

**Upholding Collective Thinking through Taboo Topics in an Inclusive EFL Environment**

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## Chapter One

### Introduction

In Colombia, there is plenty of research based on education of a foreign language in what we have called ‘conventional’ classrooms. Nonetheless, most of the pedagogical interventions and the development of the skills are mainly taking into account the basic necessities of the education itself. Then, some other necessities, in certain populations, are not enough kept in mind for being confused with social behaviors in general. Reason why, the inclusive learning environments establish parameters to supply those necessities. However, these invisible barriers are almost undetectable and apparently untreatable.

Clearly, these type of attitudes or behaviors not only depend on the system but on the position towards the inclusion of every single individual. Commonly, people conceive this terminology as a very well-known conception of a disability-based education, when it is actually designed to cover every type of necessity or barrier, instead of focusing on integrating individuals in a common space (Harm, 2016).

In regards above, working with visually impaired and regular-vision students makes possible to identify some other necessities stronger than the physical ones, especially from students who are not considered for these processes. Moreover, we can observe issues related to attention, lack of understanding, inner problems among students and even language problems with the first tongue, issues that block any learning process. For instance, the lack of a wholesome interaction when working in groups is a big problem which attacks the formulation of a healthy space for language learning.

Consequently, I can understand how the inclusion may not be carried out following its first vision, but covering any type of barrier so that it could be possible to foster suitable spaces to develop a classroom for every single student. Indeed, the inclusion looks for developing more complete social skills, fact which does not occur more often when this mechanism is not delivered for every single student but focuses on the field of disability.

Additionally, talking about students, I observed how these types of spaces do not elicit them to reflect about their lives and the way how they understand it. Hence, for them the formulation of common conclusions from classroom agreements is quite difficult to evidence, reason why the classroom environment arouses some other complications that appear stronger than the same disability.

As such, the teenagers' education would be willing to generate new perspective on youngsters as an instance of ninth grader students, mostly inhabiting in environments where social conditions seem not to support their learning development. Such conditions are evidenced in low social economical stratifications, like in the case of '20 de Julio' neighborhood, located in the southwest city side.

Accordingly, the following research project looks into a way how the collective thinking may come from the use of an inclusive education paradigm where every single necessity might be mitigated. Thusly, the main purpose of this project is to understand, discover, and learn about the ninth graders' collective thinking development through the use of an inclusive learning environment based on the whole classroom's necessities, especially carrying out the cooperative interactive learning as a former base to work in groups.



## Problem Statement

The language learning process brings out many features to take into account, such as the structural, the practical and the conversational ones, being those last ones quite difficult due to the emphasis of the district policies towards a foreign language learning. In some occasions, we can even see how the classes turn around the language learning itself even for in-practice teachers, so that the syllabi rely on grammar and lexical topics, closing the option to generate enough spaces to interact or discuss, for example, the use of language as a motor to promote inclusion or even the students' thinking of some controversial topics. One reason could be the lack of a learning point of view, which ought to be based on the students' necessities, aiming more suitable environments to think and interact.

Alternatively, the inclusive education aims to analyze and study spaces where every single student can learn with no barriers, which means a suitable space not only for people with disabilities but for all, even dealing with the most imperceptible 'issues', being this word improper to describe it (Spratt, 2011). To a sustained extent, promoting an awareness in respect to the diverse abilities in the classroom may be an educational goal so that the social field intends to engage every individual to an equity education through the cooperation. As well, getting youngsters whose environments are not favorable, to think and to create a collective for flowering in any social-economic condition.

On the other hand, I believe the use of a pedagogy based on inclusion brings many features to control, which through cooperation can work to let these ninth graders understand how the life is and how suitable we understand the others, not trying to see themselves equal. On the contrary, this formula may get them to understand and support the value of the difference, going

forward to comprehending the inclusion as a way of life and not as a systematical motor to treat with people who has been excluded for the education.

Actually, a severe wonder is how students conceive themselves in a group, especially when they express inability towards some different activities. For instance, it was strongly observed on the last pedagogical practicum, where a ninth grader student around 15 years old expressed that, in a speaking activity, he is the only one in the group on developing the activity because his classmates do not know how to do it and they do not want to lose the competition. “Speaker from group 5 (student) expresses that his friend does not know how to speak, so he is going to do for the group, in order not lose” (Teacher’s Journal #9 April 22<sup>nd</sup> 2017). According to this example, we not only stuck the vision of the students’ lack of interaction, but I could also observe how some students tend to feel more or less skilled than others, which is even stronger than just thinking about their interaction. So, they do not divide the mission of class fairly, but just focusing on the best ones, avoiding the negotiation process towards their group arguments.

Accordingly, I found important to inquire about the communication among themselves and the importance of argumentation, where Ubaque and Pinilla (2015) found how students needed to debate in order to develop a stronger thinking further than the structural language itself, so they were able to use the English from a functional point of view when wanting to be understood. Based on it, I comprehended the usefulness of the language when looking forward to their insights, letting them talk in order to show naturally their thoughts in front if different situations.

Nonetheless, I could also find during my previous practicum with this environment how talking about certain topics such as the inclusion itself or the homosexuality and the violence

remained complex for the different perceptions around students and their lack of tolerance towards others' opinions. Hence, I was carried out to think about a way to elicit them to practice a different type of inclusion transcending the traditional barriers, bearing in mind all the social aspects around the context.

Additionally, I punctually think giving opinions and having arguments about social aspects become meaningful, generating the strong necessity of making cooperation a bridge for developing an education that takes each student into account. Likewise, this fact of working and thinking about oneself mission is reflected in students when expressing arguments like the one given by the student from group number one during a reading activity. She expressed “si yo no sé leer bien, sería mejor que ella (pointing the Blind student) sea la que lea porque lo hace mejor y yo me puedo encargar de otra cosa mientras mejoro” (Teacher’s Journal #11 May 14<sup>nd</sup> 2017). Hence, they show the desire of learning, fact that gets me on searching for a methodology that, attached to the pedagogical inclusion, bridges a change and gives them a diverse way of developing tasks thinking not only on their own, but for a collective, to promote confidence when assigning and assessing those tasks as a way to enrich what each one makes.

For these reasons, I really visualize the inclusive education and the collective thinking as goals in what I understand as a worthy education, reason why the following research project understands and practices these features as keys to develop a seemly way to treat social and individual barriers from every becoming.

Conversely, it is important to set out how the collective thinking plays the role of the purpose statement in my project, understanding the inclusion and my recreated view of it as media to uphold the development of this field from the cooperation. Accordingly, what I have

wondered through this projects relies on how youngsters may develop this type of thinking when being engaged in another inclusive perspective and talking about taboo topics which are complex to talk in our society.

Thereupon, the cooperation is also an important pedagogical implication through which the students may not only see their own position in a social environment, but also the importance of what each one has to say about a common opinion. Notwithstanding, this method intends to foster the communication towards the collective thinking as well, undergoing them to expose their ideas as such.

Lastly, it is important to highlight how the EFL interest is not as strong as we as teachers could wait for, basically because they work in order to obtain a grade or in order to pass the subject. Alternatively, they feel they are not in a proper context to learn the language because it is not useful and does not work for what they do or they project to their futures. Thus, the EFL plays a meaningful role as a knowledge bridge through which the ideas flow, in order to strengthen the communication.

### **Purpose Statement**

Conclusively, this project looks for discovering, understanding and analyzing the ninth graders' collective thinking development when talking about taboo topics cooperatively in an inclusive EFL environment. Understanding the above, my focus of analysis is the collective thinking development using as media the rest of the features inside.

## Rationale

An inclusive learning environment is not actually defined for certain population because it implies the view of the students' context and necessities inside the former education process. Additionally, carrying out this learning environment emphasizes on every single student, reason why this education should not be worked as a systematical methodology, but as a pedagogical specter, following up the different features to take into account. Conversely, the inclusion is a medium to carry out speech freedom and liberty to learn with no barriers, reason why it is very important without forgetting the collective thinking and the purpose.

When working with students in the mentioned environment, it is barely evidenced how teaching EFL brings many necessities which are stronger than the visual impairment. Even though, the main problem of inclusive education focuses on the way how the ones inside are not plenty conscious about either inclusion or diversity or equity meanings. So, the education is considered as "special" for the students with the disability when adapting and establishing same teaching methodologies as the one who are developed in every traditional environment. Besides, this methodological issues cuts out other points of view about the society, reason why the tolerance levels are quite low and the collectiveness is almost disappearing.

Hence, there is an empty space on not watching students as the owners of the process, mostly observed in places with inclusive environments. Accordingly, through this pedagogical implementation, the inclusive interaction of the foreign language works as a communicative medium. In this order, I developed and implemented a methodology which not only works as a disability-adapted, but as a wholesome cooperative learning methodology based on what students need to learn equitably no matter their social, physical and environmental features in order to let

them be free to express their thought about controversial topics with no limitation inside the classroom. Through this one, students are able to see the language from the interaction, flowering their strengthening and posing points of view to share and carry a collective thinking development from their inquiries.

Therefore, this project is willing to reinforce the educational point of view in relation to pedagogical inclusion in Colombia, basically because until now it is visible how some schools keep applying methods which are not suitable for students' realities. Moreover, they do not execute inclusive learning spaces for students with disability, making an exclusive education for the ones who were before excluded, and splitting them from the real life.

Alternatively, the pedagogical application on ninth graders from 'I.E.D. José Felix Restrepo' high school supports the current Bogota education policies related to inclusive classrooms. This, refreshing a language view and a way to generate worthy inclusive learning where students can think and get to what others also have to say, giving space to a collective thinking from the cooperative work as a way to generate a different thinking on themselves, creating an authentic inclusion. Reason why, the students are the ones entitled through this implementation, especially because their own necessities are fulfilled and they are going to be seen further than just a disability or an inability.

Moreover, for teacher-researchers, this implementation wants to provide different tools to understand the importance of students' necessities and a more suitable way to find hidden barriers that cannot easily be detected. Similarly, this research application intends to give a new assertion of this mixture is carried out and the different results that come when trying to put in place the features inside this work altogether. Thus, the argumentation and the negotiation take

place in this field when they are thought from non-typical topics and foster students to work together and rethink the way how other people can watch the same life from other situations, making the analysis richer.

Additionally, as a researcher and professional, I want to get into the preliminary stages of reflection and analysis to work on a didactic unit development, and the features inside an inclusive learning environment management, where every student is taken into account. Furthermore, I consider I may learn a lot from each field I have applied in order to see how students express their opinions and are able to create spaces free of bias where interaction and sane communication are first.

Besides, I want to carry the cooperative learning as a necessity, giving me more rules to my future steps in teaching. It is also going to give me, as in-practice teacher, the critical view of the students' functional communication, trying to mitigate problems when interacting, and giving students enough tools to develop themselves in any area of study and in the real life itself. Hence, the cooperation as a methodological leader takes me to get students to criticize and doubt about their context, analyzing and making more effective inquiries even in a foreign language, stopping the individual insight and boosting the common agreement where the social well primes.

Finally, this research project uses the students' necessities as help in the language learning process, developing and implementing methodologies which get students to understand and promote the interaction by themselves. Thus, without looking for their differences, and focusing on their similarities when learning, students can highlight their own abilities when cooperating and take common ideas during the development of tasks.

**Research Question**

What is the impact of the collective thinking development in an inclusive EFL environment with public school ninth graders when they are engaged to bear taboo topics cooperatively?

**General Research Objective**

To analyze the students' impact of the collective thinking development in an inclusive EFL environment with public ninth grades when they are engaged to bear taboo topics cooperatively.

**Specific Research Objectives**

To identify the collective thinking features through the task-based cooperative taboo topics.

To explore the cooperation in an inclusive EFL environment.

To characterize the inclusive students' collective thinking development.

**Chapter Two****Literature Review**

The literature review chapter bears in mind two principal elements for this study. First of all, it illustrates the background research, underscoring the South American and National studies, regarding the world-wide ones as well, already carried out. Secondly, this section shows the theoretical framework, where I first present the construct of collective thinking and the thought



outcome of this study. Then, I illustrate the inclusive education environment, which focuses on the view of a pedagogical inclusion approach, being used to understand the population and students' needs to propose the methodological design from the cooperation, pointing to negotiation. Finally, it is important to comprehend the cooperation as the didactic stage to develop the instructional design, coming from the theoretical resource for both, reason why it is engaged in both discussions.

### **Background research**

I first introduce the research projects I have heard in mind in relation to the inclusive environments and group work. Then, I present some research projects related to an engaged collective thinking, basically because this concept is not properly from the ESL classroom or education itself, but psychology, reason why there are more studies focused on critical thinking and negotiation.

First of all, the inclusion seems to be worked in different type of spaces, but it mostly surrounds in spaces where people with disability are, because it is the reason why many teachers and researchers are gotten to think about it: the fact of having a perceived limitation.

On one hand, in Colombia, the research towards inclusion has some specific common and differing points that pilot the perspectives opposite to the state policies. For instance, Montaña & Vera (2012) show how the inclusion not only has specific features to follow up, but also some limitations due to the system itself. In their research, they could find how students with disabilities did not interact in the same frequency than the 'regular' students, as they called them.

Nevertheless, the context is quite different, understanding several contrasts between sensitive and cognitive disabilities, when the first one is which I worked on.

Moreover, the researchers found many issues inside the inclusive system and the teachers' guild itself, keeping in mind how the Secretary of Education does not provide the school with enough facilities and articles to engage students in a more proper way. Nonetheless, the biggest problem relies on the interest and the wish to refresh and update the teaching knowledge from the same teachers, who are really the ones who build the class. At the same time, the ones who are not interested in achieving goals for inclusion, so they just bear in mind 'regular students', because they affirm they are not teacher for special education.

In fact, for my research, this project is valuable because it lets me see how here in Colombia the system itself does not properly answer to students' necessities, especially from the teachers, who are most of the times not interested in learning alternatives to teach a class. Besides, thinking of a different methodology opener than the traditional or the suitable ones for students without any special necessity (not necessarily disabilities or illnesses).

Secondly, I could find other research based on students' necessities without a proper inclusive classroom, an eye-catching feature, taking into account the opened impact I beard for my research. This research carried out the relational approach as a way to foster intercultural communication among classmates, which, for Gómez (2014) comprehends the way how to locate the power relationships lower and control the discrimination to foster tolerance first.

Accordingly, I could see the second field to work on was students' vision towards the difference. Actually, something that strongly called my attention was the fact that Gomez's students did not have any type of disability or official necessity to apply inclusion, but their

differences were stronger than what an inclusive-based school could have. He not only found gender discrimination, but also intolerance for beliefs, prejudices and lack of parents' confidence and support for their children, issues that can be even bigger than the deep reasons of inclusion taken from the educational system and the general vision.

Thus, from Gomez I could also understand how an approach must not only look for a way to include, which is the expected thought from any educator, but also ought to see the real needs of a particular classroom, and the teacher must adapt to their necessities and interests to make a class able for everybody.

In third place, Taylor (2017) collected some different inclusion-based researches from UNICA, in which some features are important to allow for in my project, especially from Persyko's research. In her study, she planned a successful inclusion, considering the students with disability as the goal, and enhancing the whole system (teachers, parents and students) to accomplish it appropriately.

Besides, she establishes how inclusion does not effectively work because the population is not ready to include every single individual, and most of the times children do not have teachers' and parents' help, a fact that eases the process of adaptation and softens the way how the education changes. Undoubtedly, teachers have one of the biggest roles in the education process, and is to receive instruction and to be aware of their role in the inclusion, not only for one student from the whole group, and as part of her successful inclusion she shows how this would not be possible without the willingness of the teacher staff.

At last, it is ineluctable to mention the importance of values such as tolerance and acceptance to get to a meaningful learning, especially understanding the researcher when she

talks about the ‘Colombia’s lack of readiness’. Hence, she explains it as the lack of enough actions to regulate different education features, and its loss of sufficient mechanisms that could support teachers in order to grow and provide diversity in classroom preparation. Additionally, an effective evaluation during the process itself, creating a proper system made for the students, and avoiding the fact of summiting children to systems where they do not feel accepted are fundamental to boost their thinking and elicit them to work collectively.

On the other hand, from a worldwide overview, there are some other views from which this project could watch ways to carry out the inclusion and the social belief towards this feature. To illustrate it, Mwakyeja (2013) inquired in a very similar context than the one I chose for my own project, which is with students with and without visual impairment, but for teachers, facing the counter face of my design. In the case study, he could find some different results in order to show how service former teachers express the difficulties they live when working with this specific population with visual disability.

Indeed, he could identify some different problems the education suffered when trying to include these students. For instance, some teachers expressed the lack of braille knowledge or adaptation strategies, reason why they automatically cut any connection to materials creation, adoption or adaptation.

Nevertheless, he found a higher interest on teachers for looking at students’ necessities and interests than in a ‘regular’ education, a very important point risen from the inclusive education wish. Besides, this willingness to search students’ needs not only finished in visually impaired students, but in last, it becomes cutting edge for looking every single one’s features to make a more complete classroom, even when the knowledge of the disabilities are not completely filled.

Lastly, the identification of what he calls ‘problems’ is also meaningful for the development of effective classroom planning and implementing. Thus, for my project, the identification of social, individual, physical and sensorial barriers is very important, however, it cannot be called as problems because the inclusion should not focus or rely on problems but on solutions, identifying them more like external issues than proper ones.

Regarding the research, the collective thinking, stills, does not have any proper wondering about how students develop this features for an ESL classroom, and less between the ELT, bearing in mind this component comes from psychological studies and not from class participation and negotiation. However, it is very important because it is exactly what I thought for my action research project. Reason why, for this state of art, the participation, joining and negotiation will be meaningful, of course including the cooperation as a pillar for collective purposes.

First of all, in the Colombian context I could find much research about the different features for collectiveness. So is that, Reyes, Sánchez, Sánchez & Soto (2011) found some important key points to highlight when applying cooperation classes for participation. To start, they show how students are not normally interested in studying a language individually, but when applying a cooperative filter they feel freer and also they take the risk to talk and express opinions because they feel support on their own groups. However, they also highlight the power relationships among students mostly when working together, which can be positive or negative depending on the influence of a speech among any group.

Accordingly, I could understand the importance of a free speech among classes, a speech with no bias to expel any power or role from one student over another one, but generating

another key point for the researchers, which is the students' support between actions. Conversely, the cooperation, according to the researchers, can also chop the individual understanding if the students does not invite each participant to take a role, and it occurs when the spaces are enough comfortable to develop a class and even they are that free that they can transform into recreation spaces, and fasten from the original purpose of participating.

Essentially, this research project let me see the importance of a properly-delivered cooperation not only by using the strategy properly, but also for mitigating the lack of socializing and valuing the role of an individual in a collective, especially when they conclude how the power relationship lower and between students they learn how to get to each one's abilities.

In second place, in our country I could find the importance of enhancing argumentative skills when thinking of getting to negotiate. Hence, based on Ubaque and Pinilla (2015) promoting debates in class not only have students to argue and use different strategies to make arguments stronger, but also requires a peer evaluation, allowing for the lack of attention in speeches when working in an EFL classroom, especially when teachers focus on use of language and not the communication itself.

From my point of view, this research comes to mind when it focuses on what the students want to say about the sorted topics to work on. As a result, they show how there is a lack of argumentation in their own talks, and teachers ought to promote these skills as motors to elicit any type of individual and group thinking, increasing participation and making effective debating processes with enough tools. Thus, the argumentative skills for group assertions is crucial for my project because it also projects me to see the importance of good arguments as ways to elicit

students' listening and refuting with respect. Besides, it also validates what other students say as valuable in a class, respecting differences and using the language as a communicative channel.

Incidentally, an international vision showed a deeper research in this matter of arguing and enhancing critical and argumentative skills for group and individual working. However, none of the researches are based on any type of inclusive view neither. Despite this fact, they also nurture my vision and let me understand the importance of what I have done and reached through this research.

As a matter of fact, I could find international research focused especially on argumentation as a way to carry out negotiation, meaningful literature for me bearing in mind the importance of thinking, criticizing and sharing inside my construct. Accordingly, to illustrate it, I found how Martnén, Laurinen, Litoseliti & Lund (2005) showed the importance of having the knowledge of a context and to base examples in real-life environments for each participant in order to foster argumentation on youngsters. This, as the result of a multicultural mixture when comparing international models from three different countries.

Moreover, the authors found how solid arguments are created based on how the students perceive the situations as issues and the live it or not in the reality. Hence, this issue let me understand how meaningful becomes the fact of focusing the topic in the daily-life events, promoting daily thinking and generating comfortable spaces to think based on contextualized thematic. Regarding the above, in this research students not only got to argument, but also to analyze texts, commentaries and judging conclusions, tasks that may be used to carry out a negotiation process.

However, even when the results were positive when most of them argued appropriately and could afford proper points of view and analytical results, it is also important to mention that the place where it was developed supposes inside the education principles subjects. For instance, 'Debating social' and try to frequently foster self-reflection for the life, fact which explains the argumentation level in the results and how students got to make collaborative work to solve the different situations from different roots.

Thus, for my research, this project shows how social environment takes a very huge place when getting students to argument because it not only depends on their thinking but also the education system and their lives itself. Subsequently, developing a collective thinking is also rebounded from what they collect from society and mix when collaborating or cooperating, focused on the direction of each research and their roles in the classroom.

Finally, each research project mentioned here illustrates how the inclusion and the collective thinking are worked even in and outside the country, and the different implications taken into account to develop an inclusive class or dealing with an inclusive classroom to get an argumentative-negotiated vision from students when working together. This literature also undercovers the importance of needs' identification and the importance of values as group tolerance inside the process. Finally, the impact for teachers, especially for me, was meaningful to understand my role in a classroom further than a teacher or a facilitator, strengthening my own perception of relying a class for every single student towards a community.



## **Theoretical framework**

### **Collective Thinking**

Even when it has been used mostly for innovative scientific advances, the collective thinking is a psychological concept based on two ideas. In first place, according to Mercer (2013), it is born from the idea that “our brains are social”, understanding the necessity of connecting common objectives among people and giving a lifeblood to the social existence. From an academic view, I understand this concept as the invitation to think together, because as Mercer debates, our thinking does not work in order to protect from others’ critic, but from the idea of sharing, agreeing and exchanging experiences based on each one’s understanding, where the individual thinking becomes collective.

On one hand, the process of the collective thinking comes from the core of every individual, reason why Brown (2008) understands how this inquiry occurs, so in first place, he realizes how everything departs from an ‘Individual Knowledge’, which comes from the different situations lived by each participant in the creation of thinking. Secondly, he explains how due to each one’s experience, the ‘Local Knowledge’ appears enrolling the link between people, showing common situations lived among participants and embracing those in the culture. Lastly, he explains what he calls ‘Holistic Knowledge’, in which participants create the formal knowledge based on the beliefs and the goals inside the society.

Hence, it co-creates this grasp able to be applied and meaningful in the culture, which reflects the importance of both individual and local know-how thinking in order to enhance a collectiveness. Thus, this theory becomes crucial to establish an in-use agenda for having production based on what students generate on their own common culture, the classroom.

On the other hand, the collective thinking not only comes from a self-awareness but also from the others' understanding of common experiences and individual ones, transforming the interaction into a dialogic process where sharing and agreeing are the main components to be collective and to establish critical points of view in front of the social issues.

In other words, Isaacs (2000) establish this construct as a social base, from which dialogue and inquiry come. It also represents the way how people negotiate, showing their perspectives about their own context. In this concept, the inquiry is meaningful because it represents the way how people wonder about issues and they try to go on answers for it. In addition, agreements are part of the dialogue through the feedback, where the knowledge is actually constructed.

First of all, the author clarifies how the dialogue carries to create this collective thinking when creating new perceptions from an analysis. For instance, I could identify how students relinquish to own ideas when others have had stronger experiences as in the case of Group 1 when talking about disability, and having a blind student in the group, issue that made one of the students wonder and hesitate about his idea of suiciding if so. Alternatively, the author also establishes how dialogue lets people think together and carry them to that through teaching, while consensus becomes a result of evaluating own experiences in front of the other and giving a 'sense of agreement' using what others think to construct a self-oriented point of view.

As a result, I understand collective as consensual, reason why it is impossible to make mediated processes if the ones involved are not able to listen and to argue, bringing out two additional processes to any assessment, for a cyclical application. Moreover, I could also see how important the agreement and negotiation are not only part of any typical discussion, but they really show how valuing others' experiences may be important in the process of settling.

Consequently, Bohm (1996) showed some basic principles of dialogue arisen from the collective thinking and establishes the incidence and meaningfulness of collectivity as means of communication. In first place, I took from him the participation, where the agents are involved and invited to talk for building together. In this point, the thoughts pass from the abstraction to the actual life. Secondly, he mentions the coherence, where he displays how important the accuracy among intentions and answer has to be. This is mostly highlighted in arguments or discussions where the emotions cannot make the main point gets lost. In third place, I highlighted his concept of proprioception, understanding how people can put the thoughts in the correct order to make a logic pattern to be expressed. Finally, he talks about the enfoldment, which lets the thought improve through the expression and perception, showing how participants do not get lost after being socialized, but they are transformed with others' experiences.

Accordingly, the collective thinking affords the main principles of speaking, especially when understanding the role of each student in this performance. Moreover, I could comprehend how this construct not only worth a prior basis for fostering interaction in the language learning, but mostly how I can observe my students' thinking and perception of others' from what they do not know as a way to elicit saner environments to discuss.

Incidentally, I must not forget the role of Allwood (1997), who conceives the collective thinking as a social connection that can be characterized as conative, which means that students are able to generate a dialogic process through transmitting feelings and experiential information. Besides, he mentions how this connection can even transcend and change the way people think and react in front of some situations, regarding this strong brain connection generated through the experience exchange and the feeling of suiting in others' position towards what they talk.

In fact, the author highlights the dialogue strongly because of its importance when trying to communicate any idea. Keeping this in mind, the dialogue becomes a suitable way to connect, conceptualize and contextualize people to what I want to say, very important fact when getting to see how others have lived similar situations to mine. To illustrate it, I could find the connections and disconnections among participants when they are liked or not with each other, expressing common interests and closeness when life situations are nearer or produce common feelings, making the environment easier for having a common ideal with somebody.

Indeed, this idea not only let me build up the importance of cooperation as the methodological classroom-organization field, but also let me see the importance of creating connection to foster a real awareness towards the inclusion I am wondering here. Additionally, these features compound the fostering of feelings on students and their own sights to what I do in the class as a way to evaluate effective ways to communicate among themselves and create more effective opportunities to share without feelings excluded on any instance.

One of the most striking features is the role of the reflection, the conclusive output given by the students when negotiating the process and finding the most suitable argument based on their beliefs and social-cultural links. Then, according to Sünbül et al (2016) "Reflection, the most general sense, is the cognitive inquiry process that contains analyzing and finding ways which will lead to production of new knowledge." Leading this idea, the reflection relies on the biggest part to understand how the collective thinking appears because it shapes different perspectives in a final idea, even when it comes from different individuals. Thus, I saw the reflection as the individual demonstration of what is being perceived, and it is visible by each one when not only changing their mind towards some specific topics, but also relinquishing or not from what they believe. In sum, they negotiate to finally agree or not on the common idea.

Undoubtedly, current researchers use collective thinking for teaching purposes as a way to foster one-to-one communication and eliciting ‘average’ students to get in touch with ‘salient’ students, creating more comfortable and synchronized classrooms. Nevertheless, I did not understand this concept in that way, but with a very clear purpose of watching their connections and disconnections when talking about their own points of view to then look for common ideas and different experiences to make broader sights of their thinking, having a result of negotiations and agreement or disagreement. Conversely, the former context is quite different because it contains a visible environmental change, which is the disability.

Regarding the above, to understand the inclusion, it is crucial make emphasis on how our society and our own near contexts perceive the disability and why they relate it to the inclusion. Hence, the inclusive education tends to have many different ways to be watched, reason why most of the people attribute it to people with disability, a common and understandable fact because of its trend since the age of the special education which is even so far used. Accordingly, the UNESCO (2005) brings up some principles necessary to comprehend the inclusion, in which we can find “Generating collective thinking and identifying practical solutions such as how human rights can be made part of the local school curriculum”. It invites me to think the inclusion as a transformative action from every individual part of the system and the system itself, which made me realize how important my mind change is throughout the process.

Based on this idea, the inclusion must be collective because in this way teachers and students can understand others’ necessities and make those common for all, avoiding silent or indirect exclusion and transforming the vision of any barrier. Thus, it invited me to look forward to a class where limitations and one-to-one affections are changed into strengthening and factual support to include everyone and generate values for respecting spectral and visible differences.

Furthermore, Silver (2015) shows how the inclusion must be social and in context to be actually effective. In other words, this concept must represent a place where people can explore different types of collectivity to include everyone in some different social dimensions (political, economic, cultural, educational, etc.). For this reason, she establishes the ‘collective bargaining’, being understood as a common cultural and knowledge budget for everyone, benefitting each participant and thinking of each one’s necessities. Thus, for my own vision, the collective bargaining brings out the way how we understood every single action we make in groups to then negotiate it and create a common knowledge as a way to improve myself and let others improve, being beneficial in a reciprocal way.

Incidentally, the inclusion makes part of the main human necessity of being part of a society as I understood and worked on it, so it fulfills the way how we can make it meaningful in different and specific contexts. The UNIDO (2015) establishes how the inclusion is also a type of inherent solidarity that comes from our view of indifference and segregation of some people on our society, where the reflection comes to let us see a “collective ethos based on relatively homogeneous patterns of life” (P. 5).

Moreover, when we focus on the inclusion as a collective idea, it must go further than just an inclusive education, but transcend on a whole social inclusion. That is why DESA (2009) argues the importance of creating collective participation from every single transformative core of a society. Hence, even when this project has the inclusion as a medium due to the environment, I had to see how the inclusion is a collective idea and from this one we can advance in the construction of a society. Resultantly, being able to look forward to the differences and mitigate any necessity, becoming them into a personal identity valuable for a group work and in general for a thinking cooperation.

Consequently, cooperation is a meaningful way to produce any collective procedure taking into account that for those types of processes, the work from individual practices to create social benefits is almost mandatory. However, the cooperation must be understood further than just the fact of working together in a collective action, reason why Gillinson (2004) establishes that “we should cooperate because it is socially optimal to do so.” This fact shows its inheritance to cooperate because this action concept is willing to construct society. Additionally, when we are able to cooperate we explore another dimension and another point of view higher than the individual thinking, being sustained by her when saying that “As members of society, it is in our individual ‘enlightened’ self-interest to do so” (P. 8).

Nonetheless, the group working does not certify the effectiveness of the cooperation, and when it occurs, the limitations of creating any collective process is almost null. Supporting the importance of cooperation in collective, Vhrovec (2015) establishes how “Dividing pupils into groups does not guarantee that they will cooperate well” (P. 134). Hence, I have gone deeper when making inclusive features become realia in the classroom for students to generate a real cooperation, expecting for them to show which is the collectiveness they can generate and the thinking they intend.

Additionally, Gillies (2016) shows some of the characteristics that the students led to be cooperative developers, as social actionists, in which we can find that they may be even more inclusive when respecting and considering others. Thanks to those results given from his research, this project intends to carry students to understand the cooperation by themselves and avoiding any leadership which make them feel uncomfortable in the collective process.

As a conclusion, we can see how the constructs work one with each other in the building of a whole thinking for the students from social situations that surround them, getting them to understand how inclusion is important, not as a disability inclusion, but as an inclusion thought to gather. Moreover, the cooperation is meaningful in the collective thinking and inquiry because “students learn to listen more attentively to others, encourage others to participate and share ideas, and actively work to co-construct new ideas and knowledge together”. This position lets us comprehend how the effective cooperation lead students to co-create their own perspective especially when the context is common and the social environment takes place (Gillies, 2016). Thus, the nature of the collectiveness settles on not only the cooperation but also the way how the knowledge is mediated and reproduced when using this learning method or strategy.

Every single participant in a classroom, where children can be transformative agents to create a collective thinking for their own contexts. However, it is meaningful to understand the deeper role of inclusion and its construction from what I actually wanted to propose.

### **Inclusive Education Environment**

The inclusion has always been observed as a model focused on what in ancient times was called special education. According to UNESCO (2005), its origin comes from the necessity of educating students who were considered out of the former educative system. Moreover, it had been developed as an alternative to aim conventional inclusion, until establishing the pedagogical inclusion approach. Based on Florian (2015), is not only a transformative approach to the students and the individual requirements on a class, but also is the relative solution to the generalized post-modern belief that the limitations are not accepted in a classroom. Besides, he



bear in mind the fact that teachers must follow a certain way to understand a conventional learning, so it receives different methodologies to learn a discipline, and it is goaled to enhance participation and critical points of view when talking about, for instance, values or personal beliefs, with the idea of carrying students to create a strong identity which goes beyond disabilities, limitations or barriers (Pp 9-10).

To start, the inclusive education must be explained before the approach. So, the UNGEI (2010) utters that “Inclusion requires responding to the diversity of needs among all learners” including some different aspects such as the active role in the process of learning, the understanding of the culture and the society they belong. Moreover, this produces the reduction of exclusion from the education and within it. They also say that “It involves changes in content, approaches, structures, and strategies, driven by a common vision that covers all children.” As a second point of view, the NHS (2010) aims that “Inclusion is about positively striving to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their full potential.” Thus, this education field looks for exploring the students’ potentials and needs to be equal and meaningful for everyone.

This approach is a transformative view according to Harm’s (2016) thought, saying that “it advocates an approach whereby the teacher provides a range of options which are available to everybody” (Spratt & Florian. 2013- P134). Accordingly, the system seems to be searching for an integration, that as Harm aims, gets to the following characteristic: the need of ‘special students’, the benefits for those ‘special students’ and the support of professionals and formal expertise.” This vision is neglected to what the inclusion really looks into.

There forward, after having developed the conceptualization of the meaning itself, the pedagogical approach and the mean of education is going to be worked.

It is commonly understandable that the word inclusion is very related to disability and in general terms to special education, but the focus of this construct goes directed to the difference itself. Then, Florian & Black (2011) established that even when students must be prepared to face those differences, the problem is permanently alive in the teachers. Hence, they aim to mitigate this statement through the establishment of three specific reasons why the teachers should observe those differences in order to opt for a methodology as this one, or even the one which can better fit with the students' implications and requirements.

In first place, they aimed that teachers must generate on themselves a heuristic sense in order to catch certain visible differences, while they are doing other tasks or working in the whole group (P814). This idea is plainly studied when we refer to the research for the Relational Approach, which has been considered as a methodological implication derived from the inclusion approach. According to Gómez (2014), this didactic makes the regular issues more tangible and lead students into conversational environments where they find individual solutions for some specific issues they see on the environment, to then have the possibility to figure out or shape a very detailed and emphatic social solution (P 143).

Following what the author has said, not only the individual issues play important parts into the relational approach, but also the social aspects, and they are the ones who really get students into personal problems to socialize and feel different from others who could suit better some social necessities, when from others is quite more difficult. For instance, we see three main problematics explained in order to attach the fact of the problem and the resolution, as the final

aim of these approaches. Among those issues we find the Gender roles, the discrimination and the power relationships, which are topics that through the time have been trendily researchable and they have possibly been pertinently treated by those methodologies, to understand difference as another feature, and not as a detonator (Pp 144-146).

In a second place, retaking the main features of Florian & Black, we find the statement of planning and acting, as part of the daily objective of the pedagogical inclusion, where the teacher is able to identify the limitations and strengths of students. This, in order to mainly plan and start acting on creating new methods and strategies that can suit better for all the class, without focusing on anyone. Even, when according to the Law 1618 of 2013 in Colombia, the disability must be primarily taken into account by schools which have decided to take this didactic field, the system focuses on providing professional attendance and controlling when the students fit with a disability (either sensitive, cognitive, physical or intellectual). So that, the education avoids the segregation and the exclusion, being able to sue or claim for the cases in which it is not respected (Pp 14-16).

Departing from it, the Colombian implementations inside the pedagogical inclusion approach has not been well delivered from the high organizers, when we can see that the state is not actually contemplating the development of this approach neither when teaching practice teachers. Actually, this approach is not even named for education nowadays, unless for the ones who are dedicating their lives to work with population with disability, or they are focused on inclusive institutions. Consequently, they do not get to the whole idea of the methodology, even when according to Spratt and Florian (2011), the teachers immerse in this approach should follow three main characteristics to understand it and implement it in a suitable way.

In those, we first find the fact of understanding the learning, where we find that “is based on the principle that difference must be accounted for as an essential aspect of human development in any conceptualization of learning” (P135). And in this way we are not only understand how different each student is, but also to get the idea that their abilities vary, and each students can be useful for detailed tasks of missions in a group-work, a fact that let us understand that the Cooperative Learning can perfectly fit when teaching and working with this Teaching Methodology.

Secondly, Spratt and Florian (2011) called the next characteristic as social justice, when they tell future teachers that “they are responsible for the learning of all children”. Certainly, this may make new teachers realize the teaching process must search for rejecting the consciousness of letting “some” or “most” students learn the topic, and to get to the plan in which changing strategies can make all the students understand the same topic taking into account their eases.

Then, this last characteristic goes with the fact of becoming and active professional, where “teachers must constantly seek new ways to support the learning of all children.” Here, we are not only advised of the duty of teacher in students’ process, but also how responsible teachers are when talking about trust, because we, as the ones who know different methods, are held accountable for changing them. Accordingly, the didactics are remained on the student, avoiding traditional or professional interventions, and letting students prove many ways to learn, in this case especially focused on group management and confidence. As a result, they would not only learn a language, but they would also improve on social issues and compelling with all the institutional participants (directives, parents and workers) to make a big transformative environment (P136).

Finally, this project aims this approach as the whole group of education aspects able to assist every type of physical, cognitive, behavioral and social necessity, exploring students' strengths instead of the inabilities, thinking of a system designed not only for schematized students, but for everyone.

Enhancing the cooperation in any type of classroom is a goal for the educators taking into account many factors such as the promotion of a proper environment and the eliciting of future social contributors for the society. That is why cooperation is meaningful and becomes a pillar especially in communities or spaces where the inclusion and the needs of equality and diversity are stronger.

According to Lata & Castro (2015) the cooperation will make the education advance on a road to the equity where every single student can develop personal and socially inside a group, generating an adapted quality based on their characteristics. Departing from it, the cooperation will guide the inclusion to an education based on every student where they can identify the suitable way to contribute to each other's education and themselves'.

This philosophy is nowadays intended in our country from the MEN (2017) where they aim some pillars for the 'Educational Inclusion' finding one suitable with this idea, which says that 'the inclusion supposes the effective participation and the successful learning of all the students', utterance that corroborates the idea of an education for all. However, the same document also argues that 'the inclusion emphasizes on the need to prioritize special attention in students inside vulnerable circumstances', pillar which brakes the last idea, aiming how the students with different circumstances require "special attention" (Pp. 16-17).

Following this idea, the educational inclusion is trying to impulse a different type of integration where students with special attention could be integrated to a system, but living on the argument where they are supposed to motivate the change of a system. Nevertheless, if a system would be intended to be transformed to be accessible for everybody, it wouldn't need to aim priority for one or another, but to look for the best way to take into account all the necessities in the environment to avoid any barrier, something sustained by the Pedagogical Inclusion approach, constructed already worked.

To have an effective process, the work of every single participant is important, not only to contribute but to exteriorize the different barriers that lock their learning. Thanks to a study carried out by Lawther (2015) the cooperation shows effectivity in the inclusive education. She aimed that "When students have the social capabilities of participating in a cooperative learning activity, the students will achieve academically" (P. 55). In addition, this alternative works on outside environments, where she clarifies that "Cooperative learning does not only impact students on IEPs within the classroom, it also impacts all students within the classroom environment in a number of different ways" (P. 45).

### **Chapter Three**

#### **Instructional Design**

The following chapter shows the pedagogical and didactic features of the research project. It first starts describing the preliminary implications of the implementation itself to give a reader

an idea of how I carried out the development of pedagogical instruction. Then, it illustrates the curriculum platform where the different fields of pedagogical study are given and support what the project intends pedagogically and didactically.

Thereafter, it describes and discriminates the innovative intervention, making clear the field of study inside the project and balancing the components to show each one's importance and reliability on the intervention as well. During this step I not only explain the approach and methods, but their implication and relation to the main constructs of the project. Consequently, I also show the schematized syllabus where the objectives, activities and resources are presented to give a broader idea of what was done.

Finally, I describe the activities, their goals and achievements and how they cope with the constructs, so each activity narrates the way how they not only project the inclusion in the specific learning environment, but also how they intend to develop a collective thinking when working with the cooperative learning in the developments of tasks.

### **Preliminary Implications**

First of all, the importance of the resources is worthy due to the weight they have inside the intervention. Hence, the pedagogical and didactic resources are authentic and based on the Bogota's context so that the students feel it for their own colloquial living environments and treat with a foreign language presto to their own context, trying not to be vicarious but really focused on who they are and their lives.

Alternatively, I thought of managing topics that could give students tools to speak using controversial assertions in the social contexts. Reason why, the topics are in general called “Taboo Conversations” where common talks such as future prediction, aliens and death after life are used to see students’ perception towards these issues that normally do not have answers and let every single opinion as a personal belief of it.

Accordingly, the project does not take into account any strong taboo until the last cycle due to the lack of touch and the disagreements the youngsters have. Nevertheless, for the last cycle they are carefully piloted so that it can be seen how careful and respectful they are in front of it and how they can deal the collective thinking in spaces more trustworthy and more reliable for our context. At last, this field works on enhancing the cooperation, making them work together and to get to discuss about personal beliefs to carry out common ideas, watching how they exchange when listening and expressing personal points of view with others in the same context.

### **Curriculum Platform**

This curriculum platform illustrates the languages theories that theoretically support the innovative intervention aimed here. Firstly, I establish a theory of curriculum through which the school setting related to pedagogy and the difference to this project are presented. Secondly, illustrate the theory of language chosen to work with the students according to their necessities and the way I have chosen as more suitable to develop the expected outcome. In third place, I figure out the theory of learning where the whole syllabus makes sense for learning and this process is remarked with its theoretical significance in the process as a motor. At last, I also



show the theory of classroom, where the learning implications are shown and the classroom management is openly shown to clarify the way how to deliver the group development.

### **Theory of Curriculum**

This theory comes from two main aspects. In first place, the school's mission, where the social impact is projected on the students and its craving to change the education. Secondly, the finding of an authentic context to be socially applied, as a bridge to formulate a change. Accordingly, the theory that best suited was the transformative curriculum, aimed by Macpherson (1993) as a means to transform and co-create the language learning based on both the students and the teacher, emphasizing on the students' necessities

However, this project is not only raised at school, taking into account the strong influence of the social experience for the collective thinking. So, Cortés (1981) also aims the societal curriculum as an appropriate way to link both aspects, being understood a means to see society as the one which establishes a curriculum on everything we learn, going a little bit further from the school curricula, but letting us think of the importance of language and learning explained before (P. 476).

### **Theory of Language**

The theory of language for this project was thought as a way to understand how to carry out the collective thinking process. For this reason, this language vision had to show how the

students process the information they receive and they express. Consequently, the theory chosen is the language as a self-reflection aimed by Tudor (2001). He understands this theory as a means of carrying students to think of their personal acts.

For instance, when students express their insights during the production, they make feedback and reflect about what they have already said, trying to strengthen them to debate with property, and having feedback from what they have heard from the others. Besides, the idea of reflection suits with the humanistic part where, based on Tudor, many factors such as feelings, social relationships, reason and self-highlighting qualities are immersed (P. 70).

### **Theory of Learning**

The vision of learning is visualized from the very first idea of building a different teaching inclusion environment. Hence, the most suitable learning vision for this project is the experiential learning. According to Tudor (2001), it is a means of learning by doing. Based on this idea, to let students experience through the class I have aimed the tasks achievement as a goal in which they have to work in groups.

In sum, theory aims the completion of tasks by implementing cooperative interactive learning to elicit work division, and when achieving them, the result of particular experienced working together to carry out a collective thinking in a space where the necessities are mitigated and their strengths support the group continuity.

### **Vision of Classroom**

This vision is maybe one of the most tangible ones because it takes students and the classroom environment to establish what the teacher-researcher wants from the sample. Then, for this study, the classroom is psychologically understood as a means of socialization and autonomy. From Tudor (2001), these two show how students rule the discussion of the class and foster themselves to create the classroom environment, at the same time being regulated by the facilitator who explores on different methodologies to make it more appropriate.

In addition, this vision let me see how students are actually the creators of different perspectives based on the experiences they lived, and also who build the fluency of the classroom. Thus, they showed me how when working in small group they develop this sense of co-awareness and lead them to think together, facing barriers by themselves too.

### **Innovative Pedagogical Intervention**

To schematize the intervention, the approach and methods are going to be shown to explain the didactic and methodological aspects taken to develop the planning. This aspects also justify its innovation and gather the importance of the two main features of the study (cooperative interactive learning and the inclusion-based classrooms) as pedagogical features to use the language for interacting and creating the collective thinking.

Hence, this instructional creation is based on the pedagogical inclusion approach, understanding the environment and the transformative focus that the research intends, realizing

how the individual itself means in a community, and how it is planned to face barriers and explore the strengths. Thus, the limitations are not accepted in a classroom, confronting the fact that teachers must follow a certain way to have them get to the ability to learn as well.

## **Methodology**

First of all, I must clarify this methodology is holistic, which means a way how to try on different strategies and methods from different pedagogical systems. This view let me understand how one method cannot be suitable for a whole classroom if a meaningful learning wants to be achieved in an inclusive environment. However, there are two methodologies which lead the holistic view, or better said, from where they are kept in mind. These methods are the task-based learning and the context-based learning, focused on the cooperative learning as the foundation. Additionally, from these two, the development of tasks and the aim of establishing situations becomes meaningful to create diverse spaces where to talk.

Understanding the above said, learning is based on developing tasks based on certain context in order to evolve collective thinking through the engagement of cooperative interactive learning. Therefore, each methodology gives an eclectic view which is mixed in order to create a syllabus focused on them, and also developed as a way to ease their necessities' understanding.

Notwithstanding, all these methods are focused on the thinking of inclusion bearing in mind its influence, reason why I have used all the principles of the pedagogical inclusion approach to be applicable before standing the cooperation, the task-based and context-based learning. Thus, with all these features, I aim to make a no-barriers class for thinking purposes.

### **Cooperative Interactive learning in TBL and CBL**

When talking about cooperative learning as a classroom strategy, we refer to Johnson & Johnson (1999), who said that it is a transitory procedure used either for short-term interventions (such as lectures or tasks) or for completing learning processes. Thus, attending to elicit the group work organization and affording to let everyone work. In regards to it, the cooperative learning is a useful tool to enhance students' comprehension when focusing on a specific function.

At first, Felder & Brent (2009) reloaded this strategical plan and established some important features to consider, for making the cooperation more effective when achieving goals. The first stage they call is “positive independence”, where they understand that mistaking not only affects the self but the rest of the team, creating a sense of responsibility for the own work. Then, they aim the “individual accountability” as a focus in each one's job taking into account the division of the tasks and the role everybody has for completing the whole assignment. Thirdly, appears the “face-to-face promotive interaction” as the biggest characteristic for this project. This point understands the cooperation as a natural interactor among speakers, making them not only participants but active actors for the feedback process. Finally, they pose the self-assessment and co-assessment as tools for students to understand the group process and make accurate changes to afford the learning process among together.

Understanding the last, the learner-learner interaction is meaningful for this project, taking into account the fact of cooperative ‘interactive’ learning. Khadidja (2010) poses this as a process where the students can develop “cognitive development, educational achievement and

emerging social competences.” Hence, it supports the aim of generating new knowledge from people who are near on age and level, and that share same contexts for peer feedback.

### *Task-based Learning*

On the other hand, as we have two other supporting methodologies, the task-based method, aimed by Ellis (2009) let me perceive two main factors taken into account here. To start, its structure (pre-task, main task and post task) facilitates the process of organizing a class. Besides, the communicative tasks have a strong weight on students understanding of the language as interactive.

In addition, the task-based method provides four meaningful keys to understand how the method itself works and generates the change that this innovative pedagogical intervention wants to get. So, it aims first that the students’ first finding must be the meaning, which must be link to the second step, where the need of a gap is basic. In third place, the students must “rely on their own resources to develop the activity” (P. 3) clarifying that they can be linguistic or not. At last, the showed outcome, which is goes further than the linguistics and enhance the development of every assignment. In second place, I took into consideration the context-based method that, according to Trimmer, Laracy and Love-Gray (2009), works in order to be experiential, reason why it tends mostly to be used in biological areas, taking into account the approach they can have with the nature and the chemist they manage.

### *Context-based Learning*

However, this intervention bases on this method because its accuracy suits with the context where chosen, keeping in mind the importance of the experience for people who need to face social, mental and physical barriers in a social environment. For instance, the author affirms that:

“Planning CBL in the classroom setting requires educators to develop learning packages” which is very important in group work especially. Then, it continuous saying how “ensuring that all content and learning outcomes are covered in the curriculum. In the development of learning packages educators consider instructional design; this includes mapping the content, selecting the media, developing the learning package, and ensuring openness to enquiry” (P. 2). According to this features, the context-based learning helps this intervention as a situational and more engaged learning, in which students can comprehend the new knowledge from what they live in their own environments.

To reinforce the interaction as the feature which foster the collective thinking, this method ensures the fact of providing contextualization as the main focus, and a closure that evolves students’ understanding of the language in function. Thus, the structure purposed for this intervention is going to be described here.

In first place, the contextualization, where the students are going to be immersed in activities related to the context of the topic, not only showing background knowledge, but also understanding where to use the language, especially when working in groups. Secondly, the main task, where the students are going to receive a task to develop in the same class, task divided in parts for them to choose, divide and cooperate to complete it. Finally, the closure where the students’ groups show their position towards the different positions in the context. In sum, this innovative intervention wants to break the vision of a traditional classroom when intervening a situational method based on tasks as a way to lean on students to achieve group goals easier, not for a policy system, but for getting them to cooperate, to talk and especially, to think about different social issues where they belong and have felt apart from.

## Syllabus

There is a strong necessity to design two versions for the syllabus. The first as a way to summarize and show the main features of the implementation, where the main activities are given by the chart which follows this introduction. The second one expresses every single feature and characteristics broader. It also explains the whole process driven to carry out the classes. This last one plays the role to a necessity of the schoolteacher to follow up the sequences and to verify that this was carrying out the students' thematic process, located in the annexes.

Something to highlight is that the syllabus is divided in cycles, as a way to observe the evolution from different contexts and applications, following the evolution principles of the project.

Chart1. General Overview of the Innovative Pedagogical Intervention

Class #	Topic	Learning Objective	Activity	Instructional Objective	Content	Outcome	Resources
Class 1	Paranormal Activity	To develop a group speech to solve Paranormal Colombian cases.	Problem Solving	To foster accurate insights of cooperation in the students.	Vocabulary: Paranormal, Ghosts, Phantom, Demon, Witch, Spirit, Supernatural.  Grammar Structure: Simple Future	Read a paranormal situation, find the guilty and give a solution	Real cases Adapted to Braille  Flashcards  Creatures profiles
Class 2	Fortune Telling	To develop a Fortune Horoscope based on the context given.	Social Interpretation Performance	To enhance the organization enrollment of the language context.	Vocabulary: Foretelling, foreteller, Horoscope, Zodiac Sign, Luck, Love, Job, Money.  Grammar Structure: Simple Future	Based on the Horoscopes from TV, create their own Astral show with the features in the flashcards.	Custom materials  Adapted (braille) flashcards  Recorder



Class 3	Superstitions	To make a "Luck Machine" applying the superstitions vocabulary and beliefs.	Product Creation	To create a students' posture in front of the paranormal activity.	Vocabulary: Superstition, Luck, Beliefs, Consequence, Objects, Rituals, Destiny, truth, false, perception, culture.  Grammar Structure: First Conditional	Create a "Luck Machine" from specific objects that the teacher provided and using the vocabulary.	TV and computer  PPT slides  Recorder Materials
Class 4	Aliens' Abduction	To make a performance as a way to see extraterrestrial life perceptions.	Role Playing	To elicit students for formulating arguments to debate.	Vocabulary: Extraterrestrial Life, abduction, species, microorganism, UFO, strange, alien,  Grammar Structure: Simple Past / Past Perfect	Divide the roles among students, understand each role mission, appropriate the roles and express their own ending in a performance.	Role cards  Characters background  Note book – pen  Materials
Class 5	Alien Creation	To create their own alien perception contingent by some strict mandatory changes.	Gallery Exposition	To carry students to establish complete ideas to contrast with others.	Vocabulary: colors, body parts, height, weight, size, shape, texture, abilities, UFO, Galaxy.  Grammar Structure: Second Conditional	Create a prototype of alien, adapt the mandatory statements form the teacher and present the creation.	PPT Slides  Crafts  Note book – pen  Materials
Class 6	The 51 <sup>st</sup> area visit	To create an encrypted language to communicate an encrypted message.	Discovering and Proposing	To guide students in the vocabulary reinforcement to give stronger arguments.	Vocabulary: Extraterrestrial Life, UFO, strange, mysterious, alien, anomalous, phenomenon, Universe, spaceship, crop circles, land, take-off, mother ship, light speed.  Grammar Structure: Second Conditional	Create a language based on the puzzles through which they had to encrypt the message received to be answered.	PPT Slides  Puzzle parts  Computer Recordings  Recorder

Class 7	Assessment Taboo Topics	To play and compete to create better ideas by cooperating in groups.	Game Assessment	To assess students' knowledge management and decision making.	Vocabulary: Both cycles. Connectors, thinking markers, Grammar Structure: Any already mentioned	Play "The Taboo Game", solve the clues, argue and win the battle	Game Note book – pen
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### **Strategies Description**

In order to achieve every activity there are some descriptions of them in order to show how the strategy works and the different objectives presented for the students, also describing some outcomes and procedures. Additionally, they show the position where they are presented to make a contextualization outside the syllabus. Finally, the achievement and evaluations are shown taking into account the impact of the collective thinking reflection inside the process

Moreover, I barely show these activities to show how through different strategies the holistic methodology, based on the inclusion approach, takes places. Hence, every single activity play a meaningful role in the syllabus, and the process focuses on their role in the research, explaining their importance and fluency inside the instructional design

### ***Problem Solving***

First of all, according to Mathews-Aydinly (2007), a teacher who uses the problem solving “provides students with appropriate problems to work on, assists them in identifying and accessing the materials and equipment necessary to solve the problems,” reason why I thought this strategy is useful as a way to carry students to connect with their contexts and to be

proactive. Additionally, as a teacher, I use this strategy so that my role “gives necessary feedback and support during the problem solving process, and evaluates students’ participation and products,” understanding and reinforcing my mission as a facilitator and carrying them to reflect through it. For instance, the solving problem activity is given by a reading of real Colombian paranormal cases, where they as group must identify the anomaly that is causing the situation and give a solution as Paranormal Investigators they were assigned to be.

Accordingly, through this kind of activities, the students will know the vocabulary used, to create main insights. Besides, they will know how to create possible solutions to colloquial problems. Finally, they will understand and know how to be part of issue solving, generating in them heuristics poses in front of social factors that affect them normally.

Lastly, this activity carried students to think about suitable possibilities to understand a problem and look for quick and proper solutions. Hence, it is important when cooperating because they open their minds to listen and watch others’ solutions too.

### ***Social Interpretation Sample***

The social interpretation sample is a strategy thought differently from a role play, because it shows how the students understand a specific social issue nearby their environment. Based on Oxfam Organization (2006), “they will be faced with decisions about a wide range of issues on which people have differing, contradictory views”. Hence, this eclectic planning explains how student develop first thinking stages from issues belonging to their own contexts.

Through this strategy, students develop specific requirements brought from their current environment, in this case, from the TV. In addition, through the task's drawing up and carrying out, in groups, they get to use the vocabulary given and think of the different uses they can give. Moreover, the students are in charge of creating a foretelling show, following the path they wished, and just agreeing about the information they wanted to provide. Besides, in my role as a facilitator, I gave them some key flashcards of topics to bear in mind, watching how easy or difficult means to talk about issues that could be differing or shocking with their own beliefs.

At last, this strategy is important for me and for the research because it leads students to show the way how they perceive some specific events and they have the possibility to change it for a way they consider better. Additionally, this strategy carry them to think and express their perceptions towards those topics that can be variable depending not only on the individual, but also on what the group have thought. Thus, this strategy intends to get students to reflect without feeling it as a requirement or assignment, but just as part of the task, making it more natural, especially where the sample and the strategy itself intend to scrutinize students' beliefs and opinions in front of the selected topic.

### ***Product Creation***

When developing a creation project, the students are carried to think and to show the main features to offer and sale, getting to persuade somebody to do something or to believe on something. From this idea, the product creation wants to illustrate the students the ways how to express ideas through an accurate organization. To support it, Gatbonton & Gu (1994) establish

how inviting students to develop any kind of project not only makes part of a task development, but also let the teachers figure out how they intend to contribute in any life space.

Hence, the students will know the organization and discrimination of insights according to their importance. Furthermore, they will know what keys are useful when talking to persuade. In addition, they will know how to be active speakers in debates, so that they can provide arguments to help the group support points of view.

Based on it, the main purpose of this strategy is to measure how students develop speaking skills not only to achieve the goal and the context, but to convince the group of some topics that can be debatable. Then, when we have students to create products and to manage strategies to offer them and attract others, I am also inviting them to think of ways to articulate clearer ideas and to listen carefully to what others think about those ideas, letting them understand the importance of the feedback. Finally, this strategy implies to creation of a speech where the product is offered based on a context, making them comprehend situations and carrying them to discuss about better ways to establish relationships, fostering the argumentation, and introducing the main principles of the negotiation, which is definitely the most important step to get them to a collective thinking.

### ***Role Playing***

Do students get in others' shoes when learning? The role playing answers this question in the way that students must use situations to perform them as external factors to understand how it works. Thanks to this strategy, the students are able to learn more vocabulary and to generate a sense of worry in the students. Taking this into account, role playing plays a meaningful part in students' lives because of its big interpretative complement.

With this strategy the students will know the core of the social issues presented when performing a paper. Then, they will know what possible solutions or stimulus can be worthy when working in certain populations. Lastly, they will know how to be critical subjects when putting in others' shoes.

Contrastingly, this strategy does not look for a persuasive view as the last one, but for a more reflective response to interpreting other social roles in relation to other different contexts easier to understand. At last, I really wanted them to analyze the repercussions of others' actions in the life as a way to face their own berries when seeing others' limitations and strengths.

### *Gallery Exposition*

Do the students like showing their inventions? Basically, this strategy helps students understand the importance of socialization and personal issues keeping. Hence, the students who practice this activity are likeable to give opinions about others' positions or perspective, express them and create common points of view related to them. Thus, this exposition is willing to bring back the regular basis such as the tolerance and the mitigation of violence.

Based on it, the students will know the system of a transformative speaking, where some talk and receive feedback. Based on it, the students will know what they different perceptions are about a creation. Then, they will know how to be ethical when getting to answers, questions and even when answering this, where anybody can express perfectly and mitigations does not exist.

Basically, I understood this strategy as the option to cooperate, so it is one of the strongest strategies to let them create a common view of communicating ideas. Besides, this strategy lets

students know very well how to explain and know each other to link not only by a knowledge, but from agreements. Finally, this strategy intends to elicit the diversity of thinking even when having the need to compact and tune in the same frequency.

### *Discovering and Proposing*

This heuristic strategy retaken by the post method (Kumaravadivelu, 2006) explains how students learn where they are plunged in new cultures and activities different from our routines. Actually, those new things not only carry us to solutions, but program ourselves to watch the activities and the proposing improvements or misunderstandings in order to transform the immediate context.

In the achievements, the students will know how to self-assess in order to develop heuristics characteristics that carry them to propose accurate utterances. After that, the students will know what focuses or emphasis are proper for their learning process and in that way they are going to make meaningful contributions to their groups. Thus, they will know how to be promotive to propose in class.

Alternatively, I thought this strategy as a way to create a high reflection level from what they assess, self-assess and co-asses, understanding the principles of negotiation and inviting them to create common ideas where the others can propose too. Lastly, this alternative shows the difference in views and it looks for students to see how the difference nourish an argument instead of damaging an agreement process, and how important is to taking into account every single point of view.

### *Game Assessment*

The last strategy used is the game assessment, where the two main features are the playing as a meaningful artifact in learning and the assessment as an evolving factor in secondary students. Taking this into account, the game assessment will work as a mediator between the knowledge the participants have through gaming, while the system itself is in charge of evaluating every single step we leave.

To close the strategies stage, the students will know the importance of assessment as an evolution process which goes further than the summative traditional patterns that rule the whole environment. Following that, they will know what aspects are important when trying to, not only to win a game, but to learn from the games and the activities so related to culture. Hence, they will know how to be potential actors and actresses when establishing postures about taboo topics, been followed by some specific issues that suit better with its purpose.

Finally, the game assessment, based on the taboo topics, carries students to discuss and to activate important fields of discussion where their own arguments take place and are as valuable as others', so that they can get to agreements and see the best way to establish a common idea.

## **Chapter Four**

### **Research Design**

In the following chapter I illustrate the main features of the research design for this project, where you can find the research paradigm and type of research carefully chosen, so that you can see the way how this project understands the research process and develops it. In addition, you



can find the unit of analysis, data collection techniques and finally the instruments are discriminated with their own main purpose for this study according to its use. In fact, this research design schematizes the features to plan and carry out the project starting from the paradigm and contextualizing to each instrument's use based on the importance inside the data collection.

### **Research Paradigm**

Throughout the study of the most suitable paradigm for this research study, I made the decision of managing the qualitative research taking into account that the results are mainly words, opinions, insights or even arguments. Additionally, in order to analyze the collective thinking this paradigm works requiring the communication, speech acts, negotiations and behaviors.

Hence, the qualitative research relies on Mason (2002), who shows how through this paradigm "We can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants..." Accordingly, I can understand the importance of the human resource when applying the qualitative research, where the context of students are meaningful and go beyond the statistic. Thus, it makes the analysis process more adequate for what I really show, not only in matter of the collective thinking, but also in the inclusion management.

Moreover, Mason (2002) also highlights the worthy role of interaction and social processes in the paradigm, affirming that "...the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate (1)." For this reason, through my project I acknowledge the significant paper of the social aspects and the way how

students understand the environment in a construction of an inclusion, which goes further than numbers and studies.

Finally, I support the paradigm study based on what students mean in a class avoiding the idea of schematizing them as numbers and appreciating the value of their ideas towards the class.

### **Type of study**

The type of study required more attention than the paradigm itself because it defined the way how to carry out the implementation. So, during the needs analysis process I discovered that to accomplish the inclusion goal I must start and evaluate the teaching process so that it could be a reflective procedure for me too. Then, thinking about the assessment and looking forward to developing a different process, I decided to establish the action research. This type of study is defined based on Ferrance (2000), who establishes it as a “process in which participants examine their own educational practice systematically and carefully, using the techniques of research” (P1). Leading this, I want to show how this research project also looks for students to see how the work in cooperation and how they negotiate by themselves, besides my own pedagogical process implementing the inclusion I the way I looked for.

Additionally, Ferrance (2000) also takes into consideration some important functions related to this methodological process. For this project I took the most relevant ones. First of all, how “Teachers and principals work best on problems they have identified for themselves”. Indeed, I understood how my role as a teacher looks opposite at the different issues that the class shows, fact that got me to see the prevalence of their speeches and opinions.

Secondly, how “Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently”. In my view, this feature is very important in up-to-date teachers’ lives because it illustrates how teachers must restate our practices and it also carried me to strengthen the importance of a different inclusion perspective in my way.

Thirdly, “Working with colleagues helps teachers and principals in their professional development”, a process that was already done before together with the practicum teacher and the called “Home” teacher, who is the official English teacher of the school, who contributed to the construction and constitution of the past lesson plans and journals as needs assessment to have the current research project.

The above said is understood as the didactic and pedagogical way of leading the action research. However, the action research in field analysis involves stronger the students’ perception and also the way how the action is delivered. Reason why, Tripp (2005) explains the action research as a cyclical planning which can be enclosed as many times as the researcher considers (P9). He also aims the three steps of the process of action research, followed during the development of the project.

In first place, the ‘Planning of’, which is the phase where the researcher plans and schedules the practice itself, and sketches all the pedagogical - research features and implications of it. This step involves the making of a whole pedagogical and research theoretical and pre-practical doing. Besides, in this stage the needs analysis displayed a variety of wonderings in order to get an answer, starting for the reliability of a different inclusion demonstration, passing

to the field of cooperation as a students' ability to explore and finishing in how those two affect students when being demanded to think and create group agreements.

The second step is drawn as the 'Implementation of', where the researcher is going to get the plan in practice in both ways: performing the pedagogical implementations and the in-practice methods, and also observing and analyzing the problems or issues inside the classroom performance and social practices. This step gathers the most important aspects for the project because the output and the planning is carried out in the reality. Thus, in this place the whole project gets alive and makes a sense beyond the theory.

Lastly, the 'Evaluation of', the phase in which the teacher-researcher is going to generate the feedback and is going to evaluate the students, the method and his own practice in relation to the a priori result. In this phase, not only the cycle finishes, but also it is possible to start another cycle based on the teacher-researcher belief. In particular, this study has taken into account three cycles where the project is seen from different perspectives and aims different goal from the main constructs as a way to evaluate the most favorable to summarize the whole process for the third stage. Accordingly, the evaluation is made three times and the topics are separated into two important topic groups from the very main one with the 'Taboo Topics'.

Alternatively, I have also taken into account for this research design what Borgia & Schuler (1996) established as basic characteristics to manage an action research study. First and foremost we have the commitment as a social mechanism to accomplish the expected from the teacher to the students, generating the same in reverse. Another one is the collaboration as a mediation where teachers looks for answers and students work on possibilities to work. A more important is the concern in which the questions are valuable and lead to real and reliable

proposals to think. Another one is the consideration where these ideas come to mind again to be chosen and worked deeper. And the most significant which is the change, where the ideas are executed and assessed. Five stages in which I can easily outline the characteristics already mentioned, so that they rule what I have done here and strengthen the use of an action research as a social or community change in any scale, not only as a linear but a procedural process (P. 3).

### **Settings**

Every single time I think of any Colombian educational context I think of some different social issues the citizens normally live here, even in urban spaces like Bogotá. For example, in our city we can see urban violence, problems among soccer fans, racism and even sexual violence either physical or psychological ones. Based on it, when watching a setting the issues range can be higher than expected and the social responses tend to be normalized.

Accordingly, this project analyzes the setting as a way to understand the context in which students are in, taking into account the importance of the environment to carry out the cooperation and the collective thinking. This setting, additionally, brings out different features that let me and the readers comprehend the relevance of these type of studies.

In fact, this project was carried out in a public school placed in the South-east of Bogota. More specifically, the school is in 20 de Julio neighborhood, a very well-known place of the city where the social conditions are not easy for parent, and where according to the news and the police reports the violence and poverty levels are every day higher. Moreover, according to the social-economical Bogota stratification, this places is classified as 0, 1 and 2, which means that economical resources from that city space are not favorable indeed. In addition, this project was

developed in a public school understanding the high necessity that suffers the public education in our country due to the lack of financial resources from the state.

Also, around the school we can find some different institutions and places. For example, in front of it, we have the neighborhood's military base, fact that leads us to think of safety around the street, but there is just one street guarded and is placed quite far from the school entrance and social-meeting spaces. Besides the school has behind a big park, and it is near to "Primera de Mayo" street, which is very important in the Bogota communication between the east and the west. This spatial location leads me to see the school location as suitable, however the social conditions of the place are so alive and the environment is constantly insecure, when we see many beggars and outsiders near of the school in key times and talking to the students before the sessions.

Continuously, the most significant setting is the school, which is called I.E.D. José Félix Restrepo, a school where the "pedagogy of the inclusion" is conducted as a pillar. It is also important to remark that this inclusion is based on the students with disability, reason why they have a typhiology department and they count with specialized equipment to print and transcribe to braille, focusing the inclusion in the low-vision and visually impaired students, who sometimes develop multi-deficit as well. According to this, there is not a mechanism based on the others' necessities.

At last, in the Institutional Educational Project, they do not regard the inclusion itself but a transformative constructivist class, where the environment has a very important and they look for creating transformative leaders. Nevertheless, in the reality they have a whole visual impairment-based department where they focus on this population.

## Participants

The participants inside this pedagogical implementation are 28 students of a 9th grade, specifically from 904, in which I found population with different necessities. The participant remarked by the school from my very beginning was S1, who is a young girl with visual impairment. Nonetheless, taking into account the intention of inclusion of this project, I detected some other necessities which were taken into account for the development of the class. As an instance, I found four students (S17, S18, S19, and S20) who relate different activities to cocaine and marihuana, fact that discomforted the home teacher and made him react in a different way less interactive than with the others. Additionally, I found some students who did not like speaking or interaction nor with the teacher neither with the classmates (S7, S12 and S19). Even, they only treated with their own close friends but not with others in the classroom. Besides, many students expressed having problems among them during the practicum observations for aspects such as differences in soccer team likes, urban teams belongings and inner problems presented by cyber bullying, gossips and academic performance. In number, they were 13 male students and 15 female students, and their ages were around 15 and 18 years old.

From my arrival to the school, the subject teacher expressed me that the students tended not to interact one with others or they did not share comfortability among them, reason why in English he made them do the activities on their own instead of discussing about group-work. However, during the practicum I discovered that I found their performance more suitable when working with groups they created by themselves, so during that process I let them doing it in that way. Then, during the process it was visible how some groups did not generate working together but the just some students did the activities while the others did other things not related to the class. Based on it, for this project the cooperative learning work is important and is used to

divide the class tasks, promoting as many tasks as required so that the whole group works and belongs to a real work space.

At last, for this case the group organization is important, taking into account that they are divided into 5 groups, but they all make part of this research. In the groups one and three we can find one or two boys and four or five girls (counting S1 in group 1), the groups two and five are composed only by students from the same gender (group 2 are only male students and group 5 are only female students). Then, for group 4 we have the group of students who touch so much the drugs topics, composed by four boys and one girl. Finally, it is important to highlight that among groups it is certain disagreements.

### **Data Collection Techniques and Instruments**

The data collection was thought to fulfill the three main components of the research perception. First of all, the teacher-researcher's perception through the observation as a pedagogical and researcher participant in the process. Secondly, the students' perception as the main field of analysis through this project though the interviews where their reflections as individuals and groups were picked up. Finally, the artifacts as results of the process and as ways to express common perception through the tasks development.

### **Observations**

The observation is a very important component inside this action research-based project because it bears in mind what the teacher has to say towards an event. Besides, this technique let



me consolidate the importance of the pragmatics in the real life when observing I could not only see or not only hear, but both working together and living in a shared context. According to Annun (2017), this field is “one of the very important methods for obtaining comprehensive data in qualitative research especially when a composite of both oral and visual data becomes vital to the research.”

Moreover, the observation gives significance to the teacher’s analysis due to the emphasis on the reflection that the action research relies. Thus, the observation also shows how the teacher reflects on what students do and it supports the analysis when implementing and being part of the implementation as an active participant of the process.

Undoubtedly, the observation gave me possibility to live the inclusion in the way I performed it and I could also detail students’ process during the implementation, being aware of their reactions and their responses to the instructional application. Due to this technique, I become part of this study, bearing in mind my role in the didactics and how these processes carry out the purpose statement, I mean, focused on how the collective thinking flowers from my own experiential teaching with them. Hence, with the observation I am completely able to take into consideration instructional variables as well.

Thus, from my point of view, the observation is crucial to lead an action research in order to evaluate the research-instructional process and the development I have inquired in. Besides, for me observation (either taking notes, recording or filling journals) is fundamental in order to correlate the information brought through the data and also students’ perception, completing the triangulation and allowing for teachers to show their outcome too.

### *Participant Observation*

The position of being a participant in a research project also means to establish a research role inside the process. Accordingly, the participant observer is someone who plays a place on the implementation, which in this case is the English teacher, and also the one in charge of making the observation process. This fact let me observe that this process is made of the experiences lived as part of the whole scenario that occurs.

Likewise, Annun (2017) also explains that “the researcher lives as a member of the subjects of the study while observing and keeping notes of the attributes of the subject that is being researched so that he can directly experience, the phenomenon being studied...” Based on it, living and making part of the experience enriches the result because it makes them authentic and broad to be studied in detail. At last, he also aims that “By this approach the researcher gets firsthand experience with informants” (P. 4), a very important fact because the teacher’s place is meaningful to understand how the students see the teacher and the class itself.

Additionally, Kawulich (2005) adds some characteristics that strengthen the observation as a data collection instrument. Among them we find the provision of the communication out of the oral language, where the teacher-researcher adds perceptions from students since his or her view, expressing how children reacted even when there is not verbal answer. In second place he aims the discrimination of the interactors where the observer sees the interactors in deep so that the power relationships in the speeches are regulated and the talk in not contingent to it. Finally the examination of the interaction, where he or she can see the way how participants (in this case the students) interact, identifying problems that can occur among them when communicating or debating.

## Interviews

The interviews are useful tools to know students' perception towards the different situations lived in the classroom. This technique let me observe how the students understand the activities and how they sort out the activities based on their understanding and what they have to argue after developing the tasks, talking about their own performance and the others'. Thus, when I analyzed the data gather I found interesting how I realize the individual and group perceptions from the same technique and also how I could bear the oral response as a way to see the collective thinking, understanding its importance in this project.

Based on the above, Annun (2017) explains that "It is an interaction in which oral questions are posed by the interviewer to elicit oral response from the interviewee". Hence, I understand the interviews as ways to listen to what the students have to say either in one-on-one communication or as groups, so that they express insights or arguments and give point of view about the tasks and their development, fulfilling the inclusion need of listening.

Bearing in mind how important the thinking comes to my project, I realized the use of this technique as a meaningful part in my triangulation because it provides me students' perception towards any feature part of the class or the methodology itself, also making assertions. Consequently, the interviews help me see their opinions during the process in a natural way, avoiding any deformation in their thoughts.

At last, from this technique were taken two instruments into account. Firstly, the unstructured interviews where the students give their opinions about different topics in an informal way and their points of view about the development of the tasks. Secondly, the focus groups, to fulfill the fact that students are gotten to produce group assertions.

### *Unstructured Interviews*

The unstructured interviews represent a variable way to carry out collection of oral data with interviews that can be hidden inside the class mechanics. However, they do not lose the sense of an interview in the analysis because they continue being individual data but given in a more natural and unaltered conversation, instead of representing a formal preparation for students. Based on Annun (2017), this type of interview is defined as a “Less formal type in which although sets of questions may be used, the interviewer freely modifies the sequence of questions.” Accordingly, this instrument gave me the possibility to manage the questions’ place, order and moment where to be used, aiming the promotion of a more fluent environment to answer with no bias.

From an overview, Zhang & Wildemouth (2009) establish the main intention of working with this instrument, understanding it as “a way to understand the complex behavior of people without imposing any a priori categorization, which might limit the field of inquiry.” Based on this information, the unstructured interview suits with the idea of enhancing an individual thinking where they not only reflect and express, but in order to promote the future interaction without feeling any external supervision from a formal technique.

At last, this instrument is meaningful to understand how students produce individual thinking and how it becomes part of the collective through the tasks development. As Zhang & Wildemouth (2009) establish, “there are no predefined frameworks and questions that can be used to structure the inquiry,” (P. 3) which means that students’ inquiry gets them to afford the reflection. Thus, this instrument is also in charge of showing the different reflections produced during each cycle and lets the researcher evaluate the didactic features of inclusion as well.

### *Focus Group Interview*

The focus group interviews accomplish the other dimension of this project: the group work through the cooperation. They are intended to carry the groups to start giving opinions as collectives, so that not only in the tasks themselves but also when talking about the classroom and its development. In addition, the ERT (2008) defines it as “a group interview of approximately six to twelve people who share similar characteristics or common interests” (P. 8) Nevertheless, for this case, the interviews made for the five groups, where some of the participants were delegated to talk, or even, per rounds, some students gather common group ideas and answer the different question. For these reasons, the focus groups carry students to take time to think and express group insights according to the different tasks, making a direct relation between the development of the class and the common agreements.

The focus groups are thought to divide the classes in order to generate discussions among students, taking into account they must be small to have different points of view but enough to be able to listen and analyze others perspectives. This is so important because this projects was carried out to be worked in groups of five or six students each, reason why it takes such importance as instrument.

At last, there are some achievements proposed by Freitas, Oliveira, Jenkins & Popjoy (1998) to take into account when applying the instrument, so they are “People's involvement, a series of meetings, the homogeneity of participants with respect to research interests (...) and discussion focused on a topic...” Therefore, I could also establish that the focus groups let students take time to reflect, useful item for assessing the cyclical process and fruitful to

characterize the way how students interact through the cooperation for an actual collective thinking development.

### **Unit of Analysis**

The selected unit of analysis for this project relies on the development of the collective thinking, affirming that when students in an inclusive EFL environment are engaged to talk about taboo topics cooperatively, their collective thinking will emerge. This hypothesis rises as a result of observing how students can create stronger ideas and arguments to debate when getting to agreements from different perceptions. Thus, through the use of cooperation as a mediator, their discussion can carry them to state stronger ideas in non-conventional topics.

### **Validity**

To make this project accurate for a validity process, some different strategies have been chosen. First of all, the home teacher's checking and feedback, using this strategy as a meaningful tool to have another objective view out of the researcher one. According to DeMonbrun, Finelli & Shekhar (2015), "the third-person point of view allows researchers to capture exactly what individuals say or do during the observation, offering a narrative of what has occurred." validating the information picked from the one who is not implied in the intervention process. In addition, this way to validate makes sure how I attend to respect the natural flow of the class already aimed by the school professor.

Secondly, the artifacts are going to show another point of validity because Talsma (2002) affirms that “Artifacts are concrete representations of student’s emerging understanding and provide a product or result that can be assessed.” Due to this, we can understand that the analysis of products show what students comprehend towards social topics or issues. So, when working with taboo topics, they are going to give natural points of view based on the tasks without being segregated or forced.

Finally, the triangulation of the instruments will work as well because according to Olsen (2004), triangulation “is often thought to help in validating the claims that might arise from an initial pilot study. The mixing of methodologies (...) is a more profound form of triangulation.” Moreover, the triangulation will make sure how the techniques or certain instruments cope and fit to make an accurate way to analyze different perspectives, such as the teacher’s observation, the students’ artifacts and the interviews.

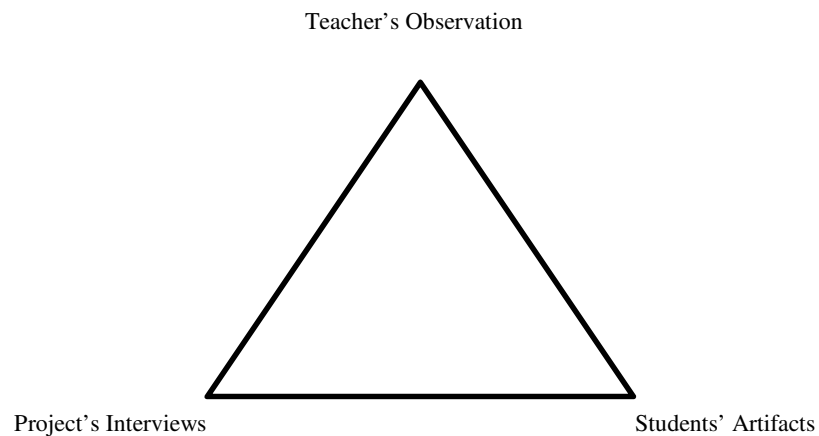


Figure Number One. Triangulation of the instruments (Validity process).

## **Reliability**

The reliability of this project relies on the evaluation of the instruments through the use of rubrics, not only for the artifacts, but also for the diaries' objectivity and the interviews' focus. Moreover, according to Peersman (2014) it is meaningful to mix the instruments to make them more reliable through the evaluation when saying that "A key reason for mixing methods is that it helps to overcome the weaknesses inherent in each method when used alone. It also increases the credibility of evaluation findings when information from different data sources converges." Thus, those evaluations strengthen the validity, making sure that the results are same in different moments where this project would tend to be implemented, while the main factors (inclusive education and cooperation) persist.

## **Chapter Five**

### **Data Analysis**

The data obtained during this study, made me illustrate and characterize its analysis keeping in mind some different features. First of all, I relied on the grounded theory as the approach used to develop the inquiry. Secondly, I introduce the emic perspective and color coding, procedures carried out to understand the way how to assay the information I collected, not only being taken but discriminated and organized as well. Finally, I introduce the categories



and subcategories based on the data I collected, which were taken into account based on the steps in which the collective thinking was delivered, making a relationship among them.

Bearing in mind the data collection instruments already seen, I schematized the analysis focused on the different types of data I collected and the different perspectives (teacher's observation, students' interviews and artifacts) around the process I have delivered. For this reason, I took information individually and grouped, to compare and contrast their visions and ideas about the tasks carried out during the application, and also to understand how the methodology worked itself throughout the pedagogical intervention.

### **Approach**

During the collection and discrimination process, I found common ideas among provided information, which showed me how my data were giving me the categories to work on by themselves. Accordingly, I found proper to state the grounded theory as the approach to follow, allowing for how I had extracted the categories and subcategories focused on the data itself.

The grounded theory has some characteristics highlighted by Howitt and Cramer (2011), who show how this approach produces effectiveness keeping in mind the analysis as the core and the ways how it ought to be developed. In first place, they clarify how this is a systematic process, which means it does not come from personal intuition or subjective views, but from formal inquiry and methodological application of the research and instructional design.

In second place, this approach cannot be deductive taking into account the prioritization over the data. Moreover, the information is theoretically explained later on and there is no

chance for subjective assertions or abstractions generated by the researcher. Accordingly, it is completely inductive, being analyzed first by itself to then generate theory views (after a theoretical analysis) to be more assertive, going from the specific to the general as a way to take precedence on what students say and think, focused on my focus of analysis.

## **Method**

The methods chosen have two focuses to cope with different methodological vision of analysis. In first place, the analysis perspective, where I have chosen the emic approach. Based on Punnett et al (2017), the emic perspective may be represented with a “blank page”, which means how there are no bias in participants’ concepts, so that their own concepts are the actual construction of my research. Based on it, the perspective of my research comes completely from what the students established, commented and argued, alternatively, the emic perspective gave me an understanding of the importance I must rely on the grounded theory, where the data analysis is completely inductive.

In second place, as a way to codify the data collected to then classify it into the categories, I chose the color coding. According to Stottok, Bergaus & Gorra (2011) the use of this alternative method with a traditional approach leads to understand the comparisons in the data based on similar discrimination by coloring. This methodology was useful taking into account it makes the data extremely visible, and the color pattern generates an axiological way to visualize them. First of all, the procedure started from organizing the data to then start coloring ideas which were similar, comparing points and clarifying a common perspective, which in my

project's case was the persistence of personal ideas in the group work. As soon as I found it, I generated the contrast, which was the students' aim to generate group ideas as such.

Secondly, I found how students started to talk about others' opinions or ideas in any way, reason why I established it as my third sub-category, focusing on a reflective view. Something particular in this category was the role of reflection, which initially was considered as a particular category, but I found no necessity to split that, understanding the reflection as such.

Finally, I colored their negotiation processes, which let me see how some of them were comparable and some others contrastable, generating the last two sub-categories of this process as the negotiation of ideas among them and the resulted thinking.

Consequently, it is very important to get to see I first found the subcategories to then organize them according to their contrasts and comparisons into three different categories which lead my analysis. Particularly, they are referred mostly to the thinking bearing in kind this is the core of my project. However, the other fields such as the topic, the type of environment and the method are also assessed and enrich the development of the data itself.

### **Categorization**

Understanding the above, there were three main categories taken into account. These ones come from what the research produced as data, focused on what it appears like an interactive process, starting at the own perception, followed by the others' one and closing in the negotiation. Then the following chart illustrates them and the way how they are analyzed. Conversely, these categories are actually focused on answering the research question, reason

why the constructs are going to take place to enrich this procedure and to lead to the generation of new perspectives towards my project's outcome.

Hence, the following categories are about to answer the following inquiry: What is the impact of the collective thinking development in an inclusive EFL environment with public school ninth graders when they are engaged to bear taboo topics cooperatively?

Figure 2. List of categories and subcategories gotten to the analysis

Category	Subcategory
Co-structured thinking	<ol style="list-style-type: none"> <li>1. Personal insights inside the groups.</li> <li>2. Students' group thinking due to personal opinions.</li> </ol>
Reflection as mediator	Thinking about others' ideas in a same group.
Getting to agreements	<ol style="list-style-type: none"> <li>1. Negotiating and consolidating group agreed ideas.</li> <li>2. Students' agreement on the negotiation process.</li> </ol>

### Co-Structured Thinking

This category comes from the main idea of seeing the individuals' perceptions inside the cooperative interactive learning, in order to try to establish common points of view, meaning to give first steps on creating a common thinking. As a result, I could observe how students first have to show their own ideas, which from Felder & Brent (2009) is called the 'positive independence', existing as a way to defend their own insights in a future conversation. Accordingly, this category bears in mind the way how each participant may think and show their own thoughts, no matter if it differs with others, but only taken as the personal view.

In addition, this category let this research understands what students can shape from certain tasks and the way they can participate and ensure the role of each one when thinking about the common assignments they have. Retaking Bohm (1996), I can observe the importance of the dialogue in the creation of a collective, being participation the second step of it, where the students just talk and propose ideas to solve or develop certain activities in the class.

Hence, this category is a permanent important type of speech presented during the application because they are just thoughts expressed as means to constructs. Then, this issue was found from the first class, especially in the main task where students had to read a paranormal case and find out the phenomenon which was presumably guilty of the situation, based on a glossary and a background of each character, as if they were paranormal detectives. While doing the exercise, some students expressed ideas that came to mind, such as:

S6: “profe, eso debe ser un Ghost, porque puede hacer eso que dice ahí de scratch (Making scratching mimics)”

S13: “es que el nuestro tiene como dos, yo digo que es una bruja, eso es witch, ¿no? Y un espíritu, pero no sé, vamos a mirar”

(Teacher’s Journal #1, September 12<sup>th</sup>, 2017).

Based on it, the students showed their deductions from what they had to develop, also expressing they could even go further than an individual thinking, but the entrance to the ‘Local Knowledge’ (Brown, 2008). Accordingly, the deduction made from the tasks invite them to discuss about this issues and to pass from a personal thinking to a group debate in order to get to the correct answer, emphasizing on the importance of the task inside the class.

On the other hand, the students had to give an answer to the paranormal case through a voice recording, and the results were categorized also here, taking into account that they reflected the way how they understood the environment and they do not have anything to argue about, but just have a common thinking in front of them after the reading.

Some of these products were:

G3: “Hello Eduardo. I want to communicate that we have already found the cause of the manifestation that you have had and it was practically cause because Yadira is a witch and is tormenting you with this spirit to return”. “the solution I can give you is to pick professional help for that you get luck for that spirit and I was the best if you left the country”.

G5: “Hello Lorena tell you what is happening in your house if the Agatha spirit she use white to be close to the you like she did when she was in life the best solution that I can give you a rosary for Agatha to then your soul can rest in peace.”

(Artifact #1, September 12<sup>th</sup> 2017).

The co-structured thinking is also a category where the researcher looks for individual points of view that come from organized ideas in a group, which means that there was a talk that produced that certain speech, but there is not a proper reflection of the others’ ideas, just a group construction in the path, using a suitable mechanism.

Moreover, it was meaningful to make a subcategory where students as individuals also show their personal perceptions towards others, creating a perception opposite the rest of the group. Thus, the subcategory prioritizes the way they highlight these personal ideas either for building a co-structured thinking towards a collective thinking, or as a defense opposite to others’.

*Personal Insight inside each group*

The personal insights are important when cooperation takes places, and intending the collective thinking appearance because thanks to each one's contexts and principles the knowledge becomes stronger in the latest stages, besides, the 'individuals' accountability' is important when every student realize how important is to talk and to contribute before reflecting about others' ideas (Felder & Brent, 2009).

First of all, inside the establishment of students' insight, it becomes important to see what students think about cooperation and what it means for them in order to see if they really know its meaning or way to work on.

S2: "Que todos participen"

S7: "Es colaboración, apoyo, ayuda mutua."

S18: "Es ayudar colaborar todos hacer caso."

(Unstructured Interview Note 2, September 26<sup>th</sup>, 2017).

Tc: "The group four had two answers, one from S18 who said that cooperation is to divide the work to make everyone work, following someone's instructions. However, S19 said that it was not cooperation, and he said that cooperation is to support a group to get to a common goal."

(Teacher's Journal #4, October 5<sup>th</sup> 2017).

Based on it, I can understand how, from their personal views, after having worked two and even four classes in cooperation, students think it is similar to collaboration. In addition, they show how these personal insights are willing to lock the reflection stage for some groups such as

group four where two of the students, who are active participants, have different points of view that do not discuss in the proper time, but shows in the whole group discussion. Moreover, it is noticeable how students conceive cooperation as help, performance and heeding. Just one group approached saying that it is about “everyone participating”.

As part of this cyclical process, the second change proposed to put the students who, as group, they considered less participate in oral performances, so those students developed oral presentations and gave their personal opinions about their feelings and the way how it was for them, taking into account they were the ones who less talked according to their groups. These were the answers:

S16: “Hola profe, no pues nos sentimos raras porque nunca habíamos sido grabadas entonces era raro, y pues hablando en inglés era un poco difícil porque nosotras casi no hablamos ni practicamos el inglés.”

S17: “Bueno profe pues a mí me dio mucha pena porque no me gusta que me graben jaja pero y pues me gustaría que me grabaran pero pues donde yo pudiera hablar bien en inglés pues como todavía no se bien entonces pienso que me equivoco y pues no me gusta y pues que qué pena porque tampoco me gusta que me graben, uno hace el oso y hasta se equivoca, pero de resto me parece una actividad bien chévere.”

(Unstructured Interview #4, October 19<sup>th</sup>, 2017).

Something in common among the personal answers was the difficultness they express with the oral communication in the FL, a process that the cooperation can mitigate in long term because it carries participants to strengthen self-confidence for both features the language practice and the interaction among their own friends or the group he or she belongs (Agudelo, 2016).



*Students' group thinking due to personal opinions*

When passing to one cycle to another, as part of the action research development, the teacher-researcher asked the students if they felt comfortable with their groups, receiving affirmative answer, except from:

S7: “pero si trabajaran estaríamos mejor”, making them do more noise while all the groups did not know what had happened.”

(Focus Group #1, October 5<sup>th</sup> 2017).

S7: “entonces yo les traduzco y me dan la respuesta, pero trabajen o si no lo hago solo”.

(Teacher's Journal #5, October 19<sup>th</sup>, 2017).

This field becomes meaningful understanding that the cooperation is not properly worked by the group according to what S7 expresses, reminding me that the cooperation is not just dividing participants in different groups (Vhrovec, 2015), but taking every single feature to make it improve, reason why the students received the chance to work with other group. However, he said:

S7: “si, pero son mis amigos, yo con esta gente ni me hablo.”

(Teacher's Journal #4, October 5<sup>th</sup>, 2017).

On the other hand, in topic questions about the Taboo topics some students presented different points of view and perceptions they had from their own beliefs or understanding. For instance, S5 from group one was chosen as speaker for a focus group where she had to represent the groups' view about the existence of aliens and this was her answer:

S5: “pues de creer creer no, pues si hay posibilidades de que existan pues porque todo es posible pero pues no creo que sea como todo el mundo piensa, digámoslo así.”

(Focus Group #2, October 24<sup>th</sup>, 2017).

In addition, she was asked about the perception she had for the extraterrestrial life after her last answer, so she replied:

S5: “diferente más avanzada, pero digamos creo que para que nosotros llegemos a conocer vida extraterrestre nos falta muchísimo, pues porque nos falta avanzar tecnológicamente para llegar a allá, ¿Si? Y además que haya extraterrestres cerca de nosotros es muy improbable nos falta todavía muchos años luz para eso.”

(Focus Group #2, October 24<sup>th</sup>, 2017).

However, at the beginning of the exercise, all the groups had to answer the question “¿Creen, como grupo en la vida extraterrestre?” and her reply as group representor was:

S5: “Si pues porque en estados unidos dicen que hay una zona que es restringida y la llaman el área cincuenta y uno.”

(Focus Group #2, October 24<sup>th</sup>, 2017).

S5: “pues profe, como grupo se acordó que íbamos a decir que si creíamos, pero cuando usted preguntó que quien no creía yo pensé que podía contestar por mí misma y no por el grupo.” Then S1 added “es que todos menos ella creemos en eso, entonces pues quedamos que la opinión del grupo era la de la mayoría”, so S5 replied “pues es que una cosa es lo que piensa el grupo y otra lo que pienso yo.”

(Teacher’s Journal #6, October 24<sup>th</sup>, 2017).

Something similar was observed in another group, who argued the use of the majority to make agreements, which is:

S23: “con eso de en grupo es lo que diga la mayoría, ¿si, profe?”

(Teacher’s Journal #5, October 19th 2017)

With these arguments I can observe how the personal perspective infers in a big way on the road to a collective thinking, taking into account that the reflection becomes meaningful to carry students to a common point of view. Additionally, her arguments also carry us to think how power relationships affect the cooperative interactive learning process, especially when they do not take each point of view, but they exclude the participation of the ones with a different thinking, generating uncomfotability among them (Krashen, 1987). Actually, the example suits with every single dimension taken into account here, because it shows how the inclusion does not point this kind of students (the one with different opinions) because she is not being taken into account in decisions, so her learning process can be braked due to a social barriers caused by the lack of tolerance, making the person feel on a different pattern than her classmates (UNIDO, 2015).

Finally, inside some activities where they were required to make common agreements or to have discussion, some groups preferred to establish opinions that each one had in front of those. Taking into account the topics were about Taboo, some of them preferred to show their own points of view instead of showing their sharing with the classmates. First of all, I have a perception given by S15 who gives her own opinion of an alien, where she was asked to discuss and link the whole perceptions in an agreement.

S15: “Yo pienso que si hay vida fuera del planeta pero pues no tendría las mismas condiciones que hay acá en la tierra porque eh porque no habría el mismo oxígeno y las personas respirarían por otra parte del cuerpo y los aliens serian de un ojo y cabezones jaja, y de color amarillo.”

(Unstructured Interview #3, October 5<sup>th</sup>, 2017).

Moreover, in the assessment process, the students were asked to establish a discussion and arrive to agreement. However, the group three did not generate any type of discussion, but some of the participants gave opinion on each topic, so they divided them, and at the end S7 took his own beliefs to build group construction, marking the handed in work with his only name.

S6: “Yo opino que pues de la abortación eh pues puede ser algo legal y a la vez como ilegal por qué, porque puede ser cuando digamos se terminó una mujer violada y pues si ella ya tiene la decisión pues de abortar ¿si me entiende? Y por otra parte yo estoy en contra de eso porque un bebé es un angelito y pues es un angelito que trajo Dios al mundo ¿si me entiende? Y pues él no tiene el error de haber llegado acá. Gracias.”

S8: “pienso que pues hay personas que lo hacen digamos pues por experimentar o por querer ser malos o porque los amigos les dicen o porque digamos no lo piensan o algo pero digamos no saben que digamos esa droga puede afectarles su vida y les puede dañar la vida y los puede perjudicar y pues puede hacerlos, puede hacer muchas cosas malas en la vida. Entonces digamos que después de que entren en ese mundo de las drogas es muy fácil entrar pero digamos puede ser muy difícil salir del mundo de las drogas entonces eso es lo que yo pienso de eso de las drogas.”

(Focus Group #3, November 2<sup>nd</sup>, 2017).

Based on these arguments and its process, I can see how what Baquero (2011) found in common on his results, where the cooperation had issues when students qualify themselves as worse or better than others, something that happened here and that closed the possibility to co-think because of it, S7 got to his own conclusion, reason why it is not a proper construction, when establishing that:

S7: “I’m against abortion because a human being has law to life.”

S7: “Addictions is a problem what the person has having no other scape.”

(Artifact #7, November 2<sup>nd</sup> 2017).

### **Reflection as a Mediator**

As the second category, the reflection has an incidental and meaningful role inside the development of a collective thinking an also when working in such way as the cooperation proposes. Hence, this role is the mediation, where the reflection let participants understand different perspective of a same context when the others’ experiences about it are taken into account.

On one hand, the reflection leads the road to the new knowledge when it gets stronger, mainly because, as Sunbül et all (2016) say, it is a process in which the analysis, the inquiry and the thirst of looking for new perspectives carry the participant to think about the creation of a new speech (the knowledge), where others’ ideas can make it stronger. So, when students are engaged to cooperate, the dialogic process expects to generate this sense of reflection in front of any kind of topic, taking into account that the dialogue leads people to generate thinking processes together and more effectively (Isaacs, 2000).

Some of the reflections showed in front of the cooperation that they led were:

S1: “nos sentimos bien, pues tenemos colaboración entre todos y es una manera muy diferente de trabajar.”

S4: “Pues la verdad no todos colaboramos, algunos hicimos gran parte y las demás aportaron, pero no con demasiado.”

(Unstructured Interview #1, September 12<sup>th</sup>, 2017).

From the examples, I can see how students perceive their own process taking into account not only the analysis they do in front of their process, but the ways how they see themselves towards the cooperation process. The reflection is meaningful to carry out the negotiation process, and becomes fundamental when we are looking forward to the collective thinking.

### *Thinking about others' ideas in a same group*

When students get to think of what others say about a same topic, they can see how the “Local Knowledge” appears. This, especially when they are able not only to share, but to stop and listen to what others have said from a different point of view (Brown, 2008).

In this process of reflection is visible when students discuss and get to some arguments when reflecting. Moreover, when they are asked to negotiate and to get to agreements, this process makes them realize what they really believe as groups, letting them see how important it is. Among this perspective I could get the following results:

T: as a response to the question “what do you believe in?” the students did not present formal agreements as groups but they preferred to say things like “en hacer las cosas bien y ahí se tienen bueno resultados”, “en Dios que hace el destino y que ya sabe que va a pasar” and “pero la suerte si cambia lo malo o lo bueno, entonces yo creo en la suerte”, general answers from the ones given during the class.

(Teacher's Journal #5, October 19<sup>th</sup>, 2017).

A way to get into the reflection process is through what Gillinson (2004) shows as the necessity to share, where we are naturally demanded to interact and to see what others think as a process to make the thinking solid. That is the reason why we can see how students can transmit what they think their groups think without any agreement and just by saying what they have said or shared, after a reflection process. As part of the methodology, some of the students inside the group cooperation were sometimes assigned to write common opinions from what they perceive after choral discussions, so they produced different discourses in front of, for instance, the difference they perceive between collaboration and cooperation:

S17: “Que colaboración es apoyar a un proyecto y trabajar en grupo para un objetivo final. Cooperar es obrar individualmente dentro de un grupo para un objetivo.”

S23: “En ambas se ayudan. La verdad en la cooperación trabajas con un grupo de personas específicos, y colaboración entras a aportar pequeñas ideas pero no con profundidad.”

With reflection, I get that students understand they are capable to produce as others do, so they may achieve academically with no barriers (Lawther, 2015). Based on it, this reflection is important in inclusive spaces, letting every student to participate and to feel different when learning, supported by their classmates and more comfortable when developing activities. As part of this, I can find what students comment in front of the group work:

S13: “la primera pregunta ¿cómo se sienten trabajando en equipo? Eeh nos sentimos bien porque con las personas que nos hicimos nos entendemos y cada uno aportó su opinión para el trabajo. Segundo, ¿qué labor tuvo cada integrante del grupo? Uno de

los integrantes se encargó de conseguir las fichas eh otro (se aclara la garganta) fue el que tradujo otro busco dar la opinión eh otro fue el que escribió y uno le dio la solución al caso. Todos colaboraron en la fabricación del producto y si cada uno aportó de una manera diferente para presentar el trabajo.”

(Unstructured interview notes #2, September 26<sup>th</sup>, 2017).

With this, it is noticeable that working in group seems to ease the work for them, and this reflection process carry them to think about improvement, because they perceive what is well and what needs to be better.

Finally, it is important to mention that students learn to tolerate and respect the differences when they reflect about what others say or produce on a discussion, a step that is so important because students do not understand the importance of the diversity, which tends to produce more barriers than the ones that already exist.

The most suitable example to visualize this result was given by S17 when being asked “¿qué opinan sobre el punto de vista de S5?” where she, in addition, was the only answer:

S17: “Cada quien tiene su punto de vista, ¿no? Porque ellos no creen y nosotras sí creemos. Puede que si puede que no, pero digamos desde el punto de vista si hay tantas pruebas y cosas puede que si exista algo de eso.”

(Focus Group #2, October 24<sup>th</sup>, 2017).

On one hand, following what DESA (2009) establishes, this feature becomes important because when we concern about creating a space more likeable for all, we are intending to carry student to think about a social transformation. In addition, it elicits participants to be transformative agents on that process, especially when they start accepting what other say, but are able to offer their opinions too.



On the other hand, the reflection can be developed in an improper way when students are not willing to accept other points of view different from what they think of a factor that Baquero (2011) also found. As a result, students create myths or stereotypes in front of their abilities, so they tend to create artificial power relationships when they think someone is better or worse for something. In addition, for this reason some students do not express what they think about in the group time to do it, so what they express is uncomfotability for the decisions made on a discussion they did not participate for one or another reason.

T: To the question “Do you believe in Paranormal Activity?” In choral, the students answered “yes” to this question. However, some students from groups 2, 3 and 5 showed to the teacher some gestures of disagreement and uncomfotability, even saying “pues si” and “no mucho” among the noise.

(Teachers’s Journal #4, October 5<sup>th</sup>, 2017).

Furthermore, its persistence becomes stronger when they are not able to tolerate others’ thinking taking into account that they have time to discuss and to create a common pose towards the different questions they are asked. This fact misshapes what Agudelo (2016) affirms about how cooperation enhances the confidence and the orality, so it provokes that some students feel they are not taken into account and they decide to show it in certain moment, such as:

S18: “Cooperación es dividir el trabajo para hacer que todos trabajen siguiendo la instrucción de alguien (He is interupted by S19).” S19: “Eso no es cooperación, porque cooperar es ayudar a un grupo a cumplir una meta en común.”

S17: “No” (being interrupted by S16) S18: “si, profe, si creemos en la suerte, S17 está molestando.” (Students’ laughter after this, while S17 takes her cellphone and does not participate any more).

(Focus Group #2, October 24<sup>th</sup>, 2017).

Alternatively, another way to perceive this lack of listening in the reflection process is when students do not discuss because they consider the discussion is not necessary, so the ‘Promotive Interaction’ does not occur or is carried out as it should be (Felder & Brent, 2009). When this step does not occur, the negotiated part can be conflictive. Besides, when students do not reflect because of having similar points of view, they do not have anything to construct, factor that means on two main reasons. Firstly, because they show they can show different perceptions. Secondly because they prefer to agree with common ideas from the ones who tend to participate, giving them the option to avoid this activity. This factor was mainly seen when students make discussion such as:

S24: el suicidio es malo porque lleva a las personas a atentar contra la vida de ellos mismos

S26: de acuerdo

S22: ya también estoy de acuerdo

(Focus Group #3, November 2<sup>nd</sup>, 2017).

Based on it, the result showed that it was a lack of insights’ sharing, so the reflection could not be. For this reason, the conclusion, which was claimed as an agreement, was the reply of an already known premise.

G5: Suicide is bad and you should not attempt to live.

(Artifact #7, November 2<sup>nd</sup>, 2017).

Inside the discussions there were many factors which carried students not to arrive to reflective arguments. This is so important because it comes from the way how they conceive the learning as a pattern to follow order, so they do not have a natural process to learn, but something always contingent by the power relationships, avoiding the co-creation of knowledge because there is not actually collectiveness (Gillies, 2016). Based on it, they showed they did not have a discussion pattern when expressing that:

S3: “profe, es que ninguno de nosotros cree en eso menos Dago, ¿ahí qué?”

S18: “no profe, cada uno hace su parte. Igual yo sé que responderíamos todos porque ayer hablamos de eso.”

(Teacher’s Journal #5, October 19<sup>th</sup>, 2017).

As a matter of fact, the way how the students discuss becomes meaningful in the way they get to agreements. Accordingly, I can see that in the cooperation they must get to goals related to, not only achieve a part of a whole task, but to help each other on the process of developing any activity, as we saw in the reflection achievements. However, the lack of reflection also gives me a guide to see how students have issues to do anything because of the context or even the same competitive education that creates that power relationships among them (Krashen, 1987).

Finally, the appreciation of the other’s work also causes that the reflection about the others’ role changes, mainly because inside the cooperation the work of every single students is important (more when trying to create a collective knowledge) and every single individual has the willing to belong to this participation (Gillinson, 2004). Thus, when participants believe they

are more or less important for been chosen to specific missions, they do not give enough value to what each one do, making the reflection disappears. For this final case, the “shapers” were assigned to work with other shapers of the rest of the groups to figure out a crime and find a treasure, so when they got it, they said:

S7: “no les demos nada, nosotros fuimos los que ganamos”

S18: “ellos no hicieron nada, entonces por qué dulces”

(Unstructured Interview notes #2, September 26<sup>th</sup>, 2017).

### **Getting to Agreements**

As the last step, the goal of an agreement is the most important and analytical way to show how students construct new knowledge from a process called negotiation. With this concept, students understand how knowledge emerge and how important cooperation becomes when they want to enrich their knowing sharing with others, reflecting and negotiating ideas until generating an agreement. According to UNESCO (2015), to create a proper inclusive environment the society must be prepared to listen to everybody, which leads to the collectiveness. Hence, this third category will represent how students could get to arrive to this important step and to see how they could complete it, either agreeing and negotiating or using other ways to get to the redaction of a conclusion after the different discussions.

In a procedural process, the artifacts can show how student got into agreements. For instance, I have some of the artifacts in which students made decisions about the speakers:

S1: “Good morning, my name is Amanda. I’m going to read your hand I’m going to predict your future, what is your name?” (S5 talks) S5: “My name is S5.” (Again S1).

S1: Okay, your number is eight. Job, your work will be difficult for because you are doing a bad business. In love, you are getting the right person, only expect a little. Family, value to person who are close so stay away. Money, you are about to raise money but takes care of your business step by step, thank you.”

(Artifact #1, September 12<sup>th</sup>, 2017).

S3: “dejamos que fuera S1 porque ella es mejor hablando, y como había que maquillarla como una adivina, pues nos servía que fuera ciega y esas cosas, como para hacerlo más místico. Además, nosotros podíamos maquillarla y ayudarle a escribir, y que ella actuara, que pronuncia mejor.”

(Teacher’s Journal #1, September 12<sup>th</sup>, 2017).

S22: “Good morning. You will have luck in the future. Virgo you will be very lucky you will win the lottery you will have to take care of health. Cancer, you will be a good father in the future and you will be blessed for a Sheppard.”

(Artifact #1, September 12<sup>th</sup>, 2017).

S24: “Si ve profe que es mejor ella porque parece una bruja del futuro con ese lunar que tiene y todo.”

(Teacher’s Journal #1, September 12<sup>th</sup>, 2017).

These two examples show how students start making agreements, especially because the ones chosen showed they accepted because they thought it was real that their physical appearance and their abilities could make the work better. Moreover, due to the examples I can confirm how, for this artifact creation, the groups got to a “co-assessment” where they saw who

of them could carry the activity by themselves and they could also observe how they could divide the tasks to get it (Felder & Brent, 2009).

### *Negotiating and Consolidating Group agreed Ideas*

In first place, this subcategory is a reflective process of what students got as goals of the processes. Hence, according to Isaacs (2000), this negotiation process comes from the dialogical step. Then, it is not possible to have an agreement if there was not a previous discussion when they, not only shared ideas, but also took into account every single participant to get to a common idea. Thus, the negotiation can be understood as a symbolic representation of a human belonging to a culture, where the beliefs and regular basis take high place.

In topic discussions, such as the ones related to extraterrestrial life, some students expressed common agreements such as:

G1: “el grupo si cree en la vida extraterrestre porque pensamos y creemos en la vida en otro planeta.”

G5: “como grupo pensamos que los aliens existen y que en algún momento vendrán a la tierra.”

(Unstructured Interviews Notes #4, October 19<sup>th</sup>, 2017).

Diversely, the negotiation and agreement carried students to show that ‘as groups’ they had made the decision to believe. Something important to clarify is that, as in other cases, here none of the students showed disagreement, not even S5 who had shown discrepancies about the topic in another occasion, what shows that they developed the agreement process properly, and their learning was made in a more likeable way.

Moreover, Sunbül et al (2006) expose as a last step the 'Negotiated learning', where students have an extremely confident process of interaction attached to the cooperation. For this reason, students were also asked about their ability to agree in discussion, process in which the following answers were given:

G1: "sí porque cada uno de nosotros habla y decide en la actividades."

G3: "sí porque todos damos nuestro aporte y con ello sacamos una conclusión buena pero siempre tomando algo de cada uno."

(Unstructured Interview Notes #4, October 19<sup>th</sup>, 2017).

According to those speeches, I see that they have taken the idea of this participation of all inside their own processes of cooperation, achieving this group method to make a class inclusive from their own, just taking what each one believes and producing something simpler as a comment (Lawther, 2015).

In the same way, students had the chance to create whole discussion in front of taboo topics, taking into account that their principles and beliefs were important inside the process. So they were asked to discuss and get into a negotiation that resulted on an agreed conclusion from what they could talk. With this, the main goal was to carry them into a collective bargain as a simple discussion and respecting what others think (Silver, 2015). However, in the case of Group 1 the results were different because they carried out a whole discussion exposing opinions though which the conclusions were given and establish departing from the conversation.

S5: no pues yo también estoy en contra de las drogas porque pues porque aja son cosas que no deberían coincidir porque es que hay gente que controla mal eso

S4: no lo controlan, no deberían probarlo

S1: pues es que todo adicto dice yo lo controlo y al final no lo controlan y vean como terminan en el Bronx

S5: y hay gente que uno le quiere colaborar y no se deja

S2: por ejemplo para que un consumidor acepte que consume uh que terapia

S5: y siempre dice ay yo lo puedo controlar yo lo puedo controlar.

S4: o sea, el drogadicto puede tener un criterio que nadie se lo quite que nadie lo tumbe de su ideal.

S5: un criterio abstracto al de nosotros.

S1: pero es que en serio dicen no yo manejo esto pero hay gente que si se nota que es por pura y física influencia.

(Focus Group #3, November 2<sup>nd</sup>, 2017).

After going to the same point, the students' conclusion was the following one:

G1: "there are people who can control their addictions and others that do not"

(Artifact #7, November 2<sup>nd</sup>, 2017).

Based on it, I can see how they find the way to mediate information and negotiate, offering a broader option that takes into account each paradigm instead of segregating some of them.



Additionally, during the process they discussed about the homosexuality as a social topic that as a way to promote the thinking and the equity among them (thinking about the students that have lived this 'special education' aimed by Harm, 2016).

For this reason, some of the positions towards it were:

G1: "All people are equal but each person has their way of thinking and we must respect the opinion of each one."

G3: "We believe that homosexuality is something very common in pur community and we take it very normal."

(Artifact #7, November 2<sup>nd</sup>, 2017).

Alternatively, in the reflection to negotiation process, I could also observe a very important feature about how they transformed the disability in a taboo as well with no bias from the instruction. Bearing this in mind, I could realize how for some students the inclusion may be a taboo topic to bear especially on their own context. Something curious here was the situation itself because they were in first place talking about the suicide, and the topic was brought from one of the who expressed.

S1: "Dago si pensaría que él se suicidaría por x o y cosa".

S6: "Yo también."

S5: "No porque el suicidio no va solo a la cosa de discapacidad."

S1: "Pues cuando uno se va a suicidar tiene un fin, pero ese fin no le quita lo cobarde, o sea es una salida completamente fácil. Es salida del momento de ay estoy mamado con la vida matémonos."

S6: “Por eso, usted está diciendo que si queda discapacitado se mata, hay más soluciones.”

S5: “¿Cuál es la solución? Si usted ya queda incapacitado.”

S6: “Lo que hace Jenny pensar en forma positiva.”

S5: “Es que por más que usted piense.”

S6: “No porque entonces Jenny ya lo hubiera hecho hace rato.”

S1: “Es una cuestión de que su familia se adapte, de que usted se adapte, de que la vida se adapte.”

S5: “en el caso digamos de que uno ya esté acostumbrado a esa vida que con las piernas, que a ver y que de un momento a otro usted quede inválido o sin ver.”

S1: “Ahí es usted el que tiene que adaptarse a la sociedad porque la sociedad no se va a adaptar a usted porque es que usted es la minoría y la sociedad en la mayoría.”

(Focus Group #3, November 2nd, 2017).

Accordingly, the inclusion is not a paradigm for them thinking about some of them reject the disability in their lives and have some radical positions towards a possibility of suiciding if so. Thus, I really believe the inclusion must go further than a minority so that they do not segregate or feel more or less for these life situations.

Finally, according to Khajidja (2010) the communicative competences are raised on the cooperation when the population has common things to get to. So the students show every feature they have in common and they relate their own contexts on the common expressions or performances they develop. Thanks to this, they strengthen their understanding of the world

when relating it to what is near to them. Thus, it is observed in order to see how isolated artifacts also show this consolidation even without a formal topic discussion.

G3: “She is the scientist Andrea and she called and she comes to explain how to get to the area 51.” “First of all we are in the school José Felix and there is an area where it is the Himalayas Mountains later to the triangle of the Bermudas after that we are where is the area.” “Can you tell us what’s in area 51?” “Aliens”, “Has evidence that exists?” “We have objects and the map to return”.

G5: “Good morning. My name is Carolina” “and my name is Paola” “oh what happened?” “Let’s go to Narnia, the later Ville River, Lilo & Stitch volcanoes and finally the Toffel” “affirmation went from an alien girl let’s investigate.”

(Artifacts #6, October 24<sup>th</sup>, 2017).

At last we can conclude how students show their understanding through them and how they use common samples to negotiate, such as their own school, the famous real places and some of the fictitious characters and locations from the TV.

### *Students’ Agreements on the Negotiation process*

The lack of a negotiation when trying to work in groups is an important analysis point because the collectiveness represent the renewing of a knowledge, so if it is not properly developed, the symbolic thinking do not improve the quality of knowledge in the students’ reality, making it more artificial for them, and farther from their own context.

As an example of it, I find that students believe they think in similar ways without getting to discussions, so in other cases they also reveal their disagreements:

G5: “todos pensamos igual porque se nos ha parecido aliens en sueños.”

(Unstructured Interview Notes #5, October 24<sup>th</sup>, 2017).

S15: “es que ellos creen que si existe y S17 y yo no, profe.”

(Teacher’s Journal #3, October 5<sup>th</sup>, 2017).

Instead of making real discussion to take those aspects into account on agreements, they prefer to keep it, so the process of negotiation is not deeply valid due to its lack of engagement to all students, cutting some students’ development in the learning and the social capabilities (Spratt & Florian, 2011).

This lack remains not only on the small discussion as the ones already observed, but is also presented when students have longer discussions, so they show how they do not get to a certain point when discussing. In the following dialogue this issue is noticeable.

S24: “ah no en eso si no estamos de acuerdo, porque uno no debería matar.”

S25: “como se dice eso atentar contra la vida de un ser humano que es indefenso,”

S24: “no y la de nosotros también.”

S23: “y ya que es malo atentar contra la vida de alguien.”

(Focus group #3, November 2<sup>nd</sup>, 2017).

In cases where they can establish different points of view from certain topics, taking into account they were taken from their own realities, the telling became artificial and did not go beyond any sense. Hence, the agreement is not actually a product of consensus or negotiation,

but an approval without an accurate thinking, but just the follow of a cultural belief that rejects or approves, making the thinking a non-symbolic foundation (Jones, 2007).

Lastly, the process of agreement can be damaged when the confidence of a participant is damaged due to his or her colleagues' tolerance in front of delicate topics that are not easy to talk for everyone. So, in case of the homosexuality, S14 lived this situation when not expressing his opinion because S13 affected his beliefs personally.

S14: "eso es algo normal."

S13: (putting the camera in S14's face) "pues yo soy gay." (Laughter)

S14: "y... (He interrupts his speech because of S13's comment)."

S13: "pues confieso que soy gay." (He looks serious the camera and the girls laugh).

S14: "no me causa risa."

(Focus Group #3, November 2nd, 2017).

Thus, due to all the results taken, I could infer how students have some distances with what they consider out of their normal life. For this reason, some topics such as the suicide, the disability and the homosexuality are not so easy to talk for them and get them to have deeper discussions or even to be unable to get to a common agreement towards a final thinking. However, I could also realize how some groups could construct some arguments and listen to others when discussing as a way to make stronger beliefs of the different situations, showing the importance of the taboo topics as well as an authentic inclusion based on the cooperation.

## Chapter Six

### Conclusions

Throughout this chapter, I have developed the following conclusions showing how the data collected and analyzed may answer and achieve every objective of my whole research project. Additionally, I kept in mind how the objectives are co-related to the constructs themselves and also how with the conclusions the research question is solved attempting to show all the findings related to the collective thinking, the inclusion and the EFL as the main concepts, understanding the first one as the focus of analysis inside my project.

*To analyze the students' impact of the collective thinking development in an inclusive EFL environment with public ninth grades when they are engaged to bear taboo topics cooperatively.*

Getting to the analysis, I could identify some different impacts generated by the process and how they played an important role due to the action research. Among them, I could first see how the taboo topics are an important basis for observing how students think and the different perceptions they come up when they are opposite others with different beliefs. Undoubtedly, using taboo topics was a useful way to foster the cooperation as a way to either develop the tasks along the application or to develop the collective thinking in this space.

In second place, it is important to mention the role of the inclusive approach, made me thinking about students' necessities and the way to enroll them without any authority role among

them, focusing on their strengths and understanding the others' to develop a better job, as they describe it.

Moreover, the EFL plays an important role as a communicative motor of this thinking, showing how for some groups it was easier to communicate ideas towards the taboo topics in another language maybe because they felt no judged. Yet, I also saw how some other specific cases felt uncomfortable expressing opinions in the language they did not manage well because they could not say as much as they could. Therefore, this lack of communication is a result of the lack of linguistic resources in the EFL development. Notwithstanding, as it was a motor of communication, its relevance in matter of grammar or form was not kept in mind for me, just the usefulness and the understanding of ideas, letting them see how useful the English is and comprehending deeper the intention of the language, because since the very beginning most of them showed no interest in learning.

On the other hand, it was crucial to work with an inclusive environment due to the social component presented in the context and the influence of students' experiences on the perceptions they have towards the society. In this point I could see how important was to try developing different inclusive paradigms because it generated a fresher environment for students to talk, and the cooperation implied a more engaged space for youngsters to learn freer. Furthermore, the inclusion showed how some students seen as non-participative individuals also participated and wanted to be in different discussions because they were assigned labors where they felt engaged and besides it they felt taken into account in the class.

In addition, I could see how among individuals they either invite themselves to listen and to be tolerant with some topics or they make fun of some different conditions, making other people be aware or giving their own points of view for the fear of being judged.

Finally, it is also important to highlight some different authority models created even when they were invited not to do it through the cooperation. In first place, I could observe some leaders, understanding how some students took the places of pulling others' legs. Secondly, there were others who delegated functions and took big place in the tasks for not expecting others' development. Conversely, there were some groups where none of the students took leading roles, yet they did not do any division of the roles but only left the work for some of the students or even one, as in the case of Group two, where the same students always presented the task on his own.

*To identify the collective thinking features through the task-based cooperative taboo topics.*

First of all, I think working an action research is a very useful tool for understanding features, because I could reply some methods in order to see different results from different emphasis, working on a fluctuated methodology that guided the classes to identify common characteristics from this collectiveness from the cooperation itself. Additionally, the role of the taboo topics was stronger than what I imagined in first place because it let students talk in a non-conventional way about social issues which are around. Accordingly, each participant expressed any type of opinion about it, even when it was demonstrated how some of them had severe opinions towards some topics, fact that impacted to arrive to the collectiveness or not as well.



Besides, it was important for me to understand how there were two types of features: the first carried students to a noticeable collective thinking and to a negotiated and fluent work of this matter. However, the second one illustrated me some features which only carried student to achieve tasks but not to enroll with their classmates' thinking, showing how they were not really engaged in their own collectiveness, but only on a subject-based development.

On one hand, the very first feature for the noticeable collective thinking was the knowing of one self's context, something which let me understand how important it is to share a common context and to have lived some experiences similar to others. Nonetheless, they also look for showing the similarities and differences, making emphasis on the last one. This process is visible inside the cooperative interactive learning when they intend to let their classmates know how each one perceive different experiences from the same situation.

Secondly, I identified the cooperative input, a process where each student offers alternative to help. In this one, the students have the possibility to see how can be the best way to work with others, so the reflection is meaningful because they learn to comprehend what may be the most suitable way to work. This process is sometimes hard where some of them do not understand why to do certain task and they feel uncomfortable. Besides, they also show how some students do not generate any input, an issue that in cooperation is noticeable especially in teenagers, where they do tasks that are out of the class, where they feel the others' performance is not enough and when they do not accept different points of view.

In third place, I could find the negotiation, where students start talking about making decisions, not only for producing arguments, but also to make tasks and create artifacts, so they start establishing targets and they offer alternatives to carry out these decisions making.

However, this negotiation part shows how students are or are not able to agree on topic. This is common when working in groups; however, some groups inside the process tried and showed more complete results in their artifacts when they also expressed to make decisions taking into account all and making every single participant work on delegated activities, as in the case of groups one and three. In cases such as groups two and four the tasks tended to fall on the same participants so the negotiation was also there, but given by the ones who are considered better in the EFL to do it so, and for the others to develop other activities from other subjects.

On the other hand, for the subject-based work students, there were two meaningful features to keep in mind. The first one, relied on the importance of the grade, so that they just wanted to cope with the development of every task but they did not go further keeping in mind they preferred to continue doing other activities for grades or even developing other tasks for different subjects.

Nevertheless, it was also noticeable how some students were focused on the tasks because they did not feel comfortable to talk about some topics for being maybe criticized for the classroom. However, some other ones assumed the role of speakers and could defend some positions they had argued, showing them as agreements in front of the classrooms, as in the cases of the focus groups, which were the spaces in which they showed more and less collectiveness.

Finally, something very important for me was to see how some groups were not able to deal with any type of task because they immediately showed how it was not possible for them to agree or they just did not want to do. Hence, either for disinterest or because they argued not be listened by other classmates, they got to agree with the majority of the group in order not to generate any type of disagreement among the group.

*To explore the cooperation in an inclusive EFL environment.*

In first place, I consider important to highlight how some students presented the disability as a taboo, even mentioning their reaction if they were in those situations when they were not asked for it. Based on it, I could observe how students may build a new perception when they approach to different life situations and it is something valuable in an inclusive environment. Furthermore, the final agreements on the hard taboo topics showed what, for me, was the biggest proof of the influence of the pedagogical inclusion approach and the cooperation: how the others feel about my personal opinion and how we can agree to create a more suitable space for all.

Working in the inclusive education let teachers see the strengths and weaknesses clearer. It happens because we as teachers are more open to look for necessities in students. However, even when some physical and environmental necessities are more likeable to be detected, some others such as behavioral and social are more hidden because they seem not to be real needs in a classroom. When working with the cooperation this becomes stronger, bringing some advantages not only for the class, but to see how important the cooperation can be for these types of spaces.

Consequently, the cooperation worked in order to foster a more comfortable space to flower the EFL learning in a friendly way, so that students used it as a way to communicate but the spectrum of grammar and the form was completely vanished. From my point of view, the English played a meaningful role because students could learn new words in a functional way and as a way to carry out the classes and the flow of the debates, conversations and artifacts. additionally, the language was managed on their own because they were not demanded to make any choral presentation understanding the tension among the class.

One of the biggest advantages of working the cooperative interactive learning relies on how students learn to understand their own abilities and weaknesses in a class no matter if they have a formal disability or not. So, when students are able to know it, they can transform the way they work and then they feel in same conditions. According to this premise, the cooperative learning let inclusive spaces to put all the students in a same position where their abilities are the most important, getting them to explore those and be more effective for the different activities, which socially will give them a guide about bigger contributions in the future.

When feeling in same conditions we can also say that the cooperation helps students to see that the inclusion is a process where they all are different (having different points of view and strengthening), but they also need a methodological way suitable for each one, where they can be actually useful. This comes from the way how some students consider they do not like English and they are not good at it too, so they just prefer others to develop the work. Accordingly, the cooperation was affected and the impact was different from the expected cooperation because they were closed one to each other and interpreted not to have the chance to cooperate. Resultantly, the connotation of the inclusion was not enough in some cases, or even it was misted by external factors that played as barriers as well, such as the insistence of the grade and the social relationships among them.

Finally, on the other hand, the cooperation elicited some students to create more complete results, so this feature is noticeable when they use their best attributes to make better things, but not only in that way, because in the case of groups one and three they showed how some participants developed certain activities they thought they were not good at it, even having students with and without disabilities. Thus, the cooperation guides students to try to improve by

themselves, enhancing the cooperative independence and letting them correct mistakes in order to obtain a proper development of the activities.

*To characterize the inclusive students' collective thinking development.*

In the inclusive education, the collective thinking has a heavier weight, especially when this methodology is carried out for all them and not just for the ones with evident necessities. Departing from this idea, the students are more likely to understand that in the collectiveness they contemplate different points of view to build a new knowledge. However, the process has many issues to be carried out.

The process begins with understanding of the self, where they comprehend the meaningful role they play when being on a collectiveness, so they value what they are and their experiences are important because they show what they have lived, which in the inclusive education is important when looking for differences. Hence, the diversity on the way of thinking and the self-living are the actual meaning.

After having considered it, the tolerance is another meaningful character because students not only show who they are, but they have to know to receive who others are. Accordingly, they listen to others and learn how to respect this diversity that is so common on the inclusion, especially for the ones who do not have disabilities and present more issues related to learning and socializing that students with disability such as S1 do not have.

At the end, we characterize the conscience of what the others mean as another feature because students learn how to conceive a social life around people, so they are able to figure out

the importance of this difference and they start building a new thinking about the world from the different experiences that surround his or her neighbor. At last, this collectiveness comes from the way how they see who contributes each aspect, then looking for the best of all, and working together to have a better performance in the social life.

Furthermore, exploration let me bigger realizations than the expected ones. It is outstanding how working in groups show more phenomena around students, especially where all their necessities are trying to be mitigated. Furthermore, the cooperation carries them to make decisions about solving problems, so they are engaged to think together and to look for suitable ways to agree, because if not the product is not successful. Nonetheless, during the process there were some groups who did not feel attached to enter inside the real way to develop the cooperation or even a correct interaction, and they just continued thinking of the self, which is a common practice reproduced in our country.

The issue relies on seeing how working together promotes the inclusion. So, the students are conscious about which features are important for every single person and they try to satisfy all those characteristics. However, they tend to focus on the disabilities, and they show on reflections how the disabilities must be taken into account, but they barely think about their own needs as individuals and as diverse groups.

Finally, this main goal showed me how the collectiveness is one of the most important necessities to fulfill in an inclusive EFL environment because students feel more comfortable even discussing about these complex topics and they also find autonomy to organize their learning in groups. As in most of the applications, I had some cases where youngsters preferred to develop the task as a way to pass the subject, but the mean to think was always present there.

### Further Research

The Colombian context is so accustomed to prior some targets of people or ways to be, so when they have to face people as the ones with disabilities they feel they need more attention so they forget some others who really need the attention and the care not only in a learning process, but in general for social and communicative purposes.

Thanks to the cooperation, it could be easier to understand because we need from every single individual something that not only includes them, but it fills those social lacks we can find and nourish our vision in front of a cloudy world that can be clearer with what other people believe, making them see the world in a different way, and changing an individual thinking for a collective one.

This research study has a broad study plan for a further research, keeping in mind its influence in some different fields of study. Accordingly, I have thought of some different actions that could complement and also strengthen its influence in the educational environment.

First of all, this study opens the possibility to create a didactic unit with a more formal material, keeping in mind the material given here was not enough developed due to the time and the emphasis of the study itself. Hence, the creation of this material based on what the study has resulted could be an excellent use for a context with similar features because it could get a higher influence on the way students may be engaged to an inclusive classroom based on their needs and thinking of facing any social barrier.

Secondly, I think my research project could be useful to reflect about the importance of students' collectiveness in a violent country as Colombia is. So, this project may settle a reflective article were anyone can understand the importance of a common thinking for improving problem solving and in order to look for tolerant spaces, respect and urban violence, which are typical wonderings nowadays.

Finally, this project could suit with any type of inclusive point of view because it not only implements a different point of view towards the inclusion, but also shows how the regular view of inclusion is not enough for dealing with what every single individual need on a class. Thus, it could be highly used to analyze how to mitigate some barriers in the district education and even as a way to think different about the bias around students' stereotypes and learning-examination issues.

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## Annexes

The following annexes show a brief example of the different results given by the application of the data collection instruments, where the names were changed in order not to harass any issue. Besides, some consent forms carried out to fulfill the ethical issues are also going to be presented. Then, some examples from the lesson planning, attached to the whole elaborated syllabus are shown here as well. Finally, this section presents some images from the artifacts that illustrate the work carried out as products of the pedagogical part.

### *Some resulted transcriptions from the instruments*

*Unstructured Interview, October 19<sup>th</sup>, 2017.*

#### **1. As group, do you believe in extraterrestrial life?**

First: el grupo si cree en la vida extraterrestre porque pensamos y creemos en la vida en otro planeta

Second: sí, porque hay estudios donde hablan y dan pruebas de que sí existen.

Fourth: sí

Fifth: como grupo pensamos que los aliens existen y que en algún momento vendrán a la tierra.

## **2. Are they intelligent life or not?**

First: son inteligentes porque tienen mejor tecnología y avances que nosotros los humanos.

Second: si, porque según los estudios han podido llegar al planeta y muy pocas veces ser descubiertos y nosotros creemos que han hecho muchos experimentos y no se dejan ver.

Fourth: si porque son seres de otro planeta y necesitan sus naves para volar en el espacio.

Fifth: si son vida inteligente porque viven en un planeta mas avanzado.

## **3. Do you believe that are aliens in our planet?**

First: están en el gobierno porque su misión es invadir el mundo.

Second. Sí porque hay personas, videos y rastros que lo han comprobado, aunque yo creo que no son tan verdes sino amarillos y varias veces se han tratado de solo disfraces.

Fourth: no creemos que haya alienígenas en el planeta pero si pudiera haber venido en secreto por el área 51.

Fifth: no, están en el aire.

## **4. What can be the difference between cooperation and collaboration?**

First: no hay diferencia entre cooperación y colaboración porque no vemos una diferencia.

Second: qué colaboración es apoyar a un proyecto y trabajar en grupo para un objetivo final. Cooperar es obrar individualmente dentro de un grupo para un objetivo

Fourth: colaboración es ayudar en un trabajo. Cooperación es acatar una orden.

Fifth: en ambas se ayudan. La verdad en la cooperación trabajas con un grupo de personas específicos, y colaboración entras a aportar pequeñas ideas pero no con profundidad.

## **5. Do you agree as groups in the discussion?**

First: sí porque cada uno de nosotros habla y decide en la actividades.

Second: sí porque todos damos nuestro aporte y con ello sacamos una conclusión buena pero siempre tomando algo de cada uno.

Fifth: todos pensamos igual porque se nos ha parecido aliens en sueños.

*Focus Group, November 2<sup>nd</sup>, 2017.*

## **6. What do you think about homosexuality?**

D: bueno quienes están a favor y quienes en contra

L: no, todos estamos a favor

D: ¿por qué todos están a favor?

M: pues porque obviamente son personas iguales, otra cosa son los gustos

D: sí, o sea yo no estoy en contra, pero en cierto modo hay que hacerse lugares pa hacer eso

J: ¿Cómo así?

D: de todos modos hay que hacerse lugares pa hacer eso porque es que hay gente hay personas hay parejas que se demuestran sus afectos (interrupted)

J: a lo público

D: a lo público. Si un beso un abracito pues lo normalcito pero se hacen hasta mejor dicho haciendo de todo no respeten los lugares porque unas parejas normales hombre y mujer lo hacen y ya normal

M: no porque ahí si se está contradiciendo usted

L: ahí ya se estaría contradiciendo porque dice que somos iguales que tenemos los mismo derechos ¿por qué una pareja que sea hombre y mujer lo hacen y otra pareja no?

J: no se está contradiciendo

D: por eso lo digo una pareja normal lo hace y si pero no lo hace tan vulgar ni nada pero entonces las otras personas lo hacen

L: Jamás

D: a veces se muestran su defecto. Usted no ha visto una vez

L: yo tengo compañeros del hospital mi mamá tiene compañeros del hospital que son gay

D: por eso, no todos

L: es que ese es el problema que usted dice que las parejas del mismo sexo tienen que buscar sus propios lugares para hacer eso y en cambio hay personas del mismo sexo que no son tan vulgares

(all them talked and the noise is not understood)

M: déjenme hablar que yo no he hablado o sea es que por ejemplo uno ve un hombre y una mujer que se están dando amor y todo eso y pues uno dice bueno normal pero entonces ya el pensamiento del hombre es que la mujer y el hombre es así pero si ven un hombre y un hombre que están haciendo lo mismo ahí dicen ay no pero qué asco pero están haciendo lo mismo ¿si me entiende? Lo ven malo no sé si me hago entender

L. si si si

M: o sea eso es lo que usted está haciendo

L: eso exacto es lo que estoy diciendo yo

J: yo estoy de acuerdo con Dago, porque es que

M: uy aquí somos tres contra dos, ¿usted con quién está?

D: shhh

J: las personas homosexuales siempre tienden si como a demostrar eso en público

D: usted ve una pareja homosexual y siempre se están mostrando más afecto que una pareja hombre y mujer a cada rato

(everybody talk)

D: o sea uno entiende uno les respeta la relación y ya ellos lo hacen

M: yo también lo hago con valentina yo cada roto estoy (kissing sound)

L: ellos lo ven por el lado malo porque están diciendo por ejemplo la pareja hombre y hombre y es que las parejas homosexuales tienen más afecto que una pareja normal

J: simplemente es que tienden a irrespetar más los espacios públicos

L: es que es como lo tome cada pareja

J: por eso

L: pero no todos, y ya (says it lower) y ya está largo

M: no pues que lo escuche todo

(the students laugh)

M: no porque como yo digo es como piense la gente o sea porque como yo le digo si ven a un hombre y una mujer que están haciendo lo mismo pues es como normal

L: lo ven normal, sí

Pero si ven dos hombres o dos mujeres lo van a ver como oh gonorrea

D: si usted ve mostrando mucho pero eso de demasiado afecto o usted dice como ole

J: páguele pieza

D: porque es que en esta sociedad no en no nos hemos acostumbrado como otras

L. Es que todo el mundo tiene la mentalidad de que el hombre es pa la mujer y la mujer es pal hombre

M: exacto

L: es la mentalidad con la que uno nace

D: es el lugar

J: la homosexualidad aún es un tabú. Es un tabú total porque es que usted no va es que si usted tuviera hijos usted le va a costar aceptar ay mi hija es lesbiana ay a mi hija le gustan las viejas

M: no o sea yo me he puesto a pensar y digamos que llegue mi hijo y me diga soy gay yo aja venga lo levanto a golpes malparido no mentiras o sea no o sea no digamos si me llega desde chiquito y me dice soy gay yo o sea primo pues ya cuando sea grande si si me entiende pero ya cuando sea grande y me diga soy gay pues ya

D: no pero es que el hijo nunca va a llegar a decir venga soy gay

M: no obviamente no o sea también es como lo ve digamos yo me pongo también en la posición de un gay que diga no yo no le cuento a mis papás porque me van a regañar o tal cosa

J: me van a juzgar

M: si me entiende yo no quiero ser de esas personas que juzgan

D: bueno y esta vez no es por juzgarlo ni nada pero a veces los homosexuales dicen ah pues lo voy a hacer para que me digan ah jueputa entonces lo hacen para que opinen

L: eso ya es estúpido buscar ser homosexual por tener atención de los demás

D: eso es lo que hace la gente

L: pero usted no tiene que pensar en solo lo que hace alguna gente

D: venga ya cancele eso

M: que lo escuche todo

J: yo pienso que cuando uno hace con eso

D: al final todos vamos pal mismo lado

J: y es que a veces es más correcto una familia homosexual que una familia heterosexual porque digamos a veces una familia heterosexual ay que la mamá no responde que la mamá es infiel mientras que a veces esta gente es más seria

M: es más unida

J: más legal lo correcto lo perfecto no en todos los casos

D: y ya, gracias

### ***Consent Forms***

*Format Sample #1.*

**CONSENTIMIENTO INFORMADO  
PADRES O ACUDIENTES DE ESTUDIANTES**

Institución Educativa Distrital José Félix Restrepo

Yo Adriana María Rueda Roranco mayor de edad  
() madre, () padre, () acudiente o () representante legal del estudiante  
Jana Sofía Bohón Rueda de 19 años de edad, he sido informado acerca de la grabación de videos y toma de fotografías de la práctica educativa, el cual se requiere para la realización de recolección de datos por parte del estudiante Sebastián Nizo Borrás de la Universidad Distrital.

Luego de haber sido informado sobre las condiciones de la participación de mi hijo (a) en el proyecto de grado resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad entiendo que:

- La participación de mi hijo(a) en este proyecto o los resultados obtenidos por el docente no tendrán repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones en el curso.
- La participación mi hijo(a) no generará ningún gasto, ni recibiré remuneración alguna por su participación.
- No habrá ninguna sanción para mi hijo(a) en caso de que no autorice su participación.
- La identidad de mi hijo(a) no será publicada y las imágenes y sonidos registrados durante la grabación (video o audio), o los datos escritos se utilizarán únicamente para los propósitos del proyecto investigativo.
- Atendiendo a la normatividad vigente sobre consentimiento informado y de forma consciente y voluntaria

DOY EL CONSENTIMIENTO      (    ) NO DOY EL CONSENTIMIENTO

Para la participación de mi hijo(a) en la implementación del proyecto de grado a cargo del estudiante-docente.

Lugar y Fecha 26/09/2017

  
FIRMA ACUDIENTE  
CC/CE.



**CONSENTIMIENTO INFORMADO  
PADRES O ACUDIENTES DE ESTUDIANTES**

Institución Educativa Distrital José Félix Restrepo

Yo Adriana María Rueda Roncancio mayor de edad  
 madre,  padre,  acudiente o  representante legal del estudiante  
Laura Sofía Beltrán Rueda de 19 años de edad, he sido  
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DOY EL CONSENTIMIENTO     NO DOY EL CONSENTIMIENTO

Para la participación de mi hijo(a) en la implementación del proyecto de grado a cargo del estudiante-docente.

Lugar y Fecha 26/09/2017

  
 FIRMA ACUDIENTE  
 CC/CE.

*Lesson Plan #4,, October 19<sup>th</sup>, 2017.*

Universidad Distrital Francisco José de Caldas  
Licenciatura en Educación básica con énfasis en Inglés

Lesson Plan #4

5th Grade- José Félix Restrepo I. E. D.

Teachers: ~~Sebastián~~ Nizo Borrás

Time: 1 Hour 40 minutes

Approach: Pedagogical Inclusion

Sample: 30 students approx.

General Topic (Name): Let me Believe I was Abducted

Ages: ~~bt~~ 15 and 17 years old

**DIDACTIC GOAL:**

- To carry students to interact (speaking) through the Cooperative learning-based authentic material used in the class.
- To get to the verbal interaction from one student to another and to the group through the development of the class.

**COMMUNICATIVE COMPETENCES:**

The communication is totally interactionism: a communicative theory which elicits students to the function over the form, making the linguistics important implicitly, and communication is the aim. In addition, the communication will be assessed through the interrelationships and the basic lexical and functional knowledge they have on the foreign language.

**MAIN OBJECTIVE:**

Students are going to develop each task as a way to contextualize themselves into the new topic and accomplish the final oral product in live for the first time

**Enabling Objectives:**

- Students are going to develop the oral skills to produce and engage themselves into the cooperative work.
- Students are going to make a performance as a way to see extraterrestrial life perceptions.

**METHODOLOGY (Pedagogical Inclusion Approach):** Through the Pedagogical Inclusion Approach, students' necessities are going to be mitigated in order to explore their abilities and strengthens and to understand each student's possibility to contribute to a society. This methodology let students understand the importance of each person in a group, and lead them to understand that the society is the one which establishes barriers in every space of the society, instead of looking for new models to let everybody contribute with no limitations (Florian, 2011).

		LESSON PLAN 1 (Your future is now)	
PAS	ACT	DESCRIPTION	MATERIAL
ENTRY TASK	CONTEXTUALIZATION	<p><b>Extraterrestrial</b> is a long word: the teacher is going to close the last cycle making some general questions not only related to the topic but also as a matter of giving the students the chance to make changes on the groups in the case they want it, basing on the last class where they could reflect something about it.</p> <p>After having closed that topic, the teacher is going to ask students to make lines per group in order to play Chinese whisper. The game is going to be developed five times, and the prizes for the winner group are some letters that they have to take into account to guess which the topic is.</p> <p>For every round, the teacher is going to give the students a phrase spoken, not written (read), and they have to transmit what they understand, based on the last topic, and some others for the new one, as a indirect way to make them realize it.</p> <p>After the five rounds, the groups are going to try to guess which the word is helping each other with the letters they received in order to get to a common price. If they get to the word, they all will receive a reward. If not, they receive a disadvantage for the next game.</p>	<p>*PHRASES</p> <p>*LETTERS</p> <p>*MOBILE PHONES (WHATSAPP)</p> <p>*MARKERS</p> <p>ROLE: to carry the path of the game, and to support the development of the activity</p>
		<b>40 MINUTES</b>	
WHILE TASK	MAIN TASK	<p><b>Let me believe I was Abducted:</b></p> <p>Teacher is going to provide the class a sort of cards, in which they are going to have a role for a play.</p> <p>Then, the teacher is going to play some tracks that are going to explain the background of the characters.</p> <p>The students are going to plan a short performance of maximum 5 minutes where they show how they believe abduction can be. Students cannot change the past but the future of the characters, and they must not change the one they were assigned.</p> <p>As part of the second cycle, for this main activity the roles are going to be sorted in order to let students divide the missions, as an indirect way to see how they understand the cooperation they experienced in the "Fostering Cooperation" stage.</p> <p>After creating the performance they are going to play it in front of the class, and each group is going to take notes in order to share what they understood of the perception of other groups, so that they can share them, together to other questions. Each student is going to say how they do feel and how the character let him or her understand the abduction, or a pose in front of it with the group work itself.</p>	<p>*ROLE CARDS</p> <p>*CHARACTERS BACKGROUND</p> <p>*NOTE BOOK - PEN</p> <p>*MATERIALS</p> <p>ROLE: to enhance the organization enrollment of the game and the way how it is fostered</p>
		<b>50 MINUTES</b>	

POST TASK	CLOSURE	<p>The perfect Alien: the teacher is going to put, as the final assignment of the class, the work of creating the target alien making students think of the main characteristics of how they really believe an alien can be.</p> <p>The trick of this part goes in the fact that the teacher is going to assign an element for each group, and they will have to use the element in the description, but this element must be extremely important to think of the being.</p> <p>The students are going to record it and send it via <u>whatsapp</u>, so that the teacher is going to pick up their perceptions, and for the following class he is going to make a design and show it.</p>	<p>*Cellphones</p> <p>*Questions</p> <p>ROLE: to have a very detailed and well done explanation, and to promote the game generation different frequencies.</p>
	(EVALUATION)	<p>The main interaction focus is going to be the interaction, trying to take care of what they say instead of how they say it, trying to let them enhance the interaction among themselves as a matter of being understood, leaving the formal part and paying more attention to the speeches and the communication itself.</p> <p>As part of the class, the tasks are going to be adjusted to the topic treated in class, and they are going to assess it, but it is a focus out of the main one.</p>	<p>*DIFFERENT TASKS DEVELOPED</p>
<p><b>GENERAL TEACHER'S ROLE:</b> Teacher is going to be a facilitator who is monitoring students' processes and eliciting them to integrate knowledge and skills, linking the topics to discussions and writing production, and contextualizing them to the topic, showing their backgrounds and understanding the importance of tolerance.</p>			
<p><b>GENERAL LEARNER'S ROLE:</b> Students are going to be as active as possible, mainly because they are willing to enroll the topic and to talk what they think without prejudices and breaking social stereotypes about those taboos that round on some specific social communities.</p>			
<p><b>GENERAL MATERIAL'S ROLE:</b> To support teacher's explanation and exercises and to expand students' view, enhancing the proxemics, sequential orders, auditory and tactil strategies in the way they are interacting with it too, not only with the classmates.</p>			
<p><b>OBSERVATIONS:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
<p>HOME TEACHER'S SIGNATURE: _____ DATE: SEP 19<sup>th</sup> 2017</p>			

*Teacher's Class Diary*

CLASS JOURNAL FORMAT

Institución: I.E.D. José Félix Restrepo  
 Nombre del observado: Sebastián Nizo Borrez

Fecha: 9 de Mayo de 2017

Hora: 6:30am

Nombre del evaluador: Eliana Rubio Cancino

DESCRIPCION DE LA CLASE	COMENTARIOS Y POSIBLES SITUACIONES PROBLEMATICAS	POSIBLES CATEGORIAS
<p>El docente se presenta en el colegio temprano, con el objetivo de adaptar la lectura que no fue posible trabajar la clase anterior, sin embargo tampoco tienen la posibilidad de realizar la adaptación del texto, dado que el aula de tifología sigue cerrado.</p> <p>El docente se dirige al aula, que se encuentra cerrada. Los estudiantes comienzan a llegar, sin embargo el docente del aula llega hasta las 6:38. Los docentes entran, y el docente practicante comienza a extraer todo el material disponible. El docente saluda a los estudiantes, y les dice que dará hasta las 6:45 para que lleguen los que hagan falta y de ese modo presenten.</p> <p>A la hora anunciada, el profesor pregunta si alguno de los grupos pretende pasar, para lo que todos los estudiantes hablaron entre ellos y de dicha forma dicen que no están preparados, para lo que el profesor les recuerda que su nota será 1 en el caso de los grupos que no presentaron, y que cada uno de los grupos anteriores recibiría la nota que habían llevado a cabo con antelación. Adicionalmente, aclara que para dicho trabajo no tendrán más oportunidad, y como parte de la clase, se llevará a cabo la nota no como adición sino como nota oficial, incluso demostrándoles que</p>	<p>De conformidad con los lineamientos colombianos, y en general la educación de los países del tercer mundo, la nota tiene un valor gigante a nivel educativo, incluso en el punto en que dicha nota es imprescindible en el proceso educativo, más allá de su trascendencia en la formación o en la educación. Esta nota realmente hace que la formación se vuelva instrucción, y que el proceso educativo se fundamente desde una disciplina, y no desde el componente humano como tal, haciendo que el cerebro tenga ejercicios de retroalimentación importantes, pero que a nivel formativo no exista un verdadero intento de educar personas para vivir en comunidad, para formar su propia personalidad y para asumir la vida real. Según lo dicho, Freire (1965) argumenta que siempre hacemos que la educación sea un objeto, haciendo que esta se vuelva bancaria, donde cada uno obtiene un resultado material a partir de un intercambio, que parece ser lo que tanto aclaman las instituciones tanto estatales como privadas. Este análisis se genera principalmente dado que como docentes en formación debemos poner en consideración que la nota no se vuelva el centro de la clase.</p>	<p>La nota, como aparato que desvirtúa el proceso de aprendizaje.</p>

<p>realmente no es algo que le reconforte mucho.</p> <p>El docente decide comenzar con la clase, para lo que le da a cada estudiante una hoja donde encuentra una oración relacionada con uno de los personajes para el juego. El docente copia los nombres de los personajes de películas de terror, todos ellos relacionados con actividad paranormal (Jigsaw, Pennywise, Anabelle, Chucky, Freddy Krueger, Jason Voorhees and Samara Morgan). Epilica, tan pronto todos tienen las cartas en sus manos, que ellos deben pensar a qué personaje corresponde la frase, y tan pronto lo hayan descubierto, pasen al tablero a copiarlas bajo el nombre del personaje. El docente se cerciora de que Yelmy logre comprender la frase adaptada, y al tener la aprobación, les dice que comiencen a pensar basados en sus frases.</p> <p>Los estudiantes comienzan a pensar, para lo que acuden también a sus celulares buscando los significados de sus palabras desconocidas, y algunos acudiendo directamente al profesor por ayuda con el significado de unas palabras, o por aprobación a las traducciones que iban realizando.</p> <p>A los dos minutos, los primeros estudiantes comenzaron a ponerse de pie y a mirar donde podían ubicar sus frases de acuerdo al conocimiento que tenían de las películas. De este modo, algunos estudiantes expresan no conocer algunos personajes, por lo que el docente, junto con otros compañeros, comienzan entonces a hacer imitaciones o a hablar de situaciones similares en inglés para contextualizarlas. Algunos estudiantes acudían a otros preguntando</p>	<p>La educación debe repensarse, así sea desde la misma reflexión de un docente practicante.</p> <p>El uso de métodos del llamado "Communicative Approach" es fundamental en el proceso de interacción. Es por ello, que para este caso se toma como base el aprendizaje basado en instrucciones temáticas, tal como lo plantea Eyjólfsson (2011), cuando menciona que la educación temática es una herramienta diferente, porque no proporciona nada más que contexto, y lleva a los estudiantes, a través de un proceso de "eliciting" a que logre comunicarse de alguna forma, teniendo en cuenta dicho entorno en el que se envuelve la clase, utilizando las herramientas a su alcance para lograr comunicar ideas, dejando de lado los tradicionalismos de la enseñanza de la lengua.</p> <p>Desde lo ya visto, vemos que, jugando con el pos-método, no solo se trabaja en este caso esta corriente metodológica, sino se trabaja el aprendizaje desde unidades léxicas (Moudraja, 2001), y de la misma forma, esclarece un objetivo, dando a entender que también se lleva a cabo el aprendizaje basado en tareas (Nunan, 2006), y desde estos tres planteamientos, se vuelve estrictamente comunicativa la lengua, pero siempre teniendo en cuenta la vivencia de los individuos, por lo que se toman temáticas como el terror, que tanto atrae a los jóvenes,</p>	<p>El pos-método enfocado en la corriente comunicativa de la lengua, como verdadero creadores de un proceso de aprendizaje efectivo.</p>
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<p>acerca de las películas, más no de las frases, por lo que el docente les permitía hacerlo, teniendo en cuenta que no todos portaban el conocimiento sobre el tema. La mayoría de estudiantes se encontraban en frente del tablero revisando las oraciones y ayudándose entre ellos para hacer el trabajo de forma pertinente, y posterior a 10 minutos, todos los estudiantes estaban seguros del resultado, y lo mostraron al llenar completamente el tablero de las oraciones, y al tener certeza de su producto.</p> <p>El docente mientras tanto va repartiendo el taller escrito entre los estudiantes, mientras pasa por el puesto de Yeimy, y le informa que no pudo hacer adaptación, así que leería el taller para ella. El docente les dice que mirará el ejercicio del tablero mientras ellos desarrollan la actividad, sin embargo a causa de la no adaptación de la estudiante ciega, el profesor no puede hacer retroalimentación de dicha actividad, y se sienta con la estudiante para poder hacer la lectura. Antes de dar comienzo a la actividad, explica que teniendo en cuenta el contexto de la lectura, y lo que ya habían visto en relación a <i>while</i> y <i>when</i>, ellos tendrían que completar conjugando el verbo fuese en pasado simple o en pasado continuo, y para ejemplificar, realiza junto con los estudiantes las dos primeras conjugaciones, para hacer repaso de las estructuras, lo que los estudiantes agradecen.</p> <p>Se comienza el ejercicio, y de esta forma el docente se sienta en frente de la estudiante con discapacidad visual, y comienza a hacer lectura del ejercicio. Mientras hace esto, recibe preguntas de los</p>	<p>para llevar a cabo una clase que, en palabras personales del docente, fue un ejercicio exitoso y realmente logró que todos los estudiantes se sintieran incluidos y parte fundamental del juego, y que además lo llevó a entender el lenguaje en contexto, les brindó vocabulario y fue un ejercicio claro. Desafortunadamente, el docente se apegó al plan desarrollando el resto de sus actividades, y no exploró más en esta actividad, razón por la que el docente del aula le hizo la recomendación de explorar más cuando se den estos resultados.</p> <p>En este punto se ve que la educación también tiene irregularidades por cuestión de cobertura, principalmente porque la educación se vuelve muy esporádica en los estudiantes que tienen</p>	
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<p>estudiantes, y visitas de los mismos al puesto donde se encuentra ubicado, para lo que acude al docente titular, pidiéndole si le puede ayudar con un par de rondas mientras él está con Yeimy. El docente afirma y le colabora con dicho favor en principio, sin embargo después el docente se retira del salón, y los estudiantes vuelven de nuevo a donde se encuentra el docente practicante, para lo que él decide pedirles que continúen apoyándose entre ellos y con soporte de la lista de conjugaciones, si desean tener un referente, pero que lo intenten para ver cómo les va. De la misma forma, interrumpe varias veces el proceso de Yeimy, por lo que solo logra completar la mitad de la guía de ella. El docente hace un paréntesis durante el trabajo que realizan los estudiantes, y les dice que dicha actividad no tendría calificación, sino que es un soporte para ellos para la evaluación de segundo periodo, por lo que quería en principio mirar el entendimiento de ellos de la guía y del tema, para luego entre todos construir la respuesta correcta, entender cada una de ellas y así poder tener todos un trabajo hecho en común acuerdo para repasar y usar como referente. El docente les da dos minutos más a los estudiantes, y posteriormente hace la corrección, para lo que comienza a hacer la lectura, y se detiene cada vez que hay que llenar un espacio, para preguntar qué respuesta pusieron, y del mismo modo explicar cuál es la respuesta correcta y su por qué.</p> <p>Se realiza la corrección completa del taller, y de esa forma, el docente les dice que por favor guarden la hoja como una buena forma de poder repasar y además de poder entender mejor el tema. El docente</p>	<p>interés. Se evidencia porque por cuestiones técnicas el estudiante depende del docente, y al no tener soporte, el docente pierde cierta capacidad de explicación sobre todos porque por la cantidad de estudiantes se inflige la educación de "calidad" de la que tanto se hablan en los lineamientos.</p> <p>Adicionalmente, la educación que se trabaja, viéndose desde este punto, nos da a conocer que la discapacidad no es la única necesidad ni mucho menos la que más peso tiene, dado que aunque se trabaje la inclusión desde la barrera física, existen problemas de conducta y de carácter moral, que pesan mucho más y que realmente se ven como problemáticas en un aula. Empero, la necesidad de trabajar los requerimientos comportamentales del aula es básica y enfática cuando se habla de aulas grandes, porque esos errores si pueden tergiversar los objetivos de una actividad, clase o incluso unidad, y deben identificarse para poder focalizar la enseñanza, sin sesgar a ninguno, y creando metodologías que sirvan en pro de ellos y de esos problemas, haciendo auténtica la educación, y haciéndoles entender el valor significativo de la diversidad en un espacio académico para crecer personal y socialmente.</p>	<p>La cobertura, incongruente a los lineamientos de calidad de educación.</p> <p>El valor social y humanitario de la educación, fuera de los ideales.</p>
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<p>pregunta si existe entre ellos una pregunta o duda con referencia al tema, para lo que los estudiantes no responden, y el docente de esa forma continúa.</p> <p>Para continuar con la clase, el docente practicante le pide a los estudiantes organizar grupos de dos o tres, y de dicha forma a cada grupo le asigna una hoja de formato para realizar la actividad contigua. El docente explica que en esa hoja de formato tendrían que crear un comic que se base en los fenómenos paranormales, donde deben crear un nuevo espectro o asesino, una forma en la que aterra o ataca, y debían soportarse en lo visto en clase como soporte, razón por la cual el tablero aún no había sido borrado, para que ellos pudieran tener la posibilidad de mirar el vocabulario, y tomar como referencia lo que allí se encontraba.</p> <p>Posterior a dar esta instrucción, el docente les reparte sus notas de quizes, actividades y presentaciones, y de este modo, al terminar de repartirlos les da tiempo para que le digan si encuentran algún problema o algún error en la calificación. Además les dice públicamente quienes de ellos hacen falta por tener notas, y se reúne específicamente con cada grupo de estudiantes, para reasignarles tareas con las cuales podrían subir dichas notas. Además, les pregunta las razones por qué habían faltado como respaldo para permitirles la segunda oportunidad. Los estudiantes que faltaron al día de la explicación le pidieron al docente si era posible que les explicara, para lo que él los reúne y realiza la explicación detallada de lo que deben realizar. Les recuerda que entre todos deben realizar una presentación del tema</p>	<p>De conformidad con lo que establece Pérez (2008) la evaluación es una relación neta generada y dada a lo que llamamos calidad, por lo que debe plantearse conforme al sistema de ley que cataloga y establece lo que se debe enseñar, y lo que se debe aprender, generando caracteres específicos que deben cumplir los estudiantes para 'probar' que están aprendiendo. De este análisis solo ocurren algunas reflexiones a modo de pregunta:                  ¿Qué se considera educar, cuando se tiene una evaluación estricta y una formación mediocre?                  ¿Cuál es la verdadera raíz de evaluar un conocimiento que solo puede evaluar la vida?</p>	<p>La evaluación: ¿Un factor de bancarización?</p>
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<p>que ellos escojan, y utilizando los recursos a disposición en la clase.</p> <p>La clase finaliza mientras los estudiantes siguen haciendo la actividad, así que el docente asigna el comic como tarea, y pone sello a quienes hayan realmente adelantado. La clase finaliza de dicha forma.</p>		
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Referentes bibliográficos:

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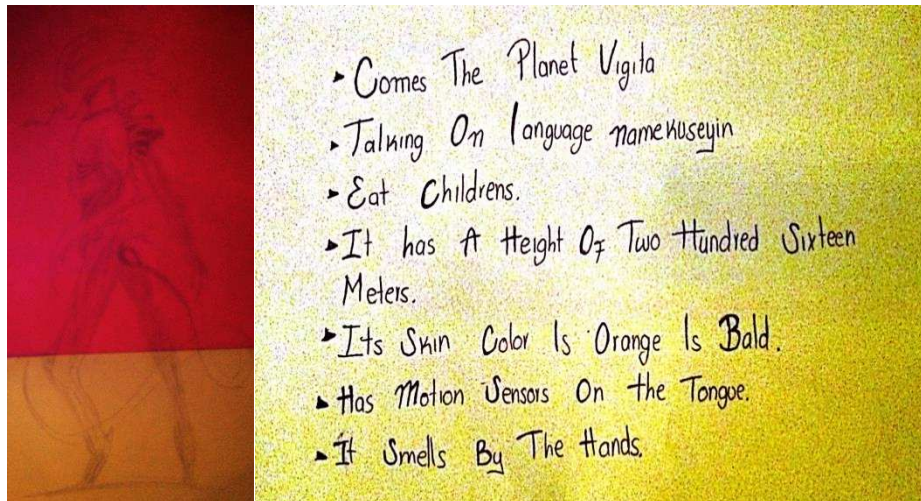
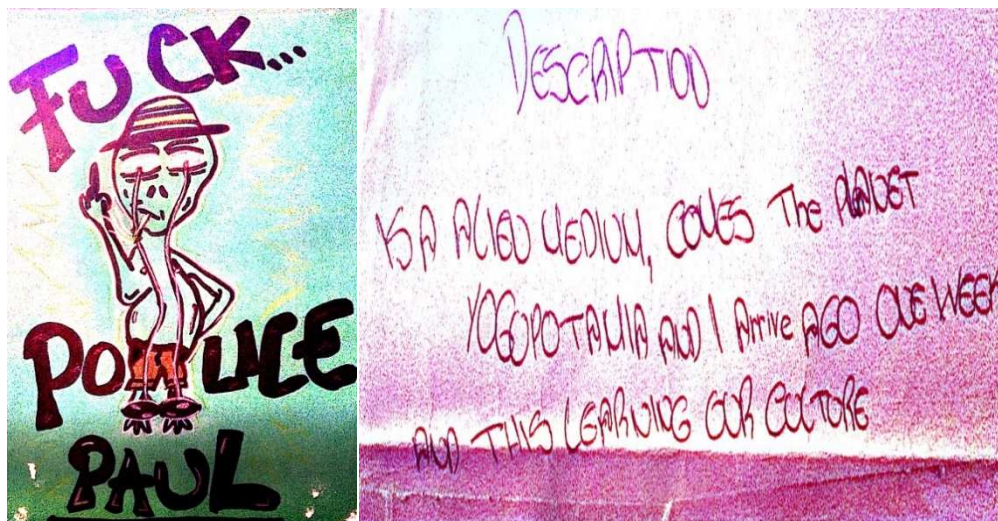
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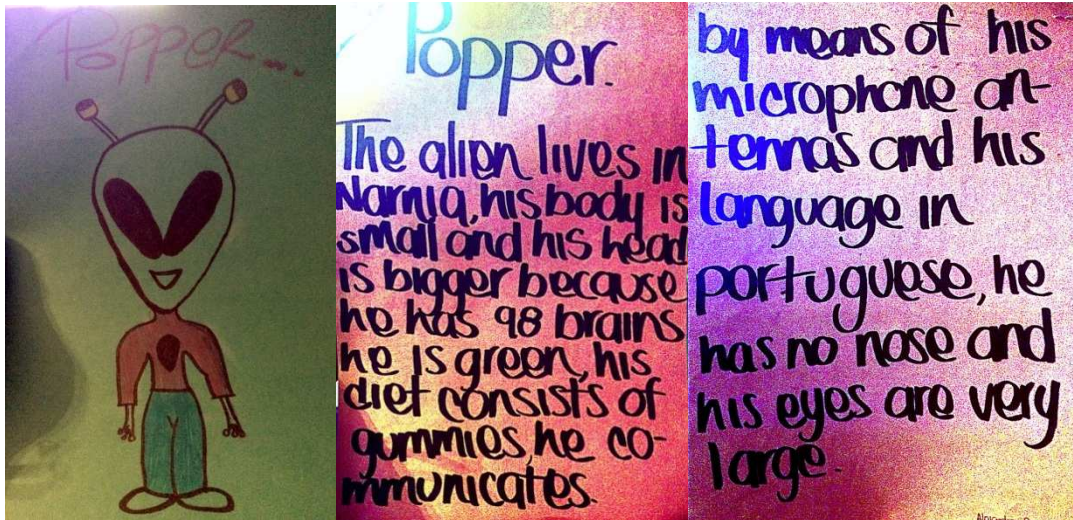
*Artifacts obtained as class products**Aliens Creation, September 24<sup>th</sup>, 2017*

The following artifacts are a brief sample of the different result obtained, especially because they were visually developed. Most of them were videos and recording, so they are the ones that can be briefer to show

**Group 1:****Group 2:**



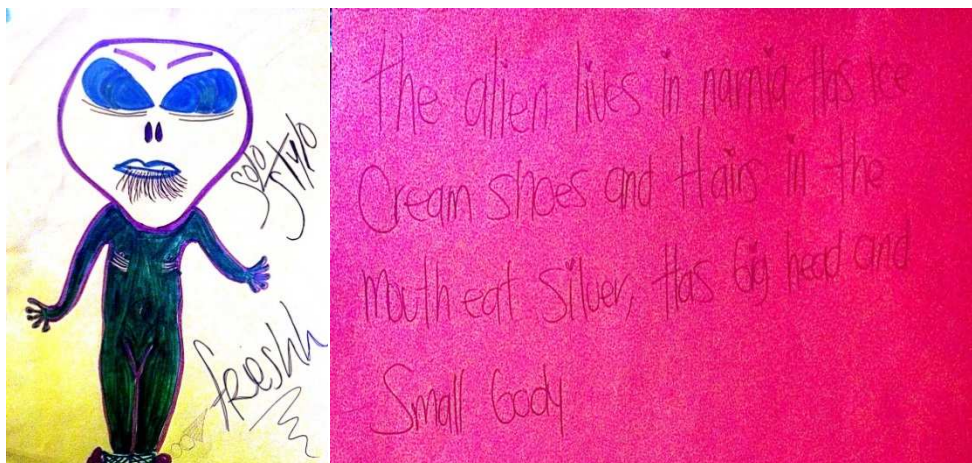
Group 3:



Group 4:



Group 5:



## Schedule

The program was taken into account and developed being based on the school schedule and chronogram. It basically shows the way how the data collection instruments were mainly implemented, and schemes how the implementation was planned taking into account the knowledge about the management of the institution.

Moreover, this chronogram suffered changes that let the researcher organize the main times inside the research, and also know the way how to use the data analysis instruments that will further be used to develop the research totally, and to give him the time to develop the material with the information that has been already collected by the group during the pedagogical practicum.

Finally, the schedule also lets the research aim the whole. cycling plan established as part of the action research process, so the instruments are organized to keep in mind an implementation for each stage.

Chart Number one. Time allocation Chronogram

<b>September 12<sup>th</sup></b>	<b>Lesson Plan #1 First Unstructured Interview – Participant Observation</b>
<b>September 26<sup>th</sup></b>	<b>Lesson Plan #2 First Uns. Interview Notes – Participant Observation</b>
<b>October 5<sup>th</sup></b>	<b>Lesson Plan #3 First Focus Group Int. – Participant Observation</b>
<b>October 10<sup>th</sup></b>	<b>Lesson Plan #4 Second Unstructured Interview – Part. Observation</b>
<b>October 19<sup>th</sup></b>	<b>Lesson Plan #5 Second Uns. Interview Notes – Participant Observation</b>

