EXPLORING SOCIAL INCLUSIVE PRACTICES IN ENGLISH LANGUAGE TEACHING IN CENTRO DE ESTUDIOS LA ARAUCANA, SCHOOL FOR ADULTS IN CHILLAN.

Thesis submitted in partial fulfilment of the requirements for the degree of Master of Arts in TESOL

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DEDICATION

I dedicate this thesis to my beloved son, Maximiliano Caron, my greatest motivation. As a critical thinker, he has challenged me often to dig deeper, and to further explore my own position on many issues.
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Abstract

People today understand that the process of evolution they are immersed is constant, and to be able to face these changes, then education is fundamental. In our country there is a large number of people in school age who interrupt their studies and drop out of the system for different reasons. Then, when they reach adulthood they decide to retake them and finish primary and secondary education, either for practical or personal motivations. It is for this reason that the Government of Chile, implemented an education program for adults in which it welcomes those who want to complete their studies regardless of age, gender, economic status, ethnicity and learning problems. In other words, a program where social inclusion should gain great importance. In this context, the following study aims to explore, through an English class at a school for adults in Chillan, to what extent social inclusion is present in the practices of the English language teaching. To this end, students of the first level of secondary education for adults are surveyed using a tool provided by INDEX for Inclusion, a resource to support the inclusive development in schools (Tony Booth and Mel Ainscow), that will show to what extent English practices develop social inclusion in the classroom, regardless of their social differences.
Resumen

La gente de hoy entiende que el proceso de evolución en el que están inmersos es constante y para poder hacer frente a estos cambios, la educación es fundamental. En nuestro país hay un gran número de jóvenes en edad escolar quienes interrumpen sus estudios y abandonan el sistema por diferentes razones. Entonces, cuando llegan a la adultez deciden retomarlos y terminar la educación primaria y secundaria, ya sea por motivaciones prácticas o personales. Es por ello que el Gobierno de Chile, puso en marcha un programa de educación para adultos en el que dan la bienvenida a aquellos que quieren completar sus estudios sin importar la edad, genero, condición económica, origen étnico o problemas de aprendizaje. En otras palabras, un programa donde la Inclusión Social tenga un lugar de gran importancia.

En este contexto, el siguiente estudio pretende explorar, a través de una clase de Inglés en una escuela para adultos, en qué medida la inclusión social está presente en las prácticas de la enseñanza del Inglés. Para este fin, los estudiantes de un primer nivel de la educación secundaria para adultos son encuestados utilizando una herramienta del Índice de Inclusión, un recurso para apoyar el desarrollo inclusivo de las escuelas (Tony Booth and Mel Ainscow), la que ayudara a dilucidar en qué medida las prácticas del Inglés desarrollan la inclusión social en el aula, independientemente de sus diferencias sociales.
CHAPTER 1

1.0 Introduction

This study is carried through "Index for Inclusion" by Tony Booth and Mel Ainscow, a tool used to explore the reality about inclusion in primary and secondary schools, but in this case, it is applied in an English class of a school for adults in Chile.

Index for inclusion acts upon this concept, including all aspects of school. Considering physical and social barriers to learning, it even assesses facilities such as staffrooms, classrooms and playgrounds. This study attempts to explore if Social Inclusion is developed in the English teaching-learning process.

This study expects to show to some extent the existence of inclusive practices in an English class of a school for adults, and from the results, create collaborative relationships and improvements in an English teaching and learning environment. Index for Inclusion encourages the process of learning in which students are actively involved incorporating what they are taught with their own experience. " A school that not only accepts the difference, but learn from it ". Ainscow (2001, p. 44).

This explorative study provides theoretical background about inclusive education, social inclusion, adult education in Chile, ESL & adult education. Then the methodology of the study is presented to continue with the display of the main results of a quantitative analysis of the survey applied to students of a first level secondary school for adults in Chillan, to finish with the conclusion of this research.
1.1 Rationale

In Chile, the conditions to implement Inclusion are not the same as in other countries, especially when it concerns about adult education, which is still a disregarded educational context.

Inclusion is often associated with learners having special education needs or those who have impairments, but in this study, Inclusion will be approached in a Social way, the right of a learner to have access to the educational system in general and in specific, that this system provides these learners with the tool of a foreign language to discover a different culture through it, and possibly improve their chances to qualify for a better job once they complete their program.

Here some principles that The General Education Act in Chile provides to support inclusion in education:

- Universality and continuing education: Education should be available to all people over a lifetime.
- Quality of education: All students, regardless of their conditions and circumstances, should achieve the overall objectives and learning standards to be defined in the manner established by law.
- Equity: all students should have an equal opportunity to receive a quality education. (MINEDUC, 2012).
The number of schools for adults in this country is exiguous, considering the existence of a massive group of vulnerable and socially disadvantaged potential learners who deserted formal school, with issues such as age, marital status, social situation, housing situation (lease or own homes) dysfunctional families, single parents, drug problems, coming out of prison, different comprehension and learning problems, among other social factors. According to CASEN 2011, in Chile more than 600,000 people between 15 and 24 years old are inactive; that is, about 20% of people this age range do not study or work.

The youngest of this group, those between 15 and 18 or 19 years, are due to be registered in the school system. To have deserted from school system have undoubtedly left a mark on their future access to good jobs opportunities, since puts them in disadvantage, especially in an increasingly global economy based on knowledge. Indeed, this is an age when people are still in process of cognitive, physical and emotional development. In fact, the brain self-governing areas and self-emotion regulation are in full development (Dahl, 2004). In this stage, habits that may be harmful to their later life are likely to develop, including a possible abuse of addictive substances such as alcohol and drugs, which will affect the brain development. It is also the stage that marks the beginning of reproductive capacity and sexual life.

A chart based on CASEN 2011, with the main reasons why young people, who are out of the system, do not study.
The Government has created Centros de Educacion Integrada de Adultos C.E.I.A. which are educational entities only for teaching adults. These schools have their own plans and programs of study. The English plan has been designed on the thought of adults as learners, people who have been away from classrooms for long periods of time, yet the contents have not been modified in quantity as they do in quality, from the mainstream’s contents and methodologies. Most people relate inclusion with values such as equity and participation, but not with the educational practices involved (Ainscow et al., 2006). Inclusive practices in classrooms can help massively to improve the learning in the whole school, being radical a paramount change on teachers, so they have a more positive view and attitude about Inclusion, (Cardona, et al. 1999).
1.2 Research Problem

The Chilean educational system, there are three main programs; primary, secondary and tertiary. Among secondary education there is a branch that is not for the mainstream. This branch is adult education.

Adult Education is intended for all people who want to complete their schooling. People that, for different reasons, could not finish their twelve years of compulsory education. The Ministry of Education is in charge of providing a curriculum and syllabus to these institutions. English as a foreign language is a subject matter inserted in the curriculum for adult education. English is taught as a foreign language in Chile and it is considered to be an international language or Lingua Franca, which gives an enormous opportunity to show to the audience different cultures and ways of living all around the world.

According to the Ministry of Education, English language is important, “in the globalized world, where technology and communications have a predominant place, the use of English as a universal language gains great relevance.” (MINEDUC, 2007).

This is why English should be taught with all kind of students with different social, educational and affective backgrounds in mind. While it is true that Social Inclusion in classrooms is a new concept for teachers of English and other subject matters, it is essential to know if social inclusive practices are present in the English teaching process. If these practices are not aimed to acknowledge the student cognitive but also social needs then there will not be learning process.
1.3 General Objective

To explore the existence of social inclusive practices in students in first level at a school for adults in relation to social, affective, communicative abilities in English Language Teaching.

1.4 Specific Objectives

1. To assess inclusive practices in relation to social abilities in English Language Learning.

2. To assess inclusive practices in relation to affective abilities.

3. To assess inclusive practices in relation to communicative abilities.

1.5 Research questions

1- What is the level of inclusion evidenced in the study group in an English class?

2- What are the main existing inclusive skills present in the study group in an English class?
Hypothesis

Students of the 1st level in La Araucana school for adults in Chillan, develop social inclusion skills in the English class.

Conceptual Variables

- **Participation**: The students are boosted to interact with each other while developing the English practices in the class.

- **Planning integration**: The English class is planned with all learners in mind.

- **Understanding of differences**: This variable represents to what extent the English class helps students to realize of the existing differences among people inside and outside the classroom.

- **Critical thinking**: The class fosters and encourages students to speak about their needs and thoughts, proposing ideas to improve the English practices, at the same time, being heard by the teacher and their peers in the classroom.

- **Learning together**: The English class encourages the students to work in pairs and in groups, developing solidarity, sharing, communication and tolerance among them.
CHAPTER 2

2.0 Theoretical Framework

2.1 INDEX for Inclusion

The Index for Inclusion has been drawn up by Tony Booth and Mel Ainscow (2000) overhauled in 2002, distributed in the UK by Centre of Studies for Inclusive Education. Index is a method for enhancing schools according to inclusive qualities, works out connections and enhancements in the learning and educating situations. It encourages a perspective of learning in which each learner is effectively included. It is a pragmatic report, setting out what inclusion implies for all parts of schools; in staffrooms, classrooms, and play areas.

Index is an asset that was created over a three year period, with the help of educators, governors, parents, investigations and delegates of disability associations with involvement in improving values of inclusion in schools.

Six primary and secondary schools were accessed to pilot a beginning version, after this, a more propelled form was assessed in detail in seventeen schools. These schools found that the materials offered them to recognize some assistance with issuing for advancement that may somehow or another be disregarded.

Index authors say "we must begin to evaluate what is important and not just to give importance to what we tested", (Tony Booth and Mel Ainscow, 2000). In this sense, the Index takes us into the need to assess three dimensions, cultures - educational centers
policies and practices, regarding educational inclusion in a broad and comprehensive sense, understood as presence, learning and participation of all students in school life.

The first dimension is to study the presence of "inclusive culture" in the center, which is arranged towards the production of a safe, amicable, communitarian and motivating school group where every last one of its individuals such as teachers, learners, managerial and administration staff and families may feel esteemed.

The school culture will condition the second dimension proposed: the advancement of inclusive policies in the center, which is the breeding ground for creating actions to enhance the learning and interest of all the learners. This would be reflected to what degree the values that permeate the inclusion are reflected in every single one of the policies carried out in the center. The curricular and organizational decisions making, the support and coordination of the same or tutorial action plans will be key elements in the center's capacity to respond to the inclusion of their learners.

It is clear that exclusive and inclusive education emerge in the development of classroom practices. In this sense, the Index welcomed to review and consider if both the activities occurring in the classroom and the extracurricular sorts are open to all learners. To make this viable, mobilization and "orchestration" of all resources that can offer both the school and the community institutions is required.

Now, to carry out this study, the third dimension classroom practices in its area; orchestrating learning and mobilizing resources was taken as the base to explore inclusive practices in the first level of a school for adults.
Booth and Ainscow (2002) argue that Inclusion in education is directly related to participation among the people inside of a classroom where they share experiences about their background and their own way to learn being recognized, accepted and valued for who they are.

The creators of INDEX for Inclusion state that *Inclusion in education* involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies, and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as ‘having special educational needs’.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasizing the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
• Recognizing that inclusion in education is one aspect of inclusion in society.

(Booth, T and Ainscow, M. 2002)

According to INDEX, the development of inclusion resides on the accepting differences between students. There might be significant changes in classrooms if teaching and learning were built on these differences and there was a clear concern with the student. Identifying and decreasing the difficulties of student might benefit other learners, whose learning was not focus of their interests. This is a way in which contrasts between learners, in interests, information, abilities, foundation, achievements or disabilities can be assets to support learning. As (James Allen, 1992), says “The most success of all began as a dream [ ... ] Dreams are campus of reality [ ... ] If nevertheless are faithful to them, your world will come true”.

2.2 Inclusive education

According to FM Esteve Mon, O Ruiz Agut, S Tena Benages, (2005), the origins of the inclusive movement started in United States, with the law (Education for All Handicapped Children Act) in 1975, which considered that students with some type of disability could receive a proper education in less restrictive environments such as an ordinary class. Regular education initiative (REI) and the inclusive school: From the idea of "least restrictive environment" two great movements originated: conventional education initiative (REI) and the inclusive school.

For Reganick (1995), Inclusive Education means that all students in school, regardless of their strengths or weaknesses in any area, become part of the school community.
They are included in the feeling of belonging to other students, teachers and support staffs. It is based on the idea that every child and family is valued equally and deserves the same opportunities and experiences.

“Inclusion is a movement intended to change educational systems so they can better respond to diversity in the classroom. It is an essential component of the right to equal opportunity education and closely linked to access, permanence, participation, and student achievement. Likewise, it places special emphasis on those who, for different reasons, have been excluded or risk marginalization”. (UNESCO, Op. cit., pág. 59); also adds that Education can be a factor of social cohesion if it seeks to transform diversity into a positive factor of mutual understanding between individuals and human groups while avoiding being ( itself) a factor of social exclusion.

Inclusive education is a confident proclamation, and a public and politic invitation to the celebration of the difference. To do this, proactive interest is required to continuing what promotes an inclusive educational culture (Corbet and Slee, 2000, pag. 134).

Peter Mittler (2000 ) from his work at the Center of Studies for Inclusive Education (CSIE ) at the University of Manchester has been a solid promoter for the inclusion as a human right , contending that it is an essential right of all learners , incorporating those with special needs, enroll in a " conventional" school that would apply not be considered in that capacity . Any type of isolation should be seen as a potential for the satisfaction in this essential right.
2.3 Definition of Social Inclusion

DESA, (2009) affirms: “Social inclusion is understood as a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they can achieve their full potential in life. It is a multi-dimensional process aimed at creating conditions which enable full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision-making processes. Social inclusion is understood as the process by which societies combat poverty and social exclusion”.

According to UNESCO, (2012), “Inclusive society is defined as a society for all, in which every individual has an active role to play. Such a society is based on fundamental values of equity, equality, social justice, and human rights and freedoms, as well as on the principles of tolerance and embracing diversity. An inclusive society should also be equipped with appropriate mechanisms that enable all its citizens to participate in the decision-making processes that affect their lives, and ultimately shape their common future”.

To José Ricardo Stok, Peru. Social inclusion means to integrate into community life to all members of society, regardless of their origin, social condition or activity. In short, to bring them closer to a better life, where they can have the basic services for adequate and sustainable personal and family development”. UNESCO, 2012. Social Inclusion, Social Transformations, Social Innovation.

Social inclusion means to integrate all members of society into community life, regardless of their origin, their activity, their socio-economic status or their thinking.
According to the website DefinitionABC, social inclusion is normally related to the poorest sectors, but may also have to do with discriminated and neglected minorities, as in the case of Aboriginal communities or ethnic minorities. Then, Inclusion should group attitudes, policies and trends, which intend to integrate people from different sectors to the society they belong, proposing that they contribute their talents and at the same time gain feedback from society benefits. Inclusion should materialize from all levels: political, economic, educational, social, among others.

A different view of Inclusion is found on the website Wikipedia and it says, Inclusion implies interaction of society regardless of their physical, cultural or social status, with everything that surrounds people on equal terms, thus having the same rights and opportunities to enter anything that allows the fundamental development of the person such as health, education, work and society.

2.4 Adult Education in Chile

The most disadvantaged people today are those who did not reach an elementary level of education in their training skills such as the ability to read, write, speak among others, enabling them to function efficiently in a decent job or participate in the civic life. And can also serve as a basis for further acquiring new knowledge, according to the individual needs and interests (Garcia- Huidobro, 1994)

Unfortunately, the lack of certification of completion of primary and secondary education means people cannot find opportunities that provide improvements in both personal and social. Taking into account the stage of development this country is experiencing, to
obtain education and certification become vital, and this is the reason why Adult education was created.

Adult education is understood as those programs to develop skills and processes minimum contents interrupted by drop at some point in the lives of people who can be classified as adult (Sarrate, 1997). "It is absolutely necessary to address the experiences of adult learners in programs for this population in Chile, as well as future expectations placed in them, so that there is the necessary information in view of its possible renovation and reorientation. To the extent that these programs are relevant - that is to say, to effectively meet the needs and expectations of his students, they will be delivering knowledge and skills needed to improve the material conditions of life and self-esteem of an important part of the Chilean population who has not completed elementary school and / or secondary. Overall, in adulthood the "no schooling" and "interrupted schooling" situations are particularly sensitive to affected individuals, who often lived in terms of personal failure and be associated with family, or social situations, the most vulnerable, as it is a low level of income.

The "re-schooling" of people who interrupted their studies in the past, tends to be perceived by the participants of the various programs of adult education as a means to help mitigate some of the factors of exclusion, giving them new possibilities; that is, helping to improve their job skills-and thus their living conditions and self-esteem and self-worth. Moreover, situations, experiences and / or living conditions at a particular time made it impossible to continue studies, or promoted dropout, they are very diverse in nature (Rumberger, 2001).
According to Ministry of Education (2012), in Chile, currently there are three adjustment methods of education or "second chance" that serve youth and adults who for various reasons did not complete primary and / or secondary education (These are the "regular" mode, the "flexible" mode and the so-called "school reintegration projects", the first being the most important for having the largest number of beneficiaries. The Ministry of Education also indicates that by 2008 just over half of the population over twenty-five years old had completed secondary education, while in the segment eighteen to thirty-four years old this percentage was over 90 %. These figures account for two dissimilar realities. On the one hand, the existence of a large volume of adult population has not completed secondary education when it was not mandatory. Furthermore, the existence of a segment of adolescents excluded from the school system. Espinoza Díaz, et al (2014).

2.5 Adult education and EFL

English language is one of the main subjects in adult education and for this reason teachers find necessary to adapt the contents and methodologies from the plan given by the Ministry of Education, according to the student needs, since teachers know their students background and limitations. English teachers have to deal with different barriers to be able to reach students minds and engage them into the class. Some of these barriers are: their sociocultural background, where learning a second language becomes pointless; having precarious English language basis, due to having to leave
school at some point in their lives; lack of interest in learning a foreign language, low self-esteem, among others.

Two of the barriers recently mentioned might be the main concepts where English teaching and adult learning gather. Concepts that would make teachers rethink how to teach in these classrooms, where they should focus their attention. These concepts are **sociocultural level and self-esteem.**

According to Pratt, F. (1966), *sociocultural level* will appoint all the types of behavior socially acquired and transmitted with equal basis by means of symbols within a layer in the hierarchy of social classes. Sociocultural level is relevant when it comes to define the attitude of the students in adult education, towards the English learning process.

In a study done by Juan Casassus, (2003), he establishes that sociocultural differences lead to deviations in the results after a learning process. There is a clear equivalence between school and its context that is expressed in unequal results. He also explains that this fact tends to reproduce social stratification, as well as the effect the sociocultural level where the student is immersed has in their performance when studying a foreign language. “Where the occupational status of parents, as well as the cultural level they possess, influence importantly the results on their children performance, Pérez Serrano (1981).

In Chile, parents immersed in a higher sociocultural level tend to support and encourage the learning of a foreign language in their children, because they know that the fact of learning languages, place their children in a better position to find a job in the future.
In the English learning process is crucial to make the students be highly active participants in the classroom, no matter their age, every human being will feel happier and motivated to work in any activity that is chosen by them, where they can give their opinion, sense that their role in the learning process is important and feel heard by the teacher and their classmates.

**Self-esteem** is crucial for the interaction of the students in an English class, but in a school for adults, where the majority of the students come to complete schooling after failing former education, is not simple. Hertzog (1980) points out that self-esteem is a set of experiences that the individual has with himself and that lead to a process of reflection and self-evaluation.

Musitu et al. (1997) define self-esteem as the perception that the individual has about himself, based on his own experiences. They also say that it is a cognitive schema built based on previous experience of the individual.

With the explanations proposed by these authors, the definition of self-esteem or self-concept is proposed as a picture or a personal portrait, an illustration of what we have lived according to our life experiences, both positive and negative, and gives a general view to understand the major work teachers of English must carry out in their classrooms in order to makes students of a school for adults get involved in the English teaching/learning process.
2.6 Importance of English

The access to information and sharing ideas through social networks induce and motivate students to achieve the learning least basic English language.

Learning to speak, read, and write in English is generally a requirement for day-to-day functioning in American society as well as in the societies of other predominantly English-speaking countries such as Canada, Great Britain, Australia, and South Africa. Many non-English speaking countries throughout Asia, Europe, and Latin America have mandatory ESL classes in their primary and secondary schools. The reason for this educational requirement is that these nations' governments recognize that English is the international language of commerce. People who finish school with a command of English have many more career opportunities open to them, and this factor often helps to keep their home countries economically competitive with the rest of the world.

Access to information is another important reason for learning English. A large percentage of published websites have material written in English even when the website authors are operating from non-English speaking nations. Academic publications and scientific journals are also usually available in English first before they are later translated into other languages as needed. Many non-native English-speaking college students choose to attend schools in English-speaking countries due to the high quality of education and the chances to develop their advanced ESL skills through language immersion. Angela Farrer, (2016).
CHAPTER 3

3.0 Methodological Framework

3.1 Context

Centro de Estudios La Araucana, a subsidized school for adults was the school chosen to carry out this research; they offered the opportunity to have access to the students with the characteristics needed to do this study. With more than 30 years in the community, offering people to complete their secondary education, this school gathers 400 students of both genders approximately each year. Among these students there is a high number of mothers and fathers, most of them single ones. There are students with cognitive problems who have been rejected by regular education.

Students achieve two years of secondary school in one year at an adult school. Three 1st levels secondary school for adults in Chillan was the group chosen for this study. The adult education program is focused on two main levels, these are 1st level in adult education that consists of 9th and 10th year in secondary education; and 2nd level, which consists of 11th and 12th year in secondary education. The school staff is composed of 26 members in total, where 18 of them are teachers. The school building has two floors, two little playgrounds, a cafeteria and offices.

Students regularly work with an English teaching plan designed by the English teachers and based on the syllabus for the adult education program of MINEDUC. These lessons are imparted in four hours each week, adapted to their necessities and pace of learning.
3.2 Method

The method applied in this research is quantitative therefore the results of the instrument were analyzed statistically.

The global analysis of data was performed using SPSS statistical software program. At first I worked with the program for making a matrix that contained the indicators from where the statements of the survey were based on. After that the procedure was, to type all responses contained in the survey, where all the data was contemplated.

To carry out the analysis of the instrument, it had to base primarily on the development of contingency tables and descriptive studies thrown by SPSS.

After concluding the activities with the software, it must be said that was also complemented by other computer programs (Microsoft, Word and Excel) to create a more attractive visual representation of the results obtained through the analysis of the applied instruments.

The technique used to obtain the data was a survey, a tool applied aiming to measure if the practices developed in an English class of a school for adults are socially inclusive.

The statements written in the survey considered 5 indicators taken from INDEX for Inclusion,
3.3 Procedure

The survey was applied to first levels in a school for adults, 60 students in total in December 2015 in one session. It took the students approximately 30 minutes to answer it.

3.4 Description of the instrument

The instrument used in this study to collect the information, which allows to measure the variables of Social Inclusion present in the English class is:

INDEX FOR INCLUSION developing learning and participation in schools, Tony Booth and Mel Ainscow.

- The tool has two items: 48 statements that consider different aspects of a class based on 5 indicators that represent 5 variables and two open questions.

- The first indicator “Lessons encourage the participation of all the students” included 17 statements. The following numbers are the statements the students responded according to the survey format: 1 – 2 – 3 – 6 – 14 – 16 – 21 – 26 – 27 – 31 – 32 – 34 – 38 – 40 – 41 – 43.

- The indicator “Teaching is planned with the learning of all the students in mind” included 11 statements. The following numbers are the statements the students

- The indicator “Lessons develop an understanding of differences” included 4 statements. The following numbers are the statements the students responded according to the survey format: 19 – 24 – 25 – 37.

- The indicator “Critical thinking is boosted among the students in the English class” included 9 statements. The following numbers are the statements the students responded according to the survey format: 9 – 10 – 11 – 12 – 17 – 18 – 22 – 23 – 45.

- The indicator “Students learn from each other in the English class” included 7 statements. The following numbers are the statements the students responded according to the survey format: 5 – 35 – 36 – 42 – 46 – 47 – 48.
3.5 Limitations of the Study.

Some of the limitations of this exploratory study laid on the amount of students surveyed, there were 60 students out of 82, considering that this survey was applied at the end of the school year the amount of participants is significant. Another limitation was the attitude they showed at the beginning, since they did not show very enthusiastic at responding to 48 statements.

It is not generalizable. It could include more research, for example class observation, interviews, among others.

3.6 Analysis and results.

The purpose of this investigation is to find out to what extent practices in an English class are inclusive within the context of a school for adults in Chillan.

This study explored these variables through two research questions:

1- What is the level of inclusion evidenced in the study group in an English class?

2- What are the main existing inclusive skills present in the study group in the English class?
Participants

For this study, three 1st levels (A,B,C) of a school for adults were surveyed.

19 students in 1st level A. 20 students in 1st level B. 21 students in 1st level C. They all make a universe of 60 students surveyed.

Four pieces of demographic data were requested to facilitate understanding students' responses: (1) Gender distribution; (2) Surveyed students per class (3) gender per class; and, (4) Age distribution. The following graphics summarize the responses for the frequencies and percentages for the demographic variables:
Graph 1: Gender distribution

From a universe of 60 participants the graph shows that 27 were female (45%) and 33 were male (55%).

Source: Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 2: Surveyed students per class.

The following graphic shows that 19 participants belonged to 1\textsuperscript{st} A. (32\%), 20 participants belonged to 1\textsuperscript{st} B. (33\%) and 21 participants belonged to 1\textsuperscript{st} C. (35\%). Indicating that the number of participants per class is similar.

\textbf{Source:} Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 3: Gender per class

This representation shows that in 1\textsuperscript{st} A, 13 participants are male and 6 female; in 1\textsuperscript{st} B, 11 participants are male and 9 are female and in 1\textsuperscript{st} C, 9 participants are male and 12 female. Indicating that most men are in 1\textsuperscript{st} A and 1\textsuperscript{st} B and in 1\textsuperscript{st} C women are majority.

Source: Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 4: Age

Heterogeneous group moderately disperse, where the massive age range stands on two main groups.

The graph shows 5.8% of the participants were younger than 17; 30.5% of the participants were 17 years old; 20.3 of the participants were 18 years old; and 5.8 of the participants were older than 18.

Source: Prepared according to educational inclusion Guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graphic 5: Distribution of the answers

This representation shows the levels of each class in terms of agreement, agreement to some extent, disagreement and no answers. On the first graphic 1\textsuperscript{st} B shows 63\% of agreement on the existence of inclusive practices in the English class. Then 1\textsuperscript{st} A shows 57,7 \% and finally 1\textsuperscript{st} C shows 49,8\%. On the second graphic that represents agreement to some extent, 1\textsuperscript{st} A shows 38\%, 1\textsuperscript{st} B shows 27,6\% and 1\textsuperscript{st} C shows 39,7\%. On the third graph that represents disagreement, 1\textsuperscript{st} A shows 6,2\%, 1\textsuperscript{st} B shows 7,7\% and 1\textsuperscript{st} C shows 10\%. Participants who did not answer the survey range between 0,5\% and 1,3\%. As a general view the representation indicates the existence of social inclusive practices in the English class in a school for adults.

Source: Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 6: Distribution of answers in 1st level A

In this class the 58% of the students agree, 35% agree to some extent, 6% disagree and 1% did not answer.

Source: Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 7: Distribution of answers in 1st level B

In this class the 64% of the students agree, 27% agree to some extent, 8% disagree and 1% did not answer.

Source: Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 8: Distribution of the answers in 1st level C

In this class the 49.8% of the students agree, 39.7% agree to some extent, 10% disagree and 0.5% did not answer.

Source: Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 9: Lessons encourage the participation of all the students

This chart shows that two of the three 1\textsuperscript{st} levels agree on this indicator over 60\% (A \(63,5\%\); B \(67,8\%\); C \(54,2\%)\). They manifest that the level of participation in the class is high. 1\textsuperscript{st} level C agrees to some extent on the indicator showing 38,7\% over 28,6\% in 1\textsuperscript{st} level A and 26,6\% in 1\textsuperscript{st} level B. The level of disagreement on this indicator is considerably low according to the three 1\textsuperscript{st} levels.

Source: Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 10: Teaching is planned with the learning of all the students in mind.

The highest level of agreement on this new indicator corresponds to 1\textsuperscript{st} level B with 61\% over 1\textsuperscript{st} level A (49,2\%) and 1\textsuperscript{st} level C (44,1\%). 1\textsuperscript{st} level A and C show similarity on agreeing to some extent with 44,5\% and 44,1\%. 1\textsuperscript{st} level A shows 4,8\% of disagreement while 1\textsuperscript{st} level B and C shows 8,2\% and 9,1\% respectively. No answers shows 1,5\% in 1\textsuperscript{st} level A and 2,3\% in 1\textsuperscript{st} level B, while 1\textsuperscript{st} level C shows 0. The high levels of agreement on the indicators by 1\textsuperscript{st} level B has been a constant in most of the graphs.

Source: Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 11: Lessons develop an understanding of differences

The graph shows that 1\textsuperscript{st} level A and B have higher levels of agreement on this indicator with 39,5\% and 43,3\% respectively when 1\textsuperscript{st} level C shows 30,1\% but at the same time indicates the highest level of agreement to some extent with 46,8\%. The level of disagreement on the three 1\textsuperscript{st} levels are considerable, showing 1\textsuperscript{st} level A 22,8\%, 1\textsuperscript{st} level B 18,4\% and 1\textsuperscript{st} level C 22,2\%. No answers 1\textsuperscript{st} level B 1,7\% and 1\textsuperscript{st} level C 0,8\%. The 3 graphs on the chart indicate that for some reason the understanding of differences among them is moderate.

Source: Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
**Graph 12: Critical thinking is boosted among the students in the English class.**

This graph shows that this indicator has the highest levels of agreement in the whole study. A (68,4), B (70,6) and C (58,3). Levels agree considerably on the idea of being able to think critically in the class. The highest percentages in the whole analysis. 1\(^{st}\) level A shows 68% of agreement, 1\(^{st}\) level B shows 70,6% and 1\(^{st}\) level C 58,3%, while the percentages of disagreement in 1\(^{st}\) level A, B and C show 2%, 6,9% and 7,7% respectively.

**Source:** Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Graph 13: Students learn from each other in the English class.

Graphs show a high level of agreement on this indicator, manifesting that they do learn from each other in the class. The 1\textsuperscript{st} A shows 60,9\% of agreement, 1\textsuperscript{st} B 67,9\% which once again has the highest level of agreement, and 1\textsuperscript{st} C 51,7\%. Agreement to some extent: 1\textsuperscript{st} level A shows 37,6\%, 1\textsuperscript{st} level B 27,2\% and 1\textsuperscript{st} level C 37,4\%. Disagreement: 1\textsuperscript{st} level A 1,6\%, 1\textsuperscript{st} level B 4,9\% and 1\textsuperscript{st} level C 0,7\%. Only 1\textsuperscript{st} level C did not answer 0,7\%.

[Graph showing student agreement levels]

\textbf{Source:} Prepared according to educational inclusion guide INDEX: Developing learning and participation in schools, SURVEY: MY ENGLISH CLASS.
Open questions analysis

It is noteworthy that for the analysis of the last two open questions present in the instrument, which are: **These are the three things I like about the English class;** and **These are the three things I would change about the English class.** A very different study and representation had to be developed, since the extraction of information was through written and not closed as the instrument most answers.

For this reason, representation schemes were used, which try to synthesize all the views at total level (60 respondents) and where the majority of the arguments are shown.
Analysis of the schemes according to the following statements:

- **Three things they like about the English class**

Participants indicate they like best working in groups, gaining extra points in activities and tasks where they use movies to work on them. They also like the teaching methodology, especially the use of relaxing music in the classroom and attractive and fun activities. And the last thing they like the most about the English class is the freedom they have to express their opinions and the respect and patience the teacher shows towards them.

![Diagram showing the three things they like about the English class:]

- Work in groups
  - Students gain extra points in activities
  - Tasks using movies
- Teaching methodology
  - Use of relaxing music
  - Attractive and fun activities.
- Freedom to express opinion
  - Respect and patience towards students.

These are the three things I like about the English class.
- Three things they would change about the class.

In general basis, participants indicate they would change; the Location in the sense of doing activities out of the classroom, the amount of research activities, they want them to increase and the noise in terms of using more strategies to keep the students quieter.
3.7 Conclusion and discussion

The current study intended to explore the existence of social inclusive practices in an English class of a first level in a school for adults in Chillan.

*The tool used in this exploration* to collect the data and measure the variables of Social Inclusion present in the English teaching process was *INDEX for Inclusion, an instrument that* encourages the process of learning in which students are actively involved incorporating what they are taught with their own experience and after this study it is proved, once again, its effectiveness when comes to measure practices in a classroom.

Tony Booth and Mel Ainscow made a paramount job creating Index and making it remarkably effective for people interested in improving school policies that provide an inclusive approach to the teaching learning process, this is to mention just one of the targets this book points at.

Important authors showed, along this study, several concepts related to Inclusion and Inclusive education. It was also mentioned the significant effect that sociocultural and self-esteem have over English learning process in a school for adults. Certainly is a topic worth exploring.

The method applied in this explorative research is quantitative and the results of the instrument were analyzed statistically. The global analysis of data was performed using SPSS statistical software program. The tool had two items: 48 statements that considered different aspects of a class based on 5 indicators to measure the conceptual variables and two open questions.
The participants answered a survey based on inclusive indicators from Index, manifesting if they agreed, agreed to some extent, or disagreed on the statements showed on the tool.

From a universe of 60 participants that form the three 1st levels (A, B and C) in a school for adults, 55% were male and 45% female. The number of participants per class was quite similar. 1st A showed 19 participants (32%), 1st B showed 20 (33%) and 1st C showed 21 (35%). The 30.5% of the participants were 17 years old; 20.3% 18 years old and participants under 17 and over 18 years old shared 5.8%.

In order to determine the relationship between the data collected and the research questions, the analysis is as follows:

RQ 1- What is the level of inclusion evidenced in the study group in an English class?
A universe of 60 (male and female) participants divided in three classes (A, B and C) and whose ages ranged mostly between 17 and 18 years old showed on Graph 5, that this indicator (Distribution of answers) which gathered the general view of the results of the analysis, showed that the level of inclusion evidenced in the English class corresponded to 57.7% in 1st level A, 63.8% in 1st level B, being the class with the highest level of agreement along the study, and 49.8% in 1st level C. According to the percentages recently seen, the answer to the first research question is positive, since it showed that there was a significant level of inclusion in the English class.

RQ 2- What are the main existing inclusive skills present in the study group in an English class?
To answer this question it is necessary to describe the results shown in the graphs 9, 10, 11, 12 and 13 which contain the skills to be measured. The variable **Participation** measured by the indicator on the graph 9 has *a high level of agreement on the three 1st levels* (A 63.5%; B 67.8%; C 54.2%) and a low level of disagreement from the participants (A 5.3%; B 5.1%; C 6.9%).

**Planning integration** measured by the indicator shown on the graph 10, also indicated a significant level of agreement on the three 1st levels and even though 1st level B kept being over the 60%, the other two levels decreased the level of agreement (49% A and 46% C). Still they show skills related to integration.

The variable **Understanding of differences** measured by the indicator on the graph 11, showed the lowest levels of agreement (39% A, 43% B, 30% C) even though they are quite similar to the levels of agreement to some extent (A 37%, B 36%, C 46%). Well worth mentioning that the levels of disagreement on this indicator were the highest reflected in the whole study. This may mean that understanding differences should be worked up in a deeper way in the class.

Now the variable **Critical thinking** whose indicator is shown on graph 12, reflects the highest levels of agreement in the whole study (A 68%, B 70%, C 58%) being the level of disagreement considerably low (A 2%, B 6%, C 7%) the conclusion here is that students may feel comfortable when comes to give their opinion in the class, they showed in the second part of the survey that is quite significant to them that in this class they can express thought and be heard.
On the last variable Learning together measured by the indicator shown in graph 13, positively high levels of agreement from the three 1\textsuperscript{st} levels (A 61\%, B 68\%, C 52\%) are displayed in this chart, indicating that they do work with their peers and learn from each other.

Having displayed the results, we can say that according to the research question 2, the main existing inclusive skills present in the study group in an English class are Critical thinking (A 68\%, B 70\%, C 58\%), Participation (A 63,5\%; B 67,8\%; C 54,2\%), and Learning together (A 61\%, B 68\%, C 52\%).

3.8 Projections

The results of this study may enhance the development of the student learning process. It may improve the planning to work with them and the relationship between them. It may change the paradigm that students do not learn if not for the expository class. Teachers may realize that these students bring damage from other schools in all aspects of their life and to do new activities in classes would help them to understand that the learning they acquire is to improve their quality of life and future. It could also make the teacher assess the student as a person with real problems and help him to improve. This study also shows the gaps that teachers have in terms of inclusion and not only in the foreign language subject but in all the subjects existing in the program for adults education. They might understand that they have to change practices in the classrooms and stop focusing on their knowledge as permanent.
References


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http://www.psicoperspectivas.cl
APPENDIX

Instrument used to collect the input.

Guía para la inclusión educativa: Desarrollando el aprendizaje y la Participación en las Escuelas

Encuesta: Mi Clase de Ingles

<table>
<thead>
<tr>
<th>Soy hombre _____</th>
<th>Soy mujer _____</th>
<th>Estoy en _______ Nivel</th>
<th>Edad ______</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>En relación a su caso de Inglés: Por favor, marque la casilla que mejor refleje su opinión</th>
<th>De acuerdo</th>
<th>Ni de acuerdo ni en desacuerdo</th>
<th>En desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A menudo trabajo con otros estudiantes en pareja y en grupos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Disfruto las clases la mayoría del tiempo</td>
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<tr>
<td>3 Cuando tengo problemas con mi trabajo en clase le pido ayuda al profesor</td>
<td></td>
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</tr>
<tr>
<td>4 Aprendo bastante en esta clase</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5 Mis amigos me ayudan en la clase cuando no puedo hacerlo solo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 En la clase el profesor/a se interesa por escuchar mis ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 El/La profesor/a no le importa que cometa errores siempre y</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8 Mi trabajo se muestra en las paredes de la escuela

9 El personal de mi escuela es amable conmigo

10 Pienso que el/la profesor/a es justo/a cuando castiga a un alumno

11 Pienso que el/la profesor/a es justo/a cuando premia a un alumno

12 Pienso que al/la profesor/a le agrada más algunos estudiantes que otros

13 Cuando se me da tarea, generalmente entiendo lo que tengo que hacer

14 Generalmente hago la tarea que se me da

15 Me gusta la mayoría de mis lecciones

16 En mis lecciones siempre se lo que hacer

17 Se cuando he hecho un buen trabajo en clases

18 Pienso que las tareas me ayudan a aprender

19 Es bueno tener compañeros de diferentes contextos sociales en la clase

20 Los alumnos discapacitados son tratados con respeto en la clase

21 Todos los alumnos son bienvenidos en la clase

22 Si el alumno/a tiene muy mal comportamiento en la clase, es suspendido
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>El colegio tiene razón cuando suspende a un alumno/a por mal comportamiento</td>
</tr>
<tr>
<td>24</td>
<td>Me preocupa que me pongan sobrenombres en la clase</td>
</tr>
<tr>
<td>25</td>
<td>Me preocupa ser víctima de bullying en la clase</td>
</tr>
<tr>
<td>26</td>
<td>Si alguien me hace bullying le cuento al profesor/a</td>
</tr>
<tr>
<td>27</td>
<td>Las clases generan una sensación de emoción y placer por el aprendizaje</td>
</tr>
<tr>
<td>28</td>
<td>Las lecciones se desarrollan de acuerdo a la experiencia, el conocimiento y las habilidades que los alumnos/as han adquirido fuera de la clase</td>
</tr>
<tr>
<td>29</td>
<td>Las actividades de aprendizaje reflejan la variedad de intereses de los alumnos/as</td>
</tr>
<tr>
<td>30</td>
<td>Existe una amplia gama de actividades relacionadas con la presentación oral y el debate, escuchar, leer, escritura, el dibujo, la resolución de problemas, el drama, material audiovisual, trabajos prácticos y Tics.</td>
</tr>
<tr>
<td>31</td>
<td>Las actividades de aprendizaje ofrecen la oportunidad de trabajar en parejas, grupos, individual y de toda la clase</td>
</tr>
<tr>
<td>32</td>
<td>Las actividades desarrollan la capacidad de los alumnos/as para pensar, hablar, escribir y aprender.</td>
</tr>
<tr>
<td>33</td>
<td>Las actividades de aprendizaje se han previsto con todos los alumnos/as en mente</td>
</tr>
<tr>
<td>34</td>
<td>Las actividades de aprendizaje fomentan la participación de</td>
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<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>todos los niños.</td>
<td></td>
</tr>
<tr>
<td>35 Los alumnos/as participan activamente en su propio aprendizaje</td>
<td></td>
</tr>
<tr>
<td>36 Los alumnos/as aprenden uno del otro</td>
<td></td>
</tr>
<tr>
<td>37 Las lecciones desarrollan una comprensión de las diferencias y similitudes de las personas</td>
<td></td>
</tr>
<tr>
<td>38 El/La profesor/a demuestra gusto/pasión/amor por el aprendizaje</td>
<td></td>
</tr>
<tr>
<td>39 El idioma hablado y escrito utilizado en clases es adecuado para todos los alumnos/as</td>
<td></td>
</tr>
<tr>
<td>40 El vocabulario técnico es utilizado, explicado y practicado durante la clase</td>
<td></td>
</tr>
<tr>
<td>41 Los niños son animados a hablar cuando no han entendido algo</td>
<td></td>
</tr>
<tr>
<td>42 Las clases fomentan el dialogo entre profesor/a y alumno/a y entre iguales</td>
<td></td>
</tr>
<tr>
<td>43 Los alumnos/as tienen la oportunidad de hablar, escribir o realizar signos en su lengua materna y pueden hacer uso de sus habilidades de traducción</td>
<td></td>
</tr>
<tr>
<td>44 Se consulta a los alumnos/as sobre el apoyo que necesitan para su aprendizaje</td>
<td></td>
</tr>
<tr>
<td>45 Los alumnos/as ofrecen comentarios constructivos sobre cómo mejorar las actividades de aprendizaje</td>
<td></td>
</tr>
<tr>
<td>Nro.</td>
<td>Enunciado</td>
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<tr>
<td>------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>46</td>
<td>Los alumnos/as disfrutan con las actividades grupales</td>
</tr>
<tr>
<td>47</td>
<td>Los alumnos/as comparten la responsabilidad con el/la profesor/a para</td>
</tr>
<tr>
<td></td>
<td>ayudar a superar las barreras de aprendizaje que experimentan algunos</td>
</tr>
<tr>
<td></td>
<td>compañeros</td>
</tr>
<tr>
<td>48</td>
<td>Los alumnos/as mencionan las contribuciones de otros en los informes</td>
</tr>
<tr>
<td></td>
<td>de su trabajo</td>
</tr>
</tbody>
</table>

Estas son las tres cosas que más me gustan de la clase de Ingles

1. 

2. 

3. 

Estas son las tres cosas que me gustaría cambiar de la clase de Ingles

1. 

2. 

3. 
