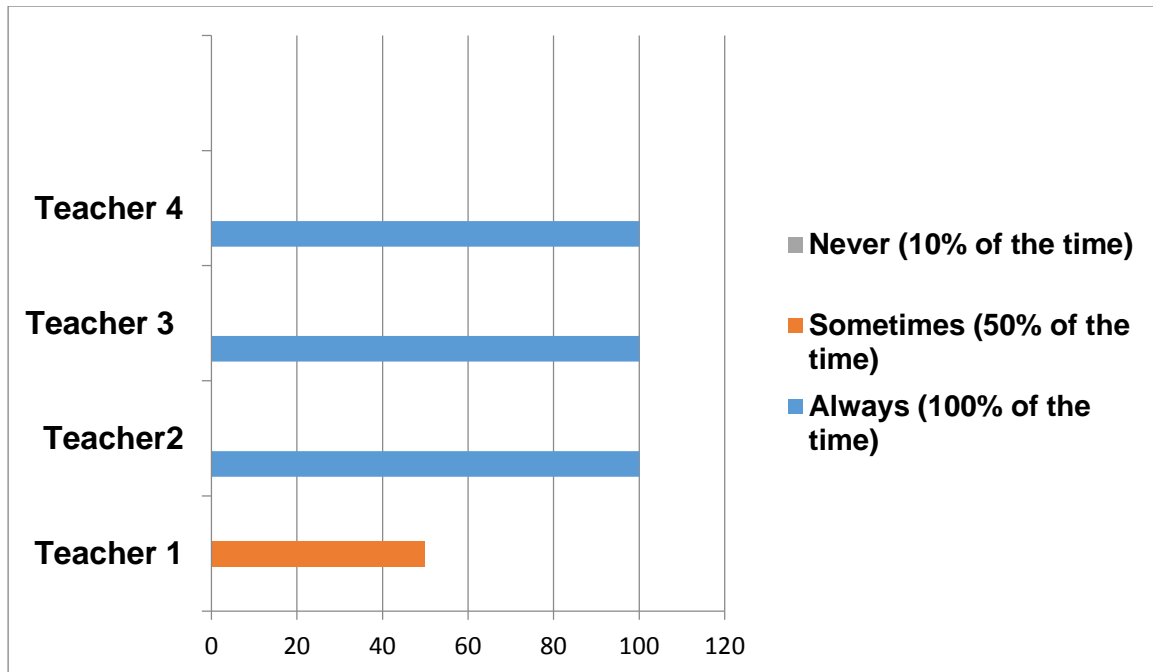


Source. Answers from participating teachers (May 2018)

All teachers are aware of the importance of planning under different learning styles, but this is also a requirement of the school methodology. During the observation of the lessons it was possible to notice the variety of activities that respond to learning styles where students have to perform differently in each activity but also they work different English skills.

Graph 8

Is the lesson stimulating the use of oral language in an inclusive way by teaching strategies such as: dialogue, speech, role play, group work, choral drill, group-discussions?

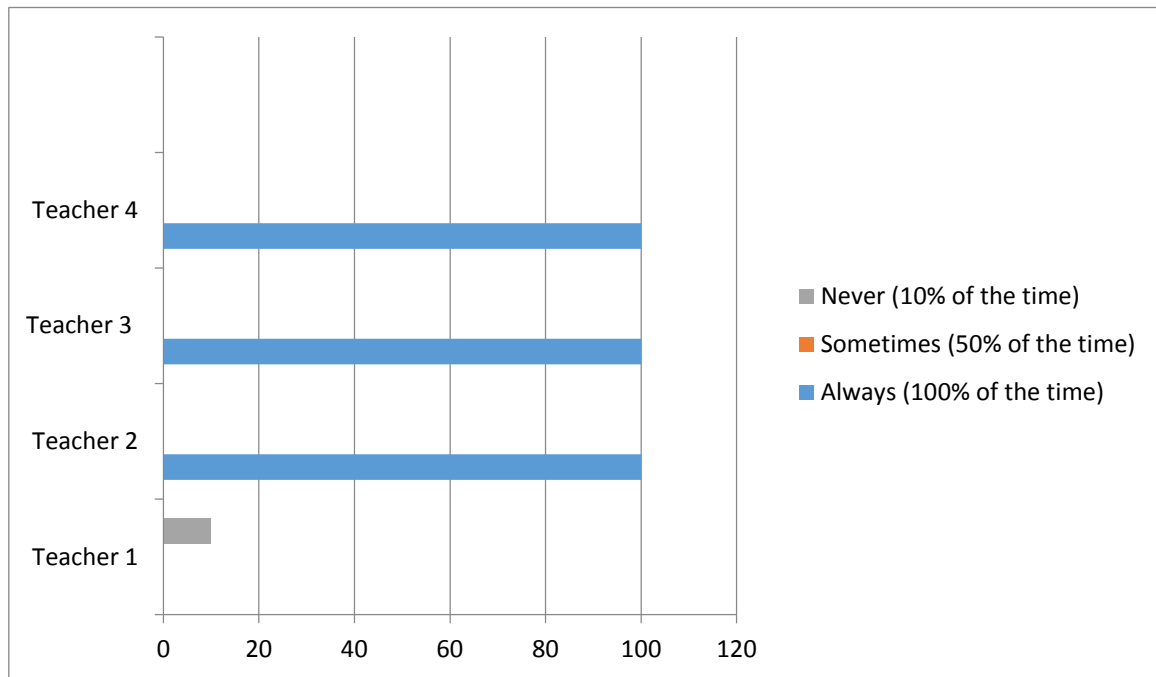


Source. Answers from participating teachers (May 2018)

It is noted that teachers use a variety of teaching strategies to strengthen speaking skills. Three teachers often use strategies of dialogue, discourse, work, group work and discussions. The one that is the least used is the choral drill since only one of the teachers applies it. It is also evident that the teacher 1 is the one who uses these strategies, since in some occasions the strategy used is only the role play and group work.

Graph 9

Is the lesson full of inclusive teaching strategies for the stimulation of phonological awareness in cooperative way?



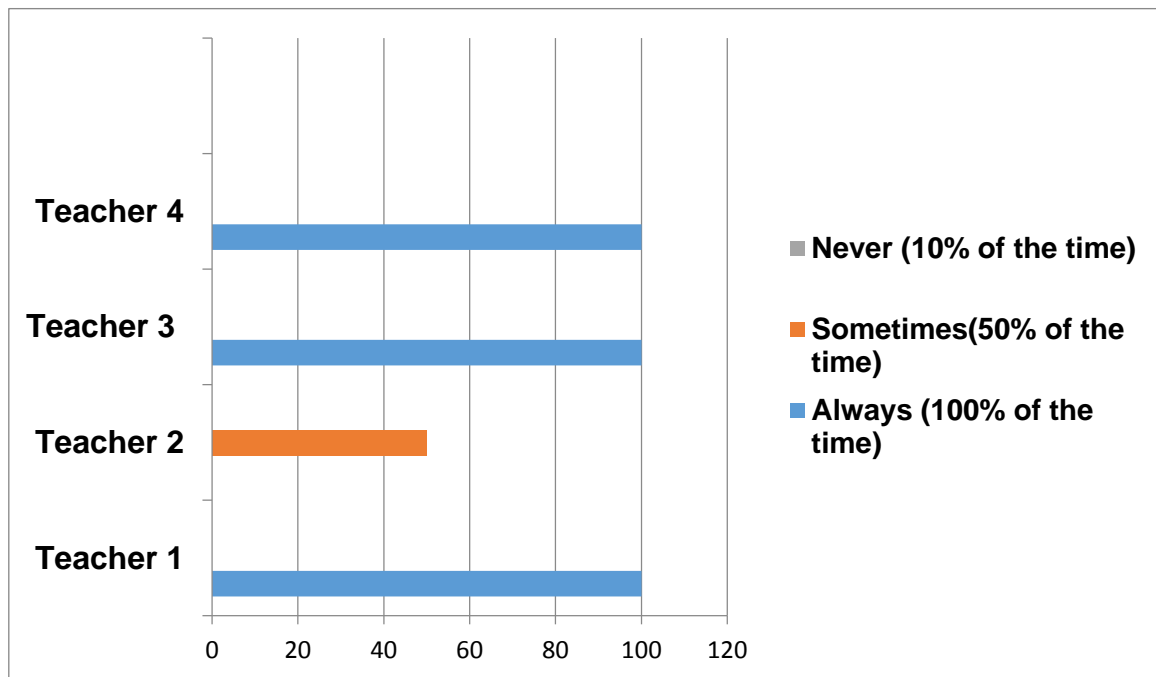
Source. Answers from participating teachers (May 2018)

It is observed that most of the teachers try to stimulate students' phonological awareness in an inclusive way and through the strategy of cooperative work among peers. However, during the observed lessons the teacher 1 never uses the inclusive strategy of cooperative work to stimulate the phonological awareness of their students, so it is observed that this teacher uses exercises of songs or rhymes in a general way to work the phonological awareness but does not give emphasis to a process of practicing where students can work with their peers. It is necessary that they can practice them through group work where they can make feedback between them and where the student with functional difficulties of the

language has enough time to understand certain sounds that are of difficult articulation and are giving some troubles to the student.

Graph 10

Does the teacher make specific interventions that help the student's learning and participation?

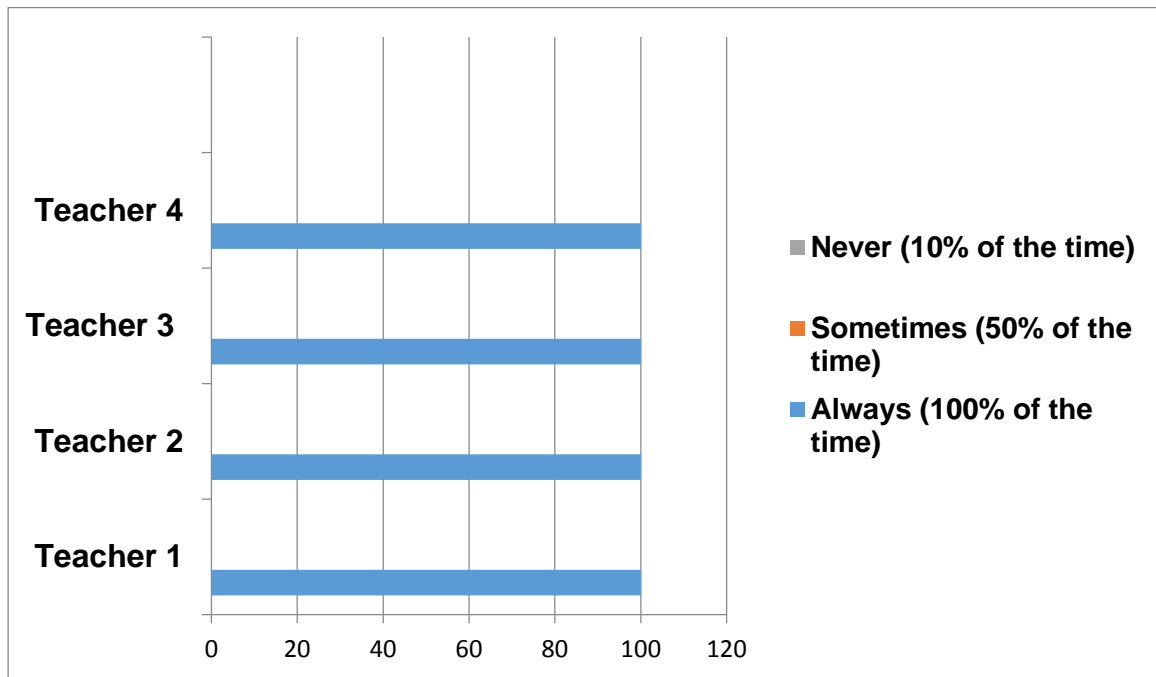


Source. Answers from participating teachers (May 2018)

During the observed lessons, it is noted that most teachers perform interventions to motivate student participation with functional language difficulties since they are aware that through oral participation the student can learn the English language more easily in their learning process. It is also observed that the teacher 2 is the one who sometimes tries to make interventions that help the student to participate in class but usually does not demand much oral interaction from the student functional language difficulties.

Graph 11

Are the interventions made by the teacher in an inclusive way?

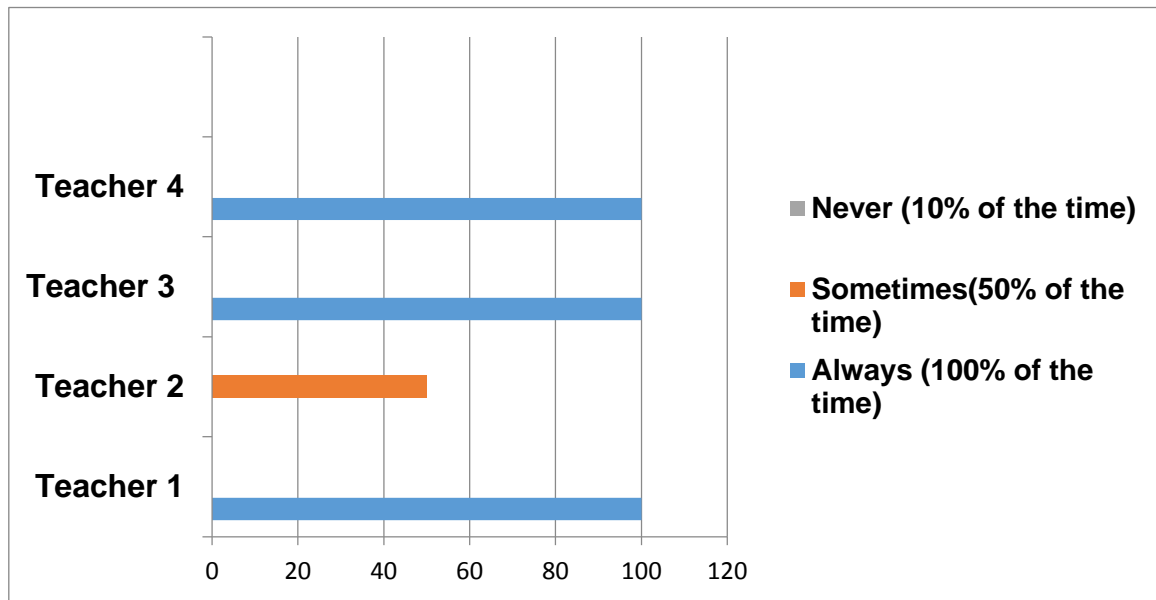


Source. Answers from participating teachers (May 2018)

It is observed that teachers work with interventions in an inclusive manner, the student with language difficulties is never exposed in a negative way because teachers seek to validate all the contributions of the students; besides, feedback is made in an inclusive manner without making differences between the students and understanding the skills or difficulties that each of them have.

Graph 12

Does the teacher make interventions that contribute to correction and improvement of the language?



Source. Answers from participating teachers (May 2018)

One of the things observed in common of all the teachers is that they all seek to apply strategies where their students can practice exercises that contribute to improve the pronunciation of the English language. During the interventions made by three of the teachers, it is evident that teachers take advantage of any of the topics under study to practice it orally. The interventions allow the student with language difficulties to be in constant stimulation in the use of their language, regardless of the English ability (reading, writing, listening or speaking) that is being developed at this moment. The teacher 2 is the one who works the English skills in a more divided way and only sometimes when working with the skill of speaking is when she focuses on interventions that stimulate the correction of oral language.

4.3 ANALYSIS OF INSTRUMENT N°3 OBSERVATION SHEET 2 FOR THE STUDENT

In order to obtain the results, the observation was used as a research instrument which was applied to five students in the English area who have functional language difficulties. The information collected is presented through graphs in order to have all the collected data clearer and more orderly.

Each graphs represents a question of the observation sheet 2. Since graphic 1 starts with the analysis of a question by graphic in order to have the information at hand for their respective analysis. In order to obtain more reliable results, the observation was made in three different moments where the congruence of the results was corroborated.

The observed students are in different levels of primary so the following symbology is attached in order to understand the level each student is studying in and which student we are referring to in the graphs.

Symbology: Student 1: Group 1-B

Student 2: Group 2-B

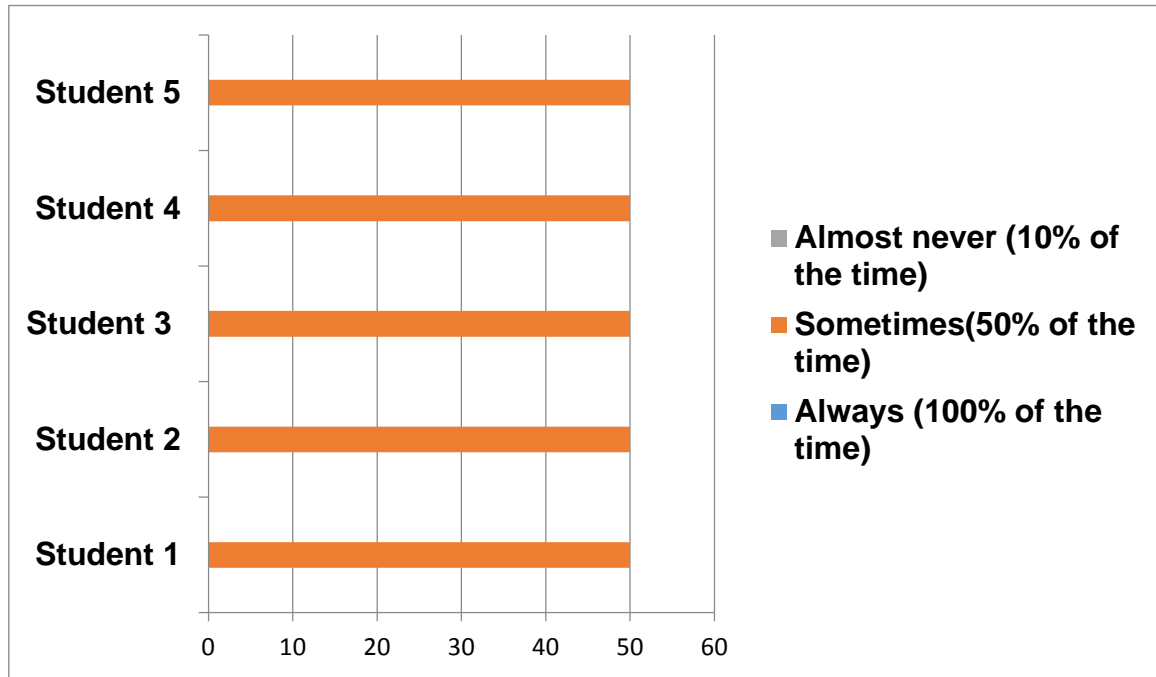
Student 3: Group 2-C

Student 4: Group 4-A

Student 5: Group 5-C

Graph 1

Does the student want to interact with the teacher and classmates after or in the moment of explanation?

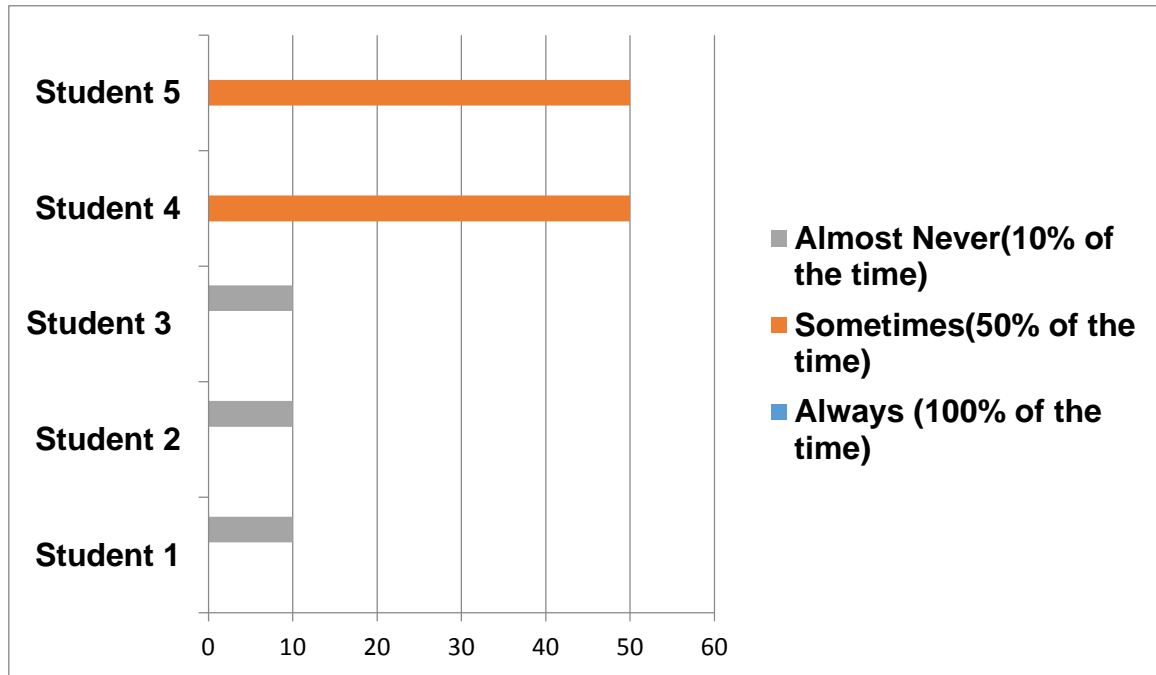


Source. Answers from participating students (May 2018)

It is observed that only on some occasions students want to interact with their classmates or the teacher during or after the explanation, they are usually very quiet when they must speak in the English language and most of their contributions are done in their native language.

Graph 2

Does the student want to hold a small conversation with the teacher and classmates after or in the moment of explanation?

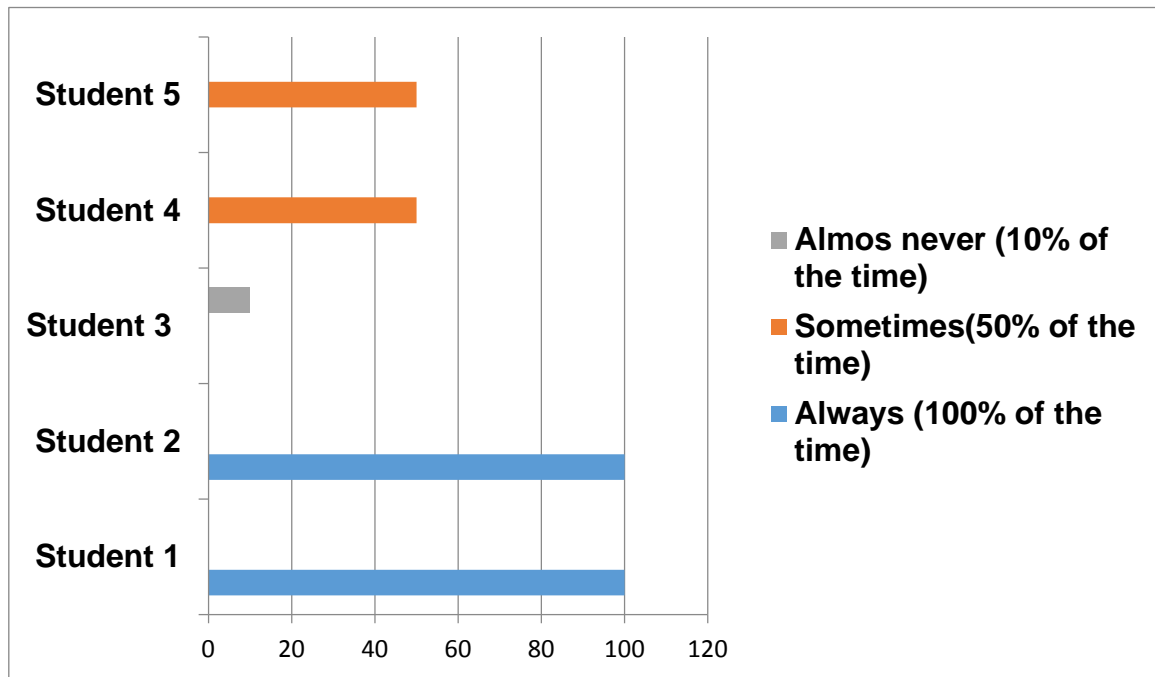


Source. Answers from participating students (May 2018)

It is observed that students 5 and 4 who attend the second primary cycle are those who can sometimes hold small conversations after or at the time of explanation. Students 1, 2 and 3 who attend the first cycle of primary school are the students who have more difficulty in holding small conversations even in the Spanish language.

Graph 3

Does the student participate actively in oral practices that stimulate the use of the English language?

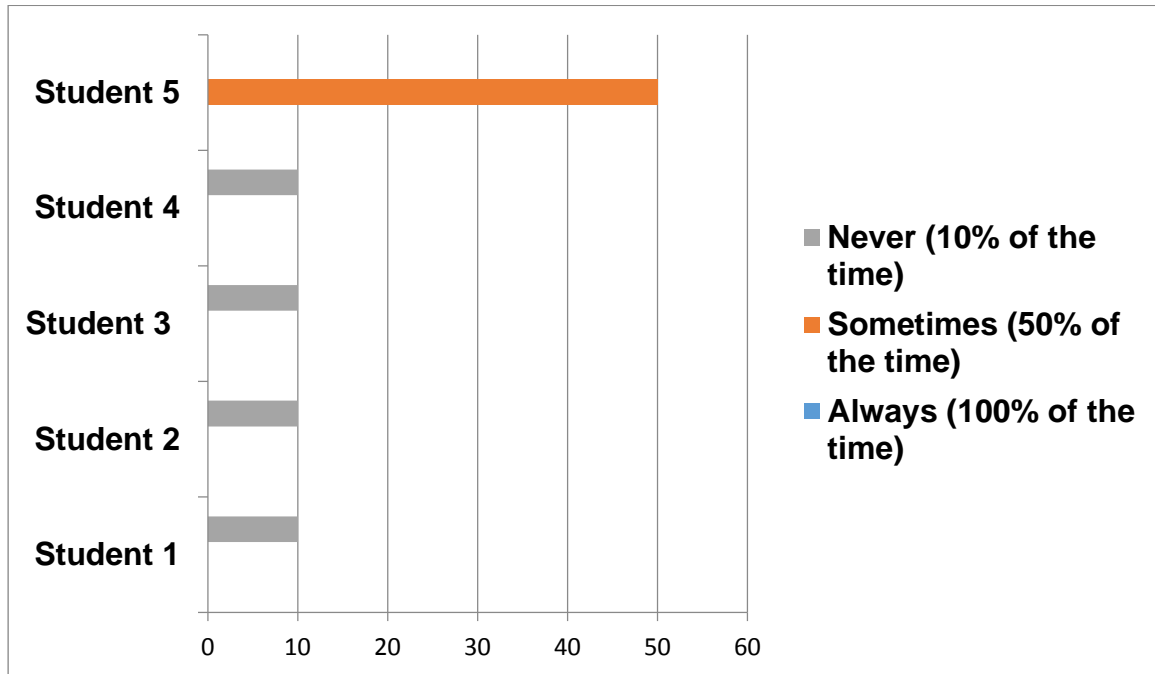


Source. Answers from participating students (May 2018)

It is observed that student 1 and 2 are those who are always actively involved in oral practices that stimulate the learning of English language since due to their attitude and openness it is easier for them to integrate themselves in oral activities. Student 3 is the one who presents more difficulty since he almost never participate actively in oral practices, so the teacher constantly encourage him during the practice of the activity. The students 4 and 5 are the ones who sometimes participate actively since it is observed that due to the levels that they attend of 4th and 5th grade respectively they are a bit more painful when participating because in a certain way it takes them a little more of time to feel comfortable with the activities that involve practicing oral language.

Graph 4

Does the student tell their own experiences orally using the target language?

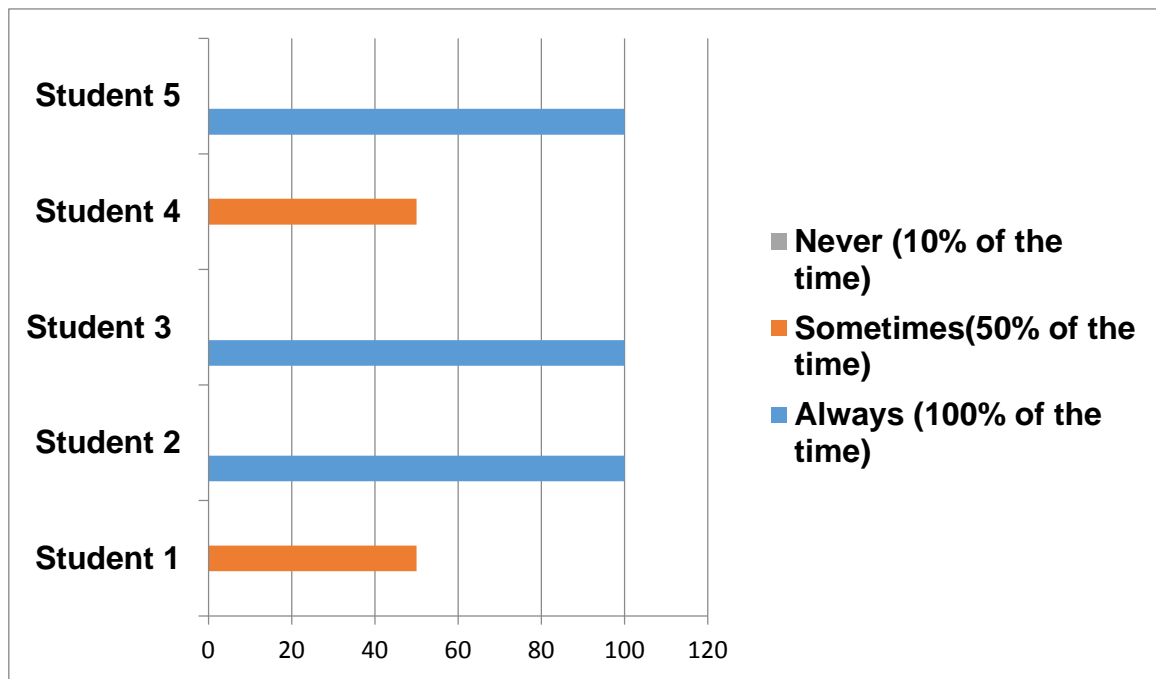


Source. Answers from participating students (May 2018)

Student 5 is the one who sometimes achieves to express their experiences using English, although their participation is limited in class and is evident only when the teacher requests it. In the case of students 1,2,3, and 4, they never achieve to express their experiences in the English language although the teacher tries to guide them, they always end up speaking mostly in the Spanish language.

Graph 5

Does the student understand when the teacher speaks in English?

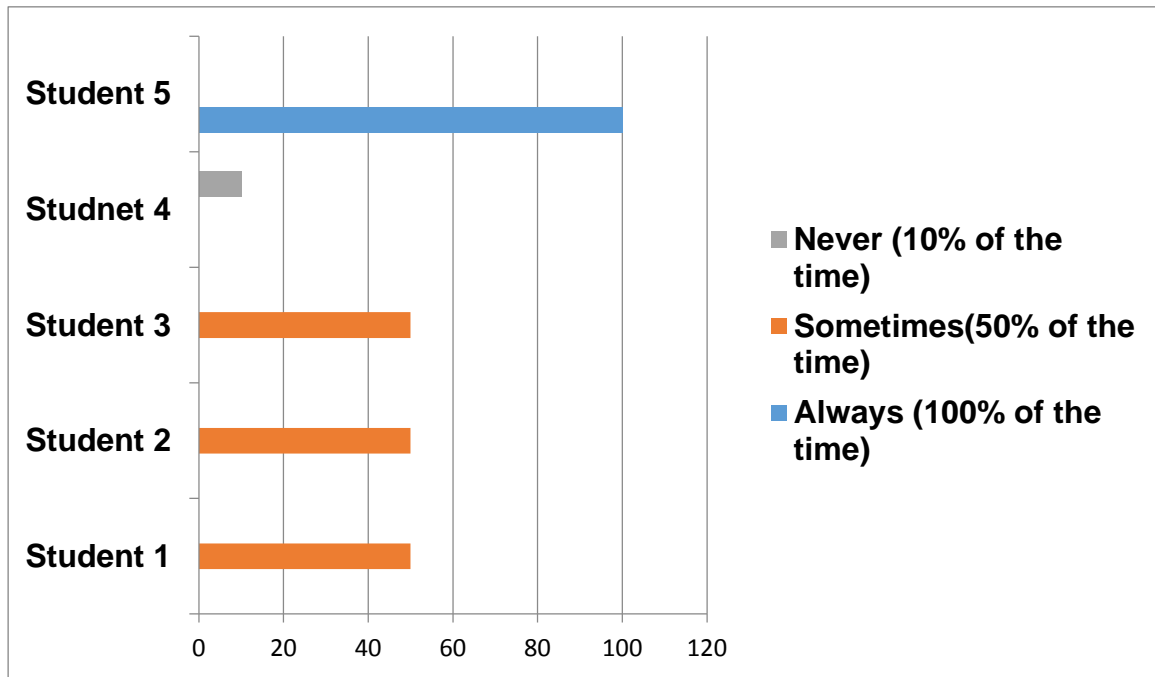


Source. Answers from participating students (May 2018)

It is observed that students 2,3, and 5 always understand easily when the teacher speaks in English and are able to execute the instructions given in the language. On the other hand students,1 and 4 only sometimes understand when the teacher speaks in the English language so the teacher applies some strategies to facilitate the process and help them understand easily.

Graph 6

Is the student able to answer questions using the target language?

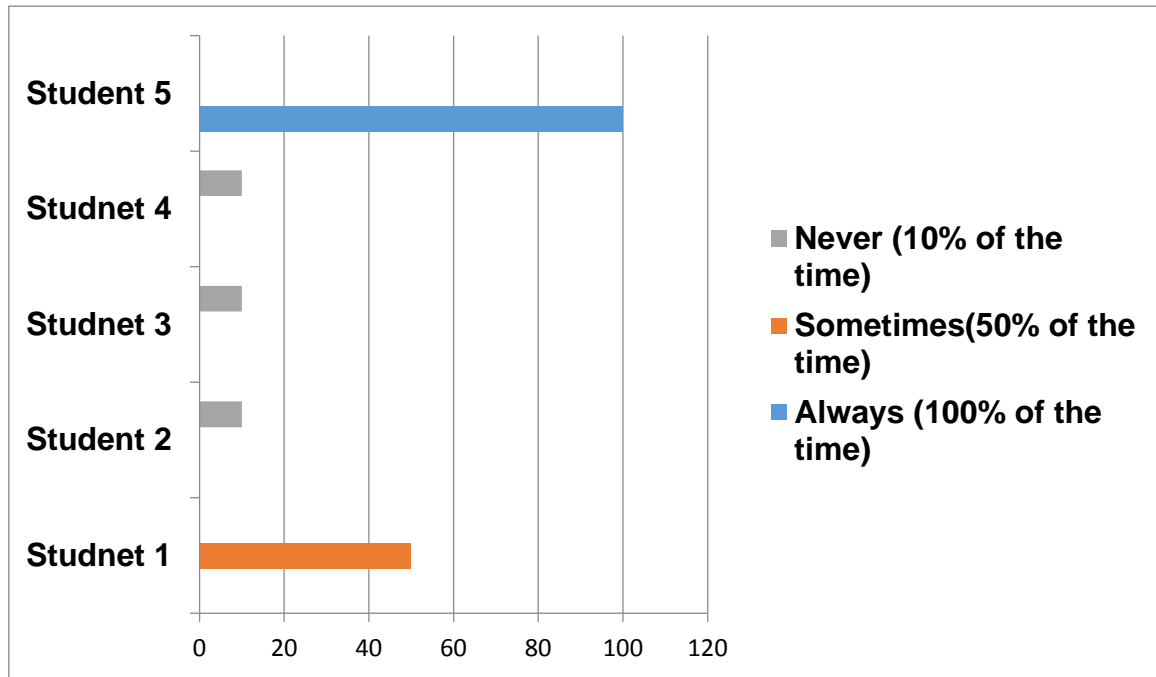


Source. Answers from participating students (May 2018)

The students 1,2, and 3 are the ones who sometimes answer questions using the English language; however, their answers are very short sentences and little elaborated. The student 4 even with teacher's guide and support he never answers in the English language on the contrary he uses a lot the Spanish language to offer his answers. On the other hand, the student 5 always responds in the English language but it must be given a short period of time so that she can generate her answers.

Graph 7

Does the student speak each other in the target language?

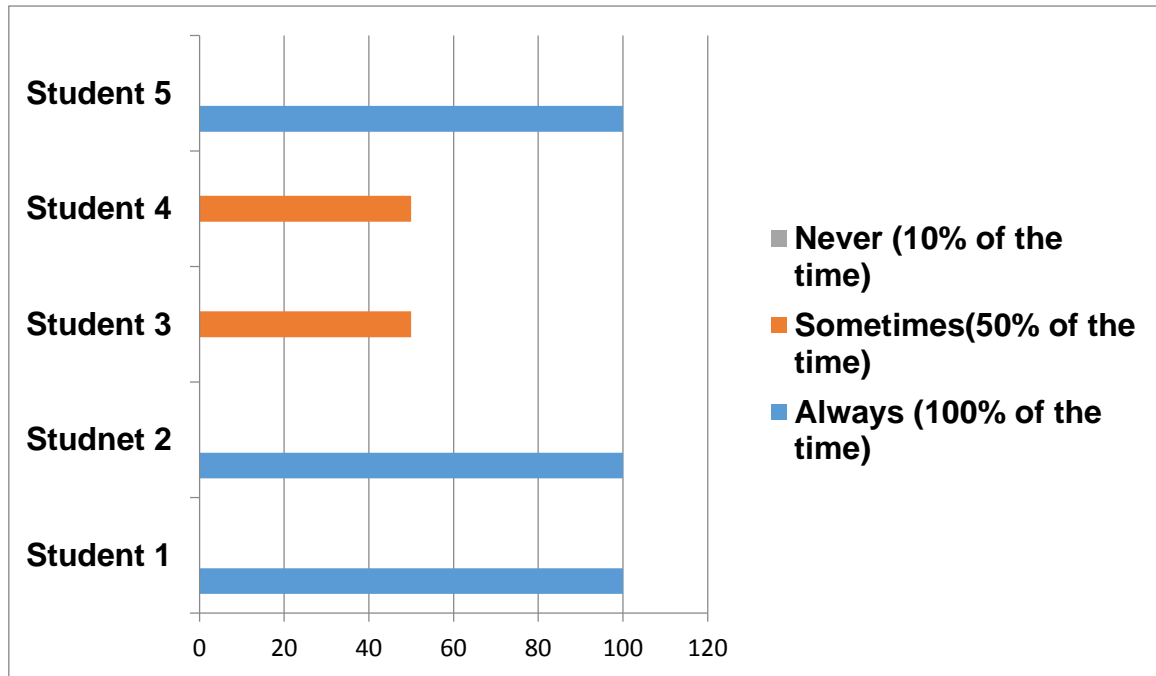


Source. Answers from participating students (May 2018)

It is observed that the student 1 makes an extra effort in order to use the English language when speak with his peers. The students 2,3, and 4 have more difficulty using the target language and the y never speak to their classmates in English. On the other hand the student 5 always makes the effort to speak to her peers in the target language even if it takes a lot of time to her.

Graph 8

Does the student participate in repetition and pronunciation exercises during the English lesson?

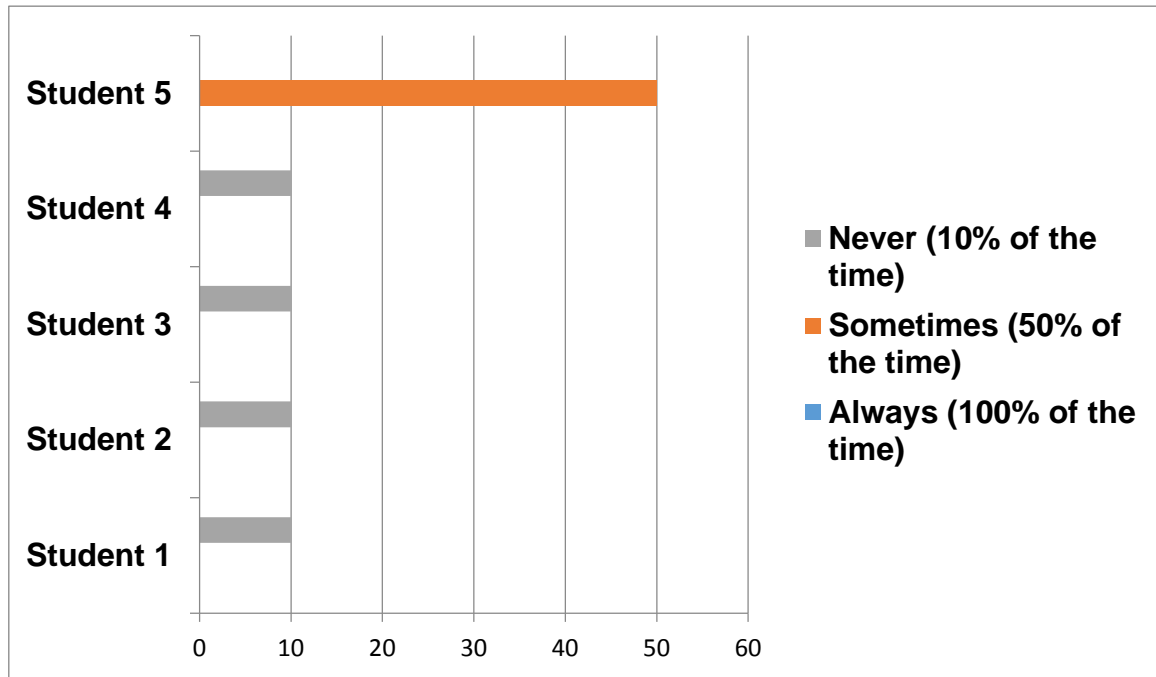


Source. Answers from participating students (May 2018)

It is observed that students 1, 2, and 5 always participate in pronunciation exercises during English class and they easily integrate into those exercises. Students 3 and 4 need support and the teacher encourages them to practice these pronunciation exercises since they have more difficulty to articulate sounds and they avoid practicing because of the level of difficulty they have to face.

Graph 9

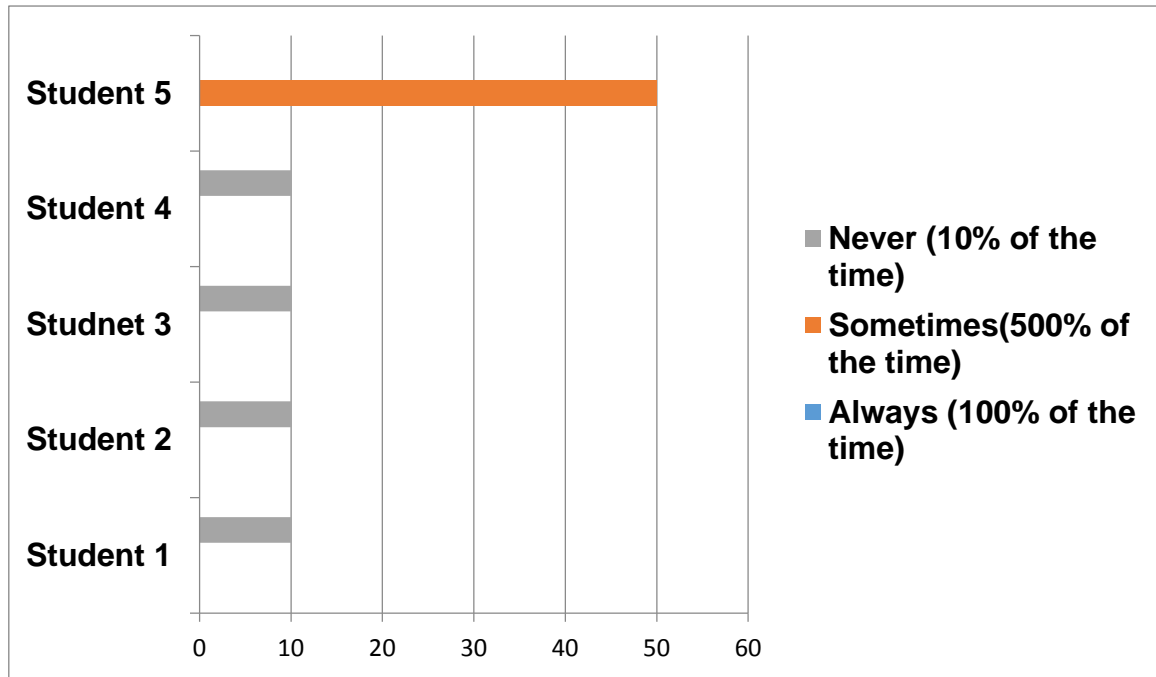
Does the student use good pronunciation when speaking?



The students 1, 2, 3, and 4 never use good pronunciation when speaking, so for the teachers is difficult to understand them easily so they ask student to speak slow and word by word. However, the student 5 makes a great effort with pronunciation but she avoids speaking a lot.

Graph 10

Does the student use good articulation when speaking?



Source. Answers from participating students (May 2018)

The students 1,2,3 and 4 never articulate sounds correctly it is something in which they are working with. The teachers are guiding them in this process and working hard with multiple strategies in order to improve the language learning. The student 5 is more aware of the articulation of the sounds and she tries to use a good articulation to produce the sound correctly when she speaks.

CHAPTER V:
CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

This section refers to the conclusions of this research which are based on the specific objectives and information collected through the research instruments.

- According to the results, those show that the teachers participating in this research have a clearly management of the principles that govern an inclusive education; English teachers frequently apply inclusive strategies which should continue to be applying because this facilitates the learning of English in students with functional language difficulties.
- it is very important for teachers to determine which are the most efficient inclusive strategies that they can apply to support their students under an inclusive system, it is clear that some of these strategies are being applied in this specific school; however, there is a need release other inclusive strategies for a foreign language teacher to implement in their class under a framework of equality, for example using a cooperative work in their classes.
- The application of inclusive strategies in the area of English influences positively in the performance of students when they are learning a foreign language, as this helps students feel comfortable and integrated in the class. Moreover, with these strategies they have spaces for practicing the

language orally under the cooperative work and with their peers without making any difference.

- The interventions made by the teacher should be merely inclusive strategies because in this way the development of the language is positively influenced, providing the student with self-confidence and propitious spaces to work on the stimulation and correction of the language.
- It is urgent that English teachers work more frequently in the stimulation of the target language through English teaching strategies that facilitate the oral communication of students with functional language difficulties since, as it is evident in the results, most of these students need more support to reinforce communication in the English language during their classes because some of them avoid active participation in the speaking exercises proposed by the teacher.
- It was evidenced that teachers apply different strategies to ensure that the child understands the instructions given in English, so that students with functional language difficulties must be in constant practice of the language through oral and inclusive strategies. This is a bilingual school and so students are requested to use the language most of the time and teachers avoid using the translation method from English to Spanish.

- Phonological awareness, through strategies of teaching English; must be encouraged even in I and II cycle in order for students to correct or acquire phonetic sounds of the target language.
- Imperative that teachers of English work frequently with pronunciation exercises in their classes because according to the results it is evident that students with language difficulties need support in the pronunciation and articulation of phonetic sounds but also all students will be benefited from practicing these strategies in an inclusive environment.
- It is essential to carry out clear and precise strategies as the proposal of this research where the most efficient strategies that must be applied in an inclusive manner in the area of English are evidenced in order that the students with functional language difficulties can learn the English language more easily.
- Implement dialogues, speeches, debates and the choral drill as strategies for teaching English, because they contribute greatly to the stimulation of oral language and are used less frequently in the classes

5.2 RECOMMENDATIONS

- In order to contribute to English teachers with inclusion strategies that can be applied to their area, the following recommendations are established.

- English teachers enrich their training by working cooperatively, giving support as a team with their colleagues, taking advantage of each one's knowledge, since their good knowledge of the inclusive education approach was evident.
- Teachers from Sagrado Corazon de Jesus Bilingual school should apply the new inclusion strategies which are established in the proposal of this research because those strategies will facilitate the teaching a learning process in a inclusive manner.
- The use of rhymes, poems, and tongue twisters contribute greatly to the stimulation of oral language and therefore to phonological awareness so it is advisable to teachers to implement them in their teaching and learning process.
- It is recommended to dedicate at least 15 minutes of the class to the stimulation of phonological awareness to work on the correct articulation of phonetic sounds in the English language by the use of pronunciation exercises.
- Apply new pronunciation exercises in inclusive manners which are established as strategies for teaching English in the proposal of this

research because it will stimulate a good articulation a pronunciation of English in students with functional language difficulties but also in an inclusive way for the whole group.

- Apply the inclusive strategies in an attractive way for the students in order to encourage the active participation of students with language difficulties.
- Use visual support when the instructions are given so that students have a better understanding of them.
- Students must be encouraged to speak with each other in the English language, giving students spaces and topics of interest for them so that they can practice language.
- Study and share the following proposal with all English teachers at Sagrado Corazon de Jesus Bilingual School in this research and to put it into practice to work with students in an inclusive manner. (see chapter 6)

CHAPTER VI:

PROPOSAL

**INCLUSIVE STRATEGIES THAT FAVOR THE LEARNING
OF ENGLISH AS A FOREIGN LANGUAGE IN STUDENTS
WITH FUNCTIONAL LANGUAGE DIFFICULTIES**

6.1 Justification

The following proposal is intended to be shared to the English teachers at Sagrado Corazon de Jesus Bilingual School located in Cartago; with the purpose of being applied in their classes.

Inclusive strategies allow the student to develop the learning of English easily because it promotes an inclusive environment that encourages children to use it while feeling comfortable.

In addition, this proposal aims to support teachers in their pedagogical practices under an inclusive education approach. Consequently, the integration of inclusive strategies together with English teaching strategies through playful exercises will promote the active practice of oral language in students with functional language problems.

Finally, it also seeks to satisfy the need of English teachers to have a timely guide to provide support in the process of teaching English as a foreign language in order to guide and encourage students with functional language difficulties. It also makes teachers aware of which English strategies they can apply under an inclusive approach that favors proper spaces to language stimulation.

6.2 General objective

To provide English Teachers at Sagrado Corazon de Jesus Bilingual School with a list of inclusive strategies that integrate English strategies through playful oral exercises which stimulate the learning of English as a foreign language in students with functional language impairments?

6.3 Specific Objective

To compile a list of strategies for teaching English in an inclusive manner; that promote the active practice of oral language in students with functional language impairments.

6.4 Inclusive strategies through playful oral exercises for English classes

- 1. Speech:** This strategy is one of the most used by teachers of English because the student puts into practice the skills of the language. However, when it is used with students with functional language difficulties, the child should have space and timely accompaniment to the practice of the speech before sharing it with their classmates so that they feel confident and prepared to give their speech. . With this strategy teachers can ask the student to write ideas for the speech, arrange them sequentially and logically, practice it orally with the teacher' help and also suggest that the

student take it home where he can also practice it several times before the oral presentation in class.

- 2. Reading a story:** With this strategy students are asked to form reading groups, the teacher numbers the groups and indicates which group has to continue reading aloud. It is intended that the student with functional language difficulties must be included in the reading group and not exposed to read alone, but on the contrary can read at the same time as their peers group.
- 3. Reading back to back in pairs:** Students will be working cooperatively in pairs, they will sit back to back and can alternate reading by paragraph in order to provide each other support in oral practice.
- 4. Spelling in groups:** The teacher divides the group into small subgroups to perform a collective spelling. This means that the student with language difficulties will be included in one of the subgroups and through cooperative work the students in each subgroup spell the requested words, this avoids that the spelling is individualized and that on the contrary it is done under a inclusive approach and group-work.
- 5. Sentence chain in semantic fields:** It works collectively, inclusively, and equality for all students. Students are asked to formulate sentences using

specific vocabulary for a semantic field, then in a chain and orally they are saying the examples for their sentences.

- 6. Yes / No games or 20-questions games:** Students work in pairs or small groups where everyone has active and inclusive participation. A student should ask no more than 20 questions that help him or her to collect information needed to guess which object or person is representing his or her other classmate who should only answer Yes or No according to the information asked.
- 7. Work as a team, observe and create your story orally:** Students will be working in groups, will have several images available as visual support and from these images must work cooperatively in a group to create a story which then they will share orally reading it together and out loud.
- 8. Descriptive photos:** Students are given several photographs which they should use to describe them orally and as much as they can. Students can work in pairs or groups and thus the student with functional language difficulties receives support from their peers.
- 9. Tell me if it is true or false:** Students work in pairs or small groups where everyone has an active and inclusive participation. A student will have a list of factors related to a specific topic, the student will share these orally and one by one, while the other will respond if he/she believes it is true or false.

10. Tell me what I draw. Through speaking skills students will work collectively with this strategy where they should tell to an assigned classmate to draw what they are talking about. The aim is to promote a pleasant, entertaining and amusing environment through an inclusive approach.

11. Agreement or disagreement: This strategy is worked with two groups one will be the group that agrees and the other will be the group of disagreement. The teacher exposes orally some daily situation and the students must defend their points of view maintaining the previously assigned role, whether it corresponds to agree or disagree. Students must work as a team, all must make contributions orally, and valued the opinions of all their peers.

12. Broken phone: Students will be seated in lines and will be speaking a message in their partner's ear from the beginning to the end of the row. The last partner should write the received message and then read it aloud to corroborate if it is similar to the original message. It is suggested that children are constantly changing places in the lines to avoid that the same student read the message and so everyone is participating with equality and without making a difference. This is one of the best-known play strategies and although the message does not generally arrive clearly as it was tell, this type of strategy fosters an entertaining, inclusive, fun and motivating environment so that students with language difficulties increase their confidence and his active participation in different activities.

13. Ending of sounds: Students will be working in groups and will have several written words, one on each piece of paper. Students must classify these words according to the ending of final sounds. Finally, they will read the words aloud as a chorus all at the same time to provide support with the pronunciation of certain sounds that these words have.

14. Minimal pairs: Students will work cooperatively in pairs in order to strengthen auditory discrimination. A student will have a worksheet with a list of minimal pairs, the other student should pronounce a word corresponding to a minimal pair and the child with the sheet should enclose the word that he/she thinks his/her classmate said, then they should change the roles so that both reinforce the auditory discrimination.

15. Work in pairs and articulate in front of the mirror: In pairs, the students will observe themselves in the mirror at the same time, the teacher will indicate specific sounds that should be articulated and the students will support each other to try to articulate the best sound but they will also pronounce a word that contains the articulated phoneme in order to work the relation.

16. Interviews of Speakers or journalists: Students will assume the role of a speaker or a journalist, work cooperatively in pairs by orally interviewing different people in the institution. With this strategy the student with

language difficulties will have different spaces to practice the language but will also have a partner as a tutor who can facilitate their process and confidence during the interview.

➤ **Important notes regarding the proposal**

1. The researcher wants to clarify that the strategies used in the proposal are collected from Internet sources, books and from the researcher's own experience. However, these have been adapted for the illustrative and pedagogical purposes of this research.
2. The researcher wants to emphasize the fact that although the proposal was intended for the teachers at Sagrado Corazon de Jesús Bilingual School; this does not mean that any Costa Rican teacher can take advantage of these strategies and use them in their daily work. However, the teacher will need to adapt them to the students and individual needs of his/her particular context or institution.

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GLOSARY

Bilingual: A person who speak and is competent in two languages.

Curricular Accommodations: Modifications, aid to adjustments in the curriculum or in the school space that favor students with learning difficulties.

Disabilities: A physical or mental condition that limits a person's movements, senses, or activities.

Inclusion: The action or state of including or of being included within a group or structure.

Language: The method of human communication.

Learning Difficulties: The state or condition of difficulty in the learning and process.

Mother Tongue: the language that a person has grown up speaking from early childhood.

Foreign Language: the language that a person learns apart from the native language

Annexes

ANNEX1

Instrument No. 1:

Questionnaire for the teacher

- **Research topic: Inclusive education strategies for the learning process of English as a foreign language in kids with functional language difficulties at Sagrado Corazón de Jesus Bilingual School, Cartago 2018.**
- **General Objective: To determine teaching strategies through an inclusive education, for the learning process of English as a foreign language in students with functional language difficulties at Sagrado Corazón de Jesus Bilingual School, Cartago 2018.**

General information:

1. School Name: _____
2. Teacher's name _____ Years of experience: _____
3. Age _____ Gender: F _____ M _____
4. Level of Schooling _____
5. Date: _____
6. What is inclusive education for you?

7. What is the influence of the inclusive education in the students' performance with functional language problems?
8. Which is the teachers' role under an inclusive education model?
9. Which is the students' role under an inclusive education model?
10. Which of these inclusive strategies do you practice in your class?
 - Cooperative work_____
 - The lesson is planned with a diversity of strategies_____
 - Facilitate the work with another child as tutor in order to help student with language difficulties._____
 - Other

11. Explain how a student with functional language problems can be benefited in a class where these strategies are considered?
12. Which interventions have you made to facilitate to your students with functional language difficulties the learning of the English language?

13. What would be your recommendations to improve communication through the oral language of your students with functional language difficulties?

14. Which of these teaching strategies do you use in your class?

Dialogue_____

Speech_____

Role play _____

Groupwork: _____

Choral Drill _____

Discussions_____

Round table_____

Debates_____

Other_____

15. What is the main purpose of developing those strategies?

16. How do you confirm that the student with functional language difficulties understands his / her instructions given in the English language?

- Is the student able to execute them_____
- Do you ask him/her to explain them_____

- Do you facilitate his/her work as a cooperative work with a child as support_____
- Other: _____

17. Why is it important to work on phonological awareness of the students?

18. Which of these teaching strategies do you use for the stimulation of phonological awareness?

Rhymes_____

Poems_____

Correct articulation of sounds_____

Tongue twister_____

Songs_____

Repetition of words_____

Other_____

19. How often do your students practice the strategies for the stimulation of phonological awareness?

Always _____

Almost always _____

Sometimes _____

Never _____

Other _____

20. What pronunciation exercises do you practice in your class?

21. How does it stimulate the correct articulation of language sounds?

ANNEX 2

Instrument No. 2

Observation sheet 1 for the teacher

- **Research topic: Inclusive education strategies for the learning process of English as a foreign language in kids with functional language difficulties at Sagrado Corazón de Jesus Bilingual School, Cartago 2018.**
- **Objective: To determine teaching strategies through an inclusive education, for the learning process of English as a foreign language in students with functional language difficulties at Sagrado Corazón de Jesus Bilingual School, Cartago 2018.**

General Information:

School: _____

Level: _____ N°. Students: _____

Group: _____ Date: _____

N°	Question	Always	Sometimes	Almost never	Observations
1.	Are all students integrated into the class?				
2.	Do students work together supporting each other?				
3.	Does the teacher constantly collaborate in supporting the child with language difficulties?				

4.	Are all the contributions of students valued with equality?				
5.	In the class are all the students encouraged to participate?				
6.	Do students learn in a cooperative way?				
7.	Is the lesson planned with a diversity of strategies based on the learning styles?				
8.	Is the lesson stimulating the use of oral language in an inclusive way by teaching strategies such as: dialogue, speech, role play, group work, choral drill, group-discussions?				
9.	Is the lesson full of inclusive teaching strategies for the stimulation of phonological awareness in cooperative way?				
10.	Does the teacher make specific interventions that help the student's learning and participation?				
11.	Are the interventions made by the teacher in an inclusive way?				
12.	Does the teacher make interventions that contribute to correction and improvement of the language?				

ANNEX 3

Instrument No. 3

Observation sheet 2 for the student

- **Research topic: Inclusive education strategies for the learning process of English as a foreign language in kids with functional language difficulties at Sagrado Corazón de Jesus Bilingual School, Cartago 2018.**
- **Objective: To determine teaching strategies through an inclusive education, for the learning process of English as a foreign language in students with functional language difficulties at Sagrado Corazón de Jesus Bilingual School, Cartago 2018.**

General Information:

School: _____

Level: _____ N°. Students: _____

Group: _____ Date: _____

N°	Question	Always	Sometimes	Almost never	Observations
1.	Does the student want to interact with the teacher and classmates after or in the moment of explanation?				
2.	Does the student want to hold a				

	small conversation with the teacher and classmates after or in the moment of explanation?				
3.	Does the student participate actively in oral practices that stimulate the use of the English language?				
4.	Does the student tell their own experiences orally using the target language?				
5.	Does the student understand when the teacher speaks in English?				
6.	Is the student able to answer questions using the target language?				
7.	Does the student speak each other in the target language?				
8.	Does the student participate in repetition and pronunciation exercises during the English lesson?				
9.	Does the student use good pronunciation when speaking?				
10.	Does the student use good articulation when speaking?				