UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
LANGUAGE CAREER

Research work previous to obtain the professional degree as:

"Licenciado(a) en Ciencias de la Educación; Profesor(a) de Idiomas: Inglés."

THEME:

TO EXPLORE INCLUSIVE TEACHING IN THE EDUCATIONAL PROCESS OF ENGLISH IN NOVENO AÑO DE EDUCACION GENERAL BASICA "C" AT UNIDAD EDUCATIVA ISABEL DE GODIN, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC TERM SEPTEMBER 2016 - FEBRUARY 2017

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2016

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MsC. Elsa Basantes.

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Riobamba, November 24th, 2016

COMMITTEE MEMBERS CERTIFICATE

Members of the tribunal of Graduation of the research project entitled:

"TO EXPLORE INCLUSIVE TEACHING IN THE EDUCATIONAL PROCESS OF ENGLISH IN NOVENO AÑO DE EDUCACION GENERAL BASICA "C" AT UNIDAD EDUCATIVA ISABEL DE GODIN, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC TERM SEPTEMBER 2016 - FEBRUARY 2017."

Submitted by: Geovanna Elizabeth Allauca Guevara and directed by: MsC. Elsa Basantes

The defense and final reviewing of this research work accomplish all requirements. The written work was elaborated for getting the degree of "Licenciado en Ciencias de la Educación; Profesor de Idiomas; Ingles" and it has been approved by members of this Tribunal. The Tribunal authorize this thesis work for its usage. As final step, this research work will be kept in the Facultad de Ciencias de la Educación, Humanas y Tecnologías library at Universidad Nacional de Chimborazo
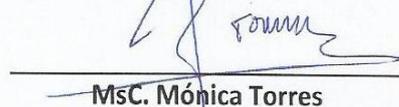
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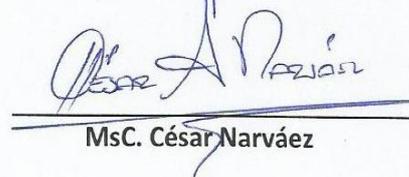
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AUTHORSHIP

I, Geovanna Elizabeth Allauca Guevara, student of language career declare that I am the only author of the research work named: "TO EXPLORE INCLUSIVE TEACHING IN THE EDUCATIONAL PROCESS OF ENGLISH IN NOVENO AÑO DE EDUCACION GENERAL BASICA "C" AT UNIDAD EDUCATIVA ISABEL DE GODIN, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC TERM SEPTEMBER 2016 - FEBRUARY 2017" the ideas, opinions and commends in this work are responsibility of the same author.

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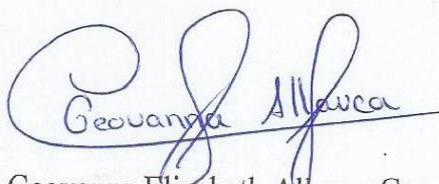
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GRATEFULNESS

Firstly, I want to thank to Universidad Nacional de Chimborazo, Facultad Ciencias de la Educación Humanas y Tecnologías and Language career for giving me the chance to achieve my goals and dreams.

Moreover, I am grateful with different teachers that helped me during the eight semesters. All of them showed patience and comprehension to share their ideas, knowledge, suggestions and experiences especially my tutor MsC. Elsa Basantes who guided and supervised me to do this research work.

Geovanna Allauca

DEDICATION

I dedicate this research work to Jehovah for showing his love and offering me his constant guide and wisdom each day while I did this work.

To my parents and my sisters who always gave me their help and encouraged to achieve my goals. In fact, without their great support I had not been motived to accomplish this desired result. They trusted in my potential and abilities, for all these things I am deeply grateful.

Geovanna Allauca

GENERAL INDEX

RESUMEN

La enseñanza inclusiva se refiere al proceso de enseñanza dirigido a los estudiantes discapacitados y a los no discapacitados. Busca superar las barreras de aprendizaje y ayudar a integrar a los estudiantes con y sin discapacidades. Mejora su desarrollo interactivo y disminuye la exclusión educativa. Por lo tanto, es muy esencial en el campo educativo del Inglés porque la mayoría de los profesores no saben cómo enseñar Inglés a los estudiantes con diferentes tipos de discapacidades. Por esta razón, esta investigación se llevó a cabo con el apoyo del profesor de Inglés y los estudiantes del Noveno Año de Educación General Básica "C" en la Unidad Educativa Isabel de Godín de la ciudad de Riobamba, provincia de Chimborazo en el período académico septiembre 2016 - febrero 2017 y se llama: "Explorar la Enseñanza Inclusiva en el proceso educativo del Inglés", que tuvo como objetivo principal observar si la Enseñanza Inclusiva se utiliza bien en el proceso educativo del Inglés para evitar prácticas discriminatorias y superar las barreras de aprendizaje en clase. Los tipos de investigación utilizados son descriptivos, documentales y de campo. El nivel de investigación es exploratorio. Las técnicas aplicadas fueron una guía de observación y una encuesta. Los resultados reflejan que la Enseñanza Inclusiva en el proceso educativo del Inglés no se utiliza adecuadamente porque el profesor no tiene conocimiento sobre el tema y demostró que es muy importante porque puede promover un aprendizaje más activo en todos los estudiantes y aumentar la apreciación y la aceptación de las diferencias individuales. Se podría decir que es indispensable que el profesor de Inglés obtenga un conocimiento profundo sobre la Enseñanza Inclusiva y la utilice correctamente para mejorar el desarrollo inclusivo de los estudiantes discapacitados y los no discapacitados.

SUMMARY

Inclusive teaching refers to the teaching process that is addressed to disabled students and non-disabled students. This study seeks to overcome the learning barriers and helps to integrate students with and without disabilities. It improves their interactive development and decreases the educational exclusion. Therefore, it is very essential in the English educative field because most of the teachers do not know how to teach English to students with different kinds of disabilities. For this reason, this research was carried out with the support of the English teacher and the students of Noveno Año De Educación General Básica "C" At Unidad Educativa Isabel de Godin city of Riobamba, Chimborazo province in the academic term September 2016 - February 2017 and it is named: "To explore Inclusive Teaching in the Educational process of English" which had the main purpose to observe if Inclusive Teaching is well used in the Educational process of English to avoid discriminatory practices and to overcome learning barriers in the classroom. The types of research that were used along this work are descriptive, documental and field. The level of research that was performed is exploratory. The applied techniques were an observation guide and a survey. The results reflect that Inclusive Teaching in the educational process of English is not properly used because the teacher does not have knowledge about the topic. And also, they determine that Inclusive Teaching is very important because it promotes more active learning of all students and increases appreciation and acceptance of individual differences. So it would be said that it is indispensable that the English teacher should get a deeper knowledge about Inclusive Teaching and use it in a correct way for improving the inclusive development of disabled students and non-disabled students.

Reviewed by: González, Marcela
Language Center Teacher

INTRODUCTION

Around the world, English is one of the most important languages. It plays a relevant role in people's life. It offers a lot of opportunities to improve the standard of living. Therefore, it is necessary that all kind of people learn English regardless of their disabilities and differences. In Ecuador it is not the exception, the teaching learning process of English is very essential in the educative field. But, this process does not respond fully to different students' needs.

Currently, this is a real problem which many English teachers face day after day into the classroom. Most of them do not know how to integrate students with disabilities such as differences in intellectual ability and physical impairments; and how to overcome these learning barriers in class activities. However, the Inclusive Teaching in the educational process of English is very useful to solve this great problem because it focuses to seek different ways to help disabled students and improves their interactive development in the classroom and reduces the educational exclusion.

At Unidad Educativa "Isabel de Godín", this difficulty mentioned before is visible totally in students of Noveno Año de Educación General Básica 'C'. There is a disabled student who does not participate in equal conditions with their non-disabled mates which creates an exclusion environment. As a result, this does not allow all students learn effectively and improve their academic development. For that reason, this research was denominated "To explore Inclusive Teaching in the Educational Process of English in Noveno Año de Educación General Básica "C" At Unidad Educativa Isabel de Godin, City of Riobamba, Chimborazo Province in the academic term September 2016 To February 2017".

The predominant purpose was to explore if Inclusive Teaching is well used in the Educational process of English as a foreign language in both teacher and students to avoid discriminatory practices and to overcome learning barriers in the English class.

To know more about this topic, it was necessary to seek meaningful information about inclusion, its importance, inclusive teaching, inclusive education, its benefits, its requirements, inclusive English classroom, general principles for inclusion, teachers' attitude, inclusive curriculum, its resources, assessment and evaluation, instructional

strategies, inclusive teaching strategies, some tips for learners with specific conditions, and activities for inclusive teaching.

This work is organized in five chapters, which are described below:

Chapter I; REFERENCE FRAMEWORK: It exposes the problem to be solved and the objective and justification of why the researcher chose this topic. The questions guidelines that helped to know the core problem are contained in the same chapter.

Chapter II; THEORICAL FRAMEWORK: It contains the background of previous researches regarding the problem to be researched and bibliographic theories about two variables such as Inclusive teaching and the Educational process of English. The researcher has considered some important aspects which are involved in two variables and definitions of basic terms.

Chapter III; METHODOLOGICAL FRAMEWORK: It includes the design of research that was used for the development of this research It contains information about types of research that were applied such as descriptive, documentary and field. Another aspect of this chapter is level of research and techniques and instruments that helped to gather real data about the problem.

Chapter IV; ANAYSIS AND INTERPRETATION OF DATA: It is about of the results that were obtained through the observation guide applied in four weeks and the survey that was addressed to English teacher. Also, it has the analysis and interpretation that was done by the researcher.

Chapter V; CONCLUSIONS AND RECOMMENTATIONS: It indicates the conclusions that were the results of this research process and the suggestions which are given to English teacher.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1 RESEARCH PROBLEM

TO EXPLORE INCLUSIVE TEACHING IN THE EDUCATIONAL PROCESS OF ENGLISH IN NOVENO AÑO DE EDUCACION GENERAL BASICA "C" AT UNIDAD EDUCATIVA ISABEL DE GODIN, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC TERM SEPTEMBER 2016 TO FEBRUARY 2017.

1.2. PROBLEMATIZATION

According to Raine (2012), "The fact that English now belongs to 'everyone or to no one' it helps to see English as the global dominant language in the 21st century and beyond." English is the most important language around the world, which is known as a "world language." It plays a relevant role as to improve growth and international development of the technological, scientific and academic advances that the two bigger world potencies as United States of America and Britain, have had along these years.

Teaching and learning of English is very important for all kind people who want to achieve a good life because English has become a basic tool for education, employment and social status in the future. In this way, English is the principal foreign language in the most schools in Ecuador which is part of the new curriculum 2016. According to Currículo de los niveles de Educación obligatoria (Ministerio de Educación, 2016; p. 242) says that "In keeping with the needs of a linguistically and culturally diverse population, this curriculum presents a rationale and framework for learning English while acknowledging authentic, culturally relevant production and practices in order to facilitate educational inclusion of learners regardless of their L1."

The main purpose of this research was to observe if Inclusive Teaching is well used in the educational process of English. To aboard this topic, first it is vital to bear in mind that in the Educative field, according to Betts (2015) points out "Inclusion…means everyone has the same opportunity, there should be no boundaries such as ethnicity, sex or impairment. All students should feel valued, be able to mix and participate with all members of the group be in a safe and positive environment." However, inclusive teaching involves more than that. Inclusive learning and teaching in the education is related with the ways in how pedagogy, plan of study and assessment and evaluation are made and given to motivate

students in acquiring a significant and adequate learning. It implies to see the diversity in a positive way which can enhance the people lives and their learning (Hockings 2010, cited in Deakin Learning Futures, n.d.).

At Unidad Educativa "Isabel de Godin", the English teaching has been very important. For students of Noveno Año de Educación General Básica 'C', it is some essential to their intellectual development. Despite this, students are not benefited in learning English because there is a student that has a physical disability (hearing loss). This is a barrier in student's ability to learn effectively. As a result, this student does not participate in equal terms with their non-disabled peers. Also, the pupil is not integrated in class activities in order to share the points of views, experiences, questions and doubts with dignity and respect in a safe environment. The student feels as a marginalized person because of the disability.

For all the reasons, it was proposed this study entitled: "To explore Inclusive Teaching in the Educational Process of English in Noveno año de Educación General Básica "C" at Unidad Educativa Isabel de Godin, city of Riobamba, Chimborazo Province in the Academic term September 2016 to February 2017"

1.3. FORMULATION OF THE PROBLEM

How is Inclusive Teaching used in the Educational Process of English in Noveno año de Educación General Básica "C" at Unidad Educativa Isabel de Godin, city of Riobamba, Chimborazo Province in the Academic term September 2016 to February 2017?

1.4. QUESTIONS GUIDELINES OR DERIVATIVES PROBLEMS

- How Inclusive Teaching helps disabled students in their interactive development into the classroom?
- Is the Inclusive Teaching properly used to contribute to the learning teaching process?
- Is the Inclusive Teaching an important factor in the Educational Process of English?
- What do methodological strategies require to an effective Inclusive Teaching in the class?

- How does the lack of Knowledge of inclusive teaching affect in the Educational Process of English?

1.5. OBJETIVES

1.5.1. GENERAL OBJETIVE

To explore if the Inclusive teaching in the Educational Process of English is well used in Noveno año de Educación General Básica "C" at Unidad Educativa Isabel de Godin, city of Riobamba, Chimborazo Province in the Academic term September 2016 to February 2017.

1.5.2. SPECIFIC OBJETIVES

- To understand through the review of specialized bibliography if Inclusive Teaching helps disabled students in their interactive development.

- To verify if the Inclusive Teaching is properly used to contribute to the learning teaching process into the classroom.

- To establish the importance of Inclusive Teaching in the Educational Process of English.

1.6. JUSTIFICATION

According to new curriculum 2016, learning-teaching process of English as a foreign language is very important and essential in the educational field. For this reason one of the most important points that teachers must bear in mind is that Inclusive Teaching in the Educational process of English allows to respond to different students' needs through participation in the learning process and reduce the educational exclusion.

This research is appropriate for the process of teaching English because Inclusive Teaching in the same educational field is not at all studied. For most of teachers, it is a great problem because nowadays this is a challenge that teachers face into the classroom when they teach English as a foreign language. It means that they are not seeing as an opportunity to enrich the learning environment for disabled students that can achieve their intellectual

development. Consequently, they must seek ways to help disabled students and improve their interactive development into the classroom.

Moreover, this seeks to encourage the teacher to create an environment where the professor and students participate in equal conditions so to avoid discriminatory practices. Therefore, it will motivate to find methodological solutions according to students´ needs.

Through this work, it is intended to establish that Inclusive Teaching in the process of teaching English is very useful because disabled students will be prepared to face the different challenges that they can find in all areas of their life. And also, they are happy students since they are part of the group.

This study is important because they both teachers and students can be benefited, students may participate actively in the different activities which are given by the teacher in equal conditions, and the teachers will seek the constants improvements to respond positively to the diversity of students so they could maximize academic success for all students.

This project is very meaningful because this can help to overcome barriers that limit and prohibit an inclusive education in the process of teaching English. It may promote the respect to individual differences among students so that students can be in a learning environment where they are accepted as active students that are motivated in the learning process of English language.

Finaly, it is feasible because there are resources, physical materials, useful information, place, the authorization and approval of the authorities of Unidad Educativa "Isabel de Godin".

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS RESEARCHES REGARDING THE PROBLEM TO BE RESEARCHED

A previous research about "INCLUSIVE TEACHING IN THE EDUCATIONAL PROCESS OF ENGLISH" at Universidad Nacional de Chimborazo; has not been found, and at Unidad Educativa "Isabel de Godín" there is not a related research with the proposed topic as well.

But, there are several similar works that were used as a reference to accomplish this research.

In the study Education Program English language, basic level for applying the phonetic visually impaired by Moran (2015) states that, "There is not an inclusive education for people with visual impairment because teachers do not pay attention to the development of basic skills in second language to blind students. Moreover, there is a huge lack of teaching materials for the process English language learning the blind student. Lack of techniques and educational materials cause that visually impaired people are not decided to learn a new language."

In another study Diseño de una estrategía para la enseñanza de Inglés en nivel A1 universitario para personas con discapacidad visual by Orbea (2015) says that, "There are some researches related to teaching people who have disabilities and their inclusion in the regular educational system, however there are not specific works that give strategies or teaching material designed exclusively for teaching people with visually impaired. For this reason, this work designed a strategy exclusively for teaching English to university level beginner A1, with planned activities based on methodological guide. Therefore, it helps that there is a real change in the teaching-learning process where teacher apply a designed material to create new knowledge in an environment of total inclusion and to contribute to improving the Ecuadorian educational system."

2.2. THEORETICAL FOUNDATIONS

2.2.1. INCLUSION

According to Shifere (2012, p. 216), "Inclusion is the process that it addresses and responds to the diversity of needs of all students through increasing their participation in learning, cultures and communities, and decreasing exclusion within and from education." In other words, the inclusion satisfies a necessity which is related with disabled students. This seeks to change the educational system where the students with special needs have the opportunity to learn without any kind of exclusion.

Also, in the same study the author adds that, it includes some adjustments…"in content, approaches, structures and strategies"…which are according to students' age and needs to improve the educational system.

 Those comments permit to see that the inclusion involves to make deeper changes, it means that these changes starts since the kind of content of the subject and the way how to teach a teacher.

Inclusion is a permanent process which permits that all kind of students (with and without disabilities) to be very active in the learning development and help to exclude the differences. Also, it requires that the teachers to bear in mind the knowledge and the function that all students have in the learning.

2.2.2 IMPORTANCE

In "Heartland Community College," Johnna Darragh (n.d.) gives some reason about importance of inclusion:

Inclusion is important because it can help to form the human values. Since students are focused in the person and not in the disability. They are empathetic and friendly and appreciate the diversity. However, it is necessary that students are related with all classmates. This achieves that they keep together and feel comfortable when they interact with disabled students.

On the other hand, inclusion forms people for life in the society. Thus students are people who will change life in the future. Indeed the family can maintain its typical structure in the society because brothers and sisters can study together in the same institute.

Moreover, inclusion creates an environment where the students learn. It benefits all students since the use of different strategies are applied in all students without exception. Disabled students can learn from their classmates who can be good examples for them.

In another study by Cornell University Center for Teaching Excellence (n.d.) says that inclusive teaching is very essential into the classroom because it can have some benefits such as:

- Teacher can know and work with different kind of students.
- Teacher is able to solve possible problems that can happen into the classroom.
- Students are linked with adequate materials.
- The appropriate classroom environment can help to students to share their ideas, beliefs, thoughts and doubts.
- The opportune learning styles can help to students for developing activities that improve their learning process.

2.2.3. TEACHING

For Sharma Yogendra (2002) teaching is related with three important elements that intervene in educational field as teacher, students and topic. Through teacher, the student and the topic can be closed. As a result, these elements permit that teaching learning process would be active.

In one development study Mahato (2011) considers that, "Teaching is a systematic research that is related with about the realities of universe. It studies the important principles and understands what happen with the area of human experiences."

Based on those definitions, teaching is a process which involves giving an appropriate guide to learners through the knowledge given.

2.2.4. TEACHING-LEARNING PROCESS

Sharma (2016) argues that it is the core of education because all aims and objectives of education are depended of it. It can help to achieve goals that are been established and accomplishes progressive changes in the students.

Really, the teaching-learning process is the essential part in the education field because thought of this the goals can be performed satisfactory and successful.

2.2.5. INCLUSIVE TEACHING

For Gibson (2011; p. 1), inclusive teaching is a useful teaching that helps and benefits to all kind of students, but it performs in a good way with disabled students it means that it is addressed to students with and special physical and psychological conditions, distinct abilities, ages, needs, and different learning types .

According to Pascal (2013; p. 4) writes that, "Inclusive Teaching embraces diversity in order to satisfy the diversity of learning needs and styles of students."

Based on these definitions, it can concluded that inclusive teaching is focused in how to teach to different kind of students with their different learning styles so they can have the best opportunities to learn in diverse environment.

2.2.6. INCLUSIVE EDUCATION

According to Inclusion BC (2016), "Inclusive education refers an education without barriers, where all students can assist schools according to age and can learn, share and participate in all aspects of the school life."

For PBSparents (2016), "Inclusive education means that disabled students and no disabled students take part and study in the same classroom with the same rights".

According to UNESCO Bangkok, "Inclusive education is considered as the way of including traditionally excluded or marginalized groups or making the invisible visible" (UNESCO Bangkok, 2016).

These concepts show that an inclusive education refers to an education without barriers where disabled and non-disables students learn in equal conditions and respectful environment.

2.2.7. BENEFITS OF INCLUSIVE EDUCATION

In a development study by Kids Together, Inc. (2010) determines some benefits of inclusive education for disabled students and non-disabled students:

Benefits for disabled students in an inclusive environment

1. They can make a good friendship
2. To improve their social life
3. To be a good models for academic, social and behavior skills
4. To achieve their goals
5. To have the best access in the curriculum
6. To improve the way in how acquire their skills
7. In the future, disabled students can introduce in different environments
8. More opportunities to interact
9. To have more interesting expectative
10. To have a good collaboration in the school
11. More participation of the parents
12. A good integration of families into the community

Benefits for non-disabled students an inclusive environment

1. To have significant friendship
2. More appreciation and approbation of individual differences
3. More comprehension and acceptation of diversity
4. To be respect to all people
5. To prepare all students for adult life in an inclusive community.
6. To have the opportunity of practicing activities and teaching to others
7. To improve in their academic develop
8. Students' needs are satisfied.

2.2.8. GENERAL PRINCIPLES FOR INCLUSION WITHIN THE CLASSROOM

In the development study by British Council (2012, pag. 46) writes that all good teaching strategies and techniques must be include in the plan and be of carefully equalized, varied learning sequences with clear objectives, so students know what is waited from them. In addition, a classroom that will be managed in a good way is one where routines are established, dynamic classroom is analyzed and the environment is to accommodate diversity and provide equal opportunities for all learners.

Many learners can have difficulty to pay attention without having an attention deficit disorder. They may have problems which are focused because they are anxious, upset and they are not feeling well, or simply they are boring. Do not make any student stand out as being different or someone who has a special need or require a special attention. It is necessary that the teacher ensure that all students can see and hear him and other partners. In addition, they must present information in different forms in order to adapt different learning styles (auditory, visual, kinesthetic) (British Council; 2012, pag. 46).

The same author says that factors which reduce an inclusive classroom include poor materials, misunderstandings, lack of good communication, inappropriate teaching methods or techniques, insufficient planning and an adequate classroom environment.

For this reason, it is necessary that bear in mind the following aspects:

Learning styles

Auditory students	Visual students	Kinesthetic/tactile students:
-recognize the words while reading -verbal instructions -the use of audio tapes/CD/MP3 -rehearsing information, -repeating it many times -pronounce in a correct way the sounds	-the use of visual diagrams -the use of video, flashcards, charts and maps -practicing visualizing words and ideas -the use of notes for checking the information	-finding words as they are being spoken -moving around while studying -taking risks in learning -taking notes to discuss with others -making study plans

The classroom environment. - It involves to examine the space of the room, there is a quiet space, to use in the correct way the materials, a safe classroom, the classroom has a lot of posters, maps and pictures that can cause sensory overload for some students, to Interchange of pictures often and to use colors and pictures to improve the learning process according to the needs

Resources. - It involves the use of appropriate illustrations because they motivate students for learning and the use of colored pens and paper for the activities.

Positive Communication

Verbal	Non-verbal:
-Do not use complex words	-Maintain good eye contact
-Use the learners first name	-Lean your body towards the listener
-Use a moderate rate of speech	-Smile
-Praise good behavior	-Nod your head
-Use humour to reduce tension	-Use touch and praise
-Give clear instructions	-Use facial animation
-Be non-judgmental	-Use occasional hand gestures.
-Use 'I' statements	
-Answer questions about self	
-Respond to the primary message	
-Summarize	
-Genuine response	

Good communication is important to avoid misunderstandings that could lead to bad behavior.

Managing behavior. - It involves to be polite, be fair, smile, give praise, teach students to put things in the correct place, help children get out of difficulties, talk with students about their ideas and opinions, label the act NOT the child, e.g. that was unkind, not YOU are unkind, give some reward for positive behavior and teach students to follow the classroom rules.

2.2.9. REQUIREMENTS FOR SUCCESSFUL INCLUSION

To create an inclusive education, there is not determined plan because this dynamic process needs to know the background of inclusive education, how was originated, how to influence in the human rights and to have the basic knowledge about different concepts, models and how it is different to other points of view that could be alike. (Stubbs, 2008: 52 cited in Shifere, 2012; p. 220)

In the study by Shifere (2012) urges that, "In some studies there are numerous factors which are considered to determine the outcome of implementation of inclusion."

The same author mentions some researches that denote factors which affect the implementation of inclusive education:

- For example, according Mitchell (2008, 28 cited in Shifere, 2012; p. 220) there are some factors that affect an inclusive education such as: "big classes, negative attitudes to disability, review education systems, a lack of support services, teaching methods which are rigid, medical model that are made through evaluations, a lack of parent participation and, in some countries, a lack of clear national policies".
- In another study by Alahbabi (2009, 46 cited in Shifere, 2012; p. 220), also mentioned another factors influence in an inclusive education such as "an appropriate process of implementation, implying other people with an interest in the accomplishment process, the help of other members who provide an special education service, the ability to make necessary classroom modifications, and teachers' attitudes".

All these comments, it demonstrates that is not easy to bring an appropriate inclusion because there are some factors that interfere in the learning teaching process.

2.2.10. INCLUSIVE ENGLISH CLASSROOM

English Teachers Association of NSW (2011) point out that an inclusive English classroom attend the different needs that students have, it provides a supple, appropriate and defiant curriculum, and a wide area of strategies and some ways how to asses. The teacher's role is to be a facilitator, collaborator and a guider into the classroom to achieve the planned learning goals.

The same research gives some characteristics that English teachers must apply in an inclusive classroom:

- Through a curriculum, it can determine several entry point for each student in acquiring the new learning
- They can defy students to accomplish to high pattern in how students complement what they now know, what they can do, and how they learn in the correct way
- They give a lot of chances for acquiring language abilities through the use of pair work, group work and debates.
- They effort to uses a diversity of collaborative learning strategies
- They must respect each student and include them in the learning process through a permanent communication and positive critique about their learning, aims and advance.
- They apply a wide range of teaching learning strategies according to learning styles which including the use of technological.
- They use different ways of assessment to permit all students to show what they have learned.
- They teach students to form a criteria based on information from different kind of texts.
- They motivate students to develop a criteria of the reading of texts and allow students to link to their experiences and background.
- They give challenging texts and tasks that allow students accomplish their goals.
- They use all kind of language styles, vocabularies and examples in the learning areas.
- They help students with their special needs into the classroom.

2.2.11. TEACHERS' ATTITUDES IN INCLUSIVE TEACHING

Kassie Shifere (2012; p. 221) writes that, "One of the principal environmental factors which influence the implementation of inclusion is the attitude that teachers have to disabilities and to inclusion." This announcement is true because the form in how teachers look the students, it determines if they concentrates on individual student, or disabilities of the student.

Moreover, the same study points that educational status, teaching experience, class size, exhibition to teaching of students with disabilities, lack of funding, workload norms, and lack of training staff in inclusive practices can be influenced in teachers' attitudes. If the teachers' attitude is not adequate it can be a barrier or the most serious trouble that could be difficult to solve.

Teachers are essential in determining what happens in classrooms and there are those who would sustain that the interactive development of more inclusive classrooms requires teachers to bear in mind for different student learning needs through the change or differentiation of the curriculum (Forlin, 2004 cited in Rouse, n.d.; p. 11).

Teachers' attitude is fundamental into the classroom because of it depends the intellectual development of the students. Teachers must not see an inclusive classroom as an obstacle to realize their role as teachers. This task is not impossible thing, it requires of seeking different ways to satisfy the students' needs.

2.2.12. INCLUSIVE CURRICULUM

According to Kassie Shifere, flexible methods in education are necessary to cover the different students' skills and needs. For this reason, it is indispensable that there is the adequate curriculum, methods, and techniques and didactic materials for those teachers do not feel obliged to perform their work (Shifere, 2012; p. 222).

According to Pijl, Meijer and Hegarty (1997, cited in Shifere, 2012; p. 222) "An inclusionary curriculum 'provides both process and content that can facilitate the learners and teachers to work together to accomplish significant learning for every student without exception.'"

The same authors add that in overall terms, inclusive education involves four important elements:

a) It is necessary a process of looking for the most appropriate ways of satisfying the diversity that teacher can find into the classroom as well as trying to learn how to attend from differences.

b) It is related to the motivation and development, through diverse strategies, of students' creativity and ability to address and resolve problems.

c) It comprehends the right of the students to attend school, express his/her opinion, have good learning experiences and achieve valuable learning outcomes; and

d) It involves the moral responsibility of putting in first place those students who can have to be marginalized and excluded from the school, and of getting low learning outcomes

To achieve inclusive education successful, it is necessary an inclusionary approach in the curriculum. This means a common curriculum for all students, which give a good instruction. Students at all levels are provided with opportunities for significant participation in the different classroom activities (Position Paper National Focus Group on Education of Children with Special Needs, 2006; cited in Shifere, 2012; p. 223).

More inclusive curricula establish considerable demands on teachers. They must have involved in curriculum development at a local level and to be capable in curriculum adaptation in their own classrooms. Moreover, they have to seek a detail range of classroom activities, be able in achieving the good participation of all students and gets a deep knowledge how to support their students' learning without giving them easily answers. They also have to know the way in how to work outside traditional subject boundaries and in culturally sensitive ways (UNESCO, 2003; cited in Shifere, 2012; p. 223).

An inclusive curriculum is necessary to achieve a learning teaching significant because the learning teaching process starts since in the way how teachers plan the class.

2.2.13. LEARNING DISABILITIES

According to Durham (n.d.) learning disabilities are one of the learning barriers that some students have. To have a learning disability does not mean that someone is foolish or a person who does not like to work; in other words it means that they must effort into studying and behaving at school than others students because they process the acquired information in a different manner than other students.

Therefore, if students have learning disabilities they are not an impediment to develop their intellectual development. On the contrary, it means that these students have the necessities of enforcing in their academic level.

For the same author most of students with learning disabilities are who face a set of challenges such as:

- the difficulty to do school homework at their grade level
- the difficulty to connect along with teachers and their classmates
- Problems in their behavior
- The possibility to have depression
- To be sick for some personal or school problems

Students with learning disabilities are more probably that they get into trouble because of their behavior and have trouble in how control their emotions. These students can be benefited from the support which is according their learning needs. The school can adapt them and have the access additional help. How does one find out if some students have learning disabilities? (Durham, n.d.)

The same study says that students with learning disabilities can answer "yes" to most of the following guide questions:

- Do you have a hard struggle in school?
- Do you think you should be in another place better than you are in school?
- Is reading harder for you than it should believe?
- Does your head think a thing but your hand writes or do something else?
- Is writing slow and boring for you?
- Do you make a lot of spelling and grammatical errors when you write something?
- Are you having difficulty in understanding mathematics?
- Is it hard for you to maintain your notebooks and papers in an organized way?

2.2.14. METHODOLOGY

Mohammed Rhalmi (2009) writes that, "Methodology is not only a set of methods, it involves more than that. It is related with the study of different pedagogical practices which includes in seeking the ways of how to teach in an effective manner and real. All of this is associated with theoretical implications and some researches that are connected."

Tamura (2006) states that, "The aim of methodology is to improve the teaching process of English by allowing and providing teachers to work in an efficient way. It is related with

some challenges such as what to teach, what the purpose of teaching is and how is the correct way to teach. To bear in mind these aspects will help to seek several methods, strategies and techniques to achieve a successful teaching."

Based on these definitions, it conclude that the methodology is to seek a correct manner about how to solve the different problems that teachers face into the classroom, and give the appropriate solutions to find good results in the educational field.

2.2.15. TEACHING METHODS USED IN INCLUSIVE CLASSROOM

Sarah Liu (Liu, 2016) points out that, "Teaching method is a set of general principles, pedagogy and strategies which are used into the classroom. The teaching method can adapt according the necessities; it means that the teacher chooses the kind of methology that will be used.

According to Te Kete Ipurangi (n.d.) the teacher uses two important teaching methods in an inclusive classroom:

Cooperative Learning. - A set of teaching strategies in which students with different skills and achievement levels learn together and take responsibility for both individual and group achievement. Co-operative group work accommodates different needs and values individuals' differences. This method helps to increases overall student involvement, to fosters team work and to teach working together.

It has five basic principles:

1) **Positive interdependence. -** Learning activity structured so that group cannot succeed without each member participating. It is established through group goal, group reward, shared materials/resources and assigned roles in group.
2) **Individual accountability. -** Every member of group accountable for learning the material and/or understanding task and helping others to learn and/or understand too. It is established by randomly selecting one member to report back, assessing individuals following group work and everyone a specific role.
3) **Group reflections. -** Reflecting on how well group is functioning, achieving goals, working together. It is achieved by group debriefing at end of activity, group rating quality of work/use of skills, teacher observing and giving feedback and student observers giving feedback.

4) **Small group skills. -** Training in how to work well together and how to collaborate. It involves to teach specific skills as moving into groups, listening to others, encouraging others and resolving conflicts.

5) **Face-to-face interaction. -** Students interact over shared learning activity. Everyone are included. Active participation encouraged by way in which activities are structured and way in which skills (for example, asking questions, giving or receiving explanations) are taught and monitored

Peer tutoring. - A type of cooperative learning. Two students that work together who teach and learn in the same time. A more skilled tutor helps to a less skilled tutee in a task. It is effective for wide range of students with variety of needs. It can be used in variety of curriculum areas. The benefits for tutees are more individual teaching, gains in learning, gains in social/relationship skills as communicating and accepting help, improvement in attitude towards learning and improvement in self-esteem. The benefits for teachers are the increased opportunity to interact effectively with range of individual students, more effective use of time, greater coverage of individual needs and opportunities to observe students at work and to assess skills. The benefits for tutors are practice/reinforcement of skills at earlier level, gains in learning, insight into the learning process, development of social/relationship skills and development of responsibility and self-esteem.

2.2.16. RESOURSES IN INCLUSIVE TEACHING

A successful inclusion of disabled students depends on the adequate resources in the classroom and the teachers can differentiate the resources between pupils. But, the materials and the correct equipment provision and sources are among the things that are not easily to get because of challenge that there is in the implementation of inclusive education (Shifere, 2012; p. 223).

2.2.17. ASSESSMENT AND EVALUATION IN INCLUSIVE TEACHING

According to Shifere (2012; p.224), the outcomes-based in a correct curriculum, students' development is measured according to the expected results at the end of class given as their skills, abilities and values. It can be a continue assessment to get a good feedback from student's learning and teachers' achievement in choosing appropriate of teaching methods that are according to the students' needs and style of teaching. As a result, all students can be evaluated with their own achievements instead of being compared to other students.

Assessment must be flexible and applied in the adequate time; it means that it happens when the students acquire a new knowledge, a new ability or competency, even though new some attitudes and values, or when the teachers finish their class in a particular content.

The same author writes that the way how the teachers assess their students, it determines if there is or there is not a deep effect in the learning process of the students. When teachers apply the assessment and evaluation into the classroom, they need to consider student's well-being while they assign classroom activities because it will be fair and constructive scope for them.

2.2.18. INSTRUCTIONAL STRATEGIES

For Shifere (2012, p. 225) effective teaching for students with disabilities is useful if teachers are capable to satisfy to a wider set of needs which could be accomplished through the differentiation of tasks and materials (Davies, 2004 cited in Shifere, 2012; p. 225). Some students can have specific difficulties in learning a new language and can need some help in improving the way how acquire the knowledge.

In this way, impaired students (hearing or visual) can require alternative communication systems to face the difficulties in using spoken or written language. In this case, teachers must foster the use of specific action to give learning for students with special needs. According to Davies (2004, 27-28 cited in Shifere, 2012; p. 225), teachers should give several opportunities for students who need support.

In the instructional strategies classroom, teachers need to make a deep knowledge base and develop some tools for helping student learning and ensuring student comprehension to be capable to give consistent, permanent help for each student. The teacher has the responsibility to use of different technical resources and add them in the lesson plans in order to satisfy the students' learning needs According to Dhawan (2005, 51-52 cited in Shifere, 2012; p. 225), the following are very useful, for example , to visually impaired students to learn English.

   a) Textbooks and supplementary learning materials can be into Braille to transmit the information. Different activities such as story- telling, singing, and role-play can be

applied to teach the students' language skills and to increase their understanding of the language.

b) Use of explanation of synonyms and the homophones while teacher introduces new vocabulary, is so useful.

c) Use of good language games: The teacher can use different learning activities, for example: phonetic games, reading, to make sentence, to practice some dialogue, to write a report, etc.

2.2.19. INCLUSIVE TEACHING STRATEGIES

For Cornell Center for Teaching and Learning (n.d.) says that, "Inclusive teaching strategies involves the use of teaching methods that address the students' needs with a diversity of backgrounds, learning styles, and abilities. They promote an inclusive learning environment where students feel valued." Therefore, this set of learning strategies can facilitate the teaching process in the English classroom because it is addressed in a correct way to students' needs.

According to K-12 Teachers Alliance (2009) there are some Inclusion Strategies that the teachers bear in mind:

- Set some previous knowledge.
- Prepare each plan with its own goals
- Start from the easy to the difficult
- Teach the activities through much practice and repetition.
- Make a feedback about the concepts that student acquire.
- Use possible changes that students need in all kind activities prepared.
- Bear in mid the learning styles of each students.
- Bear in mind students' strengths and not the weaknesses
- Focus on student as an individual and not in his disabilities.
- Give chances for improving students' self-esteem.
- Provide positive ideas rather than negative ideas.
- Be a good role model
- Combine the kind of assessment, with multiple intelligences and cooperative learning.
- Use the real life with the learning

- Encourage to cultivate good values

- Create an environment where the students can participate

- Increase students' progress academic

- Work with all members of families, students and other teachers

2.2.20. TIPS FOR LEARNERS WITH SPECIFIC CONDITIONS

In the development study by British Council (2012, p. 48) says that the tips given are recommended for helping students with special conditions; however, each student can develop their special condition in a different way. Whenever possible, teachers must find out how best you can help their students by speaking to them or to their parents.

For this reason, the same study gives some tips about how to treat students with different condition:

Attention Deficit Disorder

- Give instructions simple; the one-sentence rule.

- Use the student's name when addressing to them.

- Avoid distractions while student is sitting

- Provide clear routines and rules.

- Reinforce positive behavior rather than highlighting the negative.

Autism Spectrum Disorder

- Give a plan for each lesson to the learner.

- Say to the learners if there is any change to their usual routine and permit the learner to sit in the same place for each lesson.

- Reduce eye contact

- Use a simple clear language

- Create comfortable classroom environment

Down syndrome

- Use simple familiar language.

- Provide students adequate time while they acquire the information.

Hearing impairment

- Know the degree of hearing loss that student has.
- Verify if the position is the correct for each learner.
- Verify if student can see teacher's expressions and an read the lips.
- Make sure the light falls on your face and lips. Do not stand with your back to a window.
- Provide lists of vocabulary which must be visual.
- Reduce all kind of interfering

Visual impairment

- Know the degree of sight impairment of the student
- Maximize the listening environment as far as possible by having a quiet classroom.
- If there are more severely visually impaired learners, the teacher must verbally describe everything that you are doing.
- If you are using video clips, explain the context.
- Give the student a copy of the text.
- Do not stand with the back to the window because this creates a silhouette
- Keep the floor free of clutter.
- Say the student if there is a change in the space.

2.2.21. ACTIVITIES FOR INCLUSIVE TEACHING

Ben-Meir (2008; p. 23, 24) suggests the following activities for students with disabilities:

Limited Vocabulary

The use of a good vocabulary is necessary for learning the English language. But the vocabulary must use considerable form with disabilities students, development and enrichment of vocabulary should be emphasized throughout the process of teaching. The following are several recommendations for teaching vocabulary:

- Teach words that are used in English frequently
- Teach vocabulary in the real life
- Use pictures, objects, songs and chants.

- Use the repetition in the vocabulary

- Use word maps for teaching words families.

- Associate the new vocabulary with other objects.

Reading Difficulties and Disabilities

Reading difficulties may stem from several sources. Identifying the type of difficulty and severity will help the teacher plan instruction.

- For students who have acquired pre-reading skills in their native language (e.g. phonological awareness, isolation of sounds, breaking a word into syllables, identifying opening and closing sounds, rhyming, distinguishing between identical and different words, visual distinction and distinguishing between graphic shapes), it is necessary to teach these skills in English as well.

- For those students who do not develop reading skills in the English language teaching should focus on varied means of exposure to the English language, such as listening, conversations and songs.

- In severe cases, teaching beyond social interaction should be seriously considered. In extreme cases, the question of whether to teach English at all should be raised.

Domain: Social Interaction

General Teaching Recommendations

1. To facilitate social interaction in the classroom in the English language, teachers should:
- establish an accepting, supportive atmosphere.
- create occasions for social interaction.
- serve as a role model for use of the language.

2. Present opportunities for conversation in every lesson.

4. Teach and practice structured interactive patterns.

5. Vary types of interaction such as pair work and group work.

6. Use role-play activities suited to the topic being taught, and promote real situations, such as welcoming a guest, ordering a meal in a restaurant and shopping.

Turketi (2010, p. 38) also points out the following activities:

Vocabulary activities

1. Action Verbs – based on the TPR method.

This exercise gives a great outlet to my students while teaching directly or revising, but at the risk of their energy getting out of hand. It is important to factor the mood of the class into the task procedure.

- Teach a short list of verbs (jump, run, smile, jump, swim, fly etc), presenting each verb with a corresponding action or gesture. (Students repeat the words and the actions after the teacher). Do it several times.
- Teach or review the names of three to five animals with the help of pictures and (or) gestures.
- Form four or three groups.
- Give each group a name, e.g. "Tigers", "Elephants", "Cats", "Bears"
- Give commands to the groups randomly, e.g. "Tigers, jump!",
- "Elephants, run", "Bears, say: ROOOAAAAAAAR!", "Cats say: MEEEW!" etc. Children perform a corresponding action and repeat the utterances after the teacher.
- Gradually increase the tempo of your commands. The game usually gets a little bit wild at the end which makes it even more fun for the students and the teacher must check if the activity is made in the correct way.

Grammar activities

"Family members" (grammar and vocabulary activity) - based on The Silent Way Method.

For this activity the teacher needs a set of rods, a Sound Chart, a Word Chart and a picture about big family.

- Start with sounds. Teach your students 4 new sounds that are in the phrase "This is" or review the structure and the sounds if they are already familiar with them with the help of the sound chart.
- Point to the corresponding sound and say it only once, emphasizing the articulation.

- Have all students repeat the sound after you. Choose some students that pronounce the sounds in the correct way. If a student has troubles with pronunciation, other student pronounces the sound for the classmates. Then go back to the first student and seek to have the sound repeated till it improves. Show your appreciation of the learners' success with a nod or some other silent gesture.
- Teach all the 4 sounds in the same way.
- Get the words "This" and "is" that the students are saying and showing the sounds on the chart. Have students practice it.
- Point at yourself and say your name. Exclaim: "This is Natalia" with the help of the sound chart and a gesture (students should be already familiar with the Phrase "My name is", so as not to confuse here).

2.5. DEFINITION OF KEY TERMS

Diversity.- It refers to individuals with specific characteristics like communication skills, culture, marital status, ability to attend, learning abilities, intelligence, interests, (cognitive abilities), values, culture, social skills, family support, learning styles, age, socioeconomic status, religious beliefs, sexual orientation, ethnicity, physical abilities, sensory abilities, race, gender ((Burgstahler & Cory, 2008, p.4 as cited in Pascal, 2013; pag 4).

Accessibility.- It relates to the elimination of one or many barriers, whether systemic, environmental, behavioral, personal, etc., that permit for a student to achieve its full potential while collaborating in meaningful occupations, in his/her life; and contributing to society (Pascal, 2013; pag 4).

Inclusion.-It is an environment where everyone has an opportunity to fully participate. In other words, it is the participation of everyone with the same opportunities, without boundaries such as culture, gender or disability. All students should feel valued, be able to mix and participate with all members of the group be in a safe and positive environment (Betts, 2015).

Integration.- Integration refers to the kind of education for children with special needs in mainstream settings (Mason & UK, 2002).

Barriers to learning. - Refer to difficulties that emerge in the education system, it can impede learning process development for learners (Departament Basic Education Republica of South Africa, 2010).

Category of disability.- It is related with multiply disabled, deaf, hard of hearing, blind, partially sighted, deaf/blind, cerebral palsy, specific learning disability, behavioral disorder, severe intellectual disability, physical disability, autistic spectrum disorders, epilepsy, attention deficit disorder, with/without hyperactivity (Departament Basic Education Republica of South Africa, 2010).

Disability. - It is a condition or function that impedes the development of an individual or a group which include impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic disease (International Classification of Functioning, 2004).

Inclusive Assessment.- It gives a flexible assessment, a diversity of methods for evaluating the kind of competence in correct way which must be based on their own strengths and weaknesses form a key component of making assessment inclusive (Bookes Oxford, 2013).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. DESIGN OF RESEARCH

This research uses the ethnographic method because it was applied in Students of Noveno año de Educación General Básica "C" at Unidad Educativa Isabel de Godín in the academic term September 2016 - February 2017. This was carried out during four weeks where employed a guide observation for each week to identify how Inclusive Teaching is performed in the educational process of English. In addition, a survey was applied toward the teacher to evaluate out the weaknesses of knowledge in the application of Inclusive Teaching. These obtained results allowed to establish conclusions and recommendations linked to the objectives of the research.

3.2 OBJECTIVES OPERATIONALIZATION

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
1. - To understand through the review of specialized bibliography if Inclusive Teaching helps disabled students in their interactive development.	• Research useful information about Inclusive Teaching from reference bibliographic, books, texts, websites related to variables.	• Internet
2. - Verify if the Inclusive Teaching is properly used to contribute to the learning teaching process.	• Observe the way how teacher and students behave during English classes. • Apply the observation guide for determining if Inclusive Teaching is used in a correct way and take some photos for supporting it. • Through a survey to address	• Teacher • Students • Observation guide • Survey • Camera • Photos

	teacher, evaluate out the weaknesses of knowledge in the application of Inclusive Teaching	
3.-Establish the importance of Inclusive Teaching in the Educational Process of English.	• Contrast the obtained data with the theory for making conclusions and recommendations.	• Report result

3.3. TYPES OF RESEARCH

- **Descriptive Research**

  It is descriptive because it allows to explore and to describe the various aspects of the studied variables during the development if this research.

- **Documentary Research**

  It is documentary because it collected data and information from reference bibliographic, books, texts, websites related to variables.

- **Field Research**

  It was done at Unidad Educativa "Isabel de Godín" where the problem of the research has been observed.

3.4. LEVEL OF RESEARCH

The level of the research was exploratory; it lets to gather data about the research. These data helped to get conclusions and established recommendations according to objectives.

3.5. POPULATION AND SAMPLE

The population or universe constituted as follows:

- 39 students
- 1 Teacher

The analysis and application of the instruments of data collection was developed in the entire universe of study therefore any sample calculation process was not applied.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

Techniques: The research used the observation technique for collecting qualitative data.

Instruments: This research applied an observation guide and a survey which included indicators for gathering information about the problem.

3.7. TECHNIQUES FOR PROCESSING AND DATA ANALYSIS

As this is a qualitative research, the following activities were developed:

1. Research useful information about Inclusive Teaching from reference bibliographic, books, texts, websites related to variables.
2. Observe the way how teacher and students behave during English classes.
3. Apply the observation guide for determining if Inclusive Teaching is used in a correct way and take some photos for supporting it.
4. Through a survey to address teacher, evaluate out the weaknesses of knowledge in the application of Inclusive Teaching.
5. Contrast the obtained data with the theory for making conclusions and recommendations.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS AND INTERPRETATION OF RESULTS OF THE OBSERVATION GUIDE

Observation Guide № 1

On 29th September, 2016 the observation guide that was applied at Unidad Educativa Isabel de Godin in Noveno Año General Básica 'C' reflected that disabled student and non-disabled students were not integrated in class activities that allow them to share their views and experiences with dignity and respect in a safe and nurturing environment. Also, they did not feel accepted and they did not help each other to create great opportunities for interactions. As a result, there was not close collaboration between teacher and all students and they did not feel comfortable in the classroom environment to voice their ideas, thoughts and questions. In addition, the teacher did not use presentation techniques, different lesson types, teaching learning strategies and teaching methods to accommodate all learning styles of all students and to improve learning teaching process for all students. The teacher's attitude did not influence positively in the expectations for her students because she concentrated in the disability of her student rather that individual student. Therefore, she did not support to student with special needs regardless she respected in reasonable form each student. Finally, the teacher did not use different modes of assessment. There was not a continuous assessment to get feedback from students' learning and the assessment did not take place in a flexible manner and time when the learner had acquired new knowledge For these reasons it did not help all students to achieve good performance in English classes.

Observation Guide № 2

On 3rd October, 2016 the observation guide that was applied at Unidad Educativa Isabel de Godin in Noveno Año General Básica 'C' showed some changes in the indicators since the teacher knew about the research project that was carried out in her class. For this reason, the disabled student and the non-disabled students were integrated in an only class activity that allows them to share their views and experiences. Unfortunately, they did not feel accepted and they did not help each other to create great opportunities for interactions.

Consequently, there was not close collaboration between teacher and all students and they did not feel comfortable in the classroom environment to voice their ideas, thoughts and questions. Besides this, the teacher used a lesson type as work in pairs but she did not use presentation techniques teaching learning strategies and teaching methods to accommodate all learning styles of all students and to improve learning teaching process for all students. However, the teacher's attitude did not influence positively in the expectations for her students because she concentrated in the disability of her student rather that individual student. She did not support to student with special needs regardless she respected in reasonable form each student. Eventually, the teacher did not use different modes of assessment. There was not a continuous assessment to get feedback from students' learning and the assessment did not take place in a flexible manner and time when the learner had acquired new knowledge. These are why it did not help all students to achieve good performance in English classes.

Observation Guide № 3

In the same way , on 10th October, 2016 the observation guide that was applied at Unidad Educativa Isabel de Godin in Noveno Año General Básica 'C' reflected some changes in the indicators since the was conscious of the research project that was carried out in her class. She tried to improve the integration of disabled student and non-disabled students in class activities. Sadly, the results were not good because students did not feel accepted and they did not help each other to create great opportunities for interactions. The collaboration between teacher and all students was not good so they did not feel comfortable to say their ideas, thoughts and questions. Moreover, the teacher tried to use presentation techniques teaching learning strategies and teaching methods but these did not accommodate all learning styles of all students and to improve learning teaching process for all students. The teacher's attitude began to change gradually. She attempted to support to student with special needs. Despite this, the teacher did not use different modes of assessment. There was not a continuous assessment to get feedback from students' learning and the assessment did not take place in a flexible manner and time when the learner had acquired new knowledge so it did not help all students to achieve good performance in English classes.

Observation Guide № 4

On17th October, 2016 the observation guide that was applied at Unidad Educativa Isabel de Godin in Noveno Año General Básica 'C' determined that teacher tried to integrate disabled student and non-disabled students in class activities. The results reflected that students did not feel accepted and they did not help each other to create great opportunities for interactions. The collaboration between teacher and all students was the same; it was not good so they did not feel comfortable to say their ideas, thoughts and questions. Moreover, the teacher tried to use presentation techniques teaching learning strategies and teaching methods but these did not accommodate all learning styles of all students and to improve learning teaching process for all students. The teacher's attitude to disabled student began to change in some way. She attempted to support to student with special needs. Similary, the teacher did not use different modes of assessment. There was not a continuous assessment to get feedback from students' learning and the assessment did not take place in a flexible manner and time when the learner had acquired new knowledge so it did not help all students to achieve good performance in English classes.

4.2. ANALYSIS AND INTERPRETATION OF RESULTS OF THE SURVEY WHICH WAS ADDRESSED TO ENGLISH TEACHER

On 29th September, 2016 the survey was addressed to English teacher at Unidad Educativa Isabel de Godin in Noveno Año General Básica 'C'. It was focused to know how the Inclusive Teaching is performed in the Educational Process of English into the classroom. According to the questions, the survey reflected that the English teacher does not have knowledge about Inclusive teaching. However, she considers that it is important in the Educational Process of English and benefits for both students with and without disabilities. Besides this, she supposes that sometimes plans activities that integrate disabled students and non-disabled students in the same class and she sometimes uses inclusive learning strategies to overcome barriers to learning. Her students sometimes feel comfortable in the classroom environment to voice their ideas/thoughts/questions. Finally, she considers that Inclusive Teaching is not used in the Educational Process of English

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

1. Inclusive teaching helps disabled students and non-disabled students because they feel valued and they participate with all members of the group in a safe and positive environment which enhance their interactive development into the classroom as stated in theoretical framework.

2. Inclusive teaching in the educational process of English is not properly used; the teacher does not have enough knowledge about how to use this methodology to help students to overcome the barriers that limit the learning.

3. Inclusive teaching in an English classroom is very important because it promotes more active learning for both students with and without disabilities. Therefore, the benefits are shared and it creates an environment where the appreciation and acceptance of individual differences increase.

5.2. RECOMMENDATIONS

1. The teacher should adopt inclusive teaching as an aid to students so that they feel valued and improve their participation in the group with the purpose of creating a positive and interactive environment.

2. English teacher should get a deeper knowledge about Inclusive Teaching to satisfy the students' needs and overcome the barriers that affect the learning process. In this way, she will use inclusive teaching in a correct way.

3. The teacher should see Inclusive Teaching as an important tool in an English classroom to fortify the active participation of all students and motivate the relationship among students.

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7. ATTACHMENTS

An interpreter for the deaf explains to disabled student what the teacher says in the class.

Developing the observation

OBSERVATION GUIDE

Teacher:		
Observer:		
Area:	Date:	Course:
Topic: "INCLUSIVE TEACHING IN THE EDUCATIONAL PROCESS OF ENGLISH"		**Punctuation scale** 1. Poor 3. Good 2. Fair 4. Very Good

Instruction: Please rate each item according to your observation using the following punctuation scale.	1	2	3	4
1.- Learning environment				
Disabled students and non disabled students are integrated in class activities that allow them to share their views and experiences with dignity and respect in a safe and nurturing environment.				
All students feel accepted and they help each other to create great opportunities for interactions.				
There is a close collaboration between teacher and all students.				
All students feel comfortable in the classroom environment to voice their ideas/thoughts/questions.				
2.- Teaching methods				
Teacher uses a range of presentation techniques (eg. charts, diagrams, pictures) to accommodate all learning styles of all students.				
Teacher varies the lesson type (lecture, small group discussions, work in pairs, individual work) to attempts to overcome barriers to learning and participation into the classroom.				
Teacher uses a broad repertoire of teaching learning strategies across all learning styles.				
Through different teaching methods, teacher sees as oportunities to improve learning teaching process for all students.				
3.-Teacher's attitude				
Teacher respects each student's uniqueness and involves students actively in their learning through continuing dialogue, negotiation and reflection about their learning, learning goals and progress.				
Teacher supports students wherever possible with special needs in regular classroom settings rather than organizing students into ability groups.				
Teacher's attitude influences positively in the expectations for his students and his behavior towards them.				
Teacher concentrates on individual student, not disabilities.				
4.- Assessment and Feedback				
The assessment helps all students to achieve good performance in English classes.				
There is a continuous assessment to get feedback from student's learning and teacher's success in selecting appropriate teaching methods, as well as the needs to adjust the pace or style of teaching.				
Teacher uses different modes of assessment to allow students to demonstrate their learning in a variety of ways.				
Assessment takes place in a flexible manner and time when the learner has acquired new knowledge, a new skill or competency, even new attitudes and values, when the teacher has finished teaching a particular content and in the ordinary classroom situation.				
TOTAL SCORE				

Source: Observation guide for teacher and students   **Done by**: Geovanna Allauca

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS
LANGUAGE CAREER

Dear teacher:

This survey has the aim to know how the Inclusive Teaching is performed in the Educational Process of English into the classroom. It should take no more than five minutes of your time to complete. Your participation in the survey will be completely anonymous. Thank you very much for your cooperation.

Read each question and tick your answer:

1. - "Everyone has the same opportunity; there should be no boundaries such as ethnicity, gender or disability." According to your opinion, what does the definition refer to?

☐ Diversity

☐ Accessibility

☐ Inclusion

☐ Integration

2. - What is Inclusive Teaching for you?

☐ It is centered on the teacher.

☐ It embraces diversity to meet the varying learning needs and styles of students.

☐ It is about changing the student to fit the system.

☐ Everyone has the same opportunity; without boundaries

3. - How important is Inclusive Teaching in the Educational Process of English into the classroom?

☐ Not at all important

☐ Slightly important

☐ Important

☐ Very important

4. - Dou you consider that Inclusive Teaching benefits for both students with and without disabilities?

☐ Yes

☐ No

5. - What is the teacher's role in an inclusive English classroom?

☐ Teacher concentrates on individual student and disabilities.

☐ Teacher uses individual learning strategies.

☐ Teacher respects each student and involves them actively in their learning.

☐ Teacher marginalizes students.

6. - How often do you plan classroom activities that integrate disabled students and non-disabled students in the same class?

☐ Never

☐ Rarely

☐ Sometimes

☐ Always

7. – How often do your students feel comfortable in the classroom environment to voice their ideas/thoughts/questions?

☐ Never

☐ Rarely

☐ Sometimes

☐ Always

8. – How often do you use a range of presentation techniques (eg. charts, diagrams, pictures) to accommodate all learning styles of all students?

☐ Never

☐ Rarely

☐ Sometimes

☐ Always

9. – How often you use inclusive learning strategies to overcome the barriers that limit the learning and participation into the inclusive English classroom?

☐ At no time

☐ Some of the time

☐ Most of the time

☐ All the time

10. – Do you consider that Inclusive Teaching is used in the Educational Process of English?

☐ Yes

☐ No

………………………………………
Teacher's signature

Number of students: 39   **Course:** 9th 'C'

Date: 24th October, 2016

Place: Unidad Educativa "Isabel de Godin"

Objective: Verify if the Inclusive Teaching is properly used to contribute to the learning teaching process.

№	CRITERIAS	WEAK 1				WEAK 2				WEAK 3				WEAK 4			
		1 POOR	2 FAIR	3 GOOD	4 VERY GOOD	1 POOR	2 FAIR	3 GOOD	4 VERY GOOD	1 POOR	2 FAIR	3 GOOD	4 VERY GOOD	1 POOR	2 FAIR	3 GOOD	4 VERY GOOD
1	**Learning environment**																
	Students disabled and students non disabled are integrated in class activities that allow them to share their views and experiences with dignity and respect in a safe and nurturing environment.	X					X				X			X			
	All students feel accepted and they help each other to create great opportunities for interactions.	X				X				X					X		
	There is close collaboration between teacher and all students.	X				X				X				X			
	All students feel comfortable in the classroom environment to voice their ideas/thoughts/questions.	X				X				X					X		
2	**Teaching methods**																
	Teacher uses a range of presentation techniques (eg. charts, diagrams, pictures) to accommodate all learning styles of all students.	X				X					X				X		
	Teacher varies the lesson type (lecture, small group discussions, work in pairs, individual work) to attempts to remove barriers to learning and participation into the classroom.	X					X				X				X		
	Teacher uses a broad repertoire of teaching	X				X					X				X		

#	Criteria																	
	learning strategies across all learning styles.																	
	Through different teaching methods, teacher sees as oportunities to improve learning teaching process for all students.	X				X				X				X			
3	**Teacher's attitude**																	
	Teacher respects each student's uniqueness and involves students actively in their learning through continuing dialogue, negotiation and reflection about their learning, learning goals and progress.		X			X				X				X			
	Teacher supports students wherever possible with special needs in regular classroom settings rather than organising students into ability groups and 'pull out' activities.	X				X				X				X			
	Teacher's attitude influence positively in the expectations for his students and his behavior towards them.	X				X			X					X			
	Teacher concentrates on individual student, not disabilities.	X				X				X				X			
4	**Assessment and Feedback**																	
	The assessment helps all students achieve good performance in English classes.	X				X			X				X				
	There is a continuous assessment to get feedback from children's learning and teacher's success in selecting appropriate teaching methods, as well as the needs to adjust the pace or style of teaching.	X				X			X				X				
	Teacher uses different modes of assessment to allow students to demonstrate their learning their learning in a variety of ways.	X				X			X					X			
	Assessment take place in a flexible manner and time when the learner has acquired new knowledge, a new skill or competency, even new attitudes and values, when the teacher has finished teaching a particular content and in the ordinary classroom situation.	X				X			X				X				

Source: Anecdotal Record
Done by: Geovanna Allauca