UNIVERSIDAD ICESI

ACADEMIC IMPROVEMENT IN ENGLISH IN TWO 7TH GRADE STUDENTS REJECTED BY THEIR CLASSMATES AT A PUBLIC EDUCATIONAL INSTITUTION.

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School of Education Sciences

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THEIR CLASSMATES AT A PUBLIC EDUCATIONAL INSTITUTION

A Master's Report Presented by
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MASTER'S IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

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Dedication

This master's report is dedicated: to God and the Virgin Mary for being my spiritual strength and those who inspired me in my teaching vocation, and bless me every day to achieve my purposes, to my parents who taught me the value of studying, to my husband for understanding those long study periods, and being my counselor in difficult times, to my children for being those beings of light that make my life happy, and endured my absence, to my sisters for their unconditional support.

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To God, who gave me every person and thing that I needed to achieve this academic goal.

To my teachers for their teachings, especially to my thesis advisor for her dedication and support to carry out this research.

To my friends and colleagues, I learned something from each one of them, and for making this process easier.

ABSTRACT

This study has the purpose of improving the academic level in English class of two students, who have had low academic performance. This, at the same time has been a barrier to interact with their classmates who express negative and hurting utterances about them. To achieve the study objective, it was necessary to design an action plan encouraging academic strategies such as cooperative learning and alternative assessment tools that would consider their strengths and weaknesses to foster social interaction in the group. This case study took place in a public school in Yumbo, Valle del Cauca, Colombia. The two students belong to a group of 30 students of seventh grade. It has a qualitative design, data was collected through observations and analysis of activities designed from the perspective of the task-based learning method. The main finding is to have verified that the students responded to the process when the teacher considered their needs. This means that the teacher assisted all her students and ensured an inclusive education.

Keywords: inclusive education, cooperative learning, alternative assessment, learning barriers, academic performance

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INTRODUCTION

Providing an education that considers all students, is a hard task for teachers but, it is the way to ensure inclusion in the classroom. This case study is developed around two students with low academic performance who get bullied by their classmates who judge their behavior negatively and are rejected when doing activities. It also considers the role of the teacher is essential in the classroom to pay attention to all students and to make of his/her teaching practice, a special moment to improve the group social skills and engage the students in the academic process through the integration with classmates in order to improve their academic performance.

The main objective of this study is to improve the academic performance in English class in two 7th grade students rejected by their classmates at a public educational institution. The first step I followed to characterize them as students, so I could obtain information about their learning needs, in order to design a lesson plan to impact all students according to the group diversity of learning. To achieve it, task-based learning, cooperative learning and some methods of the alternative assessment that have been regarded as useful were chosen to work on improving the social skills in the group. This study considers the lack of group integration as a negative factor in the learning process, and considers that the teacher has the task of working the group integration with the students to improve some values like respect and tolerance.

This study has as support Colombia's decree in inclusive education, education as a social function and the main topic¸ students' learning barriers which come from the teaching

practices. According to the teaching profession, a teacher has the pedagogical knowledge to work in the function of the students' learning. In the field of education there are several studies to support the favorable impact on the students, when the teacher assesses his/her practice and he/she designs action plans to benefit to students. For instance, Arslan and Yüzlü (2016) developed a pedagogical intervention to improve the academic level, considering students' needs; and Gillies (2016) in his study shows how the active role of the teacher planning and supervising class activities improved social interaction and he successfully improved group in interaction and academic performance.

It was concluded that the teacher can transform the classroom environment through the teaching practice if he/she thinks about inclusive education, and in return, this will improve students' performance. Of course, this depends on the teacher's will.

1. RESEARCH PROBLEM

1.1 Problematic Situation

Learning barriers can appear in the teaching and learning process. They may arise from different factors, these could be: cognitive issues, the school curriculum, the teaching practices, the students' family context, and so on. In most cases, these barriers are not faced by parents or schools because parents do not admit or do not realize the learning barriers on their children. Therefore, in school there are students who present learning barriers, but they do not have a diagnosis and the school does not support them considering the students' needs, this negative situation does not allow that students achieve a satisfactory academic level.

In the Antonia Santos high school, in seventh grade two students have faced this situation, they present learning barriers but they do not have a diagnosis. These students call the attention because they suffer social rejection from the part of their classmates: due to their low academic performance their classmates do not want to work with them. These students show learning barriers of the social type. For instance, they do not interact with their peers; student "A" is introverted and student "B" is anxious. They are often easily stressed or disturbed in class. Their classmates perceive these students as lazy, students that do not work in class. For this reason, their classmates are not willing to do pair or group work with them. Furthermore, their classmates express negative and hurting utterances and gestural language when they have to work with them.

In English class, they do not follow instructions; they always present an excuse not to do the homework or activities in class; they often present unfinished activities and with mistakes. Below you will find a brief description of each of the students.

Student A: his notebook is a bit messy and he does not write in class; he sometimes copies but his notes are not clear enough; he does not present complete activities. In most of classroom activities he shows misunderstanding of the task; he is passive in class; he does not want to participate in speaking activities and has very little interaction with his classmates.

Student B: he sometimes writes in his notebook, but he does not copy as it is written on the board; he copies some words. He seldom presents activities, but these are not related with the instructions; his notebook is messy with many spaces in blank and with some calligraphy issues.

Each one of them, with their own characteristics, personality and character undergo the same situation of facing barriers to learning without getting any help from anyone; the school context is not a support for them.

In any school context teachers can intervene to minimize learning barriers. In this case, the intervention is to improve students' academic performance with methods and instruments considering their needs and to enhance the students' interaction with their classmates the group environment changes for them which could be positive for their academic performance.

1.2 Research question:

How to improve the academic performance in the English class of two 7th grade students rejected by their classmates at a public educational institution?

2. OBJECTIVES

2.1 General Objective:

To improve the academic performance in English class of two 7th grade students rejected by their classmates at a public educational institution in Yumbo

2.2 Specific objectives:

1. To characterize each one of the two students under this study.

2. To design and implement a pedagogical action plan for the two students under this study.

3. To apply alternative assessment to these two students with low academic performance.

4. To analyze the learning process of the two students.

3.JUSTIFICATION

This master's report will evidence the struggle teachers face when having students with learning difficulties and how hard it is to include everyone when teaching. It will also evidence that teacher's determination is crucial in trying to solve this issue.

Publicschools teachers are aware of the hardsocial context that students of these institutions have: many students have dysfunctional families, economic problems and violence in their social contexts, amongst other difficulties. Additionally, some students show cognitive difficulties. These are factors that interfere in the learning process. Hence, teachers face all these situations and need to know how to cope with them in order to help students to learn.

For this reason, this study aims at implementing pedagogical strategies to improve the academic performance in student A and student B, who in most of the English class activities are excluded by their classmates. This negative behavior of the group against students A and B needs of the teacher's intervention, because the rejection does not start from the individual, but from the group, subtracting opportunities for social learning, reducing self-confidence, creating negative feelings, becoming a chronic rejection of these two children and aggravating behavior problems. To avoid students to harm each other through their behavior addressed by their personality, it is necessary to work on social skills with the group.

These two students need the English teacher to apply strategies in class to promote the social interaction in the classroom and at the same time to ensure the inclusion as a right of the students, as expressed by Saldarriaga Concha Foundation:

Inclusive education is a human right that must be recognized in every moment of life, starting from early childhood, into higher education and throughout their life span. It

is recommended that the state, the national government, and local governments develop inclusive education programs based on the recognition of the diversity of students, where people with physical, sensory, mental and intellectual disabilities are included, with adequate responses being provided for their needs at all levels of education, and forms and manifestations of public service education (Saldarriaga, 2013 pag33).

Accordingly, the English teacher must face this situation and apply his/her pedagogical knowledge to integrate the students in each process of the class, and to decrease the learning barriers through pedagogical intervention. Education is a social function and it demands teachers to be an active agent in the teaching-learning process. This means that it is not enough to transmit knowledge; it is necessary to work with students on how to become active members of society, valuing them as individuals with strengths and weaknesses. Hence, it is necessary to plan all the classes for all them.

Indeed, students with poor social skills and low self-esteem can show low academic performance. Teachers have the responsibility to help students not only to achieve academic goals but must be aware that students with these features might be part of their classroom. They must be assisted according to their needs instead of only assisting students that can pass the academic year arguing that they have issues and that they cannot fail that academic year. But in fact, there is not any concern for genuine improvement of students' performance or their learning environment. Teachers should be a support for them to help them to progress according to their characteristics because education is a right for all students.

4. THEORETICAL FRAMEWORK

Teachers can identify problems that their students have and can recognize the causes too, but a key factor to help students to improve their academic performance is to intervene. An opportune and appropriate intervention in the process of learning can be the difference between school achievement and school failure. Some studies whose aims are focused on improving students' performance with approaches, strategies or factor analysis have shown that teachers' interventions help students to improve their academic performance; they can have a strong and favorable impact since they are designed for a specific context by analyzing the students' needs. In this case, the goal is to find a solution for integrating two students who feel isolated in their group, due to attitudes that their classmates have with them and, at the same time, to improve their academic performance in the English class.

In this study, the learning barriers related to the teaching practice are the main point to improve the academic level. Considering that the teaches are active subjects in the classroom and they have a social responsibility, this study intends to find a way for two these students to achieve their academic goals. The first part of this chapter will review previous studies where teachers have shown concern about their students' learning barriers. The second part will focus on Dewey's education concept (1916) that he worked in his book Education and Democracy and on the responsibility that teachers have with society. Finally, it will work some concepts about cooperative learning and other strategies considered in alternative assessment for working social skills in the classroom and inclusion in education.

In the academic field, there are some studies about barriers to learning as well as about learning and social interaction in learning English as a foreign language.

4.1 An Alternative to Design Effective Lesson Plans

According to Arslan and Yüzlü (2016) in their study on effects of Universal Design Learning (UDL), there is a planning in which the teacher considers the learning needs of all his/her students as well as their individual differences. They worked with 64 students divided in two groups; one of them was an experimental group and the other one was the control group. Each one of them had 32 students. The purpose of this study was to analyze the effect of the UDL applied on students' English academic achievement and self-regulation skills. They found that the students of the experimental group outperformed the academic achievements of the students of the control group. They showed that a pedagogical intervention in a group improved the difference between students' marks and made the group more homogenous in the academic aspect.

Arlans and Yüzlü (2016) said that "the essences of universal design for learning (UDL) are flexibility and to consider alternatives to address learners' needs, styles, preferences, abilities and disabilities. Flexibility has potential to maximize learning opportunities for all the students." This design was created to eliminate learning barriers with flexible material and teaching practice, a way to show how teachers can change their pedagogical labor to make education more inclusive, one of the principles of this design is to provide multiple means of engagement, as well multiple mean of the expressions, so this work is demanding for the teacher. Therefore, the teacher will to help students to improve their academic level is key factor. It is an example of how teachers can care about their students by recognizing the needs in the classroom and by considering which of them require their attention.

4.2 Education as a social function

Understanding education as a social function, implies that it should aim at helping students to develop their personality and to socialize in different contexts. A teacher can observe how students interact in different ways and how students can hurt each other sometimes not being aware as to avoid it. For this reason, it becomes necessary for schools to keep in mind some features to transform the student's environment. As said in the following paragraph:

> "The school environment has to eliminate, as far as possible, the unworthy features of the existing environment from influence upon mental habitudes. It establishes a purified medium of action…The school environment has to balance the various elements in the social environment, and see that each individual gets an opportunity to escape from the limitations of the social group in which he was born, and to come into living contact with a broader environment." (Dewey,1916, p.24)

From the above-mentioned statement, this study considers firstly, that each student arrives in the school with all his/her experiences that are reflected through his/her behavior as well as positive and negative habits that can affect his/her relationship with classmates. Hence the school has to intervene when students' attitudes harm his/her classmates. Secondly, the school has to work to provide students a context where the ones with limitations can be an active part of society. Consequently, teachers have to conceive education as a social function as expressed by Dewey (1916) "education is thus a fostering, a nurturing, a cultivating process. All of these words mean that it implies attention to the conditions of growth". (p.14). As it was expressed by Katamei and Omwono (2015) "every student has the potential to learn and become a responsible citizen if given a conducive environment. Therefore, it is worth mentioning that

intervening at the earliest stages, can lead to students' success" (p.107). This implies that teachers should design their lesson plans for their students by considering their diversity and needs and by offering support to students who present considerable difficulties to develop academic and social skills.

Likewise, teachers need to be aware of new trends in education. This implies to educate in and for diversity in the classroom. Therefore, teachers should update their knowledge on pedagogy of and for diversity, because all the students have the right to receive education according to their bio-psychosocial conditions and capabilities. Thus, it is an opportunity for what students can be able to appreciate and to respect their differences such as: learning rhythm, personality, and behavior amongst others. In this sense, coexistence in the classroom would be a positive factor for learning.

In brief, teachers can minimize learning barriers and improve students' academic level by transforming classroom environment with methods and strategies for encouraging social interaction. This is one of the arguments in which this study supports its purpose: two students are affected by the school environment because their classmates reject them and it is the school's responsibility to change the group's attitude toward their classmates. A teacher cannot allow rejection and the school has to assume its social function.

4.3 Cooperative learning

Cooperative learning (CL) is "the instructional use of small groups in order to achieve common learning goals via cooperation. It has made an almost unprecedented impact in education during the last two decades" (Dörnyei, 1997, p.482). It is also defined as "a strategy that involves groups of students working to complete a common task. It is a rich educational

strategy because it affords elaborate student interactions." (Siegel, 2005, p.239). Hence, CL is a way to lead students for achieving their goals by interacting with each other in the classroom, where students are the center of the class and the teacher has the role of guiding students and promoting learning at the same time that students work in their social skills.

CL is not a new strategy. It appeared in the 60's. It is different from collaborative learning and from individual learning. It is applied in different academic contexts such as universities, high schools and elementary schools because teachers acknowledge it as a useful strategy in pedagogical interventions for enhancing attitude toward learning. Dörneyei (1997) expresses:

"CL is a highly effective classroom intervention, superior to most traditional forms of instruction in terms of producing learning gains and student achievement, higher-order thinking, positive attitudes toward learning, increased motivation, better teacher-student and student-student relationships accompanied by more developed interpersonal skills and a higher self-esteem on the part of the students." (p.482)

CL in the classroom has shown to help students to achieve their academic goals. This strategy engages students and motivates them to improve their academic level. Gilies (2016) reported that Slavin (1989) had done the analysis of 60 researches finding that "the overall effects of cooperative learning on achievement were clearly positive in 72% of the comparisons whereas only 15% favored control groups with 13% recording no significant differences. These findings led Slavin to conclude that cooperative learning can be an effective strategy for increasing student achievement." (as cited Gillies, 2016, p 39). In this study it is considered how meaningful and useful cooperative learning is to improve the academic level of the students. Therefore, CL helps students feel responsible for achieving the goals; they are

aware that their performance affects the group in goal accomplishment. To implement CL it is necessary for teachers to consider some basic elements such as: positive interdependence, individual accountability and personal responsibility, promotive interaction, appropriate use of social skills and group processing, (Johnson and Johnson, 2008).

4.3.1 Positive interdependence

In CL, positive interdependence means that each member of the group has to assume a specific role for achieving the individual goal, and each integrant is aware of the contribution and how this affects the group's goal accomplishment and it becomes one of the key elements in CL. It is presented in Gillies's (2016, p. 41) study when he explains that "positive interdependence is established in groups when students understand that each one is responsible for completing a part of the task which, in turn, all must achieve in order for the group to complete its goal". The positive interdependence promotes in the students that they themselves recognize their abilities. It is necessary to implement some strategies for motivating the students to cooperate. Olsean and Kaga (1992) presented a structure to achieve students' positive interdependence (as cited Dörnyei,1997, p.484); structuring; the goal, the rewards, the roles, the materials and the rules.

4.3.2 Individual accountability

This element comes from positive interdependence and refers to the responsibility that each group member feels when helping his/her team with his/her effort; in other words, the outcomes assessed from each one is useful as well as for individual and group performance.

4.3.3 Promotive interaction

This element focuses on encouraging the team to reach the goal when an integrant produces favorable outcomes for him/herself at the same time promotes the team's productivity. It is defined by Gillies (2016) as "the willingness of group members to encourage and facilitate each other's efforts to complete their tasks in order for the group to achieve its goal". To promote the interaction as a strategy means working on social skills, students learn to solve problems in the group, to listen to their classmates, to be more tolerant and to supply the group's needs as resources, information, strategies and so on.

4.3.4 Appropriate use of social skills

It refers to how a student develops social skills through cooperative learning because students need: to trust each other to have assertive communication, to solve conflicts, and to be tolerant. According to Gillies (2016), the social skills that facilitate students' interactions during small group discussions include: active listening to each other, sharing ideas and resources, commenting constructively on others' ideas, accepting responsibility for one's behaviors, making decisions democratically. To achieve it, the teacher's supervision of the group's performance contributes to the success of the group.

4.3.5 Group processing

It is to assess the group actions: if these were or not useful for achieving the goals and to make decisions about what needs to be changed in the group for improving the group's performance. The reflection makes part of this stage and to encourage the group to do it, some questions as what have we achieved? what do we still need to achieve? and how might we do this? can lead to the process.

For instance, Mashouj (2015) in his study on the effect of cooperative learning on academic performance of college students in Saudi Arabia did a quantitative experimental study. Findings showed that cooperative learning increased students understanding and participation in class and had a positive impact in students' academic performance. With the same concern Yu (2019) addressed the study for answering if CL could improve students' reading ability in Shanxi Normal university in China. He found that CL has a positive effect on the students; it can enhance motivation, learning interest and confidence on students. Other aspect was that students have more opportunities for interaction, and it helps students to improve and to develop their learning ability.

These studies support the present study because they show how human beings respond to social interaction positively. Implementing CL in the pedagogical practice as a strategy in the classroom can have a favorable impact if it is guided and planned according to students' needs. To promote social skills in the classroom CL is an alternative to help students to learn and minimize barriers to learning. At the same time, research suggests that CL can help teachers on their concerns in improving the students' academic level in English language and aspects related with affective factors that can interfere in the learning.

4.4 Alternative assessment

Alternative assessment has been defined by several authors. Kohonen (1997) asserts that alternative assessment emphasizes the communicative meaningfulness of evaluation and the commitment to measure which is valued in education. Alderson and Banerjee (2001, p.214) say that alternative assessment is usually taken to mean assessment procedures which are less formal than traditional testing, which are gathered over a period of time rather than being taken

at one point in time, which are usually formative rather than summative in function, are often low-stakes in terms of consequences, and are claimed to have beneficial washback effects. For this study alternative assessment will be a manner to assist all students, considering their individual characteristics. It is to help students to acknowledge their strengths and weakness, to feel able to learn and to trust in their abilities.

To implement alternative assessment in class, it is required to change the traditional methods of assessment. Abbas (2012) presents the main methods for alternative assessment: the portfolio, the interview, the rubric and the diary. These methods allow assessing the students' progress with activities worked in class and valuing the students advance as well as their feelings related to the classes. It is also useful for assessing their own standing and how they can follow instructions and their effort for improving. In this study, the methods considered for improving the academic level of the students will be:

The portfolio: this method allows students to keep and organize all the activities developed in class at the same time that lets the teacher know about the student's commitment. It is not to judge the activities gathered, it is to analyze the student's progress. Also, it discloses in an easy way the students' performance because it is a visual method that can make it easier to notice their progress.

The rubric: this presents the assessment criteria in a clear and organized way, allowing students and their parents how students will be evaluated, as well as it lets students analyze and judge their activities.

The diary: is a subjective method, where the students make a report about their class and performance, it is a useful and meaningful tool for the teacher because it shows students'

thoughts, feelings, and perceptions related to class and their classmates. The diary can be addressed with some questions that engage them to think and write.

Oral assessment: the interview and the oral presentations are two techniques of alternative assessment that allow students to show their knowledge on a specific theme. The advantage of these techniques is that students have the possibility to explain or defend their answers, and the teacher can check to record or score students' performance. The disadvantage of these technics can be the time, teachers can spend a lot of time in individual oral assessments.

Accordingly, teachers have a social responsibility. Each time that a teacher starts a class is a learning opportunity, for both teacher and students. Hence the teacher has to read his classroom and interpret everything in the students with low performance in the subject. It is not only students' concern, but it will also be a teacher's concern. Teachers are aware that in a classroom with 30 students, not all students have the same level of learning. In an academic group it is possible to find students with difficulties to learn, but public schools do not offer personal support from psychologist or phono audiologist which would be helpful to interpret and face these issues. Teachers do not have the required knowledge to make a diagnostic and give a suitable treatment.

Nevertheless, teachers have to know about barriers to learning and how to face them so to have an inclusive education where all students have the opportunity to learn from their particularities as human beings. According to Booth and Ainscow (2002), the barriers to learning are facilities, cultures, policies, curriculum, teaching method, seating arrangements and form of interaction. These are some examples of barriers that may hinder the school life of any student, not only those with some kind of disability, global developmental delay, high

abilities or giftedness. In contrast, Burden (2000:9) and the Department of Education (2002:130) describe barriers to learning as those factors that lead to the inability of the system to accommodate diversity, which leads to learning breakdown or which prevents learners from accessing educational provisions.

Based on these definitions, this study considers the barriers to learning as internal and external factors in students which do not allow them to learn. One example is when a class activity is not according to the group's diversity. It becomes a barrier to learning, thus it is necessary to include strategies as cooperative learning and alternative assessment because these can be worked by the teacher to minimize barriers to learning in students.

4.5 Inclusion and segregation in the classroom

First of all, each Colombian has to know that inclusion in Colombia is a right, so inclusion in education must be understood as a human right that teachers must guarantee. Ainscow (2013, p. 12) defines the inclusion with four components: first, a process which demands a constant search about teaching for all, keeping in mind diversity; second, the identification and elimination of barriers, which implies the teacher to use different ways to evaluate, considering diversity in the classroom and the use of results to resolve students' issues, instead of judging. In this case, the teacher can use alternative assessment methods whose objective is to assess for learning. It is a process that demands a constant search of students' needs and how to face them for ensuring the teaching for all with focus on diversity; the third point is to observe and analyze students' academic performance which means to know and understand the students' difficulties because the teacher should have enough strategies for working with all the students, each student should be assisted and be active according to their abilities;

fourth, it is necessary to pay special attention to the student at risk of being excluded, margined or with low academic performance and asserts that is an ethical issue to guarantee assistance to all students as well as their performance.

MacArthur (2009, p.17) defines inclusion by what inclusion is not: inclusion is not segregation, setting special schools, classes or activities; inclusion is not students' attendance to a regular school neither it is an "ideology"; it is a right. In Colombia the National Education Ministry (2017) has considered the inclusive education as:

"A permanent process that recognizes, values and responds pertinently to the diversity of characteristics, interests, possibilities and expectations of girls, boys, adolescents, youth and adults, whose objective is to promote their development, learning and participation with pairs of their same age, in a common learning environment, without discrimination or exclusion, and that guarantees, within the framework of human rights, the reasonable support and adjustments required in their educational process, through practices, policies and cultures that eliminate existing barriers in the educational environment. "

In this study inclusion is a term that refers to a human right. In the classroom it is the teacher's responsibility to guarantee education for all students, working in an active way and using the assessment results as tools for the students learning. Besides, it is a duty of the teacher to comply with providing quality education for all Colombian students, with or without a clinical diagnosis of students. Teachers must make reasonable adjustments to the syllabi and to solve the learning barriers that they observe are obstacles for their students' learning.

5. METHODOLOGY

This study was developed using the case study method because this allows to observe, analyze and understand a specific situation. In this case, data was gathered following a qualitative methodology by using observation, interviews to both teachers and students, a diary, a portfolio and rubrics as alternative assessment instruments. The strategy used to design the action plan was based on task-based learning (TBL) and the cooperative learning (CL) which have some elements for working social interaction in the group.

5.1 Participants

This study took place in Antonia Santos high school in Yumbo, with students, teachers and support personnel. There were 30 students in the seventh-grade classroom. There were 14 girls and 16 boys, ages between 11 and 16 years. In this study the two students focalized are named student A and student B. Both students are boys. Student "A" is fourteen years old and "B" is thirteen. Both students present poor academic performance in the English class and poor interaction with their classmates. These students expressed they feel rejected by their classmates. The main reason for selecting these two students was to improve their academic level in English class because they are students with learning barriers and the aim was to minimize the barriers related with teaching practice through a pedagogical action plan that would consider their needs.

The participating teachers were three. They taught in the seventh grade group and they had been working with the group at least for 2 years each one. The support personnel participant was a phonoaudiologist who makes a part of The Program of Attention to Specific Educational

Needs (PANEE). It was necessary to highlight that none of the students A and B belong to the PANEE.

5.2 Stages

The aim of the case study was to determine if the strategies proposed were feasible for achieving the objective. For this reason, the study was exploratory. It was developed throughout the following stages:

5.2.2 DESIGN OF THE PEDAGOGICAL ACTION PLAN FOR THE SUBJECTS

- Class observation
- Teachear Interviews
- PANEE's report

5.2.1 CHARACTERIZATION OF THE SUBJECTS OF THE STUDY

- Task based learnig
- Cooperative learning
- Alternative assessment
- Design of the pedagogical action plan for the subjects

- Diary
- Students interviews
- Portfolio
- Rubrics
- Brochure
- Class observation

5.2.3 APPLICATION OF ALTERNATIVE ASSESSMENT

5.2.4 ASSESSMENT OF THE LEARNING PROCESS OF THE TWO STUDENTS

- Cooperative learning
- Task based learning
- Academic performance

5.2.1 Stages followed throughout this study

In order to identify and to consider the needs of students it was necessary to make the characterization of each one student by interviewing three teachers, who taught them. To describe and understand each one of students, it was necessary to consider the concept that some teachers had on students A and B and to inquire about their academic performance and how they interacted in their class. The interview was the technique used to gather the data to

make the characterization. It was semi-structured and applied to three teachers (biology science, Spanish and ethics). The following questions were included in interview:

Teacher questions

1. What is student A's behavior in your class?

2. What is student A performance in class?

3. How is the interaction of student A with his classmates in your class?

4. Do you think Student A is rejected by his mates? Why does Student A work alone in your class in group activities?

5. What is student B's behavior in your class?

6. What is student B's performance in class?

7. How is the student B's interaction with his classmates in your class?

8. Do you think student B is rejected by his mates? Why does Student A work alone in your class in group activities?

For completing the characterization, the researcher asked the phonoaudiologist (PANEE) to evaluate student A and student B.

Student A's characterization

Student A is a silent person, he is 15 years old but seems to be around 12. He is shy, when the teacher asks him for any activity, he starts to twist his fingers, and to sweat, he looks up or down but never makes visual contact with the teacher. He holds a timid smile and prefers to have low profile in oral activities. He does not answer, and he looks very nervous. This

behavior is present with classmates as well. He is a quiet boy, too calm, he does not express doubts or requests, even when something or somebody bothers him, he does not do anything. He presents low academic performance, he does not trust himself and shows fear of being wrong, the notes in his notebook are not enough to help him at home review topics or even to do activities that he did not finish during class time. There are some moments during the class in which Student A looks distracted or anxious, playing with his own hands or touching his face and head. Even if he is sitting near the teacher, he does not pay attention. This can interfere in the development of the activities, because at the moment to do an activity he does not know what he has to do, in this case, he simply sits looking around, he does not look for help. So, teachers usually say that he has a good behavior, because he is also a passive student. About his academic performance teachers say that Student A has to improve, to pay attention and to participate in class, and not to give up in the academic activities. About social interaction, he always works alone, his mates think he is too shy and they do not like to work with him.

Student A does not have accompaniment from his parents, he lives with his grandma, she is nearly 75 years old. Student A expressed that he spends a lot of time at home watching TV, it is the only one activity that he does at home, he doesn't play, he doesn't spent time outside, he doesn't practice any sport.

Student A is not perceived by the institution as a student with learning difficulties. To request contribution to inclusive education the support personnel interviewed him, and she presented the following report:

Evaluation:

Pragmatic component: the student answers when being called by his name, he establishes visual contact with the interlocutor, he achieves to start, maintain and end conversational topics. He uses conventional forms of communication such as greeting and he presents communicative intentions. For instance: he shows interest in people, performs visual monitoring of objects or people, has a social smile.

Phonological component: He presents complete phonological chart.

Semantic component: he identifies and nominates semantic categories such as animals, fruits, amongst others.

Reading and Writing: In the assessment of comprehension of texts, he can understand literal questions and inferential 5/6 correct. As for textual production, although his writing is not very elaborated, one can realize that he understands what he reads.

Family difficulties, he must be reported to the pedagogical counselor.

Recommendations: Appointment with the pedagogical counselor is recommended, who will give to the student proper management; in addition, start attending PANEE activities.

Student B characterization

Student B is a boy of 13 years of age, he is a talkative student, and this bothers his mates, he does not feel fear to say anything, but his conversation is not related with the class. He is a distracted student, he likes to play with school materials, his hands, even he carries toy cars. He does not like to present his notebook when he does not do an activity. Related with his academic performance student B does not present activities in class, but when he has to finish

the activity at home, he presents assignments with good quality, which usually do not have the criteria worked in class or he can even present a different homework assignment of what was required. Considering assessment, student B submits the written assessment with many words related with the vocabulary worked in class or words that he knows in English, but he does not write phrases or sentences. In oral assessment, he only makes his introduction, he stays standing up and he looks stressed out. About social interaction, he looks for his mates to work with them, but he is rejected in most cases, but it seems that he is not worried about it, he expresses that he is always going to work alone.

Student B lives with his mom and his older sister, his dad died. Student B's mom makes an accompaniment of her son's academic process, she often goes to school to ask for his academic performance. When student B gets a low grade, she asks to the teacher for the causes why her son has a poor grade. Some teachers have expressed to her, that student B needs a psychological evaluation but she does not agree with the suggestion.

Student B was evaluated by the staff personnel as a contribution to inclusive education, student B does not have a diagnosis as a student with a learning disability, she presented the following report:

Evaluation:

Pragmatic component: the student answers when being called by his name, he establishes visual contact with the interlocutor, he can start, maintain and end conversational topics. He uses conventional forms to communicate and greet and he presents communicative intentions. For instance, he shows interest in people, performs visual monitoring of objects or people.

Phonological component: He presents a complete phonological chart.

Semantic component: He identifies and nominates semantic categories such as animals, fruits among others.

Reading and Writing: In the comprehension of texts, a standardized test was carried out by the ICFES which contains literal, inferential and critical questions, he answered 2/11 questions correctly. In writing, he presents grapheme substitution, difficulties in segmentation, very poor writing for schooling, lacking adequate conductive thread.

Word distortion versus auditory stimuli when words are presented to memorize.

Recommendations: audiological evaluation with tests (audiometry, impedance measurement and logoaudiometry), he was reported to the counselor; also, it was suggested that he starts attending the activities of the PANEE.

5.2.2 Design a pedagogical action plan for the two students under this study

This case considered the students' needs both from student A and student B. They needed to interact with their classmates, to be accepted by his classmates, to do and to submit the activities, and to follow instructions. Considering the students' needs which were related as learning barriers of teaching practice, a pedagogical plan was designed. This plan had to promote social interaction, as well as considering tasks and formative assessment, bearing in mind their individual characteristics.

Therefore, the pedagogical plan was applied to the whole group of 30 students. All the activities were developed for working with all students as well as the assessment instruments used in the case study. The action plan was applied in four weeks, two hours per week (55 minutes each hour), during this time students had activities to achieve a task during the class

and the strategy for working was cooperative learning. This approach allowed the students to interact, to play a role in the group, to work together to do a task and to foster responsibility in individual and group form. Another strategy was task-based learning. It was used because the main aim of this method is to use language in a real situation where the most important is to use the language to communicate. The instruments and activity to assess the students were planned as formative assessment, method that gave useful and meaningful information to help students to improve their academic level.

5.2.3 Application of alternative assessment methods to students

Alternative assessment allowed me to analyze each student's process in a formative way and promote the communication between students and teacher. The data collections methods that I used were: the diary and the interview.

> *Diary*: this technique allowed the students to express about and reflect on classes. They answered the following questions in each entry:
>   a. How did you feel in class?
>   b. What did you learn today?
>   c. What did you like of the class?
>   d. What did you need to improve?
>
> *Students interview*: a group of students were interviewed following same questions worked on the diary, the idea was to allow students to know how their mate perceived their work.

5.2.4 Assessment of the learning process of the two students

The assessment methods mentioned above diaries, interviews, portfolios, rubrics and direct observation were applied to improve the academic level of the two students in the English class. These were classified according to students' needs. For this reason, cooperative learning activities were planned and evaluated to analyze social interaction and its effect on learning. Task-based learning was used to engage students to work and submit activities and the alternative assessments were elaborated to value students' performance to finally realize if students improved their performance in English class.

ACADEMIC LEVEL IMPROVEMENTIN ENGLISH CLASS		
Cooperative learning	Alternative assessment	Academic performance

5.3 Techniques and instruments

Three different techniques were used for data collection:

First, the semi structured interviews were done to three teachers of students A and B and for the students' work groups. The purpose of this was to analyze students' answers in context and the reaction of their mates and to the opportunity to compare the students' answer in the interview with students' answer in the diary.

Second, class observations were done throughout the process. It was developed in four English classes for students A and B; it was direct observation of students in the classroom in both

academic activities and during exchange with their mates in order to identify the types of interaction they had with their peers as well as behavior and their individual responses to academic activities.

Third, the portfolio was a tool that students kept to organize activities worked in class. With this tool the student could make a self-assessment of his performance. To have material on it was a synonym to have worked.

Fourth: the diary, it represented the students' feeling and thinking. Students had difficulty to express and communicate, so the writing helped them to communicate their feelings, the wrote about what they were not able to say orally. Triangulation of information from the three sources was done to search for coherence between, diary and interview.

Fifth, the rubrics were a guideline for the student. They were useful tools because they gave the necessary information about the criteria of assessment. In this way the students knew what they had to practice.

Finally, the cooperative learning groups presented a final task, it was a brochure. They made an oral presentation explaining the brochure and how they did it.

6. RESULTS

6.1 Class observations

Table 1: *Class # 1 Observation student A*

ACTION	DESCRIPTION
The teacher began with the greeting and she asked about last class, some students participated reminding the group about the topic and the activities. **Teacher divided the group giving one paper strip to every student, on this it was written a public place name, students had to move around the class looking for students who had the same public place, and each group was integrated by four students.**	**Cooperative learning**
	He goes to around the classroom and he finds his group.
	Motivation behavior
	He listens and moves his head, he is trying to find a point, he avoids to stablish contact with the teacher.
	Academic performance
	He follows the instruction
In groups, students had to identify the category for instance banks, bakeries, drugstores and so on. Students in groups had to define the public place assigned and to tell where public places are. For that activity students had to write in their notebooks and to present it in oral way to their mates.	**Cooperative learning**
	the students organize the group making a circle, in group each one student is working and they discuss about how define the public place (park).
	Motivation – behavior
	He frequently looks at his watch.
	Academic performance
	He does the activity

Table 2: *Class #1 observation student B*

ACTION	DESCRIPTION
The teacher began with the greeting and she asked about last class, some students participated reminding the group about the topic and the activities. **Teacher divided the group by giving one paper strip to every student, on this was written a public place name, students had to move around the class looking students who had the same public place, each group was integrated by four students.**	**Cooperative learning**
	He stands up and stays quiet, looking at his classmates, he cannot find the group.
	Motivation – behavior
	He looks like he would like to play interlinking his fingers and he does not pay attention to the class.
	Academic performance
	He presents difficulty to do the activity

	Cooperative learning
In group students had to identify the category for instance banks, bakeries, drugstores and so on. Students in group had to define the public place assigned and to tell where public places are, for that activity students had to write in their notebooks.	His group is formed by two girls and a boy, they organize the group giving their backs to student B. The teacher intervenes asking students "What is the best form to organize the desks for interacting all students?" He spoke little, his role was the writer but he did not write.
	Motivation - behavior
	He did not talk to his mates, he was demotivated
	Academic performance
	He does not do the activity

Table 3: *Class #2 Observation Student A*

ACTION	DESCRIPTION
Students in group had to define the public place assigned and to tell where public places are, for that activity students had to write in their notebooks and to present it in oral way to their mates.	He does not attend to classes, he does not present any excuse.

Table 4: *Class#2 observation student B*

ACTION	DESCRIPTION
Students in group had to define the public place assigned and to tell where public places are, for that activity students had to present it in oral way to their classmates.	**Cooperative learning**
	He makes the presentation but it is not according with the instructions, he is helped by a classmate
	Motivation - behavior
	he looks like confused and nervous, he frequently touches his face with his hands making pressure.
	Academic performance
	He does not present the activity according to the rubric, he speaks in Spanish

Table 5: *Class #3 observation student A*

ACTION	DESCRIPTION
What did we do last class? some students answered in English with short expressions and they spoke in Spanish too.	**Cooperative learning**
	Motivation – behavior
	Student A: he does not participate; he only listens to his classmates.
	Academic performance
Teacher asked students to organize the groups (the same groups of the last class) and she reminds them that each student should have a role in the group as last class.	**Cooperative learning**
	Student A: he stands up and he looks for his group. He is the leader, his mate chooses the others roles, the last one was student A and the last option was the leader.
	Motivation – behavior
	He looks calm and follows the instructions
	Academic performance
Students received the photocopies with the information, students had to divide the texts and read it and explain it to their mates, this way each student contributes to the group to get a hole information about Yumbo.	**Cooperative learning**
	Student A: he asks to his mate, what do we do? But they answer that they do not know. He stands up and goes to others group for information. And finally, he calls the teacher and he asks for explanation.
	He is seen talking with his mates on the task.
	Motivation - behavior
	He looks motived, he works
	Academic performance
	He works alone and starts to read and translate in his notebook.

Table 6: *Class # 3observation Student B*

Table 7: *Class #4 observation student A*

ACTION	DESCRIPTION
What did we do last class? some students answered in English with short expressions and they spoke in Spanish too.	**Cooperative learning**
	Student B: he does not participate
	Motivation – behavior
	Academic performance
she asked to students to organize the groups (the same groups of the last class) and she remember them that each student should have a role in the group as last class. **Teacher asked students to organize the groups (the same groups of the last class) and she reminds them that each student should have a role in the group as last class.**	**Cooperative learning**
	Student B: he is called by a mate, and in this opportunity he is the timekeeper, the role is assigned by the mates.
	Motivation - behavior
	Academic performance
The students receive the photocopies with the information, students had to divide the texts and read it and explain it to their mates, this way each student contributes to the group to get a hole information about Yumbo.	Cooperative learning
	Student B: he starts to read and write in his note book, but he does not interact with his mates. He looks the paper and write, he looks like to take notes and work in silence way. He expresses to understand the activity. It seem time is not enough for finish day target in the group.
	Motivation - behavior
	Academic performance
Description	Interpretation

All students receive the information and to organize the groups	Student A: in an easy way he goes toward his classmates and they organize the group.
Each student takes out the material to elaborate the brochure about Yumbo.	Student A: He does not bring his notebook where he has the information to give to his group. He goes around the classroom, asking who does have the same section that he worked. He gets the information and he started to work.

Table 8: *Class #4 observation student B*

Description	Interpretation
All students receive the information and make the groups	Student B: he waits, when the group is already organized, he goes to the group.
Each students takes out the material to elaborate the brochure of Yumbo.	Student B He does not present anything because he does not do it. He argued that he did not have time to complete the information. He assumed a passive role in the group.

6.2 Students interview

The semi structured interview was applied to all groups, the teacher asked the students and they had the possibility to answer in Spanish or in English language, it was necessary to accept both languages because the main objective was to get the participation of the all students.

Table 9: *Written report of the interview to the student A's group.*

Questions	Answers
a. **How did you feel in class?**	We felt fine, it was a general answer in the group.
b. **What did you learn today?**	**1.** One student answered "I learned about Yumbo's public places and its history. 2. other student said "I learned to work in a group in a silent way and to live together.
c. **What did you like of the class?**	**Student A** said" I liked the communication, we were well communicated A girl said: "I thought student A likes working alone, but he is too shy. One student answered "we knew each other better, we were joined and worked very well.
d. **What did you need to improve?**	A girl said "Student A is easily distracted, the most case with his pen, but he works in the group.

Table #10: *Written report the result of the interview to Student B's group*

Questions	Answers
a. **How did you feel in class?**	Students answered, they had felt angry, in some classes because all students did not work. They also said they were stressed, and did not finish some activities.
b. **What did you learn today?**	Students B said "I learned more about English" One student said "we learned to support each other and living together
c. **What did you like of the class?**	One girl said "I did not like to work in a group, I am not used to working with them, I like to work with other mates. Also, there were many discussions in the group, because he (student B) did not bring the material, I asked him When are you going to bring the material and the activities, and he said; next class" she finished saying I feel better working alone.

d. What did you need to improve?	One student said "the responsibility" and the girl said: "to submit on time activities"

6.3 The diary

The instructions to do the diary were:

- Each student had to do the diary in their English notebook, turning their notebook and they took the last sheet as the cover, next to use the following sheets to write their diary.

  In this instruction both student A and B, did not follow the instructions, they did it, but in the middle of their book.

- Each student had to write in his diary each worked class and to answer four questions. The following chart, presents the students' answers:

Student A

This student did his diary, he wrote in a paragraph some questions, and for his expression it seemed that he wrote the same about every class. And he only wrote in 4 classes.

Table 11

Student A' s diary				
Questions	**Class 1**	**Class 2**	**Class3**	**Class 4**
How did you feel in class?	He did not answer Implicit answer, he was lost about instructions	I felt better, I asked to the teacher and I paid attention	I felt good	I feel good in class and with my classmates
What did you learn today?	I did not pay attention I was far of the teacher.	He did not answer	He did not answer	I learnt many things

| What did you like of the class? | He did not answer | I was more united with my mates | I liked the class I liked working with my mates | The class |
| What did you need to improve? | The attention in class, I was distracted | I would like to improve to living together with my mates | I would like to learn more English | He did not answer |

Student B

This student did his diary, he only wrote one class, but he expressed to have learnt English, in his notebook it can be seen that student B wrote but he erased his report.

Table 12

Questions	Class 1
How did you feel in class?	I felt good
What did you learn today?	I learnt English
What did you like of the class?	He did not answer
What did you need to improve?	My tasks and my brochure I like more to learn English that to learn Spanish

6.4 Portfolio

The students did not present it, Student A forgot to take it to class and student B said "Next class, I'm going to present next class."

6.5 Oral presentation

In this technique, the rubric was used as scoring guideline, using a descriptive form of performance. The criteria in this activity were: completed sentences, public place vocabulary,

prepositions of place, value the classmate's presentations, and voice tone. The rubric was presented prior to the presentation's date, 8 days before, so they knew how they would be assessed.

Student A: the presentation's day he did not go to school, he never presented an excuse or show the disposition to do the activity.

Student B, he did the activity with another mate, but he did not talk about the theme, he gave personal information in English and his mate finished the presentation.

6.6 The brochure

A rubric was used to record group's performances, the students knew the rubric of this activity since its beginning, and when the brochure was submitted to the teacher, she asked the students to analyze their brochure according to the rubric. This time the rubric was used as self-assessment of their group performance.

Table 13: *Brochure's written report.*

	Student A	Student B
Complete sentences	He sometimes uses complete sentences in English	He did not write on the brochure
Brochure organization	The brochure has organized information.	He did not participate in brochure elaboration.
Knowledge about Yumbo	He can answer some questions about Yumbo in an appropriate way.	He seems to have a little information about Yumbo.

4.

7. ANALYSIS AND DISCUSSION

Learning barriers are always present in the teaching and learning process. They may arise from different factors such as family, economic and social problems, cognitive issues, curriculum design or teaching practices too. This case study focused on the learning barriers that come from the teacher's teaching practices and the main objective was to answer how to improve the academic level of two students who were rejected by their classmates. Considering the relevance of social interactions for human beings, and how the lack social interaction between students can affect their academic performance, this study designed a lesson plan that aimed at promoting social skills. This study achieved to show through the results that cooperative learning is a method that improves social skills in the students. For instance, student A could interact with his classmates and he worked on solving issues presented in the development of the activities, he could assume the roles and he performed as a member of the group, he was also responsible with the group activities. What is most important was that his mates changed their perception about student A. It was positive and it allowed student A to feel more confident in the class.

In contrast, when a student does not establish a good social interaction, this can affect his school performance. This was the case of student B, he could not be empathic with his classmates, the main reason was the lack of responsibility of the student in his tasks, which affected the group performance, and it generated discussion inside of the group. It could be noticed in the interview and in the class observations the lack of tolerance and understanding of his classmates towards student B's behavior, and how the prior conflicts between students without good management can affect students' behavior. Student' B had had a personal conflict

with a girl of his group, she could not control showing her negative feelings toward student B, therefore this situation affected the student's result. It became an argument to say that the teacher has to generate conditions of growth for the student, it was a conflict without a solution generated in the classroom.

For this study and in this specific context, task-based learning was a useful strategy to work with the students, because it used the English language as media, so students could focus on how to say something instead of understanding how the language works. Analyzing student A, progress was observed in his performance, he started to write in English and translated some expressions even without dictionary, it was a positive signal and I could know that student A has some knowledge in English, and to conclude that if one student does not work in class, the main reason is not that he does not know any about theme, at same time this support the theoretical framework of this research; the teacher has to transform the teaching environment to assist all his students with his individual needs, it is hard labor, further, it is to comply the inclusion decree and to respond to education as social function.

In spite of not achieving positive academic results or solving the interaction issues with student B, it was favorable for him because as part of the process, he was diagnosed with poor writing skills, producing texts without coherence, a distortion of words versus auditory stimuli when asked to memorize words . Therefore, student B was reported to the school counselor to including him in the program of attention to specific educational needs (PANEE) and it audiological evaluation with tests (audiometry, impedance measurement and logoaudiometry) was suggested. It was an important step because both relatives and teachers had to

acknowledge that he has some learning barriers which need to be studied and considered in the teaching practice to help him to improve his academic level.

Student A shows improvement in his academic performance. Initially, most of his oral or written productions were in Spanish. During the implementation process he started to present activities, it was a good point, he showed a better attitude towards English class and he sometimes asked his teacher when he had doubts. By the end, he was presenting most the activities. These had some mistakes but he took the risk to be wrong, his improvement was noticeable even in other subjects.

Student B did not improve his academic level. In this case, it could be said that the good interaction with the mates stimulates and motivates students in their learning process, to be accepted in a work group and to work together gives to students the possibility to support each other and to overcome the difficulties, but when there is not a good interaction each negative result is an opportunity to point and to judge without understanding the causes.

8. CONCLUSIONS

It is possible to transform learning environments to work in the improvement of students' academic level. One of the key elements of cooperative learning has to do with the teacher who is implementing it. It is important that the teacher is engaged and aware of the need to make all his/her students visible and active in class, and above all, to be aware of the need to make all his students visible and active in class. This is an ethical point of recognizing the right of inclusive and pertinent education tailored to students' needs, leaving the comfort zone that traditional classes can offer and instead doing an ethical work of observation and action on his/her teaching practices.

In many cases, students' low academic performance is attributed to students' negative attitudes toward the class, but few times the relation between students' low performance, academic failure and teaching practices is analyzed because it seems to be a taboo. Teachers must generate changes in their teaching practice to see positive results in the students.

It is evident how the lack of accompaniment of the families affects the students' school performance. In this study both extremes were seen: one the absence of parents, lack of dialogue and accompaniment, and on the other extreme is a protective family, which does not accept that the student requires professional support.

In conclusion, the characterization was a useful resource in this process, to spend time in the observation and analysis of this students allowed me to have more knowledge about them, to understand more their behavior. These issues were considered to design the action plan.

Furthermore, to characterize to students is the first stage to find their needs and it gives alternatives of solutions.

Another conclusion, was that the lesson plan has to be thought, considering inclusion; all the different styles of learning and to address students to arise the social skills. It is necessary that the teacher promotes tolerance and respect between students during class activities. In this case cooperative learning was a meaningful strategy, it allowed the interaction in the classroom and each student valued the work of their co-workers and the teacher assessed how students worked in groups. In the same way, alternative assessment was a different way to assess students' performance, it showed that student really can perform well, because this teaching strategy did not generate stress in the students and students sometimes do not think of it as an assessment. The diary, the oral activities, the portfolio made it possible that students worked in class, submitted activities and these were evaluated.

In addition, a teacher has to analyze how students answer to his teaching process, this permits to identify how to help students to improve his academic performance and the living together in the group, in this study the pedagogical action plan to improve students' academic level worked but is necessary to consider, that this requires of the more time to can see better results, for instance the portfolio requires that students get used to have it in class, and to work more on it, because they expressed that portfolio is similar to the notebook, finally this study achieved that student B was considered by school and relatives as a student that need of staff personnel to in his learning process. He was submitted to PANEE.

Cooperative learning, alternative assessment and task based learning work as a strategy to improve the academic level of the students, because the students are the center of the learning process.

To improve students' academic level this study found that the teacher has to lead the process in his/her students, not all students have the same abilities to learn and it is a teacher's function to attend to the difference students' needs when learning, relating it her teaching practice. The student cannot go out of the school being the same person he was when he arrived, the school has a social function in the society and it is in teachers' hands.

For this reason, everything requires of hard work and spending time to incorporate low academic performance students in the lesson plan. Finally, for answering the research question, to work on inclusion and social skills are elements that all teachers should to consider when s/he is planning and developing a lesson plan.

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10. APPENDICES

APPENDIX 1 - Action plan

TASK BASED LEARNING (PBL)		
Name project: My Town		**Duration** (hrs)
Grade: seventh	Group:7-2	Term:3rd
Teacher: Sandra Lorena Llantén Díaz	**Subject:** English	
Standard: Comprendo textos cortos de cierta dificultad sobre actividades cotidianas de mi interés, sobre otras asignaturas y mi entorno social.		
Basic Learning Right: Understands the main idea and details related to activities, places, and people in a short descriptive text		
21st Century skills: Collaboration and communication		
Project Description – Key Objective: student learn about Yumbo through the cooperative learning, they will describe it, and ask and give information about public places		
Essential Question: What do you know about Yumbo**?**		
Topics of study: simple present – prepositions – Wh questions		
Process		

Phase	Activities	Time
1. **Introduction and conformation groups**	**Read and complete** **Warm up: to introduce public pace vocabulary (bank, church, school, bakery, park, drugstore, supermarket, fire station, hospital and cinema)**	**15 minutes**
	Split the classroom in groups of four students.	**5 minutes**
	Cooperative work **Student roles:** **Writer** **Presenter** **Leader** **Time Keeper**	**10 minutes**
	In the conformed groups answer: **What is a …….?** **Where is …...?**	**40 minutes**

	The group defines the place, and each student explain where is the place, to the group. **Present question** What do you know about Yumbo**?** **Explain about diary and portfolio**	**10 minutes**
2. **Gathering information**	Organize cooperative learning groups. Role distribution Split the information in the group. Each student is going to read, summarize and share information with their group. Organize the information in the port folio Complete the information at home and to bring pictures related to the topic for the next class. Bring for next class scissors, glue, an eighth of cardboard, the rule, colors	**5 minutes** **5 minutes** **40 minutes**
3. **Brochure development**	Role distribution Make a brochure about Yumbo in group, using the information from your portfolio	**5 Minutes** **90 minutes**
4. **Presentation**	Present the brochure to your group and study for answering information about Yumbo.	**35 minutes**

Assessment: diary, students' interviews, oral presentations,

Instruments: rubrics

Oral feedback

APPENDIX 2

INSTITUCION EDUCATIVA ANTONIA SANTOS

English class
English teacher: Sandra Llantén

Brochure's rubric

DESEMPEÑOS	SUPERIOR	ALTO	BASICO	BAJO
	4.5- 5.0	4.0 -4.4	3.0- 3.9	1.0 – 2.9
ORACIONES COMPLETAS	Oraciones Completas en inglés siempre.	Mayormente usa oraciones completas en inglés.	Algunas veces usa oraciones completas en Ingles.	Raramente usa oraciones completas en inglés.
ORGANIZACIÓN DEL FOLLETO	El folleto tiene un formato muy atractivo y una información bien organizada.	El folleto tiene un formato atractivo y una información bien organizada.	El folleto tiene la información bien organizada.	El formato del folleto y la organización del material es confuso para el lector.
CONOCIMIENTO DEL TEMA	Puede contestar adecuadamente todas las preguntas relacionadas con la información en el folleto y el proceso usado para crearlo.	Puede contestar adecuadamente la mayoría de las preguntas relacionadas con el folleto y el proceso usado para crearlo.	Puede contestar adecuadamente algunas de las preguntas relacionadas con la información en el folleto y el proceso usado para crearlo.	Parece tener poco conocimiento sobre la información y procesos empleados en el folleto.

APPENDIX 3

INSTITUCION EDUCATIVA ANTONIA SANTOS
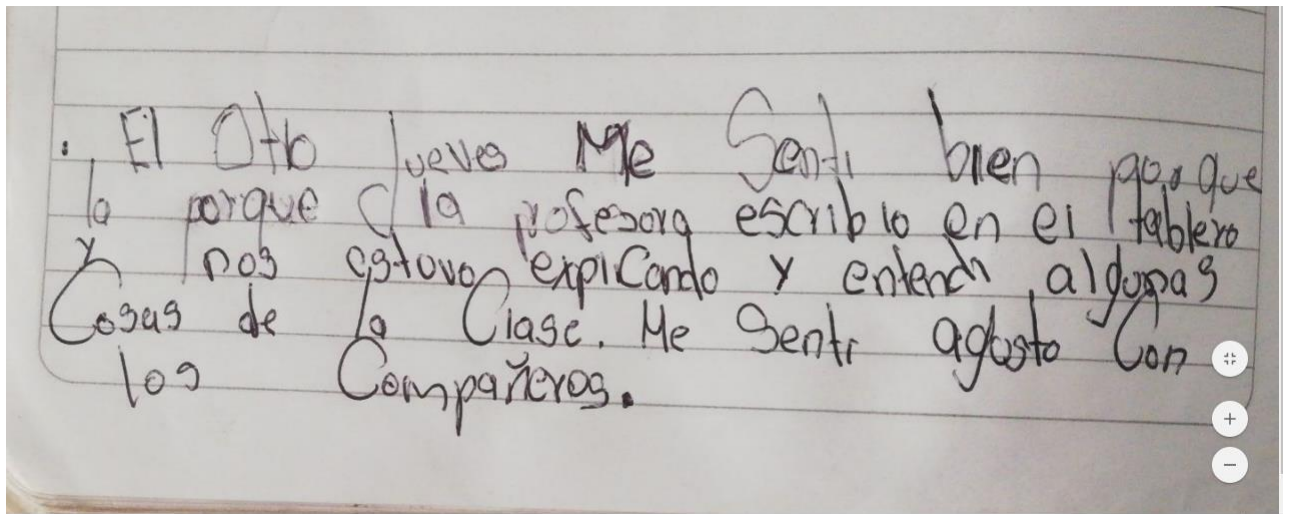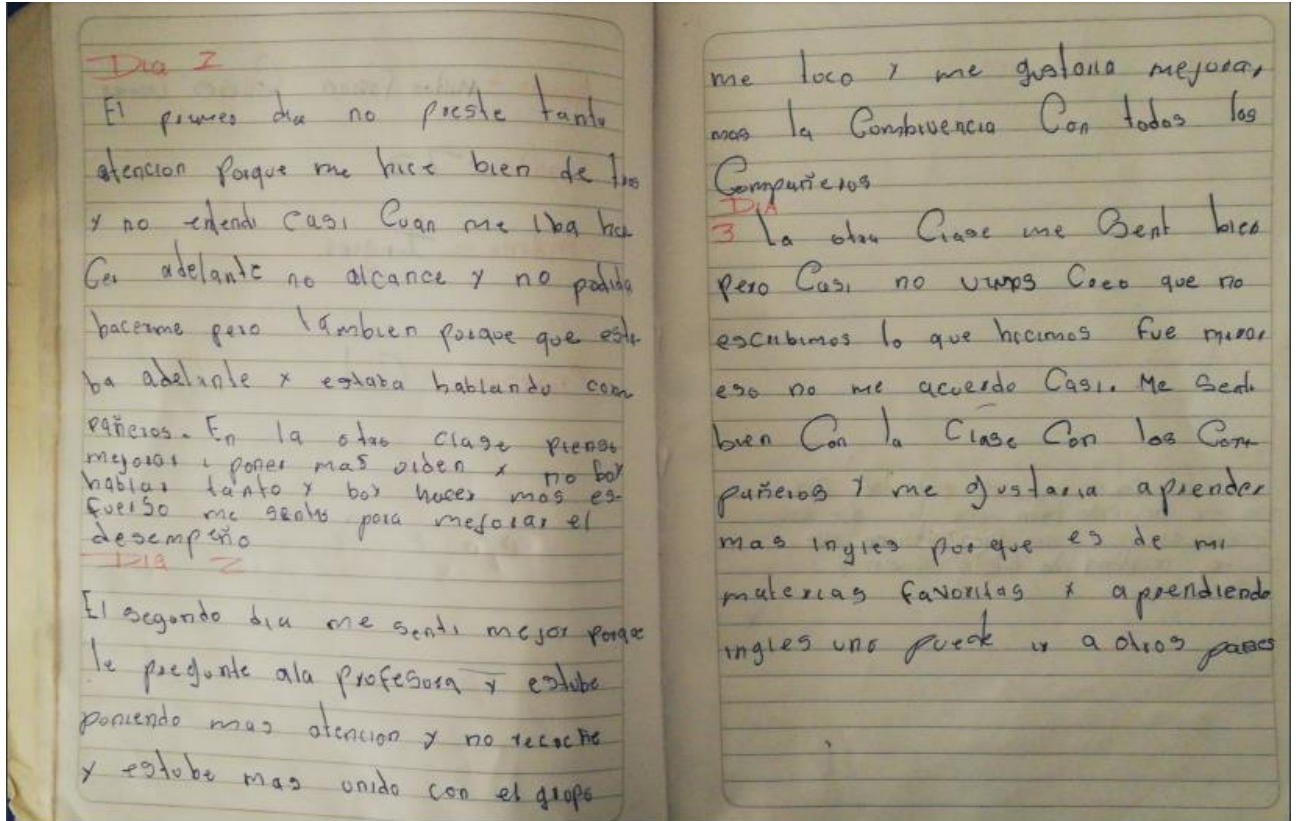
English class
English teacher: Sandra Llantén

Public Place Presentation Rubric

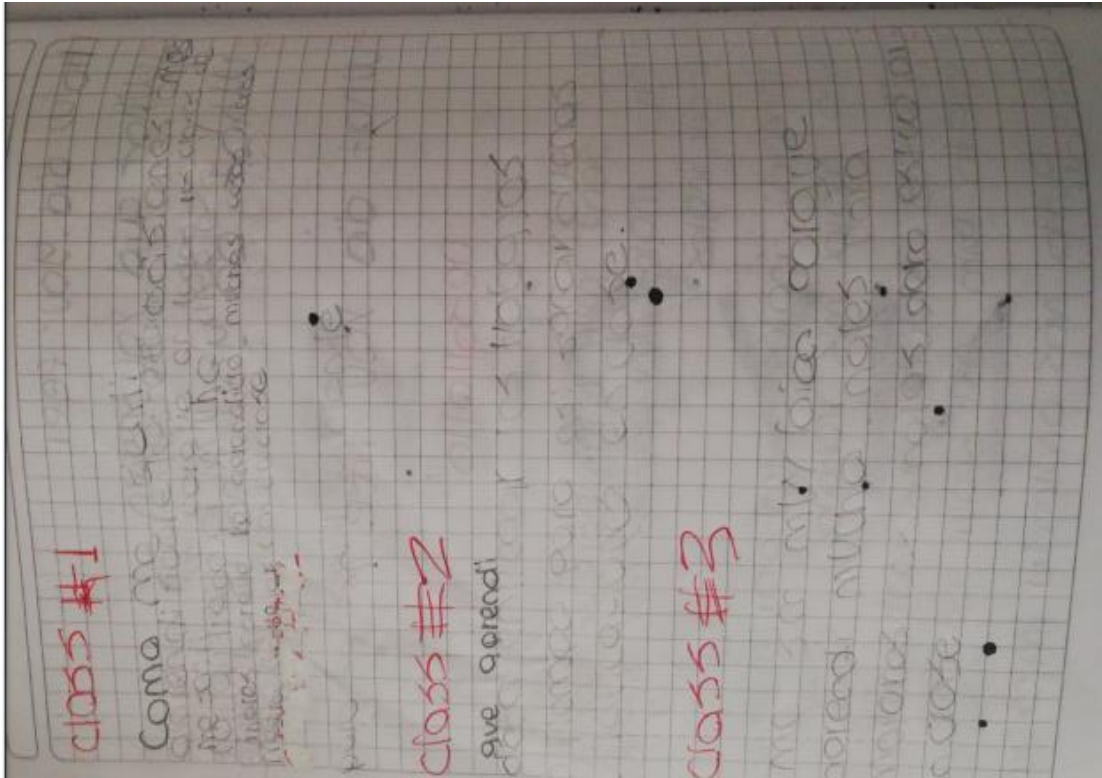| DESEMPEÑOS	SUPERIOR	ALTO	BASICO	BAJO
	4.5 – 5.0	4.0 - 4.4	3.0 – 3.9	2.9 - 1
ORACIONES COMPLETAS	Oraciones Completas Habla con oraciones completas en inglés (99-100%) siempre.	Mayormente (80-98%) habla usando oraciones completas en inglés.	Algunas veces (70-80%) habla usando oraciones completas en Ingles.	Raramente habla usando oraciones completas en inglés.
VOCABULARIO PUBLIC PLACES	Usa vocabulario trabajado en clase. Aumenta el vocabulario definiendo las palabras que podrían ser nuevas para sus compañeros	Usa vocabulario trabajado en clase. Incluye 1-2 palabras que podrían ser nuevas para sus compañeros.	Usa vocabulario trabajado en clase.	Se le dificultad emplear el vocabulario trabajado en clase.
PREPOSICIONES DE LUGAR EN INGLES	Demuestra un completo entendimiento del uso de preposiciones de lugar en ingles	Demuestra un buen entendimiento del tema de las preposiciones de lugar en inglés.	se le dificultad emplear las preposiciones de lugar en inglés.	Presenta deficiencia en el uso de las preposiciones.
TONO DE VOZ	El volumen es lo suficientemente alto para ser escuchado por compañeros a través de toda la presentación.	El volumen es lo suficientemente alto para ser escuchado por sus compañeros al menos 90% del tiempo.	El volumen es lo suficientemente alto para ser escuchado sus compañeros al menos el 80% del tiempo.	El volumen con frecuencia es muy débil para ser escuchado por todos compañeros.
RESPETA EL TRABAJO DE SUS COMPAÑEROS	Escucha atentamente. No hace movimientos o ruidos que son molestos.	Escucha atentamente, pero tiene un movimiento o ruido que es molesto.	Algunas veces aparenta no estar escuchando, pero no es molesto.	Se le dificultad escuchar la presentación de sus compañeros y tiene movimientos y ruidos que son molestos.

APPENDIX 4

DIARIES

Student A

Dia 1

El primer dia no presté tanta atencion porque me hice bien de los y no entendi casi cuan me iba hacer adelante no alcance y no podia hacerme pero tambien porque que estaba adelante x estaba hablando com pañeros. En la otra clase pienso mejorar, poner mas orden x no boy hablar tanto x boy hacer mas esfuerso me siento para mejorar el desempeño

Dia 2

El segundo dia me senti mejor porque le pregunte ala profesora y estube poniendo mas atencion y no recoche x estube mas unido con el grupo

me loco x me gustaria mejorar mas la Convivencia Con todos los Compañeros

Dia 3 la otra Clase me Senti bien pero Casi no vimos creo que no escribimos lo que hicimos fue mirar eso no me acuerdo Casi. Me Senti bien Con la Clase Con los Compañeros y me gustaria aprender mas ingles porque es de mi materias favoritas x aprendiendo ingles uno puede ir a otros paises

. El Otro Jueves Me Senti bien porque lo porque la profesora escribio en el tablero y nos estuvo expicando y entendi algunas Cosas de la Clase. Me Senti agusto Con los Compañeros.

Student B

1 How did you feel

2 What did you learn

3 What do you ned to improke

4 What did you like?

Desarrollo

1 me sentí muy bien porque aprendi mucho inglés por eso es muy "importar aprender inglés.

2 aprendí ingles a trabajar en equipo y debo mejor mis trabajos

3 necesito mejoras mis trabajos y mi folleto para así seguir adelante

4 me gusto mas aprender inglés que español.

BROCHURE

Student A

ZONA URBANA.

Yumbo is are zona urban which much visits climate wonder ful eahs combine sun fresh breze the moun tain.

San Antonio de Paba

Yumbo celebrates its San - Antonio de Paba festival in June.

Kite Festival

Kite festival is celebrated in the month of agost in the municiprty of yumbo.

Yumbo is the capital industrial de Colombia has approximadamente 130.000 apitant is Yumbo rci Sueldo is 1536 la miguel mucho yumbo its Sconta is the capital industrial valle of Cauca economic palnic il municip of valle

PAZ Y TRABAJO

Dapa

Turned into a tourism option, being one of the natural balconies of valle de cauca, where locals and strangers can enjoy the landscape.
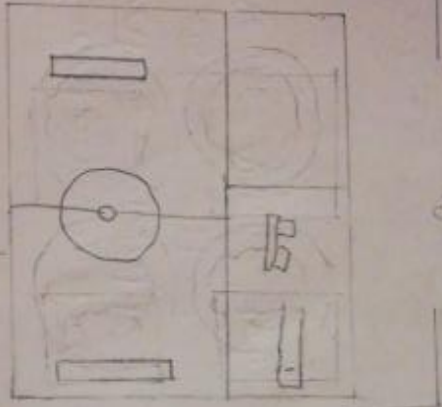
BROCHURE

Student B
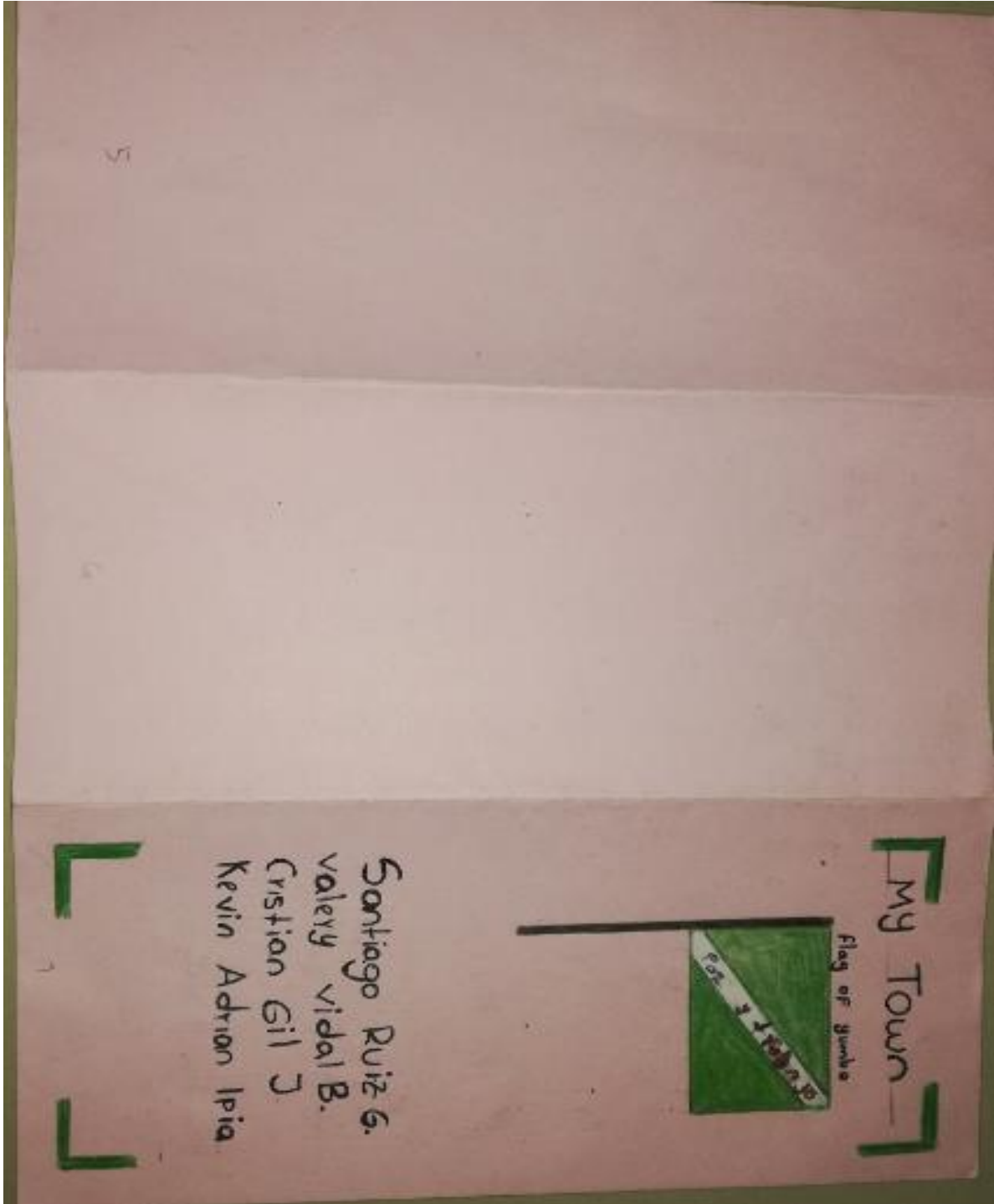
YUMBO

Yumbo is in the valle of cauca.

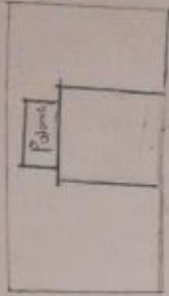Yumbo is the capital industrial of valle

TOURIST PLACE

The place Tourist of yumbo is: Mulalo, chi-

pichipe and Dapa.
  mulalo

mulalo

Palmi

YUMBO ZONE URBAN

Yumbo is a zone urban with a good climate, and much zone urban as Parks, churches, swimming pools etc.

And it also has good fatrs