The Use of Rhymes and Songs to Develop English Speaking Skills of Special and Non-Special Needs Students of Third Grade at Liceo Bella Suiza School

A Thesis Presented in Fulfillment of the Requirements of the Degree of Foreign Languages: English – French

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RESUMEN

Este documento presenta los resultados de una investigación basada en un enfoque participativo, en el cual se evaluó el uso de las rimas y canciones para el desarrollo de las habilidades de habla en inglés de los estudiantes de tercer grado de un aula inclusiva (un aula en donde se encuentran estudiantes con y sin necesidades especiales).

La recolección de datos fue llevada a cabo a través de los siguientes instrumentos:

Una rúbrica descriptiva para diagnosticar el nivel de las habilidades de habla en inglés de los participantes e identificar las debilidades presentes en su producción oral. En estos aspectos se basó y enfocó tanto la creación de la unidad didáctica como la intervención en el aula de clases. Durante este proceso, se utilizó un diario de campo con el fin de registrar todo lo ocurrido en las clases observadas.

La información analizada sugiere que las canciones podrían ser útiles para mejorar ciertos aspectos requeridos para un monólogo oral, como el vocabulario y la pronunciación. Sin embargo, las estructuras gramaticales pueden no mejorar por igual.

Las rimas y canciones son recursos didácticos que pueden ser incorporados y aplicados en diagnósticos diferentes y en un aula inclusiva con estudiantes con y sin necesidades especiales.

Palabras clave: aula inclusiva, dificultades de aprendizaje, educación inclusiva, habilidades de habla en inglés, rimas y canciones, unidad didáctica.

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ABSTRACT

This paper presents the results of research based on a participatory approach where the use of rhymes and songs, in order to develop English speaking skills in the third grade students of an inclusive classroom (a classroom that includes special and non-special needs students) was evaluated. Data collection was carried out through the following instruments:

A descriptive rubric was used to diagnose the population sample speaking skills level and to identify the aspects of oral production where weaknesses are present and on which the didactic unit was based and the intervention focused. During the intervention a field diary was used to record everything that occurred in the observed classes.

The analysed data suggests that songs could be useful to improve certain aspects of what a speaking monologue requires, such as vocabulary and pronunciation. However, grammar structures may not improve equally. Rhymes and songs are didactic resources that can be incorporated in different diagnoses and applied to an inclusive classroom with special and non-special needs students.

Keywords: didactic unit, english speaking skills, inclusive education, inclusive classroom, learning disabilities, songs and nursery rhymes.

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CHAPTER 1

1. INTRODUCTION

As humans, we live in a world which is completely diverse. There is diversity regarding aspects of life such as socioeconomic, socio-cultural, physical, cognitive and mental conditions that do not exclude us from being part of the society and contributing to it. For this to be achieved it is necessary to accept that our differences don't enable us to accomplish a goal.

One of the fields that addresses and cares for this diversity is Education, which seeks to meet the needs of every person.

The World Conference on Education for All, assembled in Jomtien, Thailand[1], from 5th to 9th March 1990, reflects the interests of 155 countries in creating a commitment that would guarantee the basic learning needs of every child, youth and adult. As a result of all this work, Colombia has implemented policies such as "Ley General de Educación" of 1994 which in Chapter I, article 46 establishes people with special needs as part of the public educational service.

Thanks to this, it is now much more common to have both special needs and non-especial (regular) students together in a classroom. However, a great number of teachers do not feel

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[1] The Jomtien Conference was undoubtedly an important milestone in the international dialogue on the place of education in politics The consensus on human development reached there has given renewed impetus to the to the global campaign to provide universal primary education and to eradicate adult illiteracy. In addition, efforts have been made with a view to improving the quality of basic education and finding the most effective means of meeting the basic learning needs of a wide range of learners and disadvantaged groups.

prepared to face all the challenges of working with both types of students and lead them in a direction. In this sense, songs appear as an integrating instrument, with which students enjoy and learn at the same time. In English language teaching, songs are said to improve students' language learning by creating an agreeable atmosphere in the classroom (Krashen, 1982). This is why, taking into account the abilities of the participants in this study, it was decided to work on the English speaking monologue skills to discover if the use of rhymes and songs is useful for their development, and then know if the songs can lead both types of classroom students to a common goal.

1.1 BACKGROUND

In "Teaching and Learning Methods in Inclusive Classrooms in the Foundation Phase" (Mokgadi, 2012) the issue of teaching a language in full-service schools with a considerable amount of students with special learning needs, in other words, an ¨inclusive classroom¨ is presented. It was found that, in fact, teachers did not feel prepared even though they had received basic training. This is why the study focuses on gathering teaching and learning methods found in theory and through the experiences of teachers, in order to offer these students an appropriate education in which they can participate actively. Strategies such as classroom organization and environment, methods such as songs and rhymes, storytelling, multilevel and cooperative learning were found to be effective in improving the educational process.

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Other methods were found and applied in "Activities for Teaching English to Children with Special Needs" (Roszak, 2009) where 'movement' is the focus for work in inclusive classrooms. Through Brain Gym, learning styles and Total Physical Response, increasing the learning of special needs students and regular students is sought after. For this, some classes applying these methods are carried out with students of fifth grade. As a result, the author found out that the methods worked better just to capture both type of students attention and to introduce vocabulary. However they were poorly effective in skills such as writing and reading.

"Preparing Teachers for Inclusive Education in Latin America" (Vaillant, 2011) takes up the issue about teachers feeling and not being prepared to respond to the special students´ needs present in their classrooms. This occurs either because they are not really provided with the necessary skills or because they do not apply what they have learned. Whatever the reason is, it is fundamental to change the pedagogical practices and reforms in education in order to stop the conceptualization of inclusive education as a place and not as a service. In "Inclusive education and ELT policies in Colombia: views from some profile journal authors" (Robayo Acuña, L. M., & Cárdenas, M. L. 2017), it is explained how the policies of the National Bilingualism Programme and the Basic Standards for Competence in English as a Foreign Language are applied in inclusion context and shows how those policies are closely linked to the segregation and exclusion attitudes in English Language

Teaching. Through this study, the authors attempt to encourage action from scholars to change language policies that eradicate exclusion and discrimination.

Besides, "Educación inclusiva para la primera infancia en Colombia: políticas y reformas" (Otalora Gallego, 2017) explained how inclusion has evolved since the Jomtien declaration in 1990 and how the Colombian government has implemented these policies in its educational context. "Ley general de educación 115 de 1994" is an example of this, which in chapter III recognizes the right of education to students with special needs by stating that "Se hace explícita la apertura que deben hacer las instituciones educativas para acoger, sin distinción alguna, a distintos grupos poblacionales incluidos los colectivos en condición de discapacidad o con talentos excepcionales".

Furthermore, in "Guía 22" (which makes part of a series of guides established by The National Ministry of Education in Colombia to formulate what students of all grades should know and know what to do with what they learn) it is explained what the English basic foreign language proficiency standards are in Colombia. It is a guide for English teachers divided in three communicative skills which are: linguistic, pragmatic, and sociolinguistic. On page 19, the second section is the monologue and in the first standard the use of rhymes and songs is suggested, which helps to develop English speaking skills in students from 1st grade to 3rd grade.

Also, the decree 1421 or inclusion law that came into effect in 2017, is one of the most important articles for inclusive education in Colombia. The purpose is to provide guidance,

clarification and socialization of some of the strategies that have to be used in inclusive classroom, to ensure permanence in education for students with special needs. Consequently, The Ministry of Education proposes that the schools and education centers such as Liceo Bella Suiza School adopt the inclusion program, developing learning strategies that are tailored to the individual needs of each student that belongs to this program.

On the basis of the above, it was considered important to take into account the most relevant aspects of each research and as a result, there were two pillars that served as guides for the construction of this research study.

First, the strategies and activities such as singing songs while including movement that could be implemented in inclusive classrooms and also the activities that were inconvenient to carry out. Secondly, but no less important, Colombian laws as the guides that allow teachers to know which are the legal dispositions for the correct functioning of educational institutions, in addition to the fact that it was fundamental to know the requirements and expectations of the government in relation to the treatment and rights of students with special needs and the reality that they live.

1.2 PROBLEM STATEMENT

Educational inclusion has been taken into account by the Colombian government since 1992, with the education reform to present the right of education to students with special educational needs. It was guaranteed through the implementation of laws and decrees and the arrival of the students to regular classrooms without suffering any discrimination. However, since these decrees are in function, many schools and teachers do not feel prepared or trained to teach this population. As a result, many children with disabilities are not able to attend schools and make academic progress that allows them to form and participate in society. In view of the above, this research was carried out on strategies applied to these situations present in the learning process of a foreign language: English. Building a didactic unit that would allow the English speaking skills in an inclusive classroom to improve was required.

1.3 PROBLEM JUSTIFICATION

The present research project focuses on the proposal of a didactic unit to develop the English speaking skills of third grade special and non-special needs students at Liceo Bella Suiza School. A diagnosis was made to students in order to evaluate how their speaking skills were. Results showed that both special and non-special needs students had difficulties regarding morphosyntactic and phonological aspects. For researchers, this was clear evidence that despite their differences there were common needs between students that needed to be worked on, and how to work them, bearing in mind the diversity that the group has, was the reason of this study.

Through this proposal, researchers expect that teachers who have not had any teaching experience in inclusive classrooms, either it is foreign languages or any other subject, find important aspects to bear in mind in order to offer students a better educational process.

1.4 OBJECTIVES
GENERAL OBJECTIVE

- To evaluate whether the use of rhymes and songs is useful to develop English speaking skills in third grade students in an inclusive classroom at Liceo Bella Suiza School.

SPECIFIC OBJECTIVES

- To describe the inclusive education policy in Colombia and at Liceo Bella Suiza School.

- To compare the results obtained from the diagnostic test and the final evaluation of the didactic unit implemented on third grade students of an inclusive classroom at Liceo Bella Suiza School.

- To determine whether the special and non-special needs students of third grade at Liceo Bella Suiza School achieved the proposed objectives in the didactic unit.

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1.5 RESEARCH PROBLEM QUESTION

Can the use of rhymes and songs be useful to develop the English speaking skills of

special and non-special needs students of third grade at Liceo Bella Suiza School?

1.6 SIGNIFICANCE OF THE STUDY

Inclusive education is taking place more and more in the teaching context. This is why

teachers should feel prepared to manage classrooms with special and non-special needs

students. It is for this reason that the researchers proposed a didactic unit, so it can be a

support for teachers with or without training or experience in this field. This didactic unit

would be a guide for them and could allow them to adapt their knowledge of English to

each student according to their needs and conditions.

1.7 STUDY LIMITATIONS

Even though this research was thoroughly prepared, it is a fact that it had certain

limitations.

Although, the aim with this study was to propose a didactic unit to develop speaking skills

in inclusive classrooms, it would be fundamental and meaningful to know how to work

other skills in these types of classrooms. However, because of the time needed to do such

research, it was better to work on just one skill. Besides, time did not allow to carry out a profound process with students and their speaking skills.

1.8 CONCEPTUAL FRAMEWORK

LEARNING DISABILITIES

Learning disabilities is a term that relates to disorders that are evidenced in the difficulty of assimilating basic areas of knowledge, such as language and mathematics. This in turn affects elementary skills, such as reading, speaking, listening, reasoning and writing.

The present disorders are specific to individuals and some studies suspect that it is due to a problem in the central nervous system. However, learning disabilities can also appear with other diagnoses such as Down syndrome, Autism, Asperger etc. (Hammill, D. D., Leigh, J. E., McNutt, G., and Larsen, S. C, 1987).

In view of the above, a series of deficits can be identified and can manifest themselves in specific disabilities in any area of information processing. It is also possible for an individual to have more than one of them. In addition, Lerner (2000) argues that, "the difficulties that often occur in related with learning disabilities include difficulties with memory, social skills, and executive functions such as organizational skills and time management".

Researchers argue that people with learning disabilities suffer from their condition as well as from wearing a stigmatizing label before society. In addition, determining which educational services and pedagogical models are effective has become an almost impossible task due to

the lack of data and methodological limitations. (Shifrer, D., Callahan, R. M., & Muller, C, 2013).

It is important for this research work to take into account, causes and effects that may hinder the learning process for certain diagnoses. Whereas it is necessary to propose strategies and methodological proposals that serve and help meet the educational objectives of any academic program, taking into account that there are limits and each student has its own pace of learning. For this reason, teachers and schools must be aware of this situation and be able to adapt the academic content to achieve meaningful learning for each student regardless their condition.

INCLUSIVE EDUCATION

The concept of inclusive education has had many different definitions over the years. These definitions have been improved as society evolves, taking into account the individual needs of all human beings, regardless of their condition. In this sense, one of the most important definitions was created in Salamanca, Spain in 1994 during the conference of "Special Needs Education: Access and Quality", where they demarqued that "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups."

Furthermore, UNESCO (2009) defined it as "a process of strengthening the capacity of an education system to reach out to all learners. It is, therefore, an overall principle that should guide all educational policies and practices, starting from the belief that education is a fundamental human right and the foundation for a more just society".

According to the above, the Colombian government has implemented policies in the interest of inclusive education in the "Ley General de Educación de 1994", which in chapter III recognizes the right of education to students with special needs, proclaiming that "se hace explícita la apertura que deben hacer las instituciones educativas para acoger, sin distinción alguna, a distintos grupos poblacionales incluidos los colectivos en condición de discapacidad o con talentos excepcionales". As an aftermath from the implementation of inclusion policies in Colombia, the Ministry of Education presented the decree 1421 as a project that was implemented in August 2017, which reformed Law 1618[2] of inclusion. The decree 1421 has articles that plan and execute the activities and functions that official and private schools must take into account when a student with special needs enters these educational institutions. One of the key points of this decree is the creation of the *PIAR,* which is a step forward to the creation of a great advancement in the establishment of a register, allowing any teacher to know the cases of students with special needs, their diagnoses, learning methods and interests in some topics or subjects in particular. In this

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[2] *The Statutory Law 1618 of 2013 "by means of which provisions are established to guarantee the full exercise of the rights of persons with disabilities" provides for a series of measures and actions that enable persons with special needs to exercise their fundamental rights, such as health and education, on an equal footing with other persons.*

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sense, a fundamental tool is available for planning and developing classes without the need for extensive and almost discriminatory curricular adaptations. Therefore, the institution Liceo Bella Suiza implemented the inclusion program in 2008 as a response to the necessities of parents with special needs children. This program includes the policies that the government has implemented from 1992 to 2017. However, the school, as many others in Cali, has not fully implemented the normative framework for its proper functioning, including the lack of training oriented to the most complex cases and diagnoses that can be found in an inclusive classroom. As a result, the fundamental right to quality education for all children in the country can be violated. It is important to emphasize that the school also has a personalized education policy which admits 15 students per classroom, making it easier to handle students with different diagnoses in the same class. In addition, cases that need more attention and continuous accompaniment are allowed to have a tutor in charge to facilitate the student's learning according to their individual needs, which is also a support for the teacher.

DIDACTIC UNIT

Although there are several concepts for the Didactic Unit, it is easy to understand and to construct one concept of it due to the simple way in which authors explain it.

A didactic unit can be a real aid to the processes of teaching and learning as according to Medina (1971), it is a method to organize the aspects of a topic of interest such as the contents, the time, materials, activities, etc., in order to improve the abilities of students.

Coll (1991) specifies the components it needs to have by stating that the didactic unit is a "unidad de trabajo relativa a un proceso completo de enseñanza/aprendizaje que no tiene una duración temporal fija (una unidad didáctica puede abarcar varias "clases" o "lecciones" tradicionales)... Las unidades didácticas precisan unos objetivos, unos bloques elementales de contenido, unas actividades de aprendizaje y unas actividades de evaluación".

Contreras (1998, p.84) refers to teachers and students when he mentions that it is a "proyecto didáctico específico, desarrollado por un profesor concreto y para un concreto número de alumnos, en una situación concreta y para una disciplina".

Carvajal, Poveda and Rojas, (2012) explain that "depending on learners, objectives, contents, and language level, a didactic unit becomes a helpful tool for teachers and students because it offers a detailed vision of activities that are going to be developed in each lesson".

In the context of the teaching of foreign languages, Medina (1971) explains that a didactic unit is a group of experiences and materials focused on a topic that will help students meet linguistic and sociocultural needs. The use of materials, the time, division of lessons and the activities to be performed will be determined by students' abilities.

On this research, the didactic unit is defined as the set of contents, objectives, methodologies, activities of evaluation and competences that a teacher develops in a specific course and time. A set through which students´ needs and abilities are taken into account and the process of teaching and learning is improved. Also, it is a fundamental tool to carry out the process of improving the English speaking skills of the participants in this study.

ENGLISH SPEAKING SKILLS

Speaking is one of the most common means of communication among students whereby they can express themselves and share their opinions, beliefs, and experiences orally with others. Rivers (1981) (as cited in, Using Guided Oral Presentation in Teaching English Language, Mina Farabi, 2017) states that, "speaking is used twice as much as reading and writing in communication". It is often said that speaking skills have been usually compared to writing, both being considered "productive skills". Chaney in Kayi (2006: 1) explains that speaking is a cooperative process where people share their messages and meanings through verbal and non-verbal ways. In many contexts the act of speaking has to be suitable for the situation where communication appears, in order to avoid misunderstandings. Additionally, speaking has been classified to monologues and dialogues. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan.1989: 27). Likewise, Nunan (in Brown, 2001:250) states that, monologue is the type of speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings and news broadcasts of their choice, then the listener processes the information without interruption and the speech will go on whether or not the listeners comprehend what the speaker means. In this sense, the researchers decided to focus on activities that involved student participation and that students could be able to understand easily, based on simple monologues because of the difficulty of some students to have conversations with their peers' cases such as Autism and Asperger´s.

For this project, researchers took the definition of monologue stated by Nunan (1989: 27), which says that monologue "focuses on giving an interrupted oral presentation". In view of the above, it is worth mentioning that the students were at a basic level of language, which limited their ability to intervene in long conversations, however, the goal was that from constant practice they would progress gradually to achieve the goal of being able to produce and maintain a coherent and cohesive monologue.

SONGS AND NURSERY RHYMES

Songs play an important role in the people's lives. They can make somebody feel happy, excited or maybe sad while listening to them, depending on the genre. In the educational field and in English teaching, songs and nursery rhymes are very useful and a widely used tool to fill the processes of teaching and learning with dynamism.

According to the English Oxford Living Dictionaries, a song is a "short poem or other set of words set to music or meant to be sung" and nursery rhymes are defined as a "simple traditional song or poem for children."

Schoepp (2001) shares several reasons of why songs should be used in an EFL/ ESL classroom. The first one is Affective, which according to Krashen (1982) and his Affective Filter Hypothesis, teachers must try to create a good and positive atmosphere in the classroom in order to produce and improve a better language learning. Songs and nursery rhymes are a

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way to achieve this as students normally like and enjoy them. The second reason is Cognitive, which is evidenced by the fluency of students when speaking. This is what Gatbonton and Segalowitz (1988, p.473) call automaticity and it can be developed with songs as they have catchy melodies and repetitive expressions which makes it easier for students to memorize them and to know when to use them. The last reason is Linguistic and according to the author, songs show students an informal but authentic language. It is good for students to be familiar with expressions and words present in songs, as in a real context they may also face situations in which they will need them. For this study was important to have all these aspects in mind as songs and nursery rhymes are the 'how' to develop the speaking-monologue skills of special and non-special needs students.

All the concepts already defined are key to the development of this research project as they represent a working line. In the face of a case of inclusion, researchers seek to improve the English speaking-monologue skills of a third grade with special and non-special needs students through the creation and implementation of a didactic unit, in which songs and rhymes are the most important tool to achieve this.

CHAPTER 2

2. METHODOLOGY

2.1. RESEARCH DESIGN

The methodology used for this research project is qualitative, (Bricki & Green, 2007, p.3) define this type of research by stating that it "is characterised by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis". Researchers are not external to the subject matter of the study or to the participants as one of the two is the actual teacher of the students who are part of the didactic unit. Therefore, different aspects of the problematic arise from the own experience and the point of view of the researchers. According to the above, this is also a participatory action research, which (Pain, Whitman and Milledge, 2011) define as "collaborative research, education and action used to gather information to use for change on social or environmental issues. It involves people who are concerned about or affected by an issue taking a leading role in producing and using knowledge about it."

Improving the learning situation where this project takes place and providing help to other educators who have similar situations was expected.

In order to accomplish and to develop the present research project and meet its aim, it was necessary for researchers to collect information regarding Colombian and Liceo Bella Suiza

School inclusion policies, the Common European Framework of Reference for Languages (CEFR) and Colombian standards for foreign languages: English, which appear in the 'Guía 22', and third grade students current English speaking skills to be able to act and propose the strategies to develop and improve them.

Observation, note taking, descriptions and data analysis were fundamental in the development of the study, however, quantitative elements were also used to obtain more information.

2.2 CONTEXT

The proposal of this didactic unit was addressed to the educative institution Liceo Bella Suiza, a private institution which provides to community the personalized educational service. It also has an educational program aimed exclusively at students with special educational needs, which operates since 2008. This institution is located in the southwest of Santiago de Cali. Currently, it has 13 classrooms that are distributed among elementary, high school and a "support" classroom to serve students who belong to the inclusion program and need more attention in their learning process. In the common areas, the educational institution has a sports center, two auditoriums with capacity for 100 people, a cafeteria, ten bathrooms, two coordinator's offices, a principal's office and a secretary office. Also, this institution serves to general students and students with special educational needs at the levels of Preschool, Basic Primary, Basic Secondary and Middle School. In fact, the 70% of the student population belongs to the inclusion program.

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This institution works under the concept of personalized education, which objective is the integral formation of students based on a holistic and systemic approach, which seeks to articulate processes that allow students to develop the necessary skills so that they can respond effectively to the demands of their environment. For this reason, teachers only work with groups up to 15 students, so that each teacher can identify easily the strengths and weaknesses of each student, and adapt the content and methodology to their needs.

2.3 PARTICIPANTS

The proposal of this didactic sequence was addressed to the third grade of Liceo Bella Suiza School which had 10 students; eight of them belonged to the inclusion program as they had clinical diagnosis which affect the regular development of their learning process. Some of them are Autism, Down's syndrome, Asperger's, Attention Deficit Hyperactivity Disorder (ADHD), Hyper Activism and others.

Because of this, the department of psychology implemented a flexible curriculum which adapts the knowledge to students, facilitating in this way, the learning process.

In order to provide a better context, students and a brief description of their diagnosis will be presented. The diagnoses shown in the table below, had been provided by the school's psychology department and certified by medical specialists. Additionally to this, one of the researchers who is also a teacher in the institution, brought important information about the

students taking into account their qualities and attitudes towards the process of English learning.

It is important to emphasize that the class group presented in the chart is very diverse in terms of the diagnoses, where several particularities can be evidenced. Only 2 out of 10 students were regular. However, this has not prevent the group from making progress in learning English as they achieve satisfactorily what is proposed to them; something that could cause a certain degree of curiosity coming from an inclusion group.

The following table lists the students who participated in the didactic unit, where their diagnosis and some personal characteristics are presented. In addition to this, to protect their privacy and intimacy, names will be changed to numbers.

Student #	Diagnosis
1	Moderate cognitive deficits. The student presents problems from moderate to severe in memory, speech and decision-making. The student shows a great interest in learning English, although it is difficult to pronounce correctly because of his diagnosis. The songs and games work as a motivation to keep trying, making each time a more significant improvement in the clarity of his speech.

2	Atypical autism. This diagnosis presents mixed specific development of the language, especially the expressive language disorders. Despite this lack of oral expression, this student is characterized by a very broad memoristical register, also recognizes very well vocabulary and words of interest and uses them outside of class.
3	Down syndrome and autism. Autism is a psychological disorder that is characterized by the intense concentration of a person their own inner world and the constant loss of contact with the outside world. Although this diagnosis limits the ability to express themselves orally, the student can make relationships between image words with the vocabulary of the class, also shows a taste for rhythmic songs and movement, something not very usual in these diagnoses.
4	Regular student. This student has had an early interaction with inclusion peers. It has formed her as a person with values of tolerance and respect for diversity.
5	Asperger, it is within the autism spectrum, handles great skills, and excellent memory. This student finds great affinity with the English, has some shortcomings in the pronunciation of some words, but stands out in the register of new vocabulary, However, it is difficult for him to assimilate structured cognitive processes.
6	Down syndrome is characterized by a typical physical appearance, intellectual disability and developmental delays. In addition, it may be associated with heart disease. In some cases it is shown to be more severe, compromising other skills such as writing or reading. There are also other cases that despite presenting this diagnosis are very functional as the case of this student, which has a basic

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	level that could be considered advanced by its diagnosis. Also has some difficulties in pronunciation but always achieves the objective of the classes. The student is participatory and rhythmic and follows instructions very well.
7	ADHD (attention deficit hyperactivity disorder) As well as a mild learning disorder is diagnosis that makes it impossible to concentrate on a single task and have self-control. It is also difficult to record, process and even receive information. In this case, it also compromises the writing and reading, and presents difficulties with solving problems.
8	Down syndrome is characterized by a typical physical appearance, intellectual disability and developmental delays. In addition, it may be associated with heart disease. In some cases it is shown to be more severe, compromising other skills such as writing or reading. Nevertheless, this student has great capacities. The student shows a great interest in learning new subjects and vocabulary, although it is difficult for to pronounce some phonemes, the student always looks for the best way to be understood.
9	Regular student. Despite of being the first time the student interacts with inclusive classrooms, she shows respect and companionship. Also, if necessary, guides and helps them.
10	Attention hyperactivity deficit disorder. Diagnosis that affects the ability to be focused and have self-control when the student feels pressured and as result can get frustrated. In addition, the student is a student who finds it difficult to make relationships between meaning and word. Although at

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the level of pronunciation the student is able to identify the vocabulary quite well. He is a student that with the right guidance and avoiding frustration achieves great progress.

2.4 DATA COLLECTION TECHNIQUES

2.4.1 Documents and records

On one hand, the official documents: decree 1421 of 2017 and "Ley general de educación 115 de 1994" were used in this research project to describe the Colombian context in relation to the inclusive education. On the other hand, the CEFR and the "Guía 22" were used as tools to know the teaching and learning standards for English in the country. These two last documents allowed the establishment of the topic, standards, tools and descriptors for the didactic unit and the diagnosis and evaluation rubric.

2.4.2 La Guía 22

Through this document the ministry of Education in Colombia defines the basic competence standards for English, from first to eleventh grade established in the country. Its aim is to have citizens who are able to communicate in a second language (English) and participate in the global world.

In order to construct the didactic unit it was necessary to compare the standards of the Guía 22 with the descriptors for A1 presented in the Common European Framework of Reference for Languages (CEFR) and, lastly with the curriculum for third grade of Liceo Bella Suiza School.

2.4.3 Diagnosis Rubric

A rubric was used to make a diagnosis of the population sample in order to know their speaking skills level and the aspects of it that need to be improved. According to the British Columbia Institute of Technology (2010) rubrics are "descriptive scoring grids used for assessing and scoring student performance."

This rubric was adapted from the rubrics used in English and French mid-term exams made by the professors of the Foreign Languages program from Santiago de Cali University which are based on the CEFR.

It possesses 5 descriptors of what it needs to be performed by students, which are distributed in two categories, 'content' and 'language structures'. This first category descriptors focus on the ability to talk in a coherent and cohesive manner about the food that the student likes. The second category descriptors focus on the components of the language such as vocabulary, phonetics and pronunciation and morphosyntax which refers to grammar structures.

DIAGNOSTIC ACTIVITY- SECOND GRADE LICEL BELLA SUIZA SCHOOL
TOPIC: FOOD I LIKE

ORAL PRODUCTION A1 LEVEL	A	B	C	D
CONTENT				
The student is able to talk about food that she/he likes	0.5	1.0	1.5	2.0
The student produces and coherent and cohesive discourse	0.5	1.0	1.5	2.0
LANGUAGE STRUCTURES				
Vocabulary: the student uses an elementary repertoire of words related to food and the expression I LIKE	0.5	1.0	1.5	2.0
Morph syntax: the student uses simple grammatical structures and forms correctly	0.5	1.0	1.5	2.0
Phonetics and pronunciation: the student produces in a comprehensible way a limited repertoire words	0.5	1.0	1.5	2.0

TOTAL   /10

The results of this diagnosis are presented down below in a graphic made for each one of the components of the rubric. The percentages represent the students that presented the diagnosis and they are also classified according to the points they obtained among 0.5, 1.0, 1.5 and 2.0.
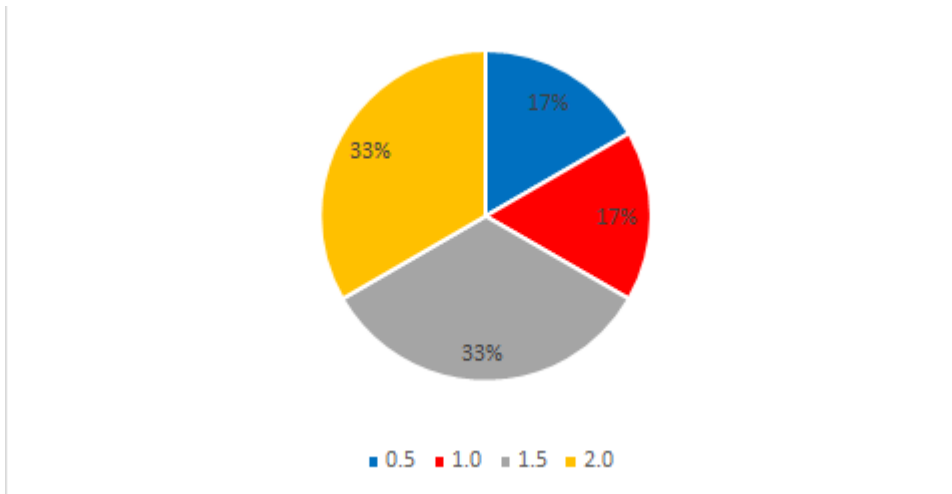

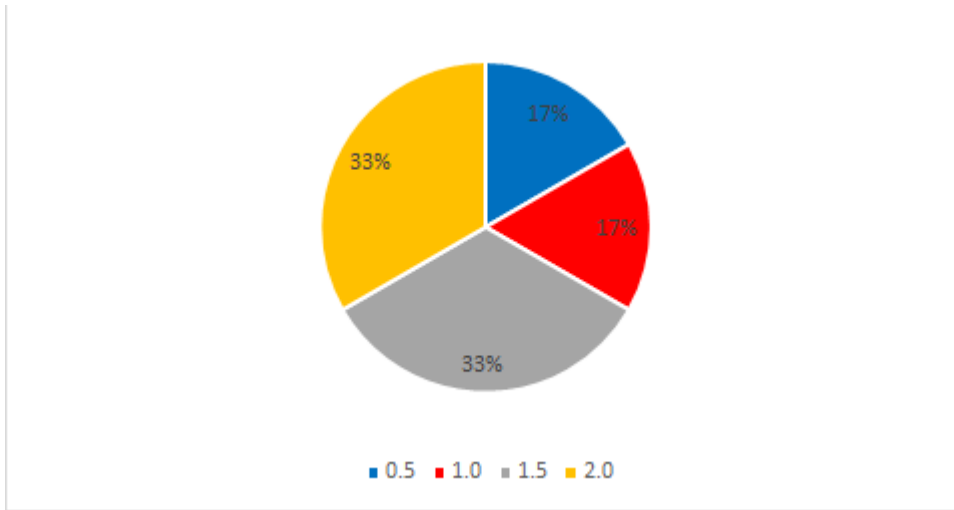*Figure 1. Content: The student is able to talk about food that she/ he likes*

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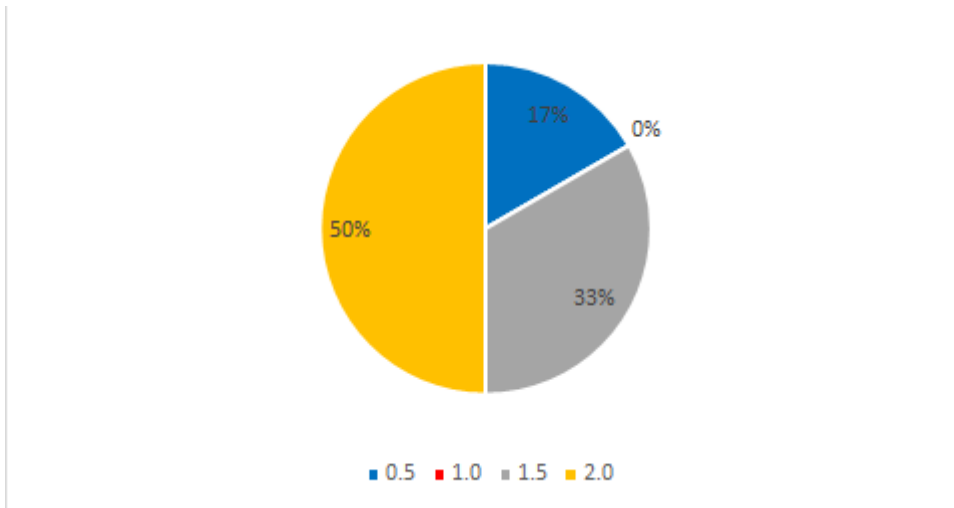*Figure 2. Content: The student produces a coherent and cohesive discourse*
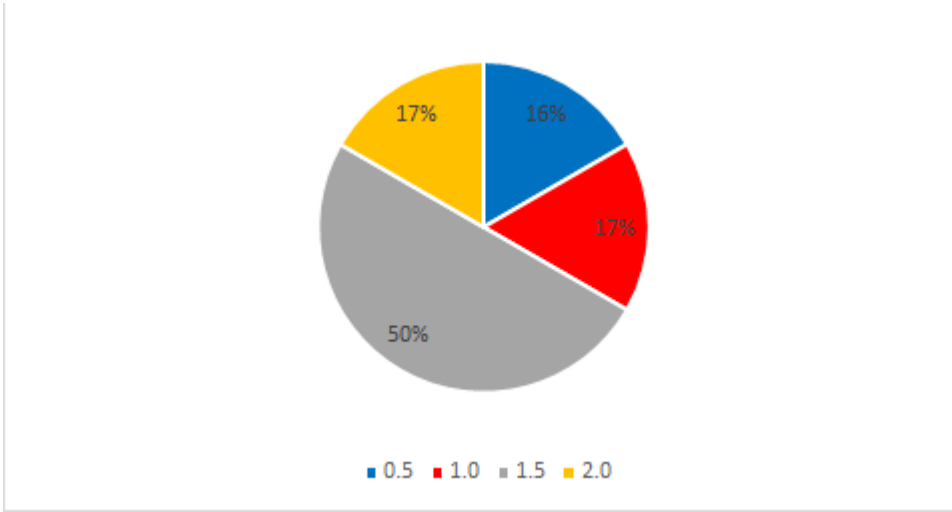

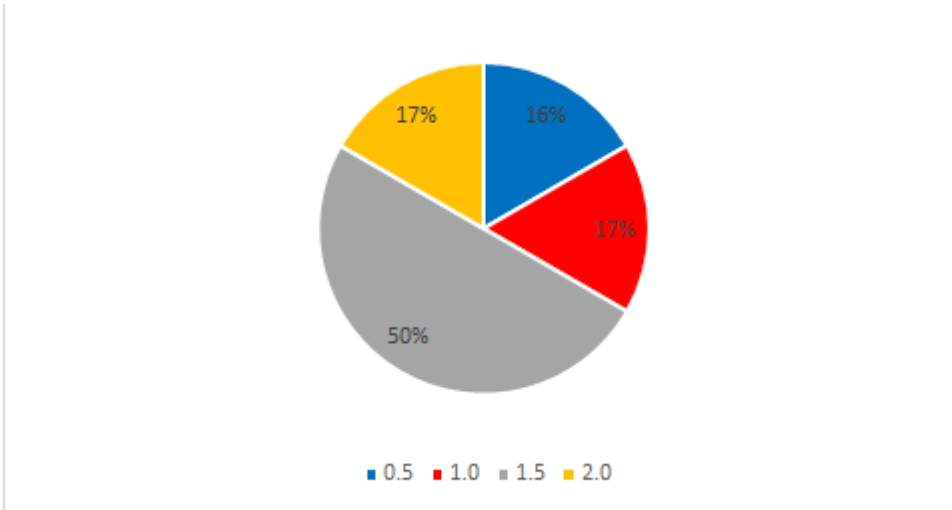*Figure 3. Vocabulary*

Figure 4. Morphosyntax

Figure 5. Phonetics and pronunciation

2.4.4. Evaluation Rubric

In order to evaluate students in the end of the didactic unit the diagnosis rubric was used.

According to the results of this final evaluation it was possible to compare both results and

know whether students speaking skills improved or not according to the aspects taken into account in the rubric.

FINAL EVALUATION ACTIVITY- THIRD GRADE LICEO BELLA SUIZA SCHOOL
TOPIC: DESCRIBING MYSELF

ORAL PRODUCTION A1 LEVEL	A	B	C	D
CONTENT				
The student is able to describe him/herself	0.5	1.0	1.5	2.0
The student produces a coherent and cohesive discourse	0.5	1.0	1.5	2.0
LANGUAGE STRUCTURES				
Vocabulary: the student uses an elementary repertoire of words related to the parts of the body and adjectives to describe him/herself	0.5	1.0	1.5	2.0
Morph syntax: the student uses simple grammatical structures and forms correctly	0.5	1.0	1.5	2.0
Phonetics and pronunciation: the student produces in a comprehensible way a limited repertoire words	0.5	1.0	1.5	2.0

It is important to highlight that the rubrics presented below are composed by the same standards of evaluation before mentioned. However, the first test corresponds to the diagnosis made to students to know their language level from a topic already known by them. The second one is the final evaluation about the topic proposed in the didactic unit. This was done in order to measure the impact of the use of songs and rhymes to develop English speaking skills.

2.4.5. Field notes

During the application of the didactic unit carried out by the researcher who is also the actual teacher of the students, field notes were used by the second researcher to record

through observation everything that occurred in classes. The methodology used in this research project in order to carry out the process of note-taking is proposed by Schatzman and Strauss (1973) as cited in Darren Newbury (2001). According to the authors, notes should be organized in three categories which are 'observational notes', 'theoretical notes' and 'methodological notes'.

The first one emphasizes on the action of describing everything that is seen and listened without interpretation, the second requires interpretation of what has been described in order to construct ideas and the last one refers to the reflections made from the above. With the information collected from this process it was possible to perform analysis that allowed the researchers to know what aspects of the didactic unit encouraged the learning and the improvement of speaking monologue skills in students and which ones did not. It is important to clarify that the process of note-taking and specifically the step of theoretical and methodological notes were completely subjective as the assumptions made depend on the person carrying them out.

2.4.6 Didactic Unit

The didactic unit presented on this project had as its objective to improve the English speaking monologue skills of students of third grade at Liceo Bella Suiza School. 'Physical appearance' was the subject to work on and it included topics such as parts of the body/face (eyes, ears, mouth and nose), adjectives (big, small, short and tall) and simple grammar structures (I have and I am). All of the above was purposefully selected and narrowed in order to focus on specific vocabulary and achieve its learning by students.

Six classes were prepared so that students would be able to describe themselves in a fluid way. In class number one, students learned the parts of the body/face vocabulary with the aid of the nursery rhyme 'Head, shoulders, knees and toes', total physical response method and the use of popsicle flashcards[3]. During class number two, students learned the adjectives big, small, short and tall with the adaptation of the song 'Open Shut Them' and popsicle flashcards. In this class, students linked with the help of the teacher, the parts of the body already learn and the adjectives big and small in order to say 'big eyes', 'small nose', etc. For class number three, students learned the grammar structure 'I am' and used it along with the adjectives short and tall. Activities such as singing, height measuring and storytelling were done.

In class number four students learned the grammar structure 'I have'. For that, students reviewed what was learned in class number two, made a portrait of their faces and present it to the class by saying sentences like 'I have big ears'. Two review activities were done in class number five with the purpose of deepening what students learned in the previous classes. In the first activity students participated in a flashcard search in the park and in the second activity students sang all of the songs that were part of the didactic unit.

For the final class, number six, the evaluation was made. Students were asked to make a drawing of themselves and then, describe their physical appearance in front of the class. The evaluation rubric mentioned above was used in this final class.

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[3] Flashcards with a popsicle sticks glued so that students could grab it.

2.5 VALIDITY

In order to guarantee a proper, effective and efficient development of this research study and meet its objectives, it was necessary to have pertinent data collection techniques that would allow researchers to obtain accurate information in each of the steps of the study. The "Guía 22", the CEFR, the diagnosis and evaluation rubrics, field notes and the didactic unit were the instruments needed to accomplish it.

2.5.1 Quantitative Data

The rubrics made for the diagnosis test and the final evaluation of the didactic unit were based on the model used by the program of foreign languages of the University of Santiago de Cali. These in turn, are carried out under the guidelines of the Common European Framework of Reference for Languages. In this way, it can be guaranteed that the data collected was in accordance with official standards.

2.5.2 Qualitative Data

As the didactic unit is an important element in this research, it needed to be well founded and in agreement with two standards; the CEFR and the Colombian 'Guía 22'.
The topics, objective and component of rhymes and songs were all taken from the official documents already mentioned.

Field notes are completely subjective, however, they were carried out through a very complete process proposed by Schatzman and Strauss (1973) in which interpretation and reflection are fundamental parts. It allowed the researchers to give a proper process to the information collected.

2.6 ETHICAL ASPECTS OF RESEARCH

For the development of this study the names of students were not exposed in order to keep their identities reserved. Instead, students were listed from 1 to 10 to refer them.

In addition, any confidential information of the school or students was revealed.

3. FINDINGS

3.1 FIELDNOTES DATA ANALYSIS

Having finished the implementation of the didactic unit it was possible to have a written record of what was evidenced during the classes by the researcher in charge of the field notes. These notes were analyzed according to the Schatzman and Strauss (1973) methodology explained above, subsequently, it was possible to notice a few recurring aspects that were established as categories and which are explained below.

Even though this research project focused on developing the English speaking skills of an inclusion classroom through rhymes and songs, it is completely important to keep these categories in mind as they can influence the learning process in a positive or negative way.

3.1.1 Tutors' role

According to the 1421 decree of August 29th 2017, which regulates the educational care for the disabled population in Colombia, tutors are an important investment line as they are in charge of carrying an accompaniment process with the students that need it.

Through the application of the didactic unit developed in this research project and the process of field note taking, it was possible to notice the importance of these parties in the classroom, but also, the different effects they can produce on students.

Tutors were seen as individuals that help students achieve the different objectives of each activity performed in class by means of guidance to students that had difficulties to draw and follow instructions, and oral reinforcement to students with issues to produce clear sounds.

Regulation and stimuli were important aspects that tutors were especially attentive with, as in cases of Asperger's and Autism the hyperactivity and oppositional behaviors were very common and frequent. For this reason, it was fundamental for tutors to establish certain limits and make deals with students.

As a consequence of the above, it was noticed that from time to time tutors unconsciously isolated students from their peers by sitting them against the wall and not allowing them to communicate or have contact with their classmates.

During the sixth class, one of the tutors sat next to the student #2 who at the same time was next to the wall.

All of this was done with the aim of controlling special needs student's actions. However, this strategy can be a limiting which will not allow the student improve his social abilities.

The level of English of tutors was not very high but there was no need for it to be as grammar structures were simple and easy to understand for them. Still, it was important to have a good pronunciation in order to reinforce the work done by the teacher and be a help for students with difficulties. It was evidenced in some cases that the repetition of words

and sentences by the tutors to the students gave them confidence of what was being learned and allowed them to produce freely.

Tutor's role was well appreciated and its importance was noticeable as they support the learning and teaching process in the classroom. Nevertheless, it is necessary to establish agreements between them and teachers in terms of break and working time, and also, it is important to share previously with them the activities that will be developed during the class and the way in which they can guide the learning process.

3.1.2 Group management

According to the Glossary of Education Reform by Great Schools Partnership, classroom management refers to several strategies and techniques that teachers use to keep students attentive, concentrated, ordained, and productive in the class. When the classroom management strategies are executed effectively, the teacher minimizes the behavior of students that impedes the normal development of the class while maximizing the learning and engagement.

As in the field notes it was recorded, one of the most effective strategies used by the teacher to control students with special and non-special needs was a tool called "traffic light". This tool consisted in a small board with three divisions. It was located next to the principal board, so that all students were able to see it. Each one had an emoji with a color. The first

one was 'happy' with green color. The second one was 'regular smile' with yellow color and, the third one was 'sad' with red color. In each division there was a pocket where palette sticks with the students' photos were put according to their behavior during classes. As a result of it, the management regulation of the class was very effective. It was possible to see that student #10 diagnosed with Autism and conduct disorder showed positive reinforcements when he was called to pay attention with this tool, getting him to self-regulate and not interrupt and work on the activities.

The traffic light was a good strategy to classroom management and beyond, it is highly useful for teachers who have not had contact with inclusive classrooms. Due to the diagnoses in this classrooms something significant to note, was that students with special needs shared a pattern of conduct disorder. In general, these diagnoses reacted effectively to negative/positive stimulus and reinforcements to which they were exposed. As Skinner (1938) defined it, "positive reinforcement" is the strengthening of behavior by the occurrence of some event such as motivational words after a student performs an activity correctly while "negative reinforcement" is the strengthening of behavior by the removal or avoidance of some aversive event such as misbehaving during class.

Considering the above, it is possible to observe the relationship of the results obtained in his experiment and how this can be implemented in activities that allow students to have a sequential routine; as well as having positive and negative reinforcements, allowing

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teachers to have a more effective control in their behavior, thus improving the process of learning English. Also, it is important to emphasize that in an inclusive classroom external motivations are necessary to call students' attention and to capture their interest to create in them a habit of learning. During the classes it was evident that the use of the traffic light functioned as a behavior regulator, where according to the activities they carried out, they obtained a color. The majority of the students worked towards being in the green color, since they were conditioned that it meant a happy face, as well as the students that were in the red color, looked forward to improve and to attend to green color.

3.1.3 Teacher's role

Teachers are defined as individuals which through various ways help students to learn (Harden and Crosby, 2000). Although their aim is to develop a learning process, there are different roles and responsibilities that they must assume. In an inclusive classroom, it is important to encourage activities that delegate some responsibility to the students, since achieving the proposed goals motivates the students to continue. However, it is important to keep in mind that the level of difficulty must respond to the diversity of the classroom because the level of difficulty is adapted to the student and not the student to the level of difficulty.

During the application of the didactic unit and through the field notes it was possible to see the importance of an inclusive teacher knowing the diagnosis of each student of the

classroom. This was necessary in order to determine the level of exigency and the flexibility given to the students as due to their diagnosis they had different abilities and capacities. As a result of it, students did not feel frustrated by the teacher, who also had the role of conciliator within the conflictive situations that were presented between the students.

It was also noticed that the teacher needed to be prepared to make any adaptation or modification of class activities in case the already planned ones were not working as expected. In order to do this, it was indispensable to have very clear the objectives or what the teacher wanted to achieve with the activity. During classes the attitude of students was not always the most enthusiastic. This is why among the responsibilities of a teacher, there is motivation. In cases where students, regular or with special needs, did not want to work, it was important to motivate or stimulate them with outings to the park to play or candies for the ones that worked well. Even though this worked and students showed a better disposition for the class, teachers should be careful with this type of stimulation for students not to get used to it and work only when proposals like the ones expressed above are mentioned.

One essential aspect of any class that must not be forgotten is interaction. In an inclusive classroom it might be difficult to have it because of the diagnosis of students such as autism, ADHD, Down's syndrome, etc. To have better control of this, it was the responsibility of the teacher to strategically organize the students. Organizing the chairs in

the shape of a horseshoe was a way to give every student the possibility to see and interact with everything that was done in the class without any visibility barrier.

With the analysis of the data collected through the field note taking process there were also some aspects that were not completely taken into account during the application of the didactic unit but are listed as recommendations for teachers.

It is the responsibility of a teacher in an inclusive classroom to

- Give clear instructions before giving students the material to work.

- Think about and prepare a material easy to use and manipulate by all the students having into account the limitations of their diagnoses.

- Establish agreements with tutors regarding their break and their time of work.

- Plan activities according to the abilities of students and their limitations in order not to frustrate them and consequently affect their learning process as students with SEN may desist from it. It is fundamental to allow students to learn and progress at their own pace without trying to force them.

- Regulate students' trips to the bathroom as sometimes they take too much time and miss moments of the class.

- Have the material for the class ready and prepared to avoid classroom clutter.

- Develop balance between regular and special needs students regarding the level of attention given to both type of students.

- Comply with what is promised or agreed with the students.

- Restricting the consumption of drinks and food during classes to avoid classroom clutter and spillages which could cause distraction.

- Plan or adapt the activities to the time of the day because of some diagnosis students may be exhausted in the last hours.

- Constantly supervise the development of activities carried out by the students to prevent students from doing anything other than what they were instructed to do.

- Organize the students in the classroom depending on their diagnoses and the level of attention they need as some must be in the front and others more separated. Regular students may be a help, therefore, it would be better not to place them together but rather place them among students with special needs so they can pay a little bit of attention to their own classmates and redirect them in case they deconcentrate.

3.1.4 Regular students' role

Bearing in mind what the UNESCO (2011)[4] mentions about the type of individuals in which the special needs education focuses on, it is possible to define regular students as individuals that do not require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education program. This students do

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[4] *Special needs education. Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities.*

not present disadvantages in relation to physical, behavioral, intellectual, emotional or social capacities.

In the field note taking process, regular students were registered as students which support teacher's performance by taking the lead in order to regulate the behavior of their SEN classmates and guide activities in the classroom in the presence or absence of the teacher. In the third class, students # 7 and # 8 almost interrupted an activity which consisted in going in front of the class by turns to measure themselves. These students wanted and were trying to go to the front of the class when it was not their turn and while another classmate was starting to do the activity. In this moment, student # 9 got up from her chair and told the classmates that it was not their turn while she pushed them back gently.

Because of it, the teacher did not have to stop the class to tell students to sit down and wait for their turn, action that could have interrupted or stopped the development of the activity by the other student.

Additionally, an important aspect that was taken into consideration and that needs to be worked on, came up from one interpretation of the attitude of student # 4 which presented a discouragement during the second class while the teacher was focused on the special needs students and their difficulties. It is necessary to try to have a balance between the level of attention that is given to both special and non-special needs students as the former students can be able to feel that they are .not as important as their other classmates and that less attention is given to them. Boredom can also be felt by regular students as it takes more time for their special needs classmates to achieve the objectives of activities done in the

class. In this case, it is recommended to give positions or responsibilities to regular students for them not to feel discouraged.

3.1.5 The use of mother tongue in foreign language inclusive classrooms

During the classes it was noticed that the teacher did not only use a foreign language to carry out the process of teaching and learning. This was because of the diagnoses of students that could feel frustrated by not fully understanding what the teacher was saying, which could have affected their classroom performance. These types of situations often occur when they do not understand phrases or new vocabulary in L2.

For the above reasons, the use of the mother tongue was completely necessary for students to understand instructions, some commands and attention calls.

In fact, Auerbach (1993) states that starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves.

Furthermore, in the field notes it was evident that the use of mother tongue (L1) was necessary part of the time when students did not have the meaning of some vocabulary clear. It was also fundamental to make attention calls in the L1 because in order to make behavior corrections, students needed to have the message that they were being told clear.

 In the second class, student #10 was not focused in the objective of it, which was singing the song "head, shoulders, knees, and toes". The teacher saw this attitude and called his

attention in Spanish, in a clear manner and with a soft tone of voice, which caused the

student to focus again in the activity and its performance.

3.2 DIDACTIC UNIT EVALUATION

3.2.1 Songs and rhymes

As already mentioned in the conceptual framework, Krashen (1982) states that, teachers

have to produce a suitable environment that allows students to feel comfortable to improve

their language learning and make them produce with fluency; songs are a way to achieve it.

During classes, the excitement with which students sang the songs was registered, how

almost effortless it was for them to do it despite their diagnoses and how they all were part

of it. Movements were an addition that made sense of what students were singing and that

allowed them to acquire and learn new vocabulary.

It was evident that students such as # 1 and #8 improved their fluency due to constant

practice of songs related to the vocabulary of parts of the body and adjectives. It is

important to emphasize that even though the diagnosis of these students compromised their

language skills it was possible to observe a significant improvement in their fluent

pronunciation.

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3.2.2 Materials

Gebhard (2006, p. 1913) mentions three type of authentic materials, which are:

1. Authentic Listening/Viewing Materials.

2. Authentic Printed Materials

3. Realia Used in EFL/ESL Classrooms.

These types of materials such as authentic listening and the use of songs created and adapted to the content of the class by the researchers, helped students to connect even more with the class topic. The use of printed material, including popsicle flashcards with important vocabulary used as a tool so that students were able to interact with the topic was important as well. Although, very significant results were found for the research, such as the external stimulus to participate through the images, some disadvantages were also found. In class # 2, it was noticed that due to the small space of the classroom, the use of this material was uncomfortable for students, since a little disorder could be observed when manipulating the popsicle flashcards.

3.2.3 Activities

From various points of view, the organization and planning of a class is one of the most important processes in teaching. Kay, (1999), as cited in Velandia (2008) describes the development of a class in four steps. The first one is 'warm up', which is the initial activity that connects students to the main topic of the class. The second and third are 'presentation'

and 'practice', which focus on the attention of student's learning process; and the fourth one is the 'assessment', which consists of activities such as games, homework or projects. In this stage students have to work by themselves while the teacher checks their progress and achievements.

Taking into account the above, the following activities were carried out. Classes # 1, #2 #3 and #4 started with a warm up based on songs related to the general objective of the didactic unit, which was the description of the physical appearance. As most of the students belonged to the inclusion program, it was decided to start the first 4 classes with songs in order to establish a routine and pattern of class. As a result, it was evident that the use of songs was a pleasant experience for the students since none of them felt excluded from the activity, not even the students with diagnoses that affected their speech. Also, activities were carried out with authentic printed material such as popsicle flashcards and a tall meter, which made their participation more active and dynamic, so the learning was much more significant. Finally, the use of everyday materials such as the mirror helped them to feel that the topic and activities of the class were adapted to their daily lives.

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3.3 DIAGNOSIS AND FINAL EVALUATION DATA

As previously stated, a diagnosis and final evaluation were made in order to know the level

of students' English speaking monologue skills before and after implementing the didactic

unit.

Its categories are explained in the following chart:

Category	Diagnosis	Final evaluation
1	The student is able to talk about food that he/she likes	The student is able to describe him/herself
2	The student produces a coherent and cohesive discourse	The student produces a coherent and cohesive discourse
3	**Vocabulary:** the student uses an elementary repertoire of food words	**Vocabulary:** the student uses an elementary repertoire of parts of the body words and adjectives
4	**Morphosyntax:** the student uses simple grammatical structures and form correctly: I LIKE	**Morphosyntax:** the student uses simple grammatical structures and form correctly: I AM / I HAVE
5	**Phonetics and pronunciation:** the student produces in a comprehensible way a limited repertoire of words	**Phonetics and pronunciation:** the student produces in a comprehensible way a limited repertoire of words

By doing the analysis and comparing the results obtained from the diagnosis and the final evaluation, three major outcomes were found. The first one was the increase and stability of students' vocabulary learning, the second one, the improvement of pronunciation and the third one, the decrease of student's construction of grammar structures. Although 10 students finished the process of this research, only 6 students presented the initial diagnosis. This is why the results, data and percentages presented were based on the comparison of the tests of these 6 students.

3.3.1 Increase and stability of students' vocabulary learning

When analyzing students' individual results in both diagnosis and final evaluation, it was possible to see that the 33% of participants had an increase, and the 67% remained stable in the third category which contemplates the vocabulary.

It is believed that this increase occurred due to the fact that the vocabulary was very well selected and limited. It was better to focus on a few words and ensure the learning of these than having excessive vocabulary that could confuse the students, making them incapable of learning them all. Songs and rhymes were also fundamental for students to learn the vocabulary as in case they did not remember the vocabulary, they could sing the songs and bring it back to their memories.
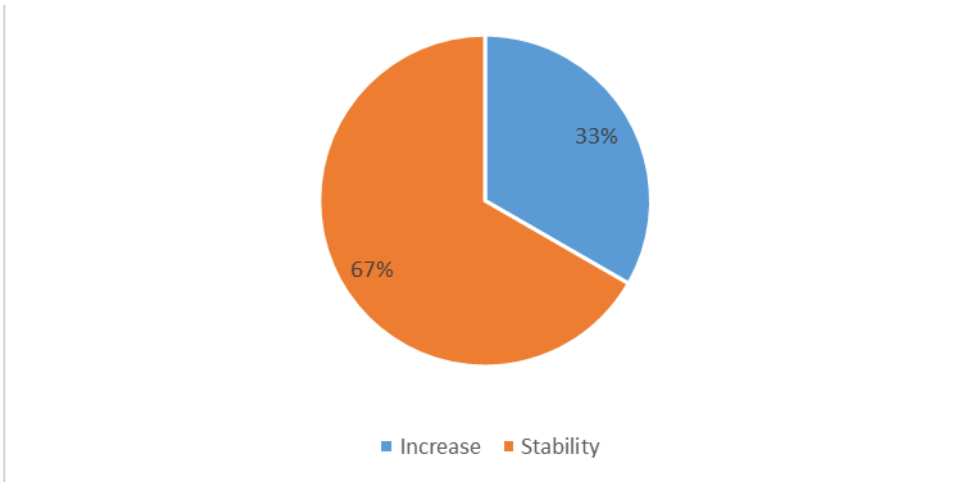
Figure 6. Increase and Stability of Category 3: Vocabulary

In graphic 7 it can be seen the improvement that student No 5 had in the category already mentioned. However, a decrease in the first and fourth category which correspond to the ability of describing himself and to the correct use of grammar structures is visible.

With respect to the student No. 5 and his results in the fourth category it is interpreted that because of his diagnosis it was more difficult for him to learn and assimilate the two grammar structures proposed in six classes. This, correspondingly, affected the result of the first category which includes all aspects of the English speaking monologue.
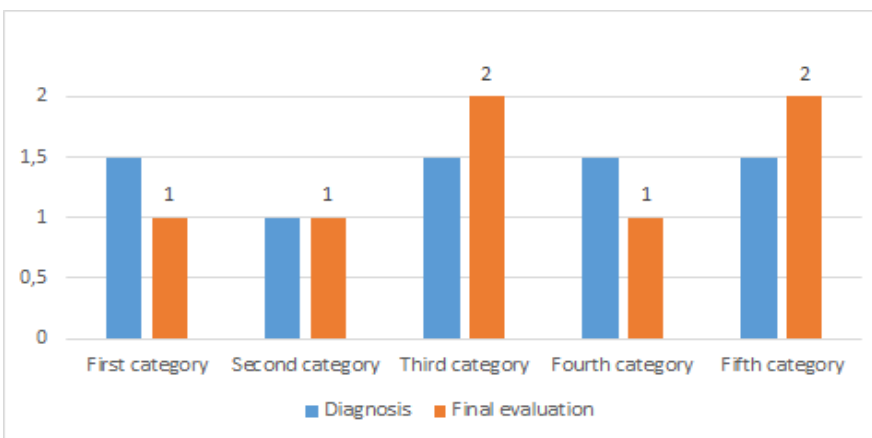
Figure 7. Comparison of Diagnosis and Final Evaluation of Student No.5

3.3.2 Increase of students' phonetics and pronunciation

A significant increase in pronunciation and phonics which corresponds to the 66% of students was found. However, stability and decrease were both evidenced with the 17% of students for each one.

As it has been already mentioned, songs are a helpful tool to improve students pronunciation and fluency as students are not focusing on pronouncing the words correctly but on following the lyrics of the song, which is funnier and makes it easy for them to learn. In this case the pronunciation depends on how good the words are pronounced in the song, either it is a recorded song or it is sung by the teacher. It was possible to see that the teacher had a good pronunciation, except for the word "small" which he pronounced as /esmɔ:l/ adding a /e/ sound at the beginning. This is why some students had a decrease in phonetics and pronunciation.
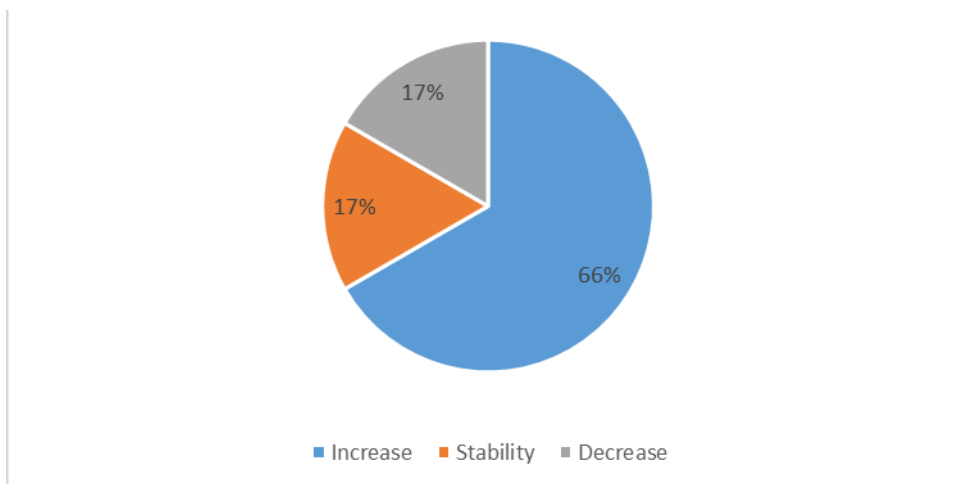
Figure 8. Increase of category 5: Phonetics and Pronunciation

In the following graphic the results of student No. 7 are presented and the improvement in the fifth category can be seen. There is also a decrease in categories one, two and four which correspond to the ability of describing herself, the production of a cohesive and coherent discourse and to the correct use of grammar structures.

As explained in the graphic of student No. 5, the student No. 7 presents the same, but more seriously, difficulties to assimilate the grammar structures due to her Attention deficit hyperactivity disorder. It is thought that more classes were needed for the student to learn the structures properly. In this manner, the low results in the fourth category do not allow the student to provide a correct description of herself.
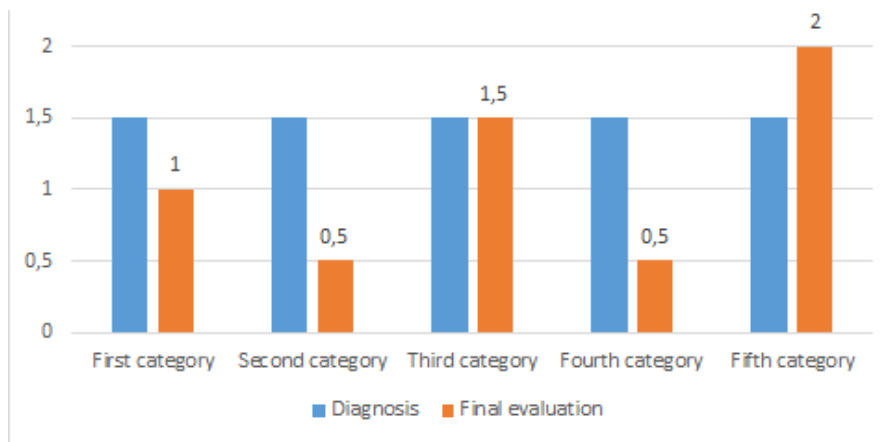

Figure 9. Comparison of Diagnosis and Final Evaluation of Student No.7

3.3.3 Decrease of students' construction of grammar structures

Even though positive results were found in the first and second outcomes, negatives results also appeared. It was found that the 50% of students had a decrease and the 33% present stability in the fourth category which contemplates the morphosyntax. On the contrary, only the 17% of students had an increase.
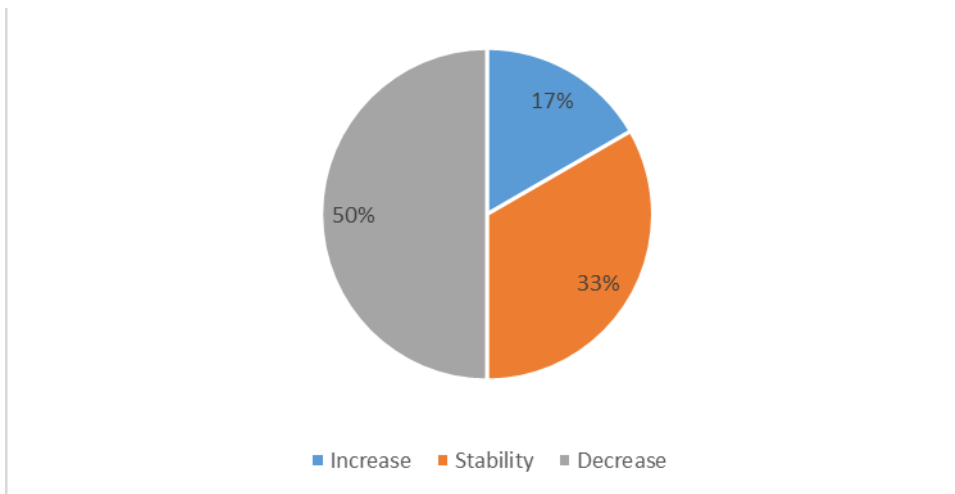

Figure 10. Decrease of Category 4: Morphosyntax

Because of the above, a decrease in the first and second category which establish the ability of producing a complete, coherent and cohesive discourse was presented.

In graphic No 11. the results of student No.10 are shown as evidence of this final outcome.
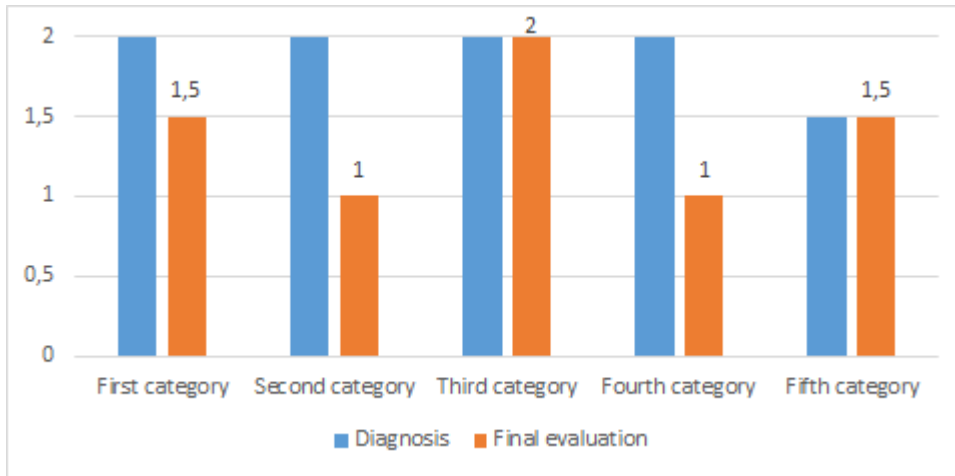
Figure 11. Comparison of Diagnosis and Final Evaluation of Student No.10.

Considering these outcomes it is clear that students did better in terms of vocabulary and pronunciation rather than morphosyntax. It is necessary to clarify that the diagnosis test was applied to students about a topic that had been taught for almost the same amount of time as the topic of the didactic unit, however, this last one, had two grammar structures to be learned while the topic 'Food I like' had only one. It is because of this, that it is thought that it was necessary to have more classes for students to assimilate better the new structures, mostly for students with special educational needs.

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CHAPTER 4

4. CONCLUSIONS

The fundamental objective of this research was to evaluate whether the use of rhymes and songs was useful to develop speaking monologue skills on third grade students in an inclusive classroom at Liceo Bella Suiza School. Also, it is expected that this project works as a guide for EFL teachers who have not had any experience in inclusive classrooms.

To accomplish this objective, a didactic unit composed of six classes in which songs were the principal instrument used, was implemented. As it was an inclusive classroom, it was necessary to adapt the songs to only include the vocabulary needed in order for students to not be distracted by any vocabulary that was not part of what was wanted to be achieved by them. Significant activities with authentic printed material were also performed by students, thus making it clear to all the usefulness of what was being learned.

The following conclusions that are presented emerged from the three specific objectives set for this research project.

The first specific objective sought to describe the inclusive education policy in Colombia and at Liceo Bella Suiza School.

The current Inclusion Colombian laws, such as 1994 General Education Law and the 1421 decree of August 29th 2017 regulate the functioning of educational entities where students with special needs attend. All formal and non-formal educational institutions must accept and guarantee the permanence of all children, regardless of their mental or physical conditions.

In accordance with the above, the Ministry of Education provides the accompaniment of pedagogical support teachers. Its main function is to accompany and guide pedagogical processes in classrooms that are integrated by students with special educational needs. To achieve this objective, teachers should strengthen inclusive education processes through the "PIAR"[5], and its articulation with the main teacher's pedagogical planning to adapt content to the specific needs of each student. With this, it is possible to improve the expected results of the students guaranteeing them the participation and inclusion to the educational processes.

After the intervention at Liceo Bella Suiza, it was found that, as required by the decree 1421 of 2017, three out of the eight students who participated in the didactic unit and belonged to the inclusion program had the support and supervision of a pedagogical tutor. As a result, it could be evidenced that the support of these people improve the pedagogical

[5] *(PIAR): tool used to guarantee the teaching and learning processes of people with disabilities, based on the pedagogical and social characterization, which includes the supports and reasonable adjustments required for the student, among them curricular, infrastructure and all the others necessary to guarantee learning, participation, permanence and promotion. They are an input for the respective teacher's classroom planning and the institutional improvement plan (PMI).*

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learning and evaluation processes significantly, since by having a more personalized contact with each student, it is possible to implement the appropriate strategies for each of them to achieve the proposed objectives. It is important to mention that this accompaniment must also be carried out with the participation of the family in order for it to be continuous and assertive.

It can be concluded that the Liceo Bella Suiza School seeks to adapt every aspect that the ministry of education proposes in favor of inclusive classrooms. However, it is important to mention that Decree 1421 of 2017 proposes other activities and strategies that are not fully complied with in institution, such as; to inform to ICFES[6] about students with disabilities who will take the state exams. In this way, support and reasonable adjustments will be guaranteed according to their needs. Also, creating and keeping current the school history of the student as, medical processes, psychological or psychiatric therapies, medications, among others, with the main objective of maintaining an adequate accompaniment to the formative process of students.

As a result, it would encourage the fulfillment of the right to education of children in a state of disability. Nevertheless, the two aspects before mentioned which are the implementation

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[6] Instituto Colombiano para el Fomento de la Educación Superior (Colombian Institute for the Promotion of Higher Education).

of the PIAR and the continuous accompaniment of the tutors in classroom were the most relevant for this research.

The second specific objective sought to compare the results obtained from the diagnostic test and the final evaluation of the didactic unit implemented on third grade students of an inclusive classroom at Liceo Bella Suiza School.

As stated in the diagnosis and final evaluation data section, by analyzing these two tests three important outcomes arose. It was seen that students had better results in two of the categories evaluated which were vocabulary and phonetics and pronunciation. However, it is evident that students' results with regard to the morphosyntax which encloses grammatical structures were not as positive as they were in the diagnosis, due to the fact that they decreased.

Interpretations of the reason for these results were made, thus obtaining diverse ideas. First of all, songs were sung during the entire implementation of the didactic unit. They were simple and very specific with the vocabulary that was expected to be learned. Also, much emphasis was placed on this part of the unit by complementing the songs with popsicle stick flashcards. Secondly, by proposing songs, it was easier for students to have a good pronunciation as they had to repeat and follow the words, it was not their task to discover the pronunciation by themselves. That is why this aspect depended on how the teacher

pronounced each word of the songs. Thirdly, more than having songs for grammatical structures what was done was to add melody or rhythm to the sentences made with these structures. This possibly caused students not to be able to assimilate, internalize or memorize them. Fourthly, each grammatical structure was taught in one class and both were practiced together in the fifth class of the didactic unit. Considering that it was an inclusion classroom, the time may not have been long enough for students to acquire these structures.

With the above in mind and recapitulating the exposed in the theoretical framework about songs, it can be concluded that songs and rhymes are resources which adapt very well to the processes of teaching and learning in inclusive classrooms as they involve and can be sung and enjoyed by all of the students regardless of their diagnoses. They also allow the class to be dynamic and have a good atmosphere full of positivism. In the context of foreign languages learning, they are a helpful resource for students to learn and pronounce words, common expressions and sentences with fluency. This material is also fundamental for students who find it difficult to construct cognitive processes.

According to what has been found, it could be said that it was necessary to extend the time of application for grammatical structures as it was evident in the end of the didactic unit that the expected results were partially achieved.

The third objective sought to evaluate whether the special and non-special needs students of third grade at Liceo Bella Suiza School achieved the proposed objectives in the didactic unit.

Taking into account the above explained in the second specific objective and re-reading the objective of the didactic unit which sought to improve the speaking monologue skills of third grade students in an inclusive classroom, it is concluded that the didactic unit did not meet its objective completely.

Speaking monologue skills do not consist of one single aspect, but of a set of several of them such as vocabulary, morphosyntax, phonetics and pronunciation and cohesive and coherent discourse. All of this, makes the student able to maintain a speaking monologue. This is why, since students did not have good results in morphosyntax, their whole monologue was affected.

For non-special needs students it was easier to acquire the knowledge and have a good performance. It was evidenced in the results of their final evaluation in which they obtained a high score. All of the activities and the amount of time was enough for them to accomplish the objectives of the didactic unit. However, as it was already explained, for special needs students more time was required.

RECOMMENDATIONS

From the data analysis, conclusions and by having the positive and negative aspects of the didactic unit, different recommendations emerge.

In the first place, it is necessary for teachers to clarify the usage of songs to learn grammatical structures, especially in inclusive classrooms, also considering how many structures are sought to be taught and the time students need to internalize them. This would benefit inclusive students as songs are a fun and a dynamic way in which almost the majority of students, depending on their diagnosis, could be integrated into a single activity, and more than learning vocabulary and improving pronunciation; authentic language can be acquired.

In the second place, during the implementation and in the process of field note taking, an issue was presented. It was normal and constant the absence of different students in different classes due to the existence of the 'support classroom' which is a place where students work on their difficulties with a specialist. If one thinks of the student, this is seem as something positive and needed. However, there's an interrogation of what should be done with these students as they miss classes and what is taught in them. It is fundamental

for teachers to be clear about this in order to set specific objectives with the students and

not saturate them with work.

APPENDICES

APPENDIX A

THE DIDACTIC UNIT

Topic: Physical Appearance

Duration: 6 classes

Objective: To improve the speaking monologue skills of students of third grade

Subtopics: Parts of the body, adjectives, grammar structures 'I have' and 'I am'

LESSON PLAN				
Teacher: Camilo Coral	**Subject:** English	**Period:** 1st	**Date:**	**Grade:** 3rd

COMPONENTS:
 Oral production – Monologue

COMPETENCES	PERFORMANCES	CONCEPTUAL STRUCTURE (UNITS AND TOPICS)	EVALUATION

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LINGUISTIC COMPETENCE **SOCIOLINGUISTIC COMPETENCE** **PRAGMATIC COMPETENCE**	-I recognize the parts of the body -I recognize the descriptive adjectives -I sing songs related to the classes' topic -I associate images with the vocabulary worked in class -I differentiate the structures 'I have' and 'I am' to describe myself. -I follow simple instructions to point the parts of my body.	Body parts: Head, shoulders, knees, toes, eyes, ears, mouth and nose. Descriptive adjectives: Short, tall, big and small. Grammar structure: I am - I have	-Initial evaluation -Ongoing monitoring -Final evaluation

RESOURCES	METHODOLOGY
Flashcards T.V Computer Speaker Popsicle flashcards	**1ST CLASS (1h) THE PARTS OF THE BODY** **WARM UP (10 mins)** The room is organized in a circle and students are told to listen to the 'Head, Shoulders, Knees and Toes' song and watch its video once. Then, students will follow the movements according to the song and

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T will encourage them to sing it. For the last time, students will sing the song by themselves doing the movements.

DEVELOPMENT (20 mins)

Ss are given 4 popsicle flashcards for the vocabulary eyes, ears, mouth and nose. T will ask them to organize the flashcards in the order that they are mentioned in the song. After it, T will mention a part of the body and students will have to raise up the picture that represents it. Then, the activity will be done the other way around, T will show a picture and ss will have to mention what part of the body it is. In the end the student with more points will get a reward.

WRAP UP (20 mins)

Ss will be sit on the floor in a circle and T will play the song 'Head, Shoulders, Knees and Toes' again. For the first time ss will have to point with their hands the parts of the body when they are mentioned in the song. For the second time ss will point only head, shoulders, knees and toes but for the rest of the words they will raise up the flashcards that were given to them earlier.

Popsicle flashcards

2ND CLASS (1h) BIG/SMALL/SHORT/TALL + PARTS OF THE BODY

WARM UP (10 mins)

The room is organized in a circle and students are told to listen to the song that will be sung by the teacher called 'Big and Small'. For the first time students will only listen to it and watch the movements that the teacher does. For the second time students will follow the movements and T will encourage them to sing it too. For the last time the song will be sung by ss with the guidance of the teacher.

DEVELOPMENT (40 mins)

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T and ss will review the vocabulary learned in the previous class about the parts of the body. For it, students will have the popsicle flashcards of the parts of the body back and will sing the song 'Head, Shoulders, Knees and Toes' again. Then, T will show students two pictures of the same part of the body already know by them with the difference that one will be big and the other one small. T will repeat this with all of the vocabulary learned.

After that, T will give students 4 new and bigger popsicle flashcards of the same parts of the body so that they can have one big and one small. Later, ss will sing the 'Big and Small' song again, but this time they will raise up the picture of the part of the body according to the song.
e.g: When the song says 'Big' ss will raise up the picture of the big eyes, if it says 'small' students raise up the picture of the small eyes. This will be done with all the vocabulary.

T will sing the song 'short and tall' and ss will do the same movements the teacher does. They will be encourage to sing the song too. To finish, T will give the new popsicle flashcards of the new vocabulary and while they sing the song they will raise up the flashcard of the word that is mentioned.

WRAP UP (10 mins)

Ss will sing the complete song 'Big and small' with 'Short and tall'. For the first time ss will sing it with the teacher and doing the movements. The second time, they will do it by themselves.

Measuring rod
Magic Box
Popsicle flashcards

3RD CLASS (1h)   'I AM…'

WARM UP (10 mins)

Ss will sing the song 'Short and Tall' twice and will do the movements. The third time they will do it alone. After that, ss will sing the song and do the movements with the distraction of the teacher that will be doing the opposite movements.

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DEVELOPMENT (30 mins)

T will tell students a story about a magic country called 'Englishland' to the one they are invited to. To be able to go there, the king Simon needs to know their height to fit them in a magic box in which they will travel to Englishland.

T will present to ss a measuring rod and will show them what his height is. Also, he will write on the board whether he is tall or short using the structure 'I am…' After that, each student will go to the measuring road to be able to know their height and to write it on the board using the same structure the teacher used. In the end they will say the complete sentence.

WRAP UP (20 mins)

Later T will announce to students that the postman has arrived to the classroom and needs the heights of every students to fit them in the magic box.

T will ask each student whether they remember their height and will ask them what their height was. To the short ones, teacher will give an image of a short person and for the tall ones, teacher will give an image of a tall person. Then, ss will stand up to put their images into the magic box according to the height. While doing this, the students will have to repeat 'I am tall' or 'I am short' with a melody proposed by the teacher.

Flashcards
Parts of the face
Face silhouette

4TH CLASS (1h) 'I HAVE…'

WARM UP (10 mins)

T will ask students to sit down in a circle on the floor and will sing the song 'What do I have?', for the first time T will wear big eyes, nose, ears and mouth and will sing the song using BIG. For the second time T will wear small eyes, nose, ears and mouth and will sing the song using SMALL. Then, ss will be given their flashcards of the body parts (big and small) and will sing along the teacher showing or raising up their own pictures.

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DEVELOPMENT (40 mins)

A face silhouette and a set of the parts of the face (big and small eyes, nose, ears and mouth) will be pasted on the board. Ss will be asked to go one by one, look at the mirror that the teacher has and portray themselves. As they do it, they will have to use the grammar structure 'I have…' to present their portrait. T will do his own portrait before students do theirs, in order to show them how it is supposed to be and to emphasize in the grammar structure.

WRAP UP (10 mins)

Students will sing together the song for the structure 'I have…' T will organize the parts of the face on the face silhouette randomly and will ask the students to present the portrait as if it was theirs. Each student will say only one sentence using 'I have…'

popsicle flashcards

5TH CLASS (1h) REVIEW

Activity 1
Find them

Teacher will go to the park and will hide all of the popsicle flashcards there. After it, Teacher will take students and will explain to them that the popsicle flashcards are hidden in the park and that they need to collect as many as they can. Once students finish, T asks them to sit down in a circle.
T starts to ask students what they found but when students show their popsicle flashcards they will have to use the grammar structures already learned 'I am…' or 'I have..' without forgetting the adjectives big and small.
T will do it with each of the students.

Activity 2
Singing it

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	Teacher and students will sing together all of the songs and rhymes learned in the previous classes in order to review the vocabulary and the grammar structures.
Paper sheets Evaluation rubric	**6TH CLASS (1h) EVALUATION**
	T will remind students the story about Englishland and will tell them that in order to go there and stay in the castle of the king, he needs to know how they look like. For that, ss will have to make a drawing of themselves (full body) in a sheet of paper. When students finish, each one of them will go to the front of the class and will describe their physical appearance using the structures and vocabulary learned in class.

ELABORATED BY: Camilo Esteban Coral Cortes and Isis Alenna Candelo Flor

Observations:
- The lyrics of the song 'Open Shut Them' (https://www.youtube.com/watch?v=RNUZBHlRH4Y) have been adapted to the vocabulary needed for this didactic unit.

Rhymes and Songs

Head, Shoulders, Knees and Toes
Head and shoulders knees and toes
Knees and toes
Head and shoulders knees and toes
Head and shoulders knees and toes

Knees and toes
Ad eyes and ears
And mouth and nose
Head and shoulders knees and toes
Knees and toes

(https://www.youtube.com/watch?v=ZanHgPprl-0)

Big and Small (Open Shut Them)

Big and small, big and small
Big big big big
Small small small
Big and small, big and small
Big big big big
Small small small

(https://www.youtube.com/watch?v=RNUZBHlRH4Y)

Tall and Short (Open Shut Them)

Tall and short, tall and short
Tall tall tall talll
Short short short
Tall and short, tall and short
Tall tall tall talll
Short short short

(https://www.youtube.com/watch?v=RNUZBHlRH4Y)

- One of the participants of this didactic unit presents a several diagnosis which compromises mobility whereby it is necessary the continuous accompaniment of a tutor in order to help the student with his academic processes.
- Most of the sequences in this didactic unit are behavioural due to the considerable amount of participants that belong to the inclusion program. It is important to establish routines as it is easier for them to work, follow and accomplish the activities in a conscious way. Otherwise, participants would not be able to concentrate.

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APPENDIX B

RESEARCH PLAN AND ACTIVITIES

For the completion of this research project this activities were carried out

Month	Activity
June 2018	Development of conceptual framework
July 2018	Development of the proposal of didactic unit
August 2018	Diagnosis and implementation of the didactic unit
September 2018	Evaluation of the implementation of the didactic unit
October - November 2018	Development of the conclusions

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